

Bard College
The Faculty Handbook
2024-2025

August 2024

Table of Contents

| | |
|---|-----|
| Faculty Contract 2023-2027 | 1 |
| Statement on Academic Freedom | 23 |
| Statement of Policy on Faculty Whose Fitness to Teach Is Challenged by an Outside Authority | 24 |
| I. Faculty Affairs | 25 |
| A. Appointment of New Faculty | 27 |
| B. Affirmative Action Guidelines for the Appointment of new Faculty | 30 |
| C. Policy on Faculty Appointment, Reappointment, and Tenure | 31 |
| D. Faculty Evaluation Document | 41 |
| E. Sabbatical Policy for Bard Faculty | 68 |
| F. Policy on Leaves of Absence | 76 |
| G. Research Support | 76 |
| H. Faculty Housing | 80 |
| I. Appointment of Staff to Teach | 87 |
| II. Student Academic Affairs | 90 |
| A. Program Curriculum | 92 |
| B. Academic Programs | 96 |
| C. Pathways to Graduation | 102 |
| D. Multidisciplinary Studies Program | 103 |
| E. First-Year Program | 104 |
| F. Moderation | 106 |
| G. Statement on Senior Projects | 110 |
| H. Advanced Placement | 112 |
| I. Independent Studies, Tutorials, and Internships | 112 |
| J. International Study and Leaves of Absence | 114 |
| K. Guidelines for 5-course Programs | 114 |
| L. Summer and Intersession Courses at Other Institutions | 115 |
| M. Grading and Recording Work in Course | 115 |
| N. Academic Deficiencies | 116 |
| O. Incomplete Coursework | 117 |
| III. Faculty Organization and Committees | 119 |
| A. Outline of Administrative Function and Responsibilities of the President | 121 |
| B. Role of the Academic Dean | 121 |
| C. Voting in Faculty Meetings and in Division Meetings | 122 |
| D. Committee Structure: Faculty Governance | 123 |
| E. Committee Structure: Regular Committees | 130 |
| F. Committees: General Provisions | 135 |
| G. Communications | 136 |
| H. Program Directors | 137 |
| APPENDIX A Copyright and Fair Use Policy | 139 |
| APPENDIX B Human Resources | 149 |

*2023-2027**

AGREEMENT BETWEEN

BARD COLLEGE

AND

THE BARD COLLEGE CHAPTER OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

This agreement is made *12 June 2023 for effect 01 July 2023* by and between Bard College (hereinafter referred to as "the College") and the Bard College Chapter of the American Association of University Professors (hereinafter referred to as "the Chapter"). The agreement is made expressly subject to all applicable laws of the State of New York, and of the United States.

I. RECOGNITION

The College recognizes the Chapter as the collective bargaining agent for the faculty (as defined below, Article II) and as the exclusive agent to negotiate the terms and conditions of faculty employment at the College, provided that this action in no way limits the right of individual faculty members or of the President of Bard College (hereinafter referred to as "the President") to discuss and establish particular arrangements to cover individual faculty employment situations. Such agreements shall not be in conflict with the terms of this agreement.

The Chapter recognizes that the Board of Trustees of Bard College (hereinafter referred to as "the Board") shall retain all management rights and functions as vested in it by law, except as limited by the express terms of this agreement.

II. FACULTY

For the purpose of this agreement, the term "faculty" shall include all undergraduate faculty holding teaching contracts for 6/13 or larger fractions.

*NOTE: All changes from the *2020-2023* agreement are shown in bold italics.

III. NOTICE

The precise terms and conditions of every academic appointment (for faculty members and for all other teachers) shall be in the possession of both the College and the teacher before the appointment is consummated, (Faculty Handbook [hereinafter referred to as "Handbook"] I.C). The College will normally notify faculty members of the terms and conditions of their renewals by April 1st, but in no case will contracts be issued later than April 15.

Notice of non-reappointment of probationary faculty will be given as provided in Handbook I.C.

IV. TENURE AND ACADEMIC FREEDOM

- A. Academic tenure means academic appointment that can be terminated only for specifically stated causes. It is granted by the President only to persons who have demonstrated by passing successfully through a substantial period of probation that they are fully qualified teachers and who the President decides, after receiving the recommendation of appropriate faculty committees, have satisfied the criteria for tenure.
- B. Such tenure has one purpose and justification: to ensure the adherence of the College to its stated policy of academic freedom. It is not justified as or intended to be a compensation for low salaries or a reward for long and faithful service. The benefits of economic security which it confers upon the individual to whom it applies are only incidental to the benefits it confers upon society in guaranteeing to the scholar and teacher the opportunity for the free and unbiased pursuit of truth and understanding.
- C. All teachers (whether faculty or not) will enjoy academic freedom as set forth in the Association of American Colleges - American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure, and in no case will dismissal be used to restrain their exercise of academic freedom or other rights of American citizens.

V. REMOVAL OF TENURE AND DISMISSAL OR SUSPENSION FOR CAUSE

- A. After the expiration of the probationary period, faculty members granted tenure shall be suspended or terminated only for adequate cause, or, under extraordinary circumstances, because of financial exigencies. Adequate cause, as used above, is defined as moral turpitude, conduct seriously detrimental to the welfare of the institution, incompetence, or refusal, failure, or prolonged inability to perform contractual duties in accordance with recognized professional standards. If the President believes there is adequate cause for the suspension or dismissal of a faculty member, the President will consult with the Faculty Senate. Suspension or dismissal proceedings will be initiated only upon a detailed written statement of charges by the President. After receipt of such a statement of charges, the faculty member shall have three weeks to request the Faculty Executive Committee to arrange a hearing.

- B. At the request of the faculty member, the Faculty Executive Committee will arrange a hearing on the charges before an appropriate ad hoc committee of the faculty, which the Faculty Executive Committee will designate in consultation with the Chapter Executive Committee.
- C. The hearing will consider only those charges contained in the President's written statement. The faculty member will be provided an opportunity to make written and oral answer to the charges, to have with him or her an advisor of his or her own choosing who may act as counsel, to call witnesses in his or her behalf, and to have a full record of the hearing. In the hearing of charges of incompetence, the testimony shall include that of other teachers and scholars, either from the College or from other institutions.
- D. The findings and recommendations of the Hearing Committee will be given in writing to the President and to the faculty member. Within five calendar days, the President will communicate in writing to the faculty member whether he or she will withdraw the charges or impose sanctions. However, if a sanction is to be imposed, the faculty member shall have three weeks to request review of the hearing record and of the decision of the President by the Board, which shall make a final decision.
- E. Except as to procedural matters specifically covered in this Article, the procedures to be followed by the Faculty Executive Committee, the Hearing Committee, and the Board shall be determined respectively by each of these bodies. However, in determining such procedures, these bodies shall be guided by the American Association of University Professors 1982 Recommended Institutional Regulations on Academic Freedom and Tenure, insofar as such regulations are reasonably appropriate to the situation and resources of the College.
- F. In the event of the suspension or dismissal of a teacher (in any category) before the expiration of his or her contract, consultation, a written statement of reasons, and the opportunity for a hearing under Article V will be accorded. It is understood that the President bears the burden of proof in procedures governed by Article V.

VI. FINANCIAL EXIGENCY

Termination of a continuous appointment because of financial exigency shall be demonstrably bona fide. Where termination is based upon financial exigency or discontinuance of a program or department of instruction, Article III will not apply.

The existence of a financial exigency that may warrant the termination of a continuous appointment shall be determined by the mutual agreement of the President and the Executive Committee of the AAUP based upon a review of the total College budget. In the event that the two parties fail to reach a mutual agreement on the existence of financial exigency, this issue reverts to the Board of Trustees for final determination.

An exigency having been declared, the President will present (1) proposed budget limits (range)

for the relevant budget years, (2) a proposal or proposals to bring the total faculty salary budget within this range. He will meet jointly with a committee consisting of the members of the Faculty Executive Committee, the Faculty Senate, and the Executive Committee of the AAUP (non-voting) to discuss his or any other proposals in an attempt to reach a mutual agreement as to the proposed actions. In the event that the two parties (the President on the one hand, and the aforementioned Faculty Committee on the other) fail to reach a mutual agreement,

1. the Board of Trustees shall make a final determination as to the amount of total faculty compensation available for the relevant budgets.
2. the Executive Committee of the AAUP shall determine whether the prescribed budget reductions are to be made by termination of continuous appointments, by some other adjustment in faculty compensation, or by some combination of these.

If the decision to terminate appointments is made, the committee (named above) shall determine the particular individuals affected.

No terminations which will result in the total discontinuance of a program or department shall be made without the concurrence of the Faculty Committee (named above) and the President.

VII. GRIEVANCE PROCEDURE

- A. Purpose. The purpose of this article is to provide a prompt and efficient procedure for the investigation and resolution of grievances as defined herein.
- B. Definitions. A grievance is an allegation by either a faculty member or the AAUP that there has been a breach, misinterpretation, or improper application of the terms of this agreement, or of the Faculty Handbook. All references herein to the AAUP refer to the President of the Bard Chapter. Faculty is defined as set forth in Article II of this agreement. The term College refers to the President of the College or his or her designee. A working day refers to Mondays through Fridays during the fall and spring semesters. Cases of dismissal or suspension for adequate cause are not covered under this article, but shall be processed under Article V. It is understood that the grievant bears the burden of proof in C., D., and E. of this Article.
- C. If a faculty member or the AAUP alleges a violation of the Contract or Faculty Handbook not related to an individual faculty member's status (i.e., not related to reappointment, promotion, or tenure), the faculty member or the AAUP shall notify the President, within 40 working days after the alleged violation. The President and the AAUP Executive Committee shall meet within 10 working days after the receipt of the grievance or complaint to attempt to formally resolve the matter. If this meeting does not resolve the matter, a Hearing Committee made up of one tenured faculty member selected by the President, one tenured faculty member selected by the AAUP, and one tenured faculty member selected jointly by the President and the Executive Committee of the AAUP shall consider the complaint. This Committee shall be constituted within 10 working days

after the meeting described above. The Committee shall meet and deliberate according to its own rules of procedure and issue a decision within 30 working days after its appointment. The decision of the Committee shall be binding on all parties; however, the Committee shall not add to, delete from, or, in any other manner, modify the collective bargaining agreement or Faculty Handbook.

- D. If a faculty member or the AAUP alleges a violation of the Contract or Handbook related to an individual faculty member's status (i.e., reappointment, promotion or tenure) including an assertion that there were procedural irregularities, or that his or her non-reappointment constitutes a violation of academic freedom, or that there has been discrimination with respect to race, sex, religion, national origin, color, age, disability or sexual orientation, a grievance under this Article, paragraph D will be accorded on request. If a faculty member alleges that a violation of the Contract or the Handbook significantly affected his or her evaluation, the faculty member shall so notify the President, with a copy to the AAUP Executive Committee, within 40 working days after the alleged violation or complaint, or within 40 days after the faculty member first had knowledge of a decision having been made. This notification should include relevant details and should include a statement concerning the remedy sought. The President shall meet with the faculty member, and a member of the AAUP Executive Committee if the faculty member so requests, within 10 working days after the receipt of the grievance to discuss the grievance. If this meeting does not resolve the matter to the satisfaction of the grievant, a Hearing Committee made up of one tenured faculty member selected by the President, one tenured faculty member selected by the Executive Committee of the AAUP, and one tenured faculty member selected jointly by the President and the Executive Committee of the AAUP shall consider the grievance. This Committee shall be constituted within 10 working days after the meeting described above. The Committee shall conduct a hearing in accordance with its own rules of procedure. The Committee shall meet, conduct the hearing, and issue a finding or a decision within 30 working days after its appointment. The decision of the Committee shall be binding on both parties. However, the Committee shall not add to, delete from, or, in any other manner, modify the collective bargaining agreement or the Handbook. It is understood that procedural irregularities, if proven, require a procedural remedy and that in no event will the Committee have the power to grant employment, tenure, reappointment, promotion, or monetary damages in employment related matters, or to modify, add to, delete from or in any other manner change the collective bargaining agreement. If the Committee finds a violation of procedure that merits reconsideration, the Committee shall specify the nature of the violation and the procedural remedy, which may include reconsideration.

VIII. TERMS OF DISMISSAL

A faculty member on continuous appointment who is dismissed because of financial exigency or for adequate cause shall receive his or her full salary for a year following the date of his or her dismissal except:

1. that no such salary payments shall be made to a faculty member found by a Hearing

Committee as appointed in Article V or VII to have willfully failed to meet major contractual responsibilities, and,

2. that payments to faculty members terminated for prolonged inability to perform contractual duties shall cease whenever the faculty member becomes eligible to receive total disability benefits under any policy of insurance upon which the College has paid all or part of the premiums.

IX. CONTRACTUAL OBLIGATIONS

The normal teaching load for full-time tenured and tenure-track members of the faculty is a three-two course schedule over an academic year as described in Attachment B. For all other full-time faculty the normal teaching load is six courses per year. It is the responsibility of all teachers to meet classes, advisees, and major conferences as established by departmental and divisional policies. Classes meet 30 weeks each academic year as scheduled, or for announced make-ups as required. Periodic student evaluations, criteria sheets, grades, moderation reports, and course lists will be turned in by dates fixed by the Faculty Executive Committee.

Full-time teachers are required to be available on campus for the major part of four days each week. They will distribute their contact hours over these four days, including at least two posted office hours each week. Teaching loads and availability for faculty with less than full-time appointments are described in Attachment B. Faculty members will perform normal committee assignments and attend Divisional and Faculty meetings. Significant exceptions to these contractual obligations must be approved by the Faculty Executive Committee and the President.

External consulting arrangements by full-time faculty members that will enhance the individual's professional competence and/or provide a community service are encouraged, provided such arrangements do not interfere with the contractual responsibilities of the individual to the College. The College recognizes that outside activity, professional or otherwise, may from time to time conflict with teaching schedules. In such instances, the faculty member must notify the Dean in advance that he or she will miss one or more classes. Mutually agreed upon arrangements for make-up classes or replacement faculty must be settled ahead of time. Appointments to another institution in an adjunct lecturer or part-time capacity while the individual carries a full-time faculty appointment at Bard must not be undertaken without prior approval of the Dean of the College. The Dean will report these decisions to the Faculty Executive Committee. Similarly, faculty must gain the assent of the Executive Committee and the Dean of the College in advance of making continuing commitments that clearly impinge upon contractual teaching responsibilities and obligations. These guidelines are meant to apply to the work week during the 30 weeks of the academic year, excluding sabbaticals or leaves.

X. ACADEMIC POLICY

Faculty meetings shall be held monthly (unless deferred by the Faculty Executive Committee) and the agenda will be announced a week in advance. Only currently active faculty (as defined in Article II) will vote on academic issues.

Subject, content and conduct, and size and criteria for admission of courses are the responsibility of each teacher, subject to the direction and approval of his or her departmental and divisional colleagues, and the regular elected committees of the faculty, and subject to review by faculty meetings. The faculty has autonomy in academic affairs; e.g., the student-faculty ratio is an academic policy subject to faculty approval.

XI. RESEARCH AND TRAVEL

The College endorses and supports professional development of faculty. An appropriate committee of the faculty will administer funds for research and attendance at professional meetings on announced criteria, making detailed annual reports of allocations. All requests made and all grants of College funds for these purposes must be processed by the Committee.

Eligibility criteria and budgeted amounts are detailed in the memorandum of understanding between the College and the Chapter, which is included in the Handbook, Ref. I.G.1.

XII. ADMINISTRATIVE SERVICES

The College agrees to deduct, from not more than three twice-a-month paychecks, installments of AAUP and Chapter dues of each faculty member who furnishes a written authorization for such deduction on a form acceptable to the College and the Chapter. Each faculty member may cancel such authorization by giving written notice of such cancellation to the College and to the Chapter between September 1 and September 15 of the year in which dues are to be deducted. The amount of monthly installments of dues shall be certified to the College by the Chapter 30 days prior to the beginning of the fiscal year. Deductions shall be remitted to the Chapter at the end of the calendar month in which such deductions are made, together with a list of names of faculty members from whose pay such deductions were made.

Within the limitations of its financial resources, the College will maintain adequate secretarial services for the faculty, to support course preparation, with faculty needs having first priority on the time of the designated secretary.

Subject to final action of the Faculty Executive Committee, the Registrar will assign course times and places with maximum consideration for faculty requests.

XIII. HOUSING

College-owned housing for faculty members shall not be sold or converted to other purposes without prior consultation with the Faculty Campus Facilities Committee, meeting during College session, with ample opportunity for full consideration. In all events the College will observe the terms of its lease with the faculty member and provide him or her first priority for alternative housing.

XIV. SABBATICAL

Each full and three-quarter-time faculty is entitled to regular sabbatical leave (*paid, 1-semester*) after 6 semesters, as provided in the Handbook (I.E). Alternatively, faculty may take a paid, 1-year leave after 12 semesters of teaching. All other forms of leave, paid and unpaid, are covered under Section I.F of the Faculty Handbook.

Effective in 2002-2003, faculty hired in Category A are eligible to apply for and be granted a junior faculty sabbatical upon granting of the second three-year contract. The sabbatical can be taken in either the fall or spring semester of the fourth year of employment at the College. *Second and subsequent regular sabbatical leaves will occur, should tenure be granted, after six semesters have been completed following the previous sabbatical.*

Under the current three-two teaching load for full-time faculty, a faculty member is entitled to release from five courses over any two consecutive sabbaticals. For a faculty member's first sabbatical, the decision as to whether it will be counted as a three-course semester or a two-course semester will be made in consultation with the faculty member's Program Director and the Dean of the College (a faculty member wishing to deviate from his or her regularly scheduled alternations of two- or three-course semesters must receive approval from his or her division and the Dean of the College in order to do so).

Regular, non-tenure-track faculty members (half-time or above with at least one successful CEC review, cf. Faculty Handbook, pp 35-37) are eligible to apply for a one-time single semester, paid leave of absence.

XV. SALARY INCREMENTS AND FRINGE BENEFITS (SEE ATTACHMENT A)

1. The salary increases for all three ranks (Assistant, Associate and Full Professor) will be as described under SALARY.
2. Promotional increases as described under PROMOTION.

This policy can be implemented only within the bounds of prudent institutional fiscal responsibility and in the absence of significant financial reversals.

PROMOTION

The promotional increments for promotions granted during **2024-2025** (usually taking effect on July 1, 2024) are **\$6,926 and \$10,847** for the ranks of Associate Professor and Full Professor respectively. These values will be increased on July 1 of each subsequent year(s) by the seasonally adjusted CPI from the Bureau of Labor Statistics June report (covering April of the previous year through May of the salary adjustment year). In the event of a negative CPI, the rank values remain equal to the previous year.

SALARY

Fixed raises for the next *four* years are indicated below.

| | <i>Full Prof.</i> | <i>Associate</i> | <i>Assistant</i> |
|-------------------------|-------------------|------------------|------------------|
| <i>Year 1 (2023-24)</i> | <i>\$4130</i> | <i>\$3840</i> | <i>\$2725</i> |
| <i>Year 2 (2024-25)</i> | <i>\$4240</i> | <i>\$3950</i> | <i>\$2835</i> |
| <i>Year 3 (2025-26)</i> | <i>\$4335</i> | <i>\$4040</i> | <i>\$3000</i> |
| <i>Year 4 (2026-27)</i> | <i>\$4450</i> | <i>\$4165</i> | <i>\$3100</i> |

The minimum tenure-line Assistant Professor salary at Bard will increase to \$86,000 in Year 1, \$87,250 in Year 2, \$88,750 in Year 3, and \$90,500 in Year 4 of the new faculty contract.

Visiting Faculty

Salary to be 20% lower than minimum tenure-line.

XVI. PAST PRACTICES

The parties agree to continue all practices (as described in the Handbook and any revisions thereof); provided, however, that such practices are not in conflict with the provisions of this agreement. In the event of such a conflict, the terms of this agreement shall be controlling.

XVII. TERMINATION OR MODIFICATION OF AGREEMENT

The agreement shall be in full force and effect through June 30, **2027**.

A change in this agreement during the time it is in force can be made by agreement of both parties.

If either party desires to terminate the agreement, it shall give written notice to the other party at least 60 days prior to the termination date. If either party desires to modify one or more provisions of this agreement or desires to add provisions, it shall, at least 60 days prior to the termination date, give written notice to the other party.

The contract areas of modification or areas of additional provisions shall be set forth in the notice. If either party desires to add items to the list of modification areas or additional provisions, it ordinarily may add these by giving notice of the same up to the time of the initial negotiating session, which shall be held at least 60 days prior to the termination date of the agreement unless the agreement is continued as provided below.

If notice as provided above is not given, this contract shall continue in full force and effect from year to year thereafter, subject to notice of termination, modification, or additional provisions as provided above.

XVIII. CONFLICTS OF INTEREST IN FACULTY EVALUATIONS

It is the policy of the College that its evaluation procedures not be tainted with actual or perceived conflict of interest. The Faculty Handbook provides that should any member of the Faculty Evaluation Review Committee (FERC) “have a conflict of interest regarding any case, as decided upon by the FERC, then she or he should be replaced by an alternate for all discussion and voting on that case.” Similarly, the Handbook provides that should any member of the College Evaluation Committee (CEC) “have a conflict of interest regarding any case, then she or he should step down for all discussion and voting on that case.”

Disclosure – If at any time, an employee has an interest related to a faculty member whom they must evaluate which may pose a conflict of interest, he or she shall promptly disclose the facts of that interest in writing to the Dean of the College. In most instances, the employee will be required to recuse themselves from the evaluation process.

Definition of “interest”- Whether a member of the FERC, the CEC, or any employee taking any part in the evaluation of a faculty member has an interest in a matter shall be determined by whether that individual or a relative (or a company with which such persons are associated) would have an economic or personal interest, either directly or indirectly, in a decision on the evaluation matter at issue. A “relative” is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides at home. A person associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company.

The College prohibits an individual from participating in activities or decisions (including, but not limited to, evaluations) that may reward or penalize another faculty member with whom he or she has had a romantic or sexual relationship. Such a relationship is considered an interest for purposes of this policy.

XIX. NON-DISCRIMINATION

Neither Bard College nor the Chapter will discriminate because of membership or non-membership in the AAUP, nor on the basis of age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or status as a victim of domestic violence, or on any other basis protected by applicable Federal, State or local law.

SIGNATURE PAGE

2023-2027*

AGREEMENT BETWEEN

BARD COLLEGE

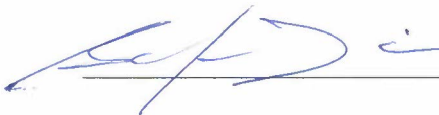
AND

THE BARD COLLEGE CHAPTER OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

FOR THE BARD COLLEGE CHAPTER
OF THE AMERICAN ASSOCIATION
OF UNIVERSITY PROFESSORS

FOR BARD COLLEGE



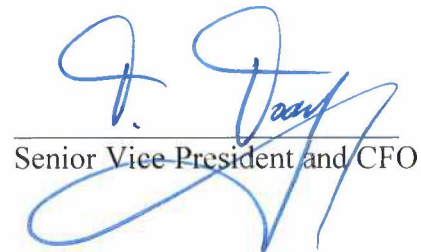
(Chair)



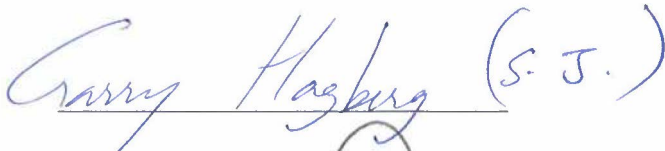
Dean of the College







Senior Vice President and CFO



(S. J.)



Chapter Executive Committee

ATTACHMENT A

APPENDIX ON FRINGE BENEFITS

AS SPECIFIED IN SECTION XV OF THIS AGREEMENT

Preamble

This agreement between the College and the AAUP is not coincident with the College's annual renewals of contracts with its various benefit providers. This presents the possibility of alteration of any benefit plan after the date of this agreement. Therefore, it is understood that during the life of this agreement should it be necessary to amend any or all of the below mentioned fringe benefits in order to (1) comply with Federal or State regulations or (2) pursue other benefit plans in response to adverse experience, the College reserves the right to do so. An amendment of any benefit plan shall be done in consultation and negotiation with the AAUP Executive Committee if such an amendment materially and adversely affects the level of benefits to unit members.

Sick Leave and Disability

In the event of short-term illness or disability, a faculty member in his or her first two years of appointment is paid in full for a period extending to the end of the contract year in which the illness occurs.

Faculty members, after the first year of their appointment, will be paid in full for a period of six months. In most instances, his or her work-load is assumed by other members of the department or division. In addition, the faculty member is covered by a total disability insurance program. This coverage applies when an employee is declared totally disabled, and becomes effective six months after the establishment of total disability. This plan, in conjunction with Social Security benefits, provides for approximately 60 percent of total salary, but not to exceed \$10,000 monthly, for as long as total disability continues. The plan also provides for continuation of retirement premium payments. The entire premium for this protection is paid by the College. Details of these plans can be obtained from the Office of Human Resources.

Child Leave Policy

Faculty members who give birth will be granted six months leave with full pay and benefits. This six-month period includes the twelve-weeks leave allowed by the Family Medical Leave Act (FMLA) as well as leave provision under NYS Paid Family Leave. The six-month leave applies regardless of the timing of the birth.

- If the timing of the faculty member's return to academic duties occurs in the middle of a semester, and if at least seven weeks remain before the end of the semester, the faculty member will return to a normal load, with credits adjusted for the number of weeks

remaining in the semester. If the timing of the faculty member's return to academic duties occurs less than seven weeks from the end of the semester, the faculty member has the following options:

- a) they can opt not to return to teaching and take a prorated cut in pay, or
 - b) they can opt to return to their duties before the end of the six-month period in order to teach a seven-week two-credit load at full pay.
- The faculty member may elect to begin their six-month leave at or near the time of the birth.

Non-birth Parental Leave

Full-time tenure-track, non-birth parents on a five-course load will be granted a one-course release subject to eligibility on a five-course load, with the timing of the release determined at the discretion of the non-birth parent in consultation with the Dean and program director. Alternatively, non-birth faculty members can opt for the NYS Paid Family Leave administered through New York State.

Adoptive and Foster Parent Leave

Paid Family Leave for Bonding, administered through New York State, provides up to 12 weeks of Paid Family Leave within 12 months of an adoption or foster placement. Additional information regarding the application process can be obtained through the Human Resources Office.

Eligibility

Tenure-track faculty members who have taught at the College for at least one year in a continuing faculty position of two-thirds time or more are eligible for paid birth leave. Visiting faculty members who have taught at the College for at least two years in a continuing faculty position of two-thirds time or more are eligible for birth maternity leave. Additional medical leave will be granted if a birth parent is certified by their physician to be medically disabled either before or after a parental leave.

Faculty members who have taught at the College for less than one year or teach less than two-thirds time are not eligible for paid parental leave. These faculty qualify for unpaid birth or adoption leave as required by law in the FMLA.

Benefits

During a paid maternity leave, the College will continue to make its regular contribution to a faculty member's benefits, which shall remain continuously in effect.

Sabbatical

The six-month birth leave will not count towards an earned sabbatical.

Evaluation and Tenure Clock

The six-month birth leave will be excluded from the evaluation clock, effectively delaying the tenure decision by one year.

Outside Employment

Paid parental leave may not be used for the purposes of salaried services elsewhere or within the College.

Stipulations

Released courses will not be replaced except in extraordinary circumstances.

The College complies with all state and federal laws regarding disability leave, including parental leave. Any disability coverage requires documentation from a physician to establish and determine the extent of illness or injury. The College further complies with the Family Medical Leave Act (FMLA) and further information can be obtained through the Office of Human Resources.

SOCIAL SECURITY

Bard College participates in the Federal Insurance Contribution Act (FICA), which provides death, disability, and retirement benefits for the employee and his or her family as prescribed by law. For this purpose, the prevailing tax is deducted from the employee's salary and matched by a like contribution from the College.

WORKER'S COMPENSATION

All employees are covered by Worker's Compensation Insurance as prescribed by law. In the event of a job-related injury or death, this plan provides for medical expenses and the payment of a portion of normal earnings as determined by the Worker's Compensation Board. The entire premium for this protection is paid by the College.

UNEMPLOYMENT INSURANCE

All employees are eligible for New York State unemployment insurance protection in the event of involuntary termination of employment other than termination for misconduct. Eligibility and the amount and duration of payments are determined by the State Unemployment Insurance Agency on the basis of individual claims submitted.

RETIREMENT

Regular Faculty: Faculty members (6/13 fraction and above) are eligible to participate in the TIAA plan after one year of service at Bard College and attainment of age 21. The College contributes 12.5% of the base salary while the individual must contribute a minimum of 2.5%.

Visiting Faculty: Faculty members (6/13 fraction and above) who have been teaching in a Visiting status may participate in the TIAA plan beginning with the third year of service and attainment of age 21. The College contributes 12.5% of the base salary while the individual must contribute a minimum of 2.5%.

If you are a new Regular or Visiting faculty member and are presently enrolled in a TIAA retirement program through a former employer, the waiting period is waived and participation may begin immediately.

HEALTH INSURANCE PROGRAM

All full-time active employees and part-time employees working 338 hours (equivalent of 6/13 time fraction) per year or more are eligible to participate in the College's health insurance plans. The plans offer both basic and major medical coverage for sickness and accident benefits and are available on an individual or family basis. The individual and family plan employee contributions for faculty and staff are determined by a tiered plan whose details can be obtained from the Office of Human Resources. Any changes in the employee contributions must be discussed with the AAUP Chapter Executive Committee, and any proposed changes that the AAUP Executive Committee considers significant would be a contractual issue that would have to be discussed and voted on by the Chapter. Dependent coverage includes coverage for same or opposite sex domestic partners (see Attachment C for "Terms of Domestic Partnership"). All plans include prescription coverage, including mail order for regular maintenance drugs. The CFO, or their designee, is committed to meeting with at least two members of the AAUP Healthcare Committee twice per semester to discuss healthcare data, distribution of premium increases/decreases (when applicable), and plan design best practices.

RESEARCH LEAVE AND HEALTH INSURANCE

Health insurance coverage will be continued by the College for a one-semester, unpaid research leave for tenure-track and tenured faculty members covered by this contract. Furthermore, the health insurance contribution tier will be adjusted based on the actual salary paid during the year. For example, if a faculty member's full year salary is \$80,000 but during the year of the unpaid one-semester leave their actual salary, paid out over the entire year, would be \$40,000. Health insurance contributions are then based on the \$40,000 tier rather than the \$80,000 tier. This provision is applicable for a single unpaid leave where the adjusted salary period does not exist one year, (i.e. the adjusted salary period, including unpaid leave period, does not exceed 12 consecutive months).

FLEXIBLE SPENDING ACCOUNT

Full-time and part-time employees working 338 hours per year are eligible to participate in the flexible spending account. The plan allows employees to pay for health, vision, or dental expenses not covered by insurance with money deducted before taxes. Dependent care expenses and individual insurance plans are also covered under the flexible spending account. Details for this plan can be obtained from the Office of Human Resources.

LIFE INSURANCE BENEFIT

All tenured and tenure-track faculty are eligible for the College's life insurance plan (effective 7/1/2013):

Life Insurance Benefit: \$12,000 Flat Insurance Benefit

Age Reduction: Benefit reduces by 35% at age 65 and 50% at age 70

Accidental Death and Dismemberment (AD&D) Benefit

Accidental Death Benefit: If death is as a result of an accident, the Beneficiary will receive an additional amount equal to your Life Insurance in force. If the employee is dismembered (such as loss of sight in an eye, loss of a hand, foot, limb, hearing, speech, etc.), benefits will be paid to the employee as a percentage of the basic life amount.

EDUCATION

- A. Children of College employees may attend the Abigail Lundquist Botstein Nursery School without charge. The employee must be eligible for benefits under the terms of their employment.
- B. Regular tenure-track faculty of the College may take one or two courses per semester at Bard without charge.
- C. Dependents of regular tenure-track faculty may enroll in courses offered under the regular undergraduate program at Bard and Simon's Rock, excluding off-campus programs, without payment of tuition. In the case of death of a tenured faculty member during service, children of such faculty member may enroll without payment of tuition. In the case of permanent disability of the faculty member, this benefit will also apply after 5 years of continuous service to the college and provided the faculty member remained in Bard's employment at the time of permanent disability.
- D. In such cases where the dependent is eligible for state, federal, and/or private grants or scholarships restricted to tuition only, these funds will be paid to the College and the faculty member and/or the dependent is expected to complete all financial aid forms necessary to secure these funds.
- E. Dependents of full-time employees may attend a college, which is a member of the Tuition Exchange Program without payment of tuition, subject to the certification

requirements of the Tuition Exchange Governing Board. The College has been able in the past, with varying degree of success, to arrange for bilateral tuition agreements between institutions that are unable to certify students through this program. However, there is no guarantee that such agreements can be made in the future. Further information can be obtained from the Office of Human Resources and on the Tuition Exchange website: <https://www.tuitionexchange.org/>

- F. Dependents of regular non-visiting full-time tenure track faculty will be eligible to receive a tuition benefit payment if they choose to attend a college or university other than Bard, Simon's Rock or a college or university which is a member of the Tuition Exchange Program. The benefit for fiscal year **2024-2025 is \$13,299**. This benefit will be increased according to the annual increases in Bard's tuition charges. This benefit is limited to undergraduate studies and shall not exceed the maximum of four years for the same dependent. In the case of non-visiting part time faculty covered by this agreement, this benefit will be prorated accordingly. ***In order to receive a tuition benefit payment to a college/university that is part of the Tuition Exchange Program, an eligible faculty member's dependent must apply annually and be rejected for Tuition Exchange to that institution.***

DISCOUNT PURCHASES

Employees are entitled to a 20 percent discount on all purchases made at the Barnes & Noble College Bookstore, except for special orders, foodstuffs, sale items and College rings. Special order single copy books purchased from the College Bookstore will be eligible for a 20 percent reimbursement, except for the sales tax and shipping amounts charged, upon submission of receipts to the Controller's office up to an aggregate maximum amount reimbursed of \$1,500 for all faculty.

Arrangements may be made to secure fuel, gas, appliances, and other supplies through the Physical Plant Department at College discount rates.

BENEFITS FOR RETIRED FACULTY

Retired faculty will use the financial benefits of their participation in the College's TIAA plan in addition to Social Security benefits and other financial investments and savings. The College also offers the College's health insurance as a supplement to Medicare. Eligibility requirements for this plan are 10 years of service at half time or better. The College pays 50 percent of the premium for the faculty member. The spouse of the retired faculty member may participate in the plan at the full Medicare supplement rate.

Dependents of retired faculty may enroll in courses offered under the regular undergraduate program at Bard and Simon's Rock, excluding off-campus programs, without payment of tuition.

Retired faculty members have access to all Bard facilities, including computer facilities and e-mail, and are welcome at all events. Academic facilities may be used by arrangement. Bard

College mailboxes are also available. The retired faculty member should maintain a valid Bard I.D. card.

Discount programs such as heating fuel are available through the Physical Plant office. This program can be used only for one's primary residence. Rental and other properties are excluded. Information concerning the use of the Bard College Cemetery, an organization legally distinct from the College, can be obtained by contacting the *Vice President for Administration*.

CHILDCARE

Childcare will be available to non-visiting Bard faculty members while attending to official College business under the following conditions:

- A. Childcare must be provided by a current Bard student.
- B. Maximum rate of reimbursement is the current wage rate for student employment.
- C. Children eligible for enrollment at the Bard Nursery School are not covered during the times that the nursery school is open and space is available, except in cases of illness.
- D. Support is not available for children enrolled in first or higher grade.
- E. The maximum claim will be 10 hours per week.
- F. To obtain reimbursement, faculty should submit receipts signed by the student along with timings to the Payroll Office. The sum paid out will be reported as income on Form W-2.

Faculty members who obtain childcare services under the foregoing plan waive all claims against the College that arise out of the performance of such services and shall defend, indemnify, and hold the College harmless from and against all claims, causes of action, damages, liabilities, losses, costs and fees, arising out of the hiring and performance of such services.

CAPS AND GOWNS

The College will provide caps and gowns for all faculty members to encourage attendance at baccalaureate and commencement.

ATTACHMENT B

APPENDIX ON CONTRACTUAL OBLIGATIONS

AS SPECIFIED IN SECTION IX OF THIS AGREEMENT

FACULTY TEACHING SCHEDULE

The course load for full-time tenured and tenure-track faculty in the divisions of Languages and Literature, Arts, Social Studies, and non-laboratory faculty in Science, Mathematics and Computing is three-two. That is, three courses one semester and two the other, as dictated by program and division needs and determined in concert with the sabbatical schedule. An initial, and continuing updated two-year plan based on known factors should be developed by each program within the College. In addition, a teaching schedule includes the supervision of senior projects and tutorials, general academic advising of assigned students, and participation in moderations and senior reviews.

The normal teaching load for Natural and Computer Science laboratory faculty is 10 units over a two-year period. A minimum of two units must be offered each semester. For the purpose of calculating faculty teaching loads, a laboratory science course at Bard is a course that has a weekly laboratory component in the physical sciences, the life sciences or computing, and for which substantial faculty preparation, set-up and grading is required for the laboratory component that is separate from the preparation and grading for the lecture component of the course. Laboratory science courses at Bard will receive teaching credit as follows:

- Category 1: 1.25 teaching credits

The course meets twice per week for a total of at least four hours, with a lecture/lab format, and with at least one hour of laboratory work per week on average.

- Category 2: 1.5 teaching credits

Either of the following situations applies:

1. The course meets twice per week for a total of at least five hours, with a lecture/lab format, and with at least two hours of laboratory work per week on average; or
2. the course meets for two lectures per week for a total of at least two hours and 40 minutes, and one separate lab per week for at least two hours.

- Category 3: 2 teaching credits

The course meets for two lectures per week for a total of at least two hours and 40 minutes, and there are two or more alternative lab sections per week for at least two hours per lab.

- Category 4: 0.5 teaching credits

This category is for teaching a single lab section once per week for at least two hours.

If a course is to receive anything other than one teaching credit, the instructor of the course must indicate the proposed number of teaching credits when the course is submitted to the Registrar's Office for inclusion in the course list. The proposed number of teaching credits will be reviewed

by the Curriculum Committee as part of its review of the course list.

The schedule for part-time faculty with respect to courses and days per week on campus is shown below:

| Time Fraction | Courses | Days on Campus |
|---------------|-------------------------------|----------------|
| 3/4* | 5 in one year, four the next | 3 |
| 2/3* | 4 in one year, three the next | 2 |
| 1/2 | 3 per year | 2 |
| 1/3 | 2 per year | 2 |
| 1/4 | 2 per year | 1 |

*Tenured or tenure-track only. Visitors in these categories are not eligible for a course reduction during the first two years of their appointment. Visiting faculty, upon renewal, beyond the initial period of two years, will be given the same course load as tenured and tenure-track faculty.

Any variation from the above teaching load with respect to either or both the number of courses and days on campus must be approved by the President upon recommendation of the Faculty Executive Committee.

It is understood that the only routine course remissions allowed will be a two courses per year reduction for Divisional Chairs and a one course per year reduction for the Director or Co-Directors of the First-Year Seminar Program.

Corollaries:

- Full-time and part-time faculty members are expected to be on campus for the contractually requisite number of days per week, even in reduced course-load semesters.
- There will be no replacement appointments for reduced course semesters-except in extreme circumstances and such additions must be agreed to by the President.
- Each spring the College faculty will present a course list for both semesters of the following year.

CLASS SCHEDULING

Lower College courses (100- and 200-level) will meet twice per week for a minimum of two hours and 40 minutes. Studio and Performance courses (which normally meet once each week for as long as three hours) are exempt from this rule.

Creative Writing Workshops intended for first-year students will meet twice per week for a minimum total time of two hours and 40 minutes. Two-hundred-level (sophomore) Creative Writing Workshops may meet once per week if such an arrangement is judged appropriate by the member of the faculty teaching such a workshop. The minimum scheduled time for such a

workshop would be two hours and 20 minutes.

The scheduling requirement for 300-level courses will be twice per week meetings for a minimum combined time of 2 hours and 40 minutes. Upper College seminars, some of which will be designated at the 400-level, may meet once per week for a minimum of two hours and 20 minutes. The faculty have articulated and the Executive Committee has amplified a set of criteria for the designation "Upper College Seminar." This includes:

- a. An enrollment cap of 15 students including auditors.
- b. Specific prerequisites determined within the relevant program. These should be stated in the course description.
- c. Explicitly planned student involvement appropriate to the upper College.

These criteria are now part of Curriculum Committee policy against which they will approve seminars in the Course List. Curriculum Committee approval will be necessary for the inclusion of 300- or 400-level seminars in the course list.

Any exemptions to the frequency of class meetings and meeting time policy stated above will be made only upon the approval of both the Executive Committee and the President.

ATTACHMENT C

TERMS OF DOMESTIC PARTNERSHIP

For the purposes of the agreement between the AAUP Chapter and Bard College, domestic partners are defined as two people of the same or opposite sex, both 18 years of age or older. The persons have been living together on a continuous basis for at least six months. The persons intend to continue to live together indefinitely. Proof of cohabitation must be submitted and includes: a driver's license; tax return; or other sufficient proof as determined by Empire Blue Cross/Blue Shield. The two persons are registered as domestic partners, when registration is available; or the two persons submit an affidavit of domestic partnership. The registration statement or affidavit must be submitted to verify the domestic partnership. The financial interdependence of the domestic partners is established by evidence of at least three of the following, proof of which must be submitted:

- Joint bank account.
- Joint credit or charge card.
- Joint obligation on a loan.
- Joint ownership of residence or other real estate.
- Joint tenants on a lease or shared rental payments of residence or other property.
- Joint ownership of vehicle or other major items of personal property.
- Mutual grant of durable power of attorney.
- Status as authorized signatory on other's credit card, charge card, or bank account.
- Joint ownership or holding of investments.
- Shared household budget for purposes of government benefits.
- Status of one as payee of the other's government benefits.
- Such other items as may be sufficient under the facts of a particular case.
- Affidavit of creditor or other individual able to testify to partners' financial interdependence.

The persons agree to file a termination statement in the event of termination of the domestic partnership.

Statement on Academic Freedom

Prologue

A member of the learned profession shares the full protection afforded to all individuals by the Constitution of the United States of America, including the Bill of Rights, and as scholar and teacher he or she enjoys the rights and obligations inherent in the traditional concept of academic freedom. As a scholar, he or she is entitled to freedom (except as hereinafter provided) to select and undertake research projects and to publish the findings thereof. As a teacher, he or she is entitled to freedom (except as hereinafter provided) to teach within his special competence in accordance with his or her informed opinions and convictions. In return for these guarantees, the scholar and the teacher owe unlimited allegiance to the pursuit of truth and understanding.

In modern practice, academic freedom also accords to fully qualified teachers, subject to few exceptions, full and final discretion in determining the teaching methods and subject matter of the courses they are assigned to teach. The distinction between the fully qualified teacher and other teachers is generally indicated by probationary or permanent status, which is in turn related to professional rank. It is important to note that academic freedom applies equally to all members of the learned profession except that, normally, only “fully qualified” teachers have full and final discretion in determining the teaching methods and subject matter of the courses they are assigned to teach. The entire faculty of the College has the responsibility for determining what courses shall be offered in accordance with the College’s general educational plans and objectives as fixed by the trustees.

- Academic freedom relates to the right of society to the fruits of scholarship and teaching and the right of the scholar and teacher to search for truth and understanding without interference and to disseminate his findings without intimidation. Commitments of any kind that interfere with an individual’s free and unbiased pursuit of truth and understanding are incompatible with the objectives of academic freedom, and no person so committed may, therefore, enjoy its rights. Nevertheless, association with or membership in any group or organization shall not in itself constitute prima facie disqualification from participation in a free and unbiased pursuit of truth and understanding and shall not in itself constitute sufficient grounds for disqualification from participation in a free and unbiased pursuit of truth and understanding, and shall not in itself constitute sufficient grounds for disqualification from membership in an academic community.
- The teacher is entitled to select and undertake any lawful research (except that an institution may control research involving its own personnel as subjects) and to the lawful dissemination of the results thereof, subject to the adequate performance of his or her other academic duties; but extensive research projects or other sustained work should be based upon an understanding with the authorities of the institution.
- The teacher is entitled to freedom in the classroom in discussing his subject in any lawful manner, but he or she should be careful not to introduce into his teaching controversial matter that has no relation to his subject. The teacher on probationary status enjoys the same academic freedom as his seniors, except for his or her obligation to accept the guidance of his Division as to the teaching methods and subject matter of his or her courses.

- The College or university teacher is a private individual, a member of a learned profession, and a member of an academic community.
 - a) When he or she speaks or writes as an individual, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes a special obligation.
 - b) As a person of learning, he or she should remember that the public may judge his or her institution and profession by his or her utterances. Hence, he or she should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he or she is not an institutional spokesperson.
 - c) As a member of an academic community and particularly as a teacher, the faculty member is free to state his or her opinions of convictions in the field of his or her professional competence, subject to the willingness and ability to state the premises from which his or her opinions or convictions are derived in any manner other than from his own free and unbiased pursuit of truth and understanding.

By Faculty Action: 5/16/1951
By Action of the Board of Trustees: 5/22/1951

Statement of Policy on Faculty Whose Fitness to Teach Is Challenged by an Outside Authority

The trustees of this institution hold that a teacher is to be judged on his pedagogic merits. We accept no political tests and we concede to no outside authority—government, public opinion, the press, or whatever—a voice in the determination of a particular teacher’s fitness to teach.

Appointment to the Bard faculty is an earnest belief of Bard College’s confidence in the fitness to teach of the appointee. It signifies nothing more and certainly nothing less. Should any outside authority challenge a faculty member’s integrity as a teacher, this College would place the burden of proof on the outside authority and would in any case reserve all right of judgment and determination.

Further, we would regard it as an inescapable duty to take every measure within our means and competence to assist in the defense of a member of our faculty against the intrusion of any outside authority.

Finally, we recognize the right of a faculty member to regard the relationship between a teacher and his students as a morally privileged one, in the sense that a doctor’s relationship with his patients and a lawyer’s with his clients are legally privileged.

By Action of the Board of Trustees: October 10, 1957
By Faculty Action: November 6, 1957

I. Faculty Affairs

A. Appointment of New Faculty

1. Principles

- a) It is the policy of the College to appoint teachers of the highest professional qualification and greatest potential contribution to the Bard community.
- b) Since the faculty of the College is small, single appointments have a great effect on the character of the whole College. The procedure must, therefore, consider the comprehensive needs and goals of the institution as well as specific professional qualifications.
- c) It is understood that the faculty, entitled as the peers of the candidate to judge professional qualifications, and the students, entitled as the prospective students of the candidate to judge the qualities of a prospective teacher, have the right to recommend action to the president. It is also understood that the president has the right to act contrary to such recommendations, a right that will not be exercised before discussion with the recommending group.
- d) The College is committed to actively recruiting, retaining, and promoting faculty members who reflect the diversity of our student body and of the nation in an increasingly globalized context.
- e) Faculty searches must adhere to Bard's Office of Human Resources Equal Opportunity and Affirmative Action policy and plan. <https://www.bard.edu/humanresources/training/>

2. Proposed Faculty Positions

- a) Proposals for Faculty Positions
 - (1) Both new and replacement faculty positions (half-time and above) require substantive proposals. These include all faculty positions other than adjunct positions, including new and replacement positions, tenure-track and non-tenure-track positions, as well as short-term and long-term positions. The rationale for a position must include both a discussion of the need for the position in terms of the staffing and student enrollments of the relevant programs and the curricular impact of this position in the context of the program and the College. Proposals must explain how the position will contribute to diversity, equity, and inclusion at the College, including specific steps to recruit, mentor and retain faculty members from historically underrepresented groups.
 - (2) Guidelines for submission of proposals for faculty positions will be posted on the website of the dean of the college, and circulated to the faculty.
 - (3) Proposals for tenure-track or long-term faculty positions must be submitted to the Planning and Appointments Committee (PAC) by the 9th Wednesday of the spring semester prior to the start of the academic year of the proposed search.
 - (4) For all other positions that require PAC approval, proposals may be submitted no later than the 9th Wednesday of either the fall semester of the academic year of the proposed search, or the spring semester of the previous year.

- (5) Proposals for all faculty positions must be submitted electronically via the website of the office of the dean of the college.

b) Approval Process for Faculty Positions

- (1) Proposals for all faculty positions other than adjunct positions, including new and replacement positions, tenure-track and non-tenure-track positions, short-term and long-term positions, and all proposals for faculty leaves of absence, must be discussed and approved by all of the relevant programs and divisions. All proposals for replacement positions will be submitted in tandem with all relevant requests for leave of absence. In general, sabbaticals are not replaced.
- (2) After approval by the relevant programs and divisions, proposals for all faculty positions other than adjunct positions will be submitted to the PAC. After review and recommendation by that committee, proposals will be forwarded to the dean of the college and the president for the final decision.

3. Search Committees

- a) The procedures outlined below apply to searches for tenure-line or long-term positions only and may not necessarily be followed in searches of other kinds.

b) Membership

- (1) Search committees must include:

- a. At least two members of the faculty from the relevant program (or with relevant professional qualifications) appointed in consultation with the division chair.
- b. At least one member from outside the program who is approved or designated by the PAC and will assist the search committee to consider the college-wide implications of the position and candidates.
- c. Two students, who have moderated in the program in which the prospective candidate is to teach, appointed in consultation as in (a) above. Students serving on hiring committees will be paid an honorarium in recognition of their service.
- d. The division chair or director of the program, *ex officio*.

- (2) Diversity, equity, and inclusion will be considered in the membership of search committees. Search committees will include faculty and students representing a range of backgrounds and identities.
- (3) Division chairs will work with search committees to ensure consideration of diversity, equity, and inclusion in all parts of the search process.
- (4) In order for a search to be approved, each faculty member who is serving on the committee must have completed the College's inclusive search training within the past three years.

c) Duties and Procedures

- (1) Recruiting

- (a) However careful the scrutiny of the candidates who are interviewed, the quality of the ultimate appointment will largely depend on the group from which they were chosen. Therefore, members of the search committee will consider the following avenues of recruiting:
 - 1. Direct communication with prospective candidates.
 - 2. Inquiry by direct approach to colleagues in other institutions.
 - 3. Response to unsolicited letters of application bearing evidence of professional, creative, intellectual, and teaching qualifications.
 - 4. Review of placement registers at various professional society meetings, and other placement agencies that the committee deems appropriate.
 - 5. Advertisement through national or international professional associations.
- (b) Communication with the candidates, personal or in writing, will be conducted by the search committee chair. It is understood that all such communications are tentative, under no circumstances committing the College.
- (c) In the placement of ads and recruitment of candidates, care will be taken to seek out a diverse pool of applicants, including members of groups historically underrepresented in the relevant discipline. Search committees will advertise positions among professional organizations serving these groups.

(2) Interviewing

- (a) In general, at least three candidates will be interviewed on campus for each vacancy. The dean of the college will review short lists before campus visits with an eye toward whether the search process is addressing the College's diversity goals.
- (b) After the appropriate credentials have been secured, the search committee shall invite the most promising candidates for interviews on campus at the earliest possible date.
- (c) The search committee will arrange for transportation and accommodations and make advance appointments with the persons to be interviewed on campus. Candidates' travel expenses will be paid in advance.
- (d) The candidate will be asked to give a public presentation of their scholarly or artistic work. The search committee will see that an appropriate venue is reserved and suitable publicity prepared.
- (e) The search committee will prepare an itinerary for each candidate that will ensure that the candidate meets with relevant faculty members from across the College. All candidates who visit will have a comparable itinerary. The itinerary must be approved by the Office of the Dean of the College.
- (f) All members of the search committee will interview all candidates considered on campus for a particular position.
- (g) The candidate will meet with a group of students, especially those studying in the relevant program. After this meeting, the opinions of the students will be sought.

- (h) Interviews will be concerned with the candidate's: probable teaching ability, preparation and training, professional competence, breadth of knowledge, understanding of related fields, general intellectual and creative potential, ability to support institutional diversity efforts, and prospective contribution to the program and the College.
- (3) Recommendations
- (a) After having interviewed all the candidates, and having received the opinions of others who met the candidates, the search committee shall determine which candidate to recommend, and which alternative selections are appropriate in case the first choice does not accept an appointment. This decision, along with any appropriate documents, will be communicated to the dean of the college.
 - (b) The dean of the college will convey this recommendation to the president. If the president decides not to carry out a recommendation of the search committee or decides to modify its recommendation, a meeting with the committee to discuss the matter will take place before announcing or implementing the decision.
- (4) Advising of New Teachers

After new faculty members are appointed, the primary program shall be responsible for assisting them in establishing all aspects of their professional life at the College. During the new faculty members' first year at the College, the relevant program directors shall also meet with them regularly to discuss their work and to help solve any problems that may have been encountered. Members of the search committee will serve as informal advisors to the candidate once appointed, particularly before the first semester of teaching begins. Responsibility for advising new faculty is shared by senior faculty, program directors, the Center for Faculty and Curricular Development and the dean of the college.

5/13/70

5/19/71

5/28/86

Amended by Faculty Action: 4/13/05

Amended by Faculty Senate Action: 4/9/08

Amended by Faculty Action: 5/23/12

Amended by the Faculty Executive Committee: 2/24/16

Amended by the Planning and Appointments Committee 2/16/21

B. Affirmative Action Guidelines for the Appointment of New Faculty

Preamble

The duties and Procedures for Recruiting, set out in I.A.3 of the Section on the Appointment of New Faculty are to be applied in conjunction with the Affirmative Action guidelines contained in the memorandum dated 12/2/76 from the Affirmative Action Office that follows:

1. Requirement of Affirmative Action Report

Except in case of a teaching appointment declared by the president in writing before the hiring process begins to be an emergency appointment extending for no longer than one academic year, no appointment

of a person not a woman or a member of a minority group will be made by the president until the College's Affirmative Action Report, in satisfactory form, has been submitted to him or her with respect to the position in question. Such report shall be in writing and signed by the chairperson of the hiring committee (or another individual performing a similar function), and shall (a) set forth the steps taken by the committee to comply with these Guidelines, and, (b) demonstrate clearly and convincingly that an equally qualified woman or member of a minority group is not reasonably available to be recommended for the position.

a) Guidelines for all Appointments

The following steps shall be taken with respect to every appointment:

- (1) the hiring committee shall include both male and female students.
- (2) a job description and request for the recommendation of qualified women candidates shall be sent to the Higher Education Resource Services (HERS) and to any comparable clearinghouse organizations for minority group placement called to the attention of the committee.
- (3) a job description and request for the recommendation of qualified candidates shall be sent to women's units within appropriate professional organizations (available in the Office of the Affirmative Action Officer), and to any comparable units for minority group placement called to the attention of the committee.

C. Policy on Faculty Appointment, Reappointment, and Tenure

1. Written Agreement

The precise terms and conditions of every appointment shall be stated in writing and shall be in the possession of both the college and the professor before the appointment begins.

2. Kinds of Appointments

With the exception of reappointments of retired faculty members on special conditions, all appointments to the faculty will strive to conform to the following categories. Except where indicated, all such appointments are at least half time, with benefits.

a) Tenure-track Appointments

- (1) Tenure-track
- (2) Tenured

b) Non-tenure-track Appointments

- (1) Adjunct (less than half-time, no benefits)
- (2) Short-term non-tenure-track
- (3) Regular non-tenure-track

(4) Senior regular non-tenure-track

(5) Presidential appointments

3. General Principles

- a) Adjunct faculty members will be hired via the program and the dean.
- b) An initial, rehiring or change of status appointment of a faculty members other than a adjunct faculty member entails a written proposal from the program, and then review (including a positive or negative recommendation) by the division, the Planning and Appointments Committee and the dean prior to a final decision by the President.
- c) Adjunct faculty members and short-term non-tenure-track faculty members will be evaluated via the program and the dean.
- d) In general, a faculty member can be a short-term visitor for no more than 8 semesters, and in no case can a faculty member be in this status more than 14 semesters.
- e) In general, long-term faculty members should be in tenure-track or tenured positions. Long-term non-tenure-track appointments (regular and senior regular) are for non-tenure-track faculty members who are not in named chairs, and who, by the nature of their professional work, could not fill tenured positions, but whose value to the college merits long-term affiliation with the college while not in tenured positions, and whose presence in the program is not detrimental to having sufficiently many tenure-line faculty members in that program. Tenure-track faculty members who are not granted tenure at the time of the scheduled tenure decision should not, other than in exceptional circumstances, be subsequently hired into non-tenure-track faculty positions at the college; any such rehiring entails a written proposal from the program, and then review (including a positive or negative recommendation) by a meeting of the divisional program directors, the Planning and Appointments Committee and the dean prior to a final decision by the President.
- f) The word “visiting” will, other than in exceptional circumstances, be used only in the titles of adjunct faculty members, short-term non-tenure-track faculty members, and faculty members who have regular appointments elsewhere while temporarily at Bard.

4. Tenure-track Appointments

Bard College subscribes to the principle that a teacher who, during his or her non-tenured period, successfully demonstrates a high level of ability and promise is entitled to continuous appointment (“tenure”) on the Bard faculty until retirement, unless such tenure is terminated as set forth in the Statement on Tenure.

Regular non-tenured appointments shall be for periods of two years and shall be renewed, if at all, for periods of either two or three years; in the case of newly-appointed members of the faculty who have previously been awarded tenure by an institution of higher learning, the non-tenured appointment may be for a period of one year.

Further, faculty members not hired through the procedures specified in the document “Appointment of New Faculty” shall not have an initial appointment of more than one year.

a) Periods of Non-tenured Service

At the time of his or her initial appointment to Bard, a newly-appointed faculty member will be informed in writing of the anticipated total period of non-tenured service before being considered for an appointment with tenure, which period, once established, shall neither be extended nor reduced. The work of a faculty member with a non-tenured appointment shall normally be evaluated only once during the term of each non-tenured appointment.

b) Anticipated Period of Non-tenured Service

- (1) Tenure will not be granted without an initial non-tenured appointment of at least three years. An exception will be made for a faculty member who has previously been awarded tenure by another institution of higher learning, and for whom an initial non-tenured appointment of one or two years is possible.
- (2) With respect to all others, the total period of non-tenured service and evaluation shall follow the schedule below.
- (3) In exceptional cases, a faculty member can petition the division and the administration for acceleration or deceleration of the evaluatee's evaluation clock.
- (4) The period of non-tenured service shall be suspended for any time during which the faculty member may be on an unpaid leave of absence (except sick leave).

5. Tenure-track Appointments: Category A, B, and C Contract and Review Schedule

a) Category A:

- one year or less of experience at the rank of Assistant Professor
- period of service untenured: six years, with tenure evaluation in the sixth year
- two three-year contracts, and one single-year terminal contract, if necessary

Category A Faculty Evaluation Schedule:

| Year | Fall Semester | Spring Semester |
|--|-------------------------|--------------------|
| 1 | 1 | 2 |
| 2 | 3 | 4 |
| 3 First evaluation | 5 First evaluation | 6 |
| End of second three-year contract | | |
| 4 Terminal year if not renewed | 7 | 8 |
| 5 | 9 | 10 |
| 6 | 11 Tenure review begins | 12 Tenure decision |
| End of second three-year contract | | |
| 7 Terminal year if denied tenure | 13 | 14 |

b) Category B:

- two or more years of experience at rank of Assistant Professor, but not more than four years
- period of service untenured: five years, with tenure evaluation in the fifth year
- one three-year contract, one two-year contract, and one single-year terminal contract if necessary

Category B Faculty Evaluation Schedule:

| Year | Fall Semester | Spring Semester |
|--|------------------------|--------------------|
| 1 | 1 | 2 |
| 2 | 3 | 4 |
| 3 First evaluation | 5 First evaluation | 6 |
| End of second three-year contract | | |
| 4 Terminal year if not renewed | 7 | 8 |
| 5 | 9 Tenure review begins | 10 Tenure decision |
| End of second three-year contract | | |
| 6 Terminal year if denied tenure | 11 | 12 |

c) Category C:

- four or more years of experience
- period of service untenured: three years, with tenure evaluation in the third year
- one three-year contract, and one single-year terminal contract if necessary

Category C Faculty Evaluation Schedule:

| Year | Fall Semester | Spring Semester |
|--|------------------------|-------------------|
| 1 | 1 | 2 |
| 2 | 3 | 4 |
| 3 | 5 Tenure review begins | 6 Tenure decision |
| End of second three-year contract | | |
| 4 Terminal year if denied tenure | 7 | 8 |

Amended by Faculty Action: 3/6/02

6. Titles for Non-tenure-track Appointments

- a) The title of every named chair or other Presidential appointment will be determined by the President. The title of every other non-tenure-track faculty member will be determined by the dean as part of the initial appointment, subject to the following guidelines.

- b) The title of an adjunct faculty member or a short-term non-tenure-track faculty member is normally “visiting assistant professor,” “visiting associate professor,” “lecturer,” “artist in residence,” “writer in residence” or “scholar in residence” (the latter possibly modified for the particular field).
- c) The title of a regular non-tenure-track faculty member is normally “term assistant professor,” “continuing assistant professor,” “term associate professor,” “continuing associate professor,” “artist in residence,” “writer in residence” or “scholar in residence” (the latter possibly modified for the particular field).
- d) The title of a senior regular non-tenure-track faculty member is normally “term associate professor,” “continuing associate professor,” “term professor,” “continuing professor,” “senior artist in residence,” “senior writer in residence” or “senior scholar in residence” (the latter possibly modified for the particular field).
- e) The only promotion decision for non-tenure-track faculty members occurs when a regular non-tenure-track faculty member is promoted to senior regular non-tenure-track faculty member.
- f) The title “instructor” is reserved for non-tenure-track faculty members who do not have the appropriate terminal degrees.
- g) Adjectives such as “distinguished” may be added to the title of a non-tenure-track faculty member when appropriate, as determined by the dean during the initial appointment.

7. Adjunct Faculty

- a) Appointments are for one year, for less than the equivalent of three courses.
- b) Proposals for initial hirings are submitted to the dean by the program director in consultation with the division chair. Proposals include a brief rationale, a list of courses to be taught, a CV of the candidate, and an updated three-year program plan.
- c) Proposals for renewals of appointments must be submitted annually. Such proposals are similar in format to proposals for initial hirings, but also include a brief evaluation of work, in Category I, since the time of the previous proposal for hiring. Such evaluations, conducted by the program director in consultation with the division chair (only the program director when the position is non-divisional) refers to SOTC/CAFE forms, and to any other material deemed relevant.
- d) Proposals for the following year are due by the due date for budgets for the following year. Exceptions to this deadline would be considered by the dean upon written request.

8. Short-term Non-tenure-track Faculty

- a) Short-term non-tenure-track faculty members are hired in faculty positions (not on a per course basis), at least half-time, with benefits. Such faculty members may be replacements for tenure-line faculty members on sabbatical or leave of absence, or in rotating positions, or candidates for long-term non-tenure-track positions.
- b) Appointments are for one, two or three years.

- c) A faculty member can be a short-term visitor for no more than 14 semesters (not necessarily consecutive).
- d) Appointment letters specify the expectations for the work of the faculty member in reference to each of the three categories of evaluation.
- e) Proposals for initial hirings are submitted to the Planning and Appointments Committee after discussion and vote by the division. Proposals include a discussion of the role this position will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and Senior Projects; an updated three-year program plan; and a description of the proposed hiring process to fill the position if there is no specific candidate, or the CV of a candidate if there is a specific candidate.
- f) A proposal for a short-term non-tenure-track position may request approval of the position, separately from a specific candidate, for up to 14 semesters; if such a proposal is approved, then a proposal for hiring a specific candidate into the position at any time during the 14 semesters will be submitted directly to the dean, and requires information about the candidate only.
- g) If, at the end of the penultimate year of a short-term non-tenure-track appointment, the program wishes to renew the appointment, it can request that the faculty member be evaluated by the program director in the following fall. The program director will be requested to complete such evaluations at his or her earliest possible convenience in the fall. The evaluation will be conducted in consultation with the division chair (only the program director when the position is non-divisional), and it will refer to student evaluation forms, and to any other material deemed relevant.
- h) If, at the end of the penultimate year of a short-term non-tenure-track appointment, the program wishes to consider conversion of the faculty member to a tenure-track position without a search, it can request that the faculty member be evaluated by the CEC in the following fall. The CEC will be requested to complete such conversion evaluations at its earliest possible convenience. The criteria and procedures for the evaluation are the same as for rehiring evaluations for tenure-track faculty, including divisional discussion and vote; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring. If the faculty member will be a candidate in a national search for a tenure-track position, no evaluation occurs.
- i) An evaluation of a short-term non-tenure-track faculty member (either by the program director in consultation with the division chair, or by the CEC, as appropriate) will be conducted only in the context of a proposal for a renewal or conversion of the appointment.
- j) Proposals for renewals of appointments of short-term non-tenure-track faculty member are submitted to the dean after discussion by the program. Proposals are similar in format to proposals for initial hirings. Each proposal will be accompanied by an evaluation by the program director, as described in Item I.C.8.g. The final decision to renew the appointment of a short-term non-tenure-track faculty member is by the President upon recommendation of the program and the dean, and considering the evaluation by the program director.
- k) Proposals for the conversion of a faculty member from short-term visitor to tenure-track without a search are submitted to the Planning and Appointments Committee after discussion and vote by the division. The proposed conversion should normally take effect no earlier than after the candidate has

taught two years at Bard. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and Senior Projects; a three-year program plan; the CV of the candidate; and the rationale for conversion without a national search. Each proposal will be accompanied by an evaluation by the CEC. The final decision to make a tenure-track appointment is by the President upon recommendation of the division, the Planning and Appointments Committee and the dean, and considering the evaluation by the CEC.

9. Regular Non-tenure-track Faculty

- a) Regular non-tenure-track faculty members are hired in faculty positions (not on a per course basis), at least half time, with benefits.
- b) Appointments are for five years, and are renewable.
- c) Appointments can be renewed indefinitely, though there is no commitment for such renewal, even when evaluations of the faculty member are positive.
- d) A regular non-tenure-track appointment will not be granted unless the candidate has been at the college for at least two years, and has undergone an evaluation by the CEC; exceptions can be made with the approval of the division and PAC.
- e) If, at the end of the penultimate year of a short-term non-tenure-track appointment or a tenure-track appointment, the program wishes to consider conversion of the faculty member to a regular non-tenure-track position, it can request that the faculty member be evaluated by the CEC in the following fall (unless the faculty member was already evaluated for tenure, in which case no additional evaluation is needed). The CEC will be requested to complete such conversion evaluations at its earliest possible convenience. The criteria and procedures for the evaluation are the same as for rehiring evaluations for tenure-track faculty, including divisional discussion and vote; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring.
- f) Proposals for the conversion of a faculty member from short-term visitor or tenure-track status to regular visitor are submitted to the Planning and Appointments Committee after discussion and vote by the division. The proposal must be submitted to the division by the start of the academic year prior to the intended time when the conversion would take effect. For the conversion of a short-term visitor, the proposed conversion can take effect no earlier than after the candidate has taught two years at Bard. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and Senior Projects; a three-year program plan; the CV of the candidate; the expectations for the work of the faculty member in reference to each of the three categories of evaluation; and the rationale for having a long-term non-tenure-track faculty member who is not tenure-line. Each proposal will be accompanied by an evaluation by the CEC. The final decision to make a regular non-tenure-track appointment is by the President upon recommendation of the division, the Planning and Appointments Committee and the dean, and considering the evaluation by the CEC.) If, at the end of

the third year of a regular non-tenure-track appointment, the program wishes to consider renewing the appointment, it can request that the faculty member be evaluated by the CEC in the following fall. The CEC will be requested to complete such evaluations at its earliest possible convenience in the fall.

The criteria and procedures for the evaluation are the same as for rehiring evaluations for tenure-track faculty, including divisional discussion and vote; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring.

- g) Proposals for the rehiring of regular non-tenure-track faculty members are submitted to the Planning and Appointments Committee after discussion and vote by the division. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to the program each year; enrollments in courses for the past five years, including tutorials and Senior Projects; a three-year program plan; the CV of the candidate; the expectations for the work of the faculty member in reference to each of the three categories of evaluation; and the rationale for having a long-term non-tenure-track faculty member who is not tenure-line. Each proposal will be accompanied by an evaluation by the CEC. The final decision on rehiring is by the President upon recommendation of the division, the Planning and Appointments Committee and the dean, and considering the evaluation by the CEC.
- h) An evaluation of a regular non-tenure-track faculty member will be conducted only in the context of a proposal for a renewal of the appointment.
- i) One or two semesters of leave of absence (not necessarily consecutive) during the five year appointment would extend the appointment by one year.

10. Senior Regular Non-tenure-track Faculty

- a) If a regular non-tenure-track faculty member has been rehired twice after successful evaluations by the CEC and/or FERC for each rehiring, he or she will be promoted to the rank of senior regular non-tenure-track faculty member. A proposal for the rehiring of a senior regular non-tenure-track faculty member will not require divisional discussion and vote, and will be accompanied by an evaluation using the same process as for senior evaluations of tenured faculty members.
- b) If, at the end of the third year of a senior regular non-tenure-track appointment, the program wishes to consider renewing the appointment, it can request that the faculty member be evaluated as a senior faculty member in the following fall. The evaluation should be completed at the earliest possible time in the fall. The criteria and procedures for the evaluation are the same as for senior evaluations for tenured faculty members; the evaluation is cognizant of the expectations for the work of the faculty member as stated in the initial proposal for the position. The evaluation makes a recommendation about suitability for hiring.
- c) Proposals for the rehiring of senior regular non-tenure-track faculty members are submitted to the PAC by the program. Proposals include a discussion of the role this position has played and will play in the program(s), and in related and interdisciplinary programs, as well as the role of the position within the College; a list of program faculty, and the number of courses each contributes to

the program each year; enrollments in courses for the past five years, including tutorials and Senior Projects; a three-year program plan; the CV of the candidate; the expectations for the work of the faculty member in reference to each of the three categories of evaluation; and the rationale for having a long-term non-tenure-track faculty member who is not tenure-line. Each proposal will be accompanied by a senior evaluation. The final decision on rehiring is by the President upon recommendation of the PAC and the dean, and considering the senior evaluation.

11. Presidential Appointments

- a) Named chairs without tenure and other Presidential appointments are hired in faculty positions (not on a per course basis), at least half time, with benefits.
- b) Such appointments are at the discretion of the President, in consultation with the faculty.
- c) Appointments are for an initially specified number of years, usually no more than five years.
- d) Appointments can be renewed indefinitely, though there is no commitment for such renewal, even when evaluations of the faculty member are positive.
- e) The courses taught by a named chair undergo the same approval process by the faculty as all other courses taught at the college.
- f) Prior to the rehiring of a named chair without tenure, it is preferable that the faculty member be evaluated, by the same process used for regular or senior regular non-tenure-track faculty members, as appropriate.
- g) An evaluation of a named chair without tenure will be conducted only in the context of a proposal for a renewal of the appointment.

12. Miscellaneous

- a) Exceptions to the above categories are by petition to the Planning and Appointments Committee.
- b) For non-divisional faculty members (for example, First-Year Seminar, Bard Learning Commons, or Bard Center Fellow faculty members), the role of the program director in the above procedures is replaced by the appropriate equivalent as specified in the appointment letter, and there is no analog of the division chair.
- c) In general, long-term faculty members should be in tenure-track or tenured positions. Long-term non-tenure-track appointments (regular and senior regular) are for non-tenure-track faculty members who are not in named chairs, and who, by the nature of their professional work, could not fill tenured positions, but whose value to the college merits long-term affiliation with the college while not in tenured positions, and whose presence in the program is not detrimental to having sufficiently many tenure-line faculty members in that program. Tenure-track faculty members who are not granted

tenure at the time of the scheduled tenure decision should not, other than in exceptional circumstances, be subsequently hired into non-tenure-track faculty positions at the college; any such rehiring entails a written proposal from the program, and then review (including a positive or negative recommendation) by a meeting of the divisional program directors, the Planning and Appointments Committee, and the dean prior to a final decision by the president.

- d) The word “visiting” will, other than exceptional circumstances, be used only in the titles of adjunct faculty members, short-term non-tenure-track faculty members, and faculty members who have regular appointments elsewhere while temporarily at Bard.

Amended by Faculty Action: 5/4/05

By Faculty Action: 11/10/10

Amended by Senate: 12/11/12

13. Implementation

- a) The use of the above five categories of non-tenure-track faculty members, and the ensuing titles and procedures for hiring and evaluation, will apply to all newly hired non-tenure-track faculty members for contracts beginning in July 2012.
- b) During the seven academic years following the adoption of this document, every program that has non-tenure-track faculty members hired prior to the adoption of this document will review the status of each such faculty member, with the goal of having each previously hired non-tenure-track faculty members moved into one of the five categories by the end of the seven years, or earlier if agreed upon by the individual faculty member and the program. For faculty members currently teaching at the college, the time limitations for short-term non-tenure-track positions applies only to time at the college after the adoption of this document. A non-tenure-track faculty member hired prior to the adoption of this document will have the option of either keeping his or her current title or of switching to a new title proposed by the dean according to the guidelines described in Item I.C.6.
- c) A non-tenure-track faculty member who has taught at the college for seven years or more prior to the adoption of this document will have the option, if agreed upon by the individual faculty member and the program, of not moving to one of the five categories, and instead maintaining his or her current short-term contractual structure, though with the evaluation and rehiring process used for short-term non-tenure-track faculty members described in Item I.C.8.j.
- d) Any long-term non-tenure-track faculty members who has been at Bard seven years or more and has had a successful FERC evaluation and rehiring will automatically be a senior regular non-tenure-track faculty member; any long-term non-tenure-track faculty members who has been at Bard seven years or more and has not had a successful FERC evaluation (or any FERC evaluation) will need only one successful evaluation by the CEC (as constituted under the revised Faculty Evaluation Document) and rehiring to achieve senior status.

Amended by Faculty Action: 5/4/05

By Faculty Vote: 11/10/2010

Amended by Senate: 12/11/12

D. Faculty Evaluation Document 2023-2028

1. Scope of this Document

This document applies to the faculty of the undergraduate college in Annandale-on-Hudson, who are covered by the AAUP contract. That is, all undergraduate faculty holding teaching contracts for 6/13 or larger fractions. All references to faculty status, including fractional time and tenure, refer to such status only in the undergraduate college unless otherwise noted. For the avoidance of doubt, all College policies, including but not limited to the policies regarding Non-Discrimination and Gender-Based Misconduct, continue to apply with full force and effect.

2. Criteria for Evaluation of Tenure-track and Regular Non-tenure-track Faculty

a). General Statement on Faculty Evaluation

1. The purpose of the evaluation process is to ensure that faculty members are evaluated fairly, thoroughly and honestly, and to ensure that the College has faculty members who have demonstrated ongoing excellence in their work.
2. Faculty evaluations are based upon the three categories defined in Item I.D.3 of this Handbook: teaching, professional work, and service to the community. Success in all three categories, appropriately contextualized for each type of evaluation as described in Items I.D.2.b-f of this Handbook, is necessary for rehiring, tenure and promotion for tenure-line faculty members, for rehiring of non-tenure-track faculty members and, for conversion of non-tenure-track faculty to the tenure track.
3. Evaluations recognize the differences in the nature of teaching and professional work in each field, and unique programmatic circumstances.

b). Criteria for Reappointment for Tenure-track Faculty Members

The reappointment of a tenure-track faculty member is based upon the accomplishments of the faculty member in all three categories of evaluation up until the time of evaluation. The rehiring evaluation looks forward to the tenure decision and seeks to communicate to the evaluatee what changes, if any, might be needed for a positive tenure decision.

c). Criteria for Tenure for Tenure-track Faculty Members

The granting of tenure to a tenure-track faculty member is based upon both the accomplishments of the faculty member in all three categories of evaluation up until the time of evaluation and the potential of the faculty member to sustain such accomplishments for the remainder of their professional career.

d). Criteria for Promotion to Full Professor of Tenured Faculty Members

The College seeks to promote to full professor candidates who show evidence of excellence in all three categories of evaluation, while achieving a measure of leadership and increased stature in these endeavors. The college recognizes the value of encouraging faculty to take intellectual risks in the post-tenure period and therefore embraces a range of possible forms that distinction in scholarship or creativity may take. The college also acknowledges that successful candidates can differ in patterns of strength across these three categories, and that each tenured faculty member can find the appropriate balance to invest their energy, though appreciable achievement since tenure in all three areas is expected. In particular, the promotion evaluation considers leadership in the college, including an expectation of substantive faculty roles such as program director, divisional chair, and other signal leadership roles in faculty governance, academic centers, or campus-wide initiatives.

e). **Criteria for Reappointment of Regular Non-tenure-track Faculty Members and Conversion of Short-term Non-tenure-track Faculty Members to Regular Non-tenure-track Status**

In general, long-term faculty members should be in tenure-track or tenured positions. Every proposal for the conversion of a short-term non-tenure-track faculty member to regular non-tenure track status, or for the rehiring of a regular non-tenure-track faculty member, should specify the particular needs that the regular non-tenure-track position fills, including reference to each of the three categories of evaluation, and the rationale for having a regular non-tenure-track position rather than a tenure track position. The evaluation of such a faculty member will be based upon the accomplishments of the faculty member in all three categories of evaluation up until the time of evaluation.

f). **Criteria for Conversion of Non-tenure-track Faculty Members to Tenure-track Status**

In general, tenure-track faculty members are hired in national searches. Any proposal for the conversion of a non-tenure-track faculty member to tenure-track status should explain the rationale for conversion without a national search. Evaluations for faculty members under consideration for conversion to tenure-track status, prepared by the divisional evaluators, should refer to all three categories of evaluation, while keeping in mind the fact that non-tenure-track faculty members are not normally expected to be as active in Category III as tenure-track faculty members.

3. The Three Categories of Evaluation

a). Category I: Teaching

1. A successful evaluation requires excellence in teaching. Evaluation of teaching considers courses at all levels of the curriculum both in the program and elsewhere (for example in First-Year Seminar); work with students in the classroom and outside of it; tutorials, private lessons in music, independent studies, and Senior Projects; Moderation and Senior Project boards; advising; innovation in course design and pedagogical methods; participation in programmatic, divisional, and college-wide discussion of curriculum; contributions to relevant programs; fulfillment of curricular needs of the programs in which the evaluatee teaches; and the curricular needs of the college.

2. Success in teaching is determined by the overall evidence in the file regarding all aspects of teaching. Information about teaching includes, but is not limited to, student evaluations; class visit reports; letters from the college community, including faculty members, staff, students and alumni/ae; the EPC report; material submitted by the evaluatee, including an assessment of past work and plans for future work in this category; equitable share in programmatic advising; work advising tutorials, independent studies, and Senior Projects; and course enrollments.

b). Category II: Professional Work

1. A successful evaluation requires excellence in professional work, which consists of written scholarly work and performed or exhibited artistic work, in the public arena. The evaluation of professional work involves both work done prior to the evaluation and plans for future work, and it considers publications, exhibitions, performances and other activities that demonstrate an active scholarly or artistic engagement with the discipline at the professional level.
2. Success in professional work is determined by the overall evidence in the file. Information about professional work includes, but is not limited to, publications, preprints and other written work; evidence of exhibitions, performances, recordings, lectures and demonstrations; other material submitted by the evaluatee, including an assessment of past work and plans for future work in this category; grants and fellowships; letters from Bard faculty members; published reviews of work; and external evaluations.

c). Category III: Work within the Community

1. A successful evaluation requires demonstrated responsibility and ongoing contribution, commensurate with seniority, in work in the wider college community, which consists of all the types of faculty activity that are needed to make the pedagogical mission of the college succeed and that are distinct from work in Category I and Category II. Evaluation of work in the community considers from among the following: engagement with the community; the ability to work with colleagues; leadership as needed in programmatic, divisional, and college-wide affairs; effective participation in faculty committees and in hiring and evaluation processes; the interaction with, and impact on, intellectual and artistic life at the college; contributions to a diverse and inclusive campus; work with students on extracurricular activities; sponsorship of speakers and other events on campus; work with Bard's national and international networks and graduate programs; participation in study-away programs; contributions to civic, community, and public engagements activities, and other forms of outreach; and other college activities, such as work with Admissions, Alumni/ae Affairs and the Development Office; service to the professional field or discipline, as might include participation in external reviewing of professors at other institutions, or reviewing of manuscripts for publication. Faculty should have the freedom to determine how best to participate in the life of the community according to their individual motivation. Such expectations are to be commensurate with appointments in the college.
2. Successful work in the community is determined by the overall evidence in the file. Information about work in the community includes, but is not limited to, material submitted by the evaluatee, including an assessment of past work and plans for future work in this category, and letters from Bard students, faculty, and staff members.

4. Evaluation Procedures for Faculty Members

a). General Principles

1. That the evaluation of a faculty member's work by colleagues and students can help them improve the quality of that work.
2. That thorough, formal, and dignified procedures, regularly employed and applicable to all, are the best means of such evaluation.
3. That such procedures provide the best evidence for recommendations concerning reappointment, and promotion in all categories.
4. Tenure is a means to (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to people of ability.
5. Promotion to full professor is the result of continuing achievements in the categories used by the college as criteria for evaluation.

b). Meetings with the Dean of the College

1. Meeting of the dean of the college and the evaluatee

By the end of the academic year prior to the year of evaluation for tenure and promotion cases, and by the end of the semester prior to the semester of evaluation for rehiring (tenure-track and regular non-tenure-track) and conversion cases, the dean of the college or the decanal designee will meet with the evaluatee to review the evaluation document, the procedures it outlines, and the evaluatee's preparation of their file.

2. Meeting of the dean of the college, the divisional evaluators, division chairs, the Faculty Evaluation Review Committee (FERC), the College Evaluation Committee (CEC), and the Educational Policies Committee (EPC)

The dean of the college or decanal designee will schedule a meeting with all divisional evaluators, all division chairs, the Faculty Evaluation Review Committee, and the members of the student Educational Policies Committee, no later than the 3rd Wednesday of each fall semester. In this meeting, the dean of the college will review the evaluation procedures and the list of faculty members to be evaluated during the academic year.

c). Community Input

1. Dates and list of evaluatees
 - a. The Faculty Executive Committee, at its final meeting of each academic year, will review a list of all relevant dates for the faculty evaluation process for the following academic year.
 - b. By the first week of each semester, the dean of the college will prepare and distribute to faculty, staff and students a list of all faculty members scheduled for evaluation during that

academic year and for whom written testimony is due in that semester and a list of deadlines for the submission of all testimony to the candidates' files.

2. Faculty files and submissions

- a. All faculty members being evaluated will submit the following to their files: (1) an updated curriculum vitae (including a list of courses, tutorials and/or independent studies taught, and Senior Projects directed); (2) an assessment of work since the last evaluation (or since the initial hiring for the first evaluation) and long-term plans for future work in each of the three categories of evaluation; and additional relevant materials, such as, but not limited to, representative course syllabi and assignments, articles, books, images and web links.
- b. Materials submitted by an evaluatee to their file must be given in both hard copy and electronic format to the Office of the Dean of the College by July 15 for faculty members being evaluated for tenure or promotion, August 15 for faculty members being evaluated for rehiring (tenure-track and regular non-tenure-track) or conversion in the fall, January 15 for faculty members being evaluated for rehiring (tenure-track and regular non-tenure-track) or conversion in the spring, August 15 for senior evaluations of tenured professors not being evaluated for promotion and rehiring evaluations of senior regular non-tenure-track faculty members in the fall, and January 15 for senior evaluations of tenured professors not being evaluated for promotion and rehiring evaluations of senior regular non-tenure-track faculty members in the spring. After the deadline for submission, the evaluatee may submit evidence of new accomplishments in professional work, including an updated curriculum vitae and other appropriate documentation. All other material submitted by the evaluatee after the deadline will be marked as late, and will be considered at the discretion of the DEs, FERC and CEC. The dean of the college will forward an updated curriculum vitae but no other materials to the outside evaluators for tenure and promotion cases.
- c. The dean of the college will maintain all faculty files, both past and present. At the conclusion of the evaluation process the files are deposited in the Office of the Dean of the College.
- d. Student evaluation forms will be administered each semester for all classes, tutorials, independent studies and Senior Projects. The Vice President for Institutional Research and Assessment will oversee the administration of the student evaluations.
- e. The file of each faculty member has two parts, the open part and the closed part, each of which is accessible during the period of evaluation to different categories of faculty members and administrators. Open Part: This part is accessible to all faculty members and administrators and includes student evaluation forms; class visit reports; material submitted by the evaluatee, including the curriculum vitae, samples of research or artistic achievements, the assessment of work in the three categories of evaluation since the last evaluation (or since the initial hiring for the first evaluation), long-term plans for future work in the three categories of evaluation; and, at the discretion of the evaluatee, sabbatical reports. Closed Part: This part is accessible to the DEs, the FERC, the CEC, the divisional chair, the dean of the college and the president, and includes signed letters from faculty and

staff members and students; the EPC report; outside evaluation reports; DE reports as well as FERC or CEC transmittal letters from previous evaluations; and anything else not listed as being in the open file.

- f. No material will be placed in the evaluation file of a faculty member other than what is mandated in the Faculty Evaluation Document, unless requested by the FERC, CEC, dean of the college or the president.
- g. In their divisional reports, the DEs will make use of material in both parts of the file, quoting from them as they see fit, without revealing the identity of the author.

3. Class visits

- a. For each rehiring evaluation (tenure-track and long-term visiting), and each conversion evaluation, there will be two class visits in the semester prior to the evaluation.
- b. For each tenure and promotion evaluation, there will be one class visit in the spring semester prior to the evaluation year and one class visit in the fall semester of the evaluation year.
- c. Class visits are not required for a senior evaluation of a tenured professor not being evaluated for promotion or a rehiring evaluation of a senior regular non-tenure-track faculty member.
- d. In each evaluation case of a faculty member who is less than full time, or who takes a leave of absence when a class visit would be scheduled, the divisional chair, in consultation with the program director(s) and the dean of the college, may reschedule one or both class visits, without decreasing the number of them.
- e. At the beginning of each semester, the dean of the college will make a list of all faculty members scheduled for class visits.
- f. Each divisional chair, in consultation with the director of the relevant programs, will select class visitors for all those faculty members who need class visits, and whose teaching is primarily in that division. Eligibility to conduct class visits will be determined on a case-by-case basis by the divisional chair and the director of the relevant program.
- g. Additional class visits may be arranged by the divisional chairs, in consultation with the evaluatee, at the request of the evaluatee.
- h. Class visits will be arranged by the 4th Wednesday of each semester.
- i. Before each visit, the visitor will arrange the date for the visit with the evaluatee, and will discuss the purpose and scope of the course, texts, special procedures or techniques, and the relationship between the class visited and the whole course.
- j. During the class visit, the visitor should remain throughout the entire seminar, class, studio, or laboratory, unless a shorter time is agreed upon beforehand.

- k. The visitor will discuss the class that was visited with the evaluatee, with the aims of assisting the latter in improving their teaching. The visitor will make a written report of their observations on the conduct of the class, no later than two weeks after the class visit. A copy of the final report will be given to the evaluatee, and a copy will be placed in the evaluation file, no later than the 13th week of the semester.

4. Written testimony

- a. Nature and Purpose: All members of the college community, and especially tenure-line and regular non-tenure-track faculty in the immediate programs of a faculty member being evaluated, are invited and encouraged to submit signed written testimony concerning faculty being evaluated. The purpose of written testimony is to offer information and insight about the evaluatee's work in one or more of the evaluation categories. Letters should draw on the field specific expertise of the evaluatee's colleagues and/or on the observations of colleagues and community members from direct collaboration with or observation of the evaluatee, and in all cases should be specific about how the contents of the letter relate to the work of the person under review.
- b. Connecting Testimony to Category of Evaluation: Letters of testimony should specify which category or categories of evaluation they are addressing (i.e., Teaching, Professional Work, Work Within the Community). Letter writers are encouraged to address more than one category, but should be specific about how each element of their testimony relates to the relevant category of evaluation.
- c. Timing: All written testimony must be submitted no later than the final Wednesday of the fall semester for faculty members being evaluated for tenure or promotion, and by the 3rd Wednesday of each semester for all other faculty members being evaluated. After the deadline, all material submitted will be marked as late and will be considered at the discretion of the DEs, FERC, CEC, or the dean of the college, as appropriate. Testimony will not be accepted if the author has read the closed file or received DE reports. No written testimony should be submitted to the file after the divisional discussion.
- d. Eligibility to Write and Method of Collecting Testimony: The dean of the college will solicit written testimony from all segments of the Bard community and request that all such testimony be sent to the Office of the dean of the College. The Alumni/ae Office will reach out to student alumni/ae who have graduated within a 10-year period of the time of evaluation to convey announcements about upcoming faculty evaluations and calls for testimony sent by the Office of the Dean of the College.
- e. Evaluatees should not solicit testimony on their own behalf from current or former members of the Bard community. Divisional chairs will send reminders for all members of the division up for evaluation, including the dates that testimony is due. Divisional Evaluators may contribute written testimony to an evaluatee's file in their role as a faculty colleague rather than DE and should indicate so in their letter. No one, including DEs or divisional chairs, may submit testimony after reading the closed file.

- f. Reference to Letters of Testimony: Written testimony may be quoted, without attribution, in the DE report as part of the DEs' work in reflecting accurately the contents of the closed file. The DE report will not specify the number of letters submitted by faculty, staff, students, community members or alumni/ae as part of a tabulation. If the DEs deem the number of letters received to be relevant to illustrate a particular point about the contents of the file more broadly, then it will be at their discretion in consultation with the chair of the division whether to include them in the DE report.
- g. Letter writers should avoid unverified claims or information received from others that cannot be substantiated and which has not been raised through appropriate channels.

5. External evaluation

- a. For each faculty member being evaluated for tenure or promotion, outside evaluators will be asked to assess the quality of their professional work. The outside evaluators for tenure cases must have professional status comparable to tenured associate or full professors, and the outside evaluators for promotion to full professor cases must have professional status comparable to tenured full professors.
- b. In the spring of the year prior to the tenure or promotion decision, the director of the principal program in which the evaluatee is located, (or, in cases where that program director is the evaluatee, a tenured member of the principal division in which the evaluatee is located, as designated by the chair of that division) will prepare a list of at least five potential outside evaluators, complete with rationales explaining why these individuals are being proposed. At the same time, the evaluatee will also prepare a list of at least five potential outside evaluators, together with rationales for each of these individuals and descriptions of the degree of contact they have had with each of them. External reviewers should not have prior close affiliations with the candidate, such as having been collaborators or co-authors on projects or in a direct advisory role. In no case shall a potential evaluator be excluded solely for having shared in conference or panel activities, or similarly limited levels of collaboration. If they so wish, the evaluatee can also submit a list of outside evaluators who they think could not judge the merit of the file in an impartial manner. The evaluatee will submit their list to the dean of the college. The director of the program or the designate of the division will not reveal their own list to the evaluatee.
- c. The director of the program (or the designate of the division) will then meet with the dean of the college, and the two of them will decide which of the ten potential outside evaluators named in the two lists will be invited to serve and in what order they will be invited. There should be at least one outside evaluator from each list. No outside evaluators will be chosen from the list of unsuitable outside evaluators submitted by the evaluatee.
- d. The dean of the college will secure three outside evaluators from the list, for tenure cases, two for promotion to full professor, a process that must be completed no later than the 9th Monday of the fall semester. The outside evaluators will be contacted by the dean of the college, who will send the following material: the curriculum vitae; the evaluatee's assessment of professional work since the last evaluation (or since the initial hiring for the

first evaluation), which may include all three categories of work; long-term plans for future professional work; and samples of research or artistic achievements (selected by the evaluatee). The dean of the college will ask to receive the reports from the outside evaluators no later than December 1.

- e. Should the evaluatee ascertain the identity of an outside evaluator and enter into contact with this person regarding the evaluation prior to the submission of the letter, the letter of that evaluator will automatically be stricken from the file.
- f. External reviews for grant or fellowship application material cannot be included in the file or examined by the FERC unless placed there by the applicant.

d). Divisional and Programmatic Considerations

1. Programmatic and divisional affiliations

Every tenure-line faculty member and regular non-tenure-track faculty member will have a primary divisional affiliation. A secondary divisional affiliation may also be specified. In cases where a divisional affiliation is unclear, a division must be determined by division and dean by the time of the CEC review for renewal. These programmatic and divisional affiliations will be specified during the initial hiring of the faculty member, though they may be subsequently changed with agreement of the faculty member, the new program(s) and/or division(s), and the administration.

2. Divisional meetings

- a. Each rehiring, tenure, promotion or conversion evaluation will be discussed and voted upon by the evaluatee's primary division.
- b. The divisional meeting concerned with a rehiring or conversion case will occur in the semester of or the semester after the CEC evaluation, and the divisional meeting concerned with a tenure or promotion case will occur in the spring semester of the year of evaluation. The divisional chairs, in consultation with the DEs, will schedule these meetings. They should occur on the 6th, 7th or 8th Wednesday of the fall semester and the 3rd, 4th, 5th, or 6th Wednesday of the spring semester.
- c. All members of the division may attend and speak at divisional meetings concerned with evaluation cases. If an evaluatee teaches in programs or concentrations that are interdisciplinary or in other divisions, the members of those programs and concentrations may request a copy of the report, attend and speak at the divisional meeting concerned with the evaluation case, but not vote.
- d. The current or former spouse/partner of an evaluatee, even if they are a member of the appropriate program, concentration or division, may not attend the divisional meeting concerned with the evaluatee's case.

- e. After discussion of each evaluation case, there will be a vote by written ballot. Each ballot will include the vote of yes, no or abstain. The divisional secretary or divisional chair's designee will count the ballots and report the results at the divisional meeting.
- f. Faculty are eligible to vote on each rehiring, tenure, promotion and conversion evaluation if they are: tenured; tenure-track and have been rehired following the pre-tenure evaluation; or regular non-tenure track on a teaching contract of half time (.50 FTE) and above, and have successfully passed one CEC evaluation.]
- g. A quorum for divisional voting will be two-thirds of the divisional faculty members who are eligible to vote. A tie vote will be understood as against rehiring, tenure, promotion or conversion.
- h. If no quorum is reached in a divisional meeting designated for faculty evaluation, the discussion of the candidate's file and the vote must both be postponed until a time at which quorum can be attained.

3. Division chair

If the division chair is not tenured, or is being evaluated for promotion that academic year, the previous division chair will fulfill the role of the division chair in the evaluation process, instead of the current division chair; if the previous division chair is not tenured, or is being evaluated for promotion that academic year, or is on sabbatical during that academic year, the division will elect an alternate division member who is tenured and is not being evaluated for promotion that academic year, and who will fulfill the role of the division chair in the evaluation process, instead of the division chair. This role includes all references to the division chair in this Faculty Evaluation Document, including having access to the closed file of evaluatees. The election of the alternate division member will be at the first division meeting of the academic year.

e). **Divisional Evaluators**

1. Selection of the divisional evaluators

- a. Every academic year, no later than the end of April, two divisional evaluators (DEs) will be selected for each rehiring, tenure, conversion or promotion case that will take place the following year. The DEs will be chosen by the chair of that division, in consultation with the director of the evaluatee's principal academic program or tenured members of that program, if the evaluatee is the chair.
- b. Each DE must be tenured, 1/2 time or above, or must be an appointed, non-tenure-track faculty member who is also currently serving as director of the principal program in which the candidate is located. For each case one DE must be from the candidate's principal program, in the principal division, whenever possible; the other DE may be chosen from the same program or from another program in the same division. Under exceptional circumstances, the second evaluator may come from a division other than that in which the evaluatee is principally located. Neither DE can be scheduled for sabbatical or leave during

the semester of evaluation for one-semester evaluations, or second semester of a year-long evaluation. At least one of the DEs must not be scheduled for sabbatical or leave during the first semester of a year-long evaluation; if there is precisely one DE in the candidate's principal program, then that DE must not be scheduled for sabbatical or leave during the first semester. A DE must not be scheduled for evaluation by the FERC or CEC during the time when they serve as evaluator, and must not be a member of the FERC or CEC.

- c. It is expected that one faculty member can serve as a DE for more than one evaluatee in a given semester. It is expected that a faculty member can serve as a DE in addition to serving in other roles including program director and member of a major faculty committee (other than FERC or CEC).

2. Work of the divisional evaluator

- a. The DEs will conduct the preliminary evaluation for the rehiring, tenure, promotion or conversion case for which they were appointed.
- b. The preliminary evaluation will consist of reading the file, meeting with the evaluatee, meeting with the divisional chair and writing a preliminary divisional report.
- c. The DEs will meet with each evaluatee before they write the preliminary divisional report. The purpose of the meeting is to discuss issues that arose in the reading of the file by the DEs and to obtain information that might help the DEs contextualize and clarify these issues as they write the preliminary divisional report. Both DEs must be present at the meeting of the DEs with the evaluatee.
- d. The DEs will meet with the divisional chair of the evaluatee's primary division before they write the preliminary divisional report. The purpose of the meeting is to discuss both issues of substance that arise in the file and divisional norms for writing the preliminary divisional reports, with the aim of promoting fairness, uniformity and impartial representation of the file in these reports. Both DEs must be present at the meeting of the DEs with the divisional chair.
- e. The DEs will present a preliminary draft of the divisional report to the divisional chair at least four days before it is scheduled to be sent to members of the division. At this time the divisional chair can suggest changes to the DE report to ensure that it accurately and appropriately reflects the content of the file.
- f. In the course of preparing a preliminary divisional report, the DEs may seek clarification in writing regarding the evaluatee's file by consulting with members of the Bard community, as well as the outside evaluators. Any input solicited by such consultation must be placed in writing in the file.
- g. The purpose of the preliminary divisional report is not to state the personal assessment of the evaluatee by the DEs, but rather to assist the divisional discussion by providing relevant summaries of the file, and by highlighting the strengths and weaknesses in the file in each of the three categories of evaluation. The preliminary divisional report will be written using

the template given at the end of the Faculty Evaluation Document. The report will not identify the authors of any materials in the closed file. For rehiring evaluations of tenure-track and regular non-tenure-track evaluatees who are not senior faculty, the preliminary divisional report will anticipate the tenure decision or subsequent rehiring and will state briefly the areas in which improvement would be beneficial. For the evaluation of regular non-tenure faculty members, the report could recommend a transition to a five-year contract.

- h. After the divisional discussion and vote on an evaluatee, the DEs, having been present at the divisional discussions, will rewrite the preliminary divisional report to reflect the sense of the majority of the faculty members in the division, as well as the complexity of points of view expressed at the discussion. In order to do so, during the divisional discussion of an evaluation case, the DEs will summarize verbally what they hear the division as saying about each of the evaluation criteria and ask the divisional chair for confirmation of this summary. The rewritten divisional report will not attribute views to individual faculty members.
- i. Closed discussions in the division are confidential, and no part of these discussions may be reported outside the closed divisional meeting. After divisional discussion and vote, the numerical results will be conveyed in writing by the divisional chair to the evaluatee within 24 hours.
- j. The divisional report is meant to express the voice of the majority of the faculty members in the evaluatee's principal division. For that reason, DEs may, if they wish, contribute their own letters about the evaluatee to the file, which they may then quote just as they quote other faculty letters, and they may, if they wish, express their personal views during divisional discussion in addition to their assessment of the file as DEs.

3. Submission of the preliminary divisional report by the divisional evaluator

- a. The DEs will distribute preliminary divisional reports to all members of the division (as defined in III.C. of this Handbook), other than the evaluatee (and the spouse/partner of the evaluatee if they are a member of the division), by noon on the Monday preceding the divisional discussion via campus mail (and only via campus mail); if the Monday preceding the divisional discussion is anytime the campus post office is scheduled to be closed the preliminary divisional reports will be distributed by the previous Friday.
- b. DEs will present a draft of the final version of the DE report to the divisional chair at least two days prior to its submission to the dean of the college's office. The divisional chair will check to ensure that the revised report reflects and represents the divisional discussion. The DEs will submit the final divisional report to the dean's office that will send it to the divisional chair and to the evaluatee by the 10th Monday of the fall semester and the 8th Monday of the spring semester. Should the divisional chair or the evaluatee feel that the final report, as submitted by the DEs, is problematic, they may submit to the FERC or CEC a letter explaining the problems they find in the report. The evaluatee and the chair have one week to respond to the final divisional report.

f). Faculty Evaluation Review Committee and College Evaluation Committee

1. Composition of the Faculty Evaluation Review Committee and the College Evaluation Committee

- a. The Faculty Evaluation Review Committee (FERC) and the College Evaluation Committee (CEC) will each have five members, one from each division and one at-large member, serving staggered two-year terms. Each committee will have an alternate member, serving a two-year term.
- b. All members of the FERC will be tenured, half-time or more.
- c. Two of the five members of the CEC will be either a senior non-tenure-track faculty member, or a non-tenure-track faculty member who has had at least one CEC review and has held an appointment for at least five years. The remaining three members will be tenured, half-time or more.
- d. The divisional members of the FERC will be elected by their respective divisions. The at-large member and the alternate member of the FERC will be elected college-wide at a faculty meeting. The slate of candidates for the at-large position will consist of a list nominated by the Faculty Executive Committee (with at least two names), as well as nominations from the floor of the faculty meeting. Each faculty member will vote for two candidates. The candidates receiving the highest number of votes will be elected to the FERC, with the next candidate serving as the alternate. The elections will be held no later than the midterm of the spring semester prior to the academic year during which the appointments commence.
- e. The members of the CEC, including the alternate member, are appointed by the Executive Committee, with the intention of distributing committee service fairly among the members of the faculty. The appointments will be made by the Executive Committee no later than the midterm of the spring semester prior to the academic year during which the appointments commence.
- f. The FERC and CEC will each elect a chair.
- g. Should any member of the FERC resign, a permanent replacement will be selected by the following procedure. First, the Faculty Executive Committee, in consultation with the FERC chair, will determine whether a division or full faculty meeting (as needed) can be held prior to the date by which the permanent replacement is needed. If it is determined that such a meeting can take place, then the permanent replacement will be chosen at such a meeting; if it is determined that there is not sufficient time for such a meeting, then the Faculty Senate will appoint the permanent replacement from the appropriate division or full faculty.
- h. Should any member of the CEC resign, the Executive Committee will appoint a replacement and ensure that the committee will have at least one member per division.
- i. The dean of the college serves as *ex officio* member of the FERC, and the dean of the college or the dean's decanal designee serves as *ex officio* member of the CEC, in order to provide

the committees with information relevant to their discussions and to apprise the dean of the college of the committee's deliberations. *Ex officio* membership in the FERC and CEC entails participation in the committee's discussions, but not voting.

2. The work of the Faculty Evaluation Review Committee and the College Evaluation Committee

- a. The FERC will review the evaluation of each rehiring, tenure, and promotion case for tenure-line faculty members, and will make a recommendation concerning each case.
- b. The CEC will conduct evaluations of non-tenure track faculty pertaining to the following three categories of review:
 - (i) A regular review for renewal, with no change in contract upon completion. This entails a performance review and a divisional discussion with a vote on renewal. The CEC will assess the materials of the file and vote on the renewal. While a CEC review is not required for every renewal that does not entail a change in contract type, faculty members half-time and above new to the college should undergo a CEC review after teaching for 3 years at the college, if not before.
 - (ii) A 2- or 3-year contract conversion to a 5-year (or other long-term) contract. This entails a performance review and a divisional discussion with a vote on contract type change. The CEC review will entail successful work in all three categories of evaluation. The CEC will assess the materials of the file and vote on the contract type change. This type of review does not require a request to the PAC. It will be conducted at the request of the evaluatee or the program director according to the Faculty Handbook section C. Policy on Faculty Appointment, Reappointment, and Tenure pertaining to non-tenure-track faculty appointments. Faculty hired before 2005 who so desired were grandfathered into the previous process that did not require a conversion to a longer contract and therefore no CEC review. A request made by the program in consultation with the evaluatee for a second CEC review will entail promotion to regular senior non-tenure-track if successful.
 - (iii) Non-tenure-track contract conversion to tenure-track contract (preceding or concurrently with PAC request for conversion).
- c. At the start of each academic year, there will be a joint meeting of the FERC and CEC, at which the dean of the college will review the evaluation process for that year.
- d. The FERC and CEC will conduct a preliminary discussion and straw vote on each case it considers.
- e. If, during a straw vote on a case, a majority of the FERC or CEC votes in disagreement with the divisional recommendation, the committee will meet with the DEs to discuss the case prior to the final committee vote on the case.
- f. In the course of discussing a case, the FERC or CEC may seek clarification regarding the evaluatee's file by consulting with members of the Bard community.

- g. After concluding its deliberations on each case, the FERC or CEC has a final vote on any recommendations resulting from the review. Each committee member will vote yes or no according to their conscience. There will be no abstentions in voting. For each case, each committee member will state their vote, will give a brief explanation of the vote to the rest of the committee, and may, at their discretion, submit a written version of that explanation. Committee members may do the same where the conclusion of the review does not result in a vote on rehiring, tenure or conversion.
- h. The FERC or CEC will write a transmittal letter regarding each evaluation case. This letter will contain the vote, where applicable, and an individual explanation of each committee member, and any other comments that the committee as a whole wishes to convey. For rehiring evaluations of tenure-track and regular non-tenure-track faculty members the transmittal letter will, in consultation with the DEs and/or members of the evaluatee's program, make clear what the expectations are for the evaluatee's successful subsequent rehiring or tenure evaluation, if the DE report has not already done so.
- i. Discussions in the FERC and CEC are confidential, and no part of these discussions may be reported outside the committees.
- j. Should any member of the FERC or CEC have a conflict of interest as defined in the AAUP contract section xviii regarding an evaluation case, as decided upon by the committee, then they will be replaced by an alternate for all discussion and voting on that case.

3. Recommendation of the dean of the college and the dean's decanal designee

After the FERC or CEC vote on an evaluation case, but prior to the meeting of the FERC or CEC with the president, the dean of the college or the dean's decanal designee will convey in writing to the committee their intended recommendation to the president on the case. Copies of this letter will be placed in the evaluatee's file, and will be given to the evaluatee, the divisional chair, program director(s) and DEs.

4. Communication by the Faculty Evaluation Review Committee and the College Evaluation Committee

- a. For each rehiring or conversion case, the FERC and CEC will submit its transmittal letter, together with the DE report, to the president. A version of the letter with individual attribution of votes and explanations removed will be submitted to the closed file, and from there forwarded, together with the DE report, to the evaluatee, DEs, divisional chair, and program director(s) by the 13th Wednesday of each semester. The chair of the EPC will be invited to read the letter and report in the dean's office. The evaluatee, DEs, divisional chairs, program directors(s), and EPC chair will have one week to submit letters of response to be placed in the closed file of the evaluatee. Before the 15th Wednesday of the fall semester and the 16th Wednesday of the spring semester, the FERC and CEC will each meet and discuss each case with the president, who will, at this time, express any reservations or points of disagreement.

- b. For each tenure or promotion to full professor case, the FERC will submit its transmittal letter, together with the DE report, to the president. A version of the letter with individual attribution of votes and explanations removed will be submitted to the closed file, and from there forwarded, together with the DE report, to the evaluatee, DEs, divisional chair, and program director(s) by the 13th Wednesday of the spring semester. The chair of the EPC will be invited to read the letter and report in the dean's office. The evaluatee, DEs, divisional chairs, program director(s), and EPC chair will have one week to submit letters of response to be placed in the closed file of the evaluatee. By the 15th Wednesday of the fall semester and the 16th Wednesday of the spring semester the FERC will meet and discuss each case with the president, who will, at this time, express any reservations or points of disagreement.

g). Evaluations of Adjunct and Short-term Non-tenure-track Faculty Members

1. Adjunct and short-term non-tenure-track faculty members are evaluated in the context of proposals for renewals of appointments in the adjunct or short-term non-tenure-track status.
2. Evaluations that accompany proposals for renewals of appointments in the adjunct or short-term non-tenure-track status are conducted by the program director in consultation with the division chair (only the program director when the position is non-divisional). Such evaluations refer to SOTC/CAFE forms, and to any other material deemed relevant.
3. The program director will forward a brief written evaluation to the dean of the college prior to the dean of the college's decision on rehiring.

h). Senior Evaluations of Tenured Professors Not Being Evaluated for Promotion and of Senior Regular Non-tenure-track Faculty Members

1. Before the end of the semester of evaluation, the dean of the college, the program director and the divisional chair will review the file, which includes the material submitted by the evaluatee, SOTC/CAFE forms and letters from faculty and students, and will then meet together with the evaluatee to discuss the file, and any relevant issues raised by the participants in the discussion. The divisional chair will write a brief summary of the discussion, to be placed in the file and sent to the evaluatee by the end of the semester.
2. If the program director is untenured, or is the evaluatee, the divisional chair will appoint for this evaluation a substitute for the program director who is tenured and in a related field; if the divisional chair is the program director or the evaluatee, the Executive Committee will appoint for this evaluation a substitute for the divisional chair who is tenured and in a related field.

i). Schedule of Evaluations

1. Evaluations of tenure-track faculty members

The schedule of rehiring and tenure evaluations is stated in Item C.5 of this Handbook.

2. Evaluations of tenured faculty members

After receiving tenure, each faculty member will have a regularly scheduled evaluation every 14th semester; such an evaluation will be either a promotion evaluation or a senior evaluation. If a tenured faculty member is evaluated for promotion prior to the 14th semester after the previous evaluation, the regularly scheduled evaluations from then on will commence with the 14th semester after the promotion evaluation.

3. Evaluation of tenure-track faculty members for promotion to associate professor

- a. The granting of tenure should normally entail promotion to associate professor if the evaluatee is not already at that rank. A divisional vote in support of tenure is considered a vote in favor of promotion to associate professor.
- b. If the president grants a faculty member tenure without promotion to associate professor, such a decision should be accompanied by a written statement by the president explaining the reasons for the denial of promotion and specifying criteria that would lead to promotion if satisfied.
- c. If a faculty member is granted tenure but not promoted to associate professor, there will be no additional faculty evaluation for promotion, the decision being that of the president. If the faculty member feels that he or she has subsequently met the stated criteria for promotion, he or she can request a promotion from the president, who will then review the case, consult as needed, and render a decision.

4. Evaluations of tenured faculty members for promotion to full professor

Each tenured faculty member who is an associate professor at the time of a regularly scheduled post-tenure evaluation will automatically be evaluated for promotion to full professor during that evaluation. A faculty member may decline to be evaluated for promotion, in which case he or she will have a senior evaluation at the scheduled time. A faculty member may also request an evaluation for promotion not at the time of a regularly scheduled evaluation. Both types of requests must be submitted in writing to the dean of the college and the divisional chair no later than the start of the spring semester prior to the scheduled/proposed evaluation year. It is recommended that, as a matter of course, faculty members not be promoted to full professor prior to the 14th semester following promotion to associate professor.

5. Evaluations of non-tenure-track faculty members

Evaluations of non-tenure-track faculty members will occur in the context of proposals for rehiring, conversion to regular non-tenure-track faculty, promotion to senior regular non-tenure-track faculty, and conversion to tenure-track in accordance with the Faculty Handbook I.C. "Policy on Faculty Appointment, Reappointment, and Tenure" as further detailed below.

- a. In general, a faculty member can be a short-term visitor for no more than 8 semesters, and in no case can a faculty member be in this status more than 14 semesters. Conversion of short-term non-tenure-track faculty members to regular non-tenure-track faculty will occur when a program requests a CEC evaluation at the end of the penultimate year of a three-

year contract. The evaluation makes a recommendation about suitability for rehiring. Regular non-tenure-track faculty member appointments are for five years, and are renewable.

- b. Promotion from regular non-tenure-track faculty to senior regular non-tenure-track faculty. Faculty will be promoted to the rank of senior regular non-tenure-track after being rehired twice after successful evaluations by the CEC. The title of a senior regular non-tenure-track faculty member is normally “term associate professor,” “continuing associate professor,” “term professor,” “continuing professor,” “senior artist in residence,” “senior writer in residence” or “senior scholar in residence.” The only promotion decision for non-tenure-track faculty members occurs when a regular non-tenure-track faculty member is promoted to senior regular non-tenure-track faculty member as stated in the faculty handbook.
- c. A program may request that a non-tenure-track faculty member be considered for conversion to tenure-track. In a two-part process, each proposal for conversion will be accompanied by an evaluation by the CEC. The program’s request, once endorsed by a vote in the division, shall be submitted in the spring semester to the PAC for recommendations to the president concerning conversion to tenure-track.

(i) In cases when the CEC evaluation is conducted concurrently with the program’s request for conversion to tenure-track, the divisional discussion shall pertain to the evaluatee’s performance up to the present as well as an assessment of the person’s eligibility to enter the tenure-track. The division will vote on the issue of conversion. The DE report submitted to the CEC will indicate the divisional votes and summarize the divisional discussion. The CEC will assess the file both in terms of a performance review and a potential change in contract type. The committee shall vote on the proposed conversion to tenure-track informed by the evaluatee’s performance—in accordance with the expectations of their non-tenure-track position—as evidenced in the file, and by the potential for future engagement in all three categories of tenure-track evaluations. The CEC vote will be transmitted with the committee’s recommendations to the president.

(ii) In cases when the CEC evaluation is conducted in semesters shortly prior to the program’s request for conversion, the divisional discussion shall be about performance review and there will be no vote. The division will vote on the issue of conversion at a future date when the program submits its request to the division, and then to the PAC. If a program anticipates requesting conversion at a later date, as opposed to concurrently with the CEC review, they should state as much and come prepared to the divisional discussion explaining why this person is a good candidate for conversion to tenure-track. The DE report may indicate explicitly that the present evaluation is also forward looking to a request for a change in contract type, and the CEC should have that in mind when they deliberate. If the program does not provide a formal request for conversion at the time of the CEC review, but has expressed their intent to do so, the CEC shall conduct an informal vote on the matter of conversion to tenure-track as the committee will not have the opportunity to weigh in later in the conversion process and their careful consideration of the file can provide

valuable faculty input alongside the subsequent divisional vote and PAC recommendations to the president.

j). The Role of the President

It is agreed that faculty evaluation is primarily a faculty responsibility. The ultimate tenure decision is the president's responsibility. He has the right to solicit necessary input. The president's decisions are to be communicated to the faculty member by the 16th Wednesday of the fall semester for fall semester evaluations, and, whenever possible, by June 15, but in no event later than June 30, for spring semester evaluations and for tenure and promotion evaluations. At the time of their decision, the president will inform the faculty member of their right of appeal. Any appeal from the decision of the president will be made to the board of trustees. If the board of trustees, or its delegates, agrees to hear the appeal, the president will forward all documents concerning the case to the Board. This appeal must be filed within 14 calendar days of the receipt of the president's decision. The faculty member may also use the grievance procedure that is under the auspices of the AAUP. In any instances where the president's decision does not concur with the recommendation of the FERC or CEC, the president will meet with the appropriate committee at the start of the fall semester following the decision to convey the reasons for the disagreement.

k). The Role of the Students

To help achieve the most thorough possible input of student assessment of the success of faculty members being evaluated, there will be a parallel student process. The following process has been used in the past, and meets the needs of the faculty evaluation process. Before the end of the spring semester, the Student Forum will elect two divisional evaluation representatives from each division. Divisional representatives must be moderated Upper College students in good academic standing. Term of office is two semesters. Student divisional evaluation representatives will solicit signed letters of testimony from the students in their divisions regarding faculty being evaluated each semester to be submitted to the Office of the Dean of the College for inclusion in the closed portion of the evaluation file. The student divisional evaluation representatives review the open part of the file of each evaluatee and draft a summary. The EPC report will be due by the 13th Wednesday of the fall semester for tenure and promotion evaluations, and the 4th Wednesday of each semester for rehiring evaluations of tenure-track and regular non-tenure-track faculty members and change or status evaluations. The EPC chair, and the student divisional evaluation representatives as needed, may meet with sets of DEs during the evaluation process if either the EPC chair or the DEs request such a meeting.

l). Evaluation in Good Faith

The Evaluation Procedures for Faculty Members are designed to evaluate each faculty member fairly and in good faith. For each evaluation, a significant amount of input is required, including evaluations from persons both within and without the Bard community. Despite the best efforts of every participant to the evaluation procedure, an evaluation might deviate from the detailed procedures set forth above. By way of example, an outside evaluator may fail to submit a report, a visitor to a classroom may fail to submit their observations in a timely fashion, or the EPC may not be duly constituted in time to participate in the faculty evaluation process. In all cases where the actual evaluation process deviates from the evaluation procedures, the FERC or CEC reserves the right to determine whether the deviation is materially harmful to the evaluation at issue.

m). Life of the Document

The life of this document will be for five years beginning with the new contract year **(2023-2028)** following its adoption. All faculty evaluations at the college conducted during the life of this document will be according to this document. At the beginning of the fall semester in the year of its expiration **(fall 2027)**, the Faculty Senate will appoint a study committee responsible to the Faculty Senate, to review the document and make suggestions for revision. Amendment by normal procedures may be made before that time.

By Faculty Action: 1999
Amended: 5/24/00
5/22/02
5/21/03
Revised by Faculty Action: 5/4/05
Amended by Faculty Action: 9/21/05
By Faculty Action: 4/15/06
Revised by the Faculty Executive Committee: 2/13/07
3/6/07
Amended by Faculty Action: 11/14/07
By Faculty Action: 4/20/11
Revised by Faculty Action: 5/18/11
Amended by Faculty Action: 12/14/11
Revised by Senate Vote: 10/2/12
Revised by Faculty Action: 4/12/17
Revised by Faculty Action 3/13/19
Revised by the Faculty Executive Committee: 2/20/20
Revised by Faculty Action/Faculty Senate/Faculty Executive Committee: May 2023

Attachment A

Appendix on Conversion and Tenure Evaluation for Faculty Appointed in both Graduate and Undergraduate Programs at Bard

This document aims to establish a clear and consistent process for evaluating faculty who are jointly appointed to graduate programs and undergraduate programs at Bard. As this proposal is generated by faculty from the undergraduate college, the process described below shall apply to those faculty who (1) hold an appointment that specifies their teaching and advising commitment to an undergraduate program at Bard, which should not be less than a 1-1 teaching load; or (2) are undergoing conversion to a contract of that nature. (Should the director of a graduate program wish to use the undergraduate evaluation system for a faculty member with a lower teaching load than specified above, they may bring this request to the dean of graduate studies, the dean of the college, and the relevant divisional chair for review.) Further, in order to ensure that faculty undergo a process that is supported consistently by both undergraduate and graduate administration, the procedures described here apply only to faculty whose graduate program directors have signed off on this document and/or indicated that this document applies to the faculty member in question, either at the time of faculty hire or at the time of faculty conversion to a tenure-track appointment.

1. Conversion to Tenure-Track: A faculty member jointly appointed in a graduate program and an undergraduate program can undergo an evaluation followed by a proposal for conversion to a tenure-track position as follows:

- a. The evaluation will follow established CEC review procedures, with the following changes:

- (i) One of the faculty member's two DEs should be affiliated with the graduate program in which they are appointed, if feasible.

- (ii) There will be two class visits in the file. When feasible, based on the location and scheduling of the graduate program, one of the class visits will be to a graduate class, the other to an undergraduate class. Otherwise, both class visits will have taken place by the fourth week of the semester of evaluation in courses conducted at the undergraduate conducted the semester prior to evaluation if undergraduate teaching spans both semesters. Class visit reports shall be submitted by the 5th Wednesday of the semester.

- b. The evaluation may be followed by a proposal to the PAC for tenure-track conversion, which should be jointly submitted by the undergraduate and graduate program leadership.

- (i) Should a tenure-track contract be subsequently approved, this contract should specify the faculty member's teaching commitment to the undergraduate college, which should not be less than 1-1; the faculty member's advising commitment to the undergraduate college, which should not be less than $\frac{1}{3}$ of a standard full-time undergraduate faculty member's advising load; and the expectations of service to the undergraduate college.

2. Tenure Evaluation: A faculty member may be hired into a tenure-track joint appointment between the undergraduate college and a graduate program. In this case, the following should apply:

- a. The faculty member's appointment letter should specify, at the time of hire, a teaching and advising commitment to the undergraduate college, which should not be less than 1-1, with an accompanying advising load equivalent to $\frac{1}{3}$ of a standard full-time undergraduate faculty member's advising load.

- b. The faculty member's appointment letter should specify, at the time of hire or conversion, the expectations of service to the undergraduate college.

- c. The faculty member may then undergo a pre-tenure and tenure evaluation as described in the FED, with the following adjustments:

- (i) During each of these evaluations, one of the two DEs should be affiliated with the graduate program in which the evaluatee is appointed, if feasible. If this is not possible, the DEs will be selected with an eye towards faculty most appropriate in their fields of expertise or experience teaching at the college.

- (ii) During each of these evaluations, one class visit should take place in a graduate class, and the other in an undergraduate class, if feasible.

- (iii) The DE report should strive to reflect the evaluatee's work in all three categories of evaluation, across both the undergraduate college and graduate program, with careful regard for the expectations

established at the time of hire. The DEs should share their draft DE report with the relevant divisional chair and with the director of the relevant graduate program, and should meet with them on a schedule consistent with the tenure process for undergraduate faculty.

(iv) Calls for testimony should include graduate students from the relevant program and faculty affiliated with the relevant graduate program, even if those faculty members are not affiliated with the undergraduate college.

(v) Faculty who are affiliated with the relevant graduate program on an appointment of $\frac{2}{3}$ time or above may attend the undergraduate divisional discussion and may vote, even if they are not affiliated with the undergraduate college.

Attachment B

Appendix on Tenure Evaluation for Faculty on a Fast Track (supplement to existing Category A, B, C Tenure-Track Appointments 1. C. 5)

1. Tenure Evaluation for Faculty on a Fast-Track: A faculty member may be hired who is advanced in the tenure clock at another institution, who is already tenured elsewhere, and/or who is accomplished in their field, and who is set to be evaluated on an expedited clock after their arrival at Bard. The process outlined below is meant to provide as much familiarity with the evaluatee's work as possible and allow for them to have a better understanding of Bard's tenure review process. For evaluatees in this category, a decision will be made with the understanding that certain materials that are usually available over the course of a slower evaluation clock will not be available at the time of review.

- a. If hired with an expedited clock, at the end of the first year at Bard the evaluatee has the option to extend the time of review for another year by notifying the dean of the college by the last week of the spring semester.
- b. If the evaluation will not follow the standard schedule, the dean of the college should specify the dates for the major milestones in the evaluation process (e.g., Divisional vote, FERC transmittal, recommendation of the dean, and decision of the president).
- c. Inclusion of Work Done Before Arrival to Bard in Evaluation File:

(i) Gathering Additional Materials for the Open File:

(1) Category II: At the discretion of the evaluatee, professional work completed before their time at Bard can be submitted to the file to provide a broader sense of their trajectory. DEs may also request that the evaluatee add materials to the file to provide a fuller picture of the work done in this category, which the evaluatee may respond to at their discretion.

(ii) Gathering Additional Materials for the Closed File:

(1) Category I: If the evaluatee chooses to submit teaching evaluations and/or sample teaching materials from before their time at Bard, they may do so at their own discretion. DEs may make their own determination about the relevance of referencing this material and justify their decision to the chair of the division. DEs may also request that the evaluatee add materials to the file to provide a fuller picture of the work done in this category, which the evaluatee may respond to at their discretion.

(2) If an evaluatee has undergone tenure review at another institution, an attempt will be made by the dean of the college to access relevant materials from the previous review with the understanding that access may vary depending on the institution. This inquiry will be conducted only at the discretion of the evaluatee.

d. Evaluating Category III, service to the community, in an expedited time frame:

(i) Considerations at the time of hire: Both the dean of the college and the primary program director shall discuss and, at the time of hire, provide a clear understanding to the faculty member of the scope of expectations in terms of service commensurate with the timeframe for tenure review. A redacted version of the appointment letter should be included in the closed file by the dean of the college for the DEs to reference so that the division can compare the work conducted to established expectations.

(ii) Upon tenure review, DEs shall be given access to the expectations for service and engagement with the college community previously communicated at the time of hire to inform the framing of their representation of the file as pertains to Category III. The DEs should include any such expectations (or their absence) in their report.

e. At all stages of the evaluation process, it must be clear that an accelerated review is not to be taken as an opportunity to re-adjudicate opinions about hiring decisions for the position now occupied by the person being evaluated. The evaluatee shall be considered for their own work independently from any lingering framing of the position itself at the time of hire.

SUMMARY OF FACULTY EVALUATION DEADLINES 2024-2025

Fall 2024

Previous to fall semester

- For **tenure/promotion** – prior spring, evaluatee and program director prepare ext. eval. lists with rationales; director meets with dean
- For **tenure/promotion** – all materials for evaluation file and e-copies submitted to the Dean by **Monday, July 15**
- For **tenure/promotion** – one class visit should take place previous semester (a second class visit will occur during this fall of evaluation year)
- For **pretenure** and **non-tenure-track CEC evaluations**– all materials to the Dean by **Thursday, August 15**
- For **pretenure** and **non-tenure-track CEC evaluations**– two class visits take place previous semester for candidates, due 13th Wed. of spring semester

Early in the fall semester

- By first week of semester, Dean distributes list of faculty scheduled for evaluation and deadlines for submission of written testimonies
- By third week of semester, Dean meets with all DEs, FERC, CEC and Student EPC to review process

| On/by this day | Tenure/Promotion Evaluation | Pretenure Evaluation/Non-tenure-track Renewal/Conversion |
|--|--|---|
| Third Wednesday September 18 | | <ul style="list-style-type: none"> • Letters from community to Dean |
| Fourth Wednesday September 25 | <ul style="list-style-type: none"> • Class visits arranged | <ul style="list-style-type: none"> • Class visits set for S25 evaluatees • EPC report due to file (<i>for pretenure only</i>) |
| Fifth Wednesday October 2 | | <ul style="list-style-type: none"> • DEs meet with evaluatee • DEs create draft report for Chair review for 6th Wed. discussion |
| Sixth Wednesday October 9 | | <ul style="list-style-type: none"> • Divisional discussions and votes* • DEs create draft report for Chair review for 7th Wed. discussion |
| Seventh Wednesday October 16 | | <ul style="list-style-type: none"> • Divisional discussions and votes* • DEs create draft report for Chair review for 8th Wed. discussion |
| Eighth Wednesday October 23 | | <ul style="list-style-type: none"> • Divisional discussions and votes* |
| Ninth Monday October 28 | <ul style="list-style-type: none"> • External evaluators secured | <ul style="list-style-type: none"> • Revised DE report to divisional chair for final review (for cases discussed on October 9, 16 and 23) |
| Ninth Wednesday October 30 <small>(additional meeting approved by the Executive Committee for 2024-2025)</small> | | <ul style="list-style-type: none"> • Divisional discussions and votes* |
| Tenth Monday November 4 | | <ul style="list-style-type: none"> • Final DE report due to the Dean's Office for distribution |
| Eleventh Monday November 11 | | <ul style="list-style-type: none"> • Evaluatee and chair response due |
| Thirteenth Wednesday November 27 | <ul style="list-style-type: none"> • Class visit reports for F24 due to dean's office • EPC report due to file | <ul style="list-style-type: none"> • Class Visit reports for F24 due to dean's office • FERC and CEC forward cases to President |
| December 1 | <ul style="list-style-type: none"> • External evaluator reports due | |
| Fourteenth Wednesday December 4 | | <ul style="list-style-type: none"> • Evaluatee and chair respond |
| Fifteenth Wednesday December 11 | | <ul style="list-style-type: none"> • FERC and CEC meet with President |
| Sixteenth Wednesday December 18 | <ul style="list-style-type: none"> • Written testimony from campus community to Dean | <ul style="list-style-type: none"> • President makes decision • Evaluatee has 14 days to respond |

*starting from receipt of report after divisional discussions and vote, evaluatee and chair have one week to respond.

SUMMARY OF FACULTY EVALUATION DEADLINES 2024-2025

Spring 2025

| Early in spring semester | By first week of semester, Dean distributes list of faculty scheduled for evaluation and deadlines for submission of written testimonies | |
|--|--|---|
| On/by this day | Tenure/Promotion Evaluation | Non-tenure-track Renewal/Conversion |
| January 15 | | <ul style="list-style-type: none"> All materials from evaluatee due by January 15 |
| Second Wednesday February 5 | <ul style="list-style-type: none"> DEs meet with evaluatee DEs create draft report for Chair review for 3rd Wed. discussion | |
| Third Wednesday February 12 | <ul style="list-style-type: none"> Division discussions and votes* DEs create draft report for Chair review for 4th Wed. discussion | <ul style="list-style-type: none"> Written testimony from community due |
| Fourth Wednesday February 19 | <ul style="list-style-type: none"> Division discussions and votes* DEs create draft report for Chair review for 5th Wed. discussion | <ul style="list-style-type: none"> Division discussions and votes* DEs create draft report for Chair review for 5th Wed. discussion Class visits set for F25 evaluatees |
| Fifth Wednesday February 26 | <ul style="list-style-type: none"> Divisional discussions and votes* DEs create draft report for Chair review for 6th Wed. discussion | <ul style="list-style-type: none"> DEs create draft report for Chair review for 6th Wed. discussion |
| Sixth Wednesday March 5 | <ul style="list-style-type: none"> Divisional discussions and votes* | <ul style="list-style-type: none"> Divisional discussions and votes* |
| Seventh Monday March 12 | <ul style="list-style-type: none"> Revised DE report to divisional chair for final review | <ul style="list-style-type: none"> Revised DE report to divisional chair for final review |
| Eighth Monday March 17 | <ul style="list-style-type: none"> Final DE report due to the Dean's Office for distribution | <ul style="list-style-type: none"> Final DE report due to the Dean's Office for distribution |
| Ninth Monday March 24 | <ul style="list-style-type: none"> Evaluatee and chair responses due | <ul style="list-style-type: none"> Evaluatee and chair responses due |
| Thirteenth Wednesday April 23 | <ul style="list-style-type: none"> FERC forwards case to President | <ul style="list-style-type: none"> CEC forwards case to President Class visit reports to dean's office for F25 evaluatees |
| Fourteenth Wednesday April 30 | <ul style="list-style-type: none"> Evaluatee, DEs and chair respond | <ul style="list-style-type: none"> Evaluatee, DEs and chair respond |
| Sixteenth Wednesday May 14 | <ul style="list-style-type: none"> FERC meets with President | <ul style="list-style-type: none"> CEC meets with President |
| June 15-30 | <ul style="list-style-type: none"> President makes decision Evaluatee has 14 days to respond | <ul style="list-style-type: none"> President makes decision Evaluatee has 14 days to respond |

*starting from receipt of report after divisional discussions and vote, evaluatee and chair have one week to respond.

TEMPLATE FOR DIVISIONAL EVALUATION OF FACULTY MEMBERS

The purpose of this template is to provide guidance in the writing of divisional evaluation reports; it may be used either as a reminder of the topics to be included in a report written in narrative form, or as the basis for a report written in question-and-answer format.

Category I

1. Assess the overall support and criticism in the SOTC/CAFE forms
2. Assess letters from students
3. Assess the comments on teaching in faculty letters
4. Assess the EPC report
5. Assess class visit reports
6. Assess other relevant material in the file such as the teaching statement, syllabuses, new course descriptions
7. Assess contributions to the pedagogical aspects of the program (e.g. new courses, reworked old courses, innovation in course design and pedagogical methods)
8. Assess contributions to the functioning of the program, division and college (for example participation in Moderation and Senior Project boards, participation in programmatic, divisional, and college-wide discussion of curriculum, filling the curricular needs of the programs in which the evaluatee teaches, and the curricular needs of the college)
9. Summarize achievements and problems in teaching, and offer recommendations for the future if needed

Category II

1. Describe the work in the profession accomplished so far, in the context of the particular discipline
2. Assess the plans for future work in the profession
3. Assess the quality of work in the profession as reflected in the outside evaluation letters
4. Assess the comments on work in the profession in faculty letters
5. Summarize achievements and problems in work in the profession, and offer recommendations for the future if needed

Category III

1. Assess work in the college at the programmatic, divisional and college-wide levels done since the last evaluation (for example the ability to work with colleagues, especially those in related fields; providing leadership as needed in programmatic, divisional, and college-wide affairs; successful participation in faculty committees, and in hiring and evaluation processes; organizing speakers and other events on campus; participation in study-away programs; college outreach beyond the college community)
2. Assess the comments on work in the college in faculty letters
3. Assess impact on the intellectual and artistic life at the college
4. Summarize achievements and problems in work in the college, and offer recommendations for the future if needed

Overall Divisional Assessment of Work as a Faculty Member at Bard

Assess the overall positive and negative aspects of the evaluatee in all three categories, as well as the potential for future contributions to the program, the division and the college

Recommendation For or Against Rehiring/Tenure/Promotion

Divisional Vote

E. Sabbatical Policy for Bard Faculty

The Bard sabbatical program is designed to provide the individual faculty member with an opportunity to pursue personal academic goals. It is the commitment of the College that the recognition of each faculty member's prerogative to utilize their sabbatical in the free pursuit of self-determined goals will benefit the Bard academic community. We endorse the principle that the pursuit of individual aims, particularly as they stress the academic and not the financial, is thoroughly consistent with the institutional purposes of the College. However, to promote better understanding of the Bard sabbatical program, each sabbatical candidate is required to file with the dean a statement concerning their anticipated program of activities for the sabbatical term. In order that the administration might be informed of the professional activities of the faculty, a written report covering the sabbatical semester must be filed with the dean once the faculty member returns to take up their instructional responsibilities.

The following are conditions and guidelines regarding the sabbatical process.

- a. Tenured or tenure-track faculty members (3/4th time or above) will earn a one-semester sabbatical after three years (six semesters) of teaching or a full year sabbatical after six years (twelve semesters) of teaching. Faculty members who plan to wait and take the full year paid sabbatical must communicate their intentions a full two semesters prior to the commencement of their originally scheduled one semester sabbatical. For example, a one-semester sabbatical is coming up for a faculty member in Fall 2026 but they are going to forgo this sabbatical and take a full year paid sabbatical later. They must inform their Program at the beginning of Fall 2025 (within the first week) of their decision.
- b. Faculty members electing a one-semester sabbatical leave will carry a course workload during the semester they are teaching equal to one-half of their normal yearly course workload, rounded upward to the nearest whole number of courses. This equates to an alternating 3-2 load for those on a 5-course load. Under the current 3-2 teaching load for full time faculty, a faculty member is entitled to release from five courses over any two consecutive sabbaticals. For a faculty member's first sabbatical, the decision as to whether it will be counted as a three-course semester or a two-course semester will be made in consultation with the faculty member's Program Director and the Dean of the College (a faculty member wishing to deviate from their regularly scheduled alternations of two- or three-course semesters must receive approval from their division and the Dean of the College in order to do so).
- c. Release time granted by the administration will count towards the normal teaching load for the purpose of sabbaticals. No regular full-time faculty may take more than one course release a year.
- d. The qualifying period for a one-semester sabbatical at full salary is three years (six semesters) of teaching and the semester worked in the fourth year counts toward the next sabbatical's qualifying

period. Qualifying years served after the first sabbatical will be compensated if a faculty member retires or leaves Bard by the College's decision. It is understood that accrued years after a first regular sabbatical are not compensated if a professor leaves of their own volition, e.g., to take another position. Compensation for accrued years of eligibility after returning from a regular sabbatical shall be calculated by taking the sum of one-sixth of each year's annual salary since one's last sabbatical. Let's take the example of Prof. X earning a salary of \$90,000. A one semester sabbatical is equivalent to \$45,000 of salary for Prof. X. After having taught for three more semesters after their last sabbatical, Prof. X leaves Bard due to the College's decision or retirement. This means that they have taught for three additional semesters out of six semesters required towards their next sabbatical. This equals to accrued salary for half of a single semester sabbatical. In this instance, the College will pay \$22,500 (one-half of \$45,000) to Prof. X as accrued time for their sabbatical.

e. Sabbatical leave will not be granted for more than two consecutive semesters.

f. As a matter of routine practice, sabbaticals are not replaced by the College. Replacements for sabbaticals may only be considered in Programs with extenuating circumstances as judged and approved by the President.

g. A faculty member may, with sufficient notice, defer their sabbatical by one semester. Permissions to defer sabbaticals can be given only by the president. The faculty member will not be placed at a disadvantage as to the timing of their next sabbatical as a consequence of the deferment.

h. Leaves without pay (with the exception of sick leaves, parental leaves, and New York Paid Family Leaves) will not be counted toward accumulating the necessary qualifying semesters for the next sabbatical. (Sick leave is understood to mean leave that requires medical coverage as defined by our current health plans). Normally, two absences from the College on sabbatical leave or leave without pay must be separated by at least three years of teaching at the faculty member's regular load. Likewise, two full-year absences from the College on sabbatical leave or leave without pay must be separated by three years of teaching.

i. Leaves of absence without pay will not be granted for more than two consecutive years unless with explicit approval by the President.

j. If in a given semester, in a given program, the number of persons eligible for sabbatical leave is too great for the successful maintenance of that program's curriculum, the program must establish an order of priority to determine who may be absent in that semester (and who must be present). In general:

(1) Pre-tenure sabbaticals are accorded top priority even when it is combined with an unpaid one-semester leave

(2) Faculty who have waited six years (twelve semesters) take next priority

(3) Any faculty member who has delayed on behalf of the program receives next priority and will not be expected to delay in the future

(4) Proximity to retirement influences next priority

The order of priority established by a department must be in accord with the principle of separation of absences as articulated in (h and i) above. Three-year plans must be maintained and updated each semester in coordination with the Office of the Dean of the College to support this planning process. Requests for leave of absence without pay should always be considered by the program in the total context of their overall needs.

k. Pre-tenure sabbatical program: Faculty hired in Category A or B (see Ref. I.C.5) will be granted a pre-tenure faculty sabbatical upon rehiring for a second contract. Sabbatical can be taken in either the Fall or Spring after completing six semesters (or three years) of teaching. For faculty who do not seek a pre-tenure sabbatical, the sabbatical timing is as follows:

(1) Faculty hired in Category A who choose not to take a junior sabbatical are granted a full year, paid sabbatical in their 13th and 14th semester.

(2) Faculty hired in Category B who receive tenure in their 10th semester are granted a full year, paid sabbatical in their 13th and 14th semester. Faculty denied tenure in Category B will receive a terminal one semester sabbatical in the last semester (12th) under contract.

(3) Faculty hired in Category C are subject to a tenure decision in their sixth semester. If granted tenure, the first sabbatical will occur in the 7th semester. Faculty denied tenure in Category C will receive a terminal one semester sabbatical in the 7th or 8th last semester (8th) under contract.

l. **Paid leave of absence for Regular, Non-Tenure Track Faculty Members:** Regular, non-tenure-track faculty members (half-time or above with at least one successful CEC review, cf. Faculty Handbook, pp 35-37) are eligible to apply for a one-time single semester, paid leave of absence. No more than one such paid leave of absence in a program should be scheduled per semester. Seniority, as measured by the number of years teaching at Bard, will determine the order in which one-time single semester, paid leaves of absence are granted.

m. Members of the faculty may not accept paid employment for more than the teaching of one course or the equivalent during any semester on sabbatical leave, and then only with the prior approval of the dean of the college.

n. It is presumed that members of the faculty on sabbatical leave or paid leave of absence will return to the College after their absence.

o. Changes, if any, hereafter in the sabbatical plan are to be reached only by negotiation between administration and the faculty, and then submitted to the Board of Trustees for ratification.

*Faculty Senate approved 2/6/2024
Faculty Executive Committee approved 2/12/2024*

Language from the new contract, 2023-2027

XIV. SABBATICAL

Each full and three-quarter-time faculty is entitled to regular sabbatical leave (paid,]- semester) after 6 semesters, as provided in the Handbook (J.E). Alternatively, faculty may take a paid, I-year leave after 12 semesters of teaching. All other forms of leave, paid and unpaid, are covered under Section I.F of the Faculty Handbook.

Effective in 2002-2003, faculty hired in Category A are eligible to apply for and be granted a junior faculty sabbatical upon granting of the second three-year contract. The sabbatical can be taken in either the fall or spring semester of the fourth year of employment at the College. Second and subsequent regular sabbatical leaves will occur, should tenure be granted, after six semesters have been completed following the previous sabbatical.

Under the current three-two teaching load for full-time faculty, a faculty member is entitled to release from five courses over any two consecutive sabbaticals. For a faculty member's first sabbatical, the decision as to whether it will be counted as a three-course semester or a two course semester will be made in consultation with the faculty member's Program Director and the Dean of the College (a faculty member wishing to deviate from his or her regularly scheduled alternations of two- or three-course semesters must receive approval from his or her division and the Dean of the College in order to do so).

Regular, non-tenure-track faculty members (half-time or above with at least one successful CEC review, cf. Faculty Handbook, pp 35-37) are eligible to apply for a one-time single semester, paid leave of absence.

Schedule of Sabbaticals for Tenure-Line Faculty:

Based on existing schedule, if the sabbatical is scheduled in: Sabbatical occurs in* Year 1 (Fall

'23 or Spring '24) No change

Year 2 (Fall '24 or Spring '25) No change

Year 3 (Fall '25 or Spring '26) 1-semester earlier

Year 4 (Fall '26 or Spring '27) 2-semesters earlier

Year 5 (Fall '27 or Spring '28) 3-semesters earlier

Year 6 (Fall 2028) 4-semesters earlier

** After the next sabbatical, everyone resets to the new system*

Schedule of Sabbaticals Fall 2023–Spring 2033 for Tenured and Tenure-track Faculty

Date Effective: August 2024

| | Arts | Languages & Literature | Science, Mathematics & Computing | Social Studies |
|---|--|--|---|--|
| Fall 2023 <i>(no changes)</i> | Aberth (S23) Boivin (S23) Gann Merriam (+LOA) Moreno (Jr) Santoyo-Orozco (Jr/F22) | Benson Lopez-Gay (+LOA) Romm (+LOA) Shockey (F22/+LOA) | Cullinan (S23/+LOA) Haggard Hutcheon (Jr) Jain Leverson (Jr) | Stamatopoulou-Robbins (S23) Tabb (F22/+LOA) |
| Spring 2024 <i>(no changes)</i> | Felton-Dansky (F23) Gibbs | | Hulbert | Encarnacion Hagberg (F20) Klein (F23/+LOA) Tcherneva (S23/+LOA) |
| Fall 2024 <i>(no changes)</i> | Shin (Jr) (+LOA) Suchenski Touloumi (+LOA) | Desai (+LOA) Heinowitz L'Official Raizen (Jr) Wild (F23) | LaFratta Perron | Inouye (Jr) Rosenblum (S23) |
| Spring 2025 | Coonley Le Lester | Caso (S24) Holt Frank Lundy Martin Mutter Sullivan | Jude Keesing McGrail McLaughlin (S17*) Rose (F24) Sattar | Berkowitz Ewing Gilhooley (F23) Martell McKim McMeekin Suzuki Townsend |
| Fall 2025 | Badolo (Jr) Blalock (Jr) Chen (Jr) Ferver (Jr) Sanchez (Jr) Shore Shpolberg (Jr) | Burns (Jr) Cioffi (S25) Keenan (S22) van Zuylen Voronina Xie (Jr) Xiong (Jr) | C. Anderson Cadden-Zimansky (S21) Kontos Robertson Sousa-Silva (Jr) | Aldous B. Chilton DeSilva Elmelech Hagberg Hominh (Jr) Kemerli (Jr) Kunreuther Kuznitz Maitra (Jr) Mitra Murray (S25) Pinheiro (Jr) Pujols (Jr) |
| Spring 2026 | Asili El Khoury Gibbons Goss Santoyo-Orozco Slaten Switzer | Baldasso (S25) Caponegro Curtis Hsu Keenan Kostalevsky Mengestu Trudel Ungvary | S. Anderson Collins Dainer-Best Lane Mendez-Diez Scalzo Simon | Abu-Rish Culp McIntosh Moynahan Rodriguez Thompson |

| | | | | |
|--------------------|--|---|--|---|
| Fall 2026 | Aberth Adams Bagwell Boivin Clayton Dahlberg Davis Kitnick Louprette Mubashshir (Jr) Muller Rosenbaum Sargent (Jr) Simpson Tower | Dallal (Jr) Libbon Ngo (Jr) Pavone (Jr) Shockey Williams | Dueker Dunphy-Lelii Law (Jr) Norton | Aschenbrenner (Jr) Benasser (Jr) Bush (Jr) Elliott Grasso (Jr) Kanjilal (Jr) Kite (Jr) Rosenblum Secunda Sonevytsky Stamatopoulou-Robbins Tabb |
| Spring 2027 | Felton-Dansky Gann Moreno | Benson Luzzi Wild | Cullinan Haggard Hutcheon Jain Leverson | Gilhooley Tcherneva |
| Fall 2027 | Gibbs Merriam Raad | Caso Lopez-Gay Romm Schmidt (Jr) | Bloch* (F24) Hulbert | Encarnacion Estruth Klein |
| Spring 2028 | Suchenski | Heinowitz Frank L'Official Raizen | Bloch LaFratta O'Hara Perron Rose | Inouye |
| Fall 2028 | Coonley Le Lester Shin Touloumi | Baldasso Cioffi Desai Holt Lundy Martin Mutter Sullivan | Jude Keesing McGrail McLaughlin Sattar | Berkowitz Ewing Martell McKim McMeekin Murray Suzuki Townsend |
| Spring 2029 | Badolo Blalock Chen Ferver Marcuse (Jr*/S24 LOA) Sanchez Shore Shpolberg | Burns van Zuylen Voronina Xie Xiong | C. Anderson Cadden-Zimansky Kontos Robertson Sousa-Silva | Aldous B. Chilton DeSilva Elmelech Hominh Kemerli Kunreuther Kuznitz Maitra Mitra Pinheiro Pujols |

| | | | | |
|--------------------|--|---|--|--|
| Fall 2029 | Asili El Khoury Gibbons Goss Santoyo-Orozco Slaten Switzer | Caponegro Curtis Hsu Keenan Kostalevsky Mengestu Moody (F26) Trudel Ungvary | S. Anderson Collins Dainer-Best Lane Mendez-Diez Scalzo Simon Zhang | Abu-Rish Culp Hagberg McIntosh Moynahan Rodriguez Thompson |
| Spring 2030 | Aberth Adams Bagwell Boivin Clayton Dahlberg Davis Kitnick Louprette Mubashshir Muller Rosenbaum Sargent Simpson Tower | Dallal Libbon Moody Ngo Pavone Shockey Williams | Dueker Dunphy-Lelii Law Norton | Aschenbrenner Benasser Bush Elliott Estruth Grasso Kanjilal Kite Rosenblum Secunda Sonevytsky Stamatopoulou-Robbins Tabb |
| Fall 2030 | Felton-Dansky Gann Moreno | Benson Luzzi Wild | Cullinan Haggard Hutcheon Jain Leverson | Gilhooley Tcherneva |
| Spring 2031 | Gibbs Merriam Raad | Caso Frank Lopez-Gay Romm Schmidt | Hulbert | Encarnacion Klein |
| Fall 2031 | Suchenski | Heinowitz L'Official Raizen | Bloch LaFratta Perron Rose | Inouye |
| Spring 2032 | Coonley Le Lester Shin Touloumi | Baldasso Cioffi Desai Holt Lundy Martin Mutter Sullivan | Jude Keesing McGrail McLaughlin Sattar | Berkowitz Ewing Martell McKim McMeekin Murray Suzuki Townsend |

| | | | | |
|--------------------|---|--|---|--|
| Fall 2032 | Badolo Blalock Chen Ferver Marcuse Sanchez Shore Shpolberg | Burns van Zuylen Voronina Xie Xiong | C. Anderson Cadden-Zimansky Kontos Robertson Sousa-Silva | Aldous B. Chilton DeSilva Elmelech Hominh Kemerli Kunreuther Kuznitz Maitra Mitra Pinheiro Pujols |
| Spring 2033 | Asili El Khoury Gibbons Goss Santoyo-Orozco Slaten Switzer | Caponegro Curtis Hsu Keenan Kostalevsky Mengestu Trudel Ungvary | S. Anderson Collins Dainer-Best Lane Mendez-Diez Scalzo Simon | Abu-Rish Culp Hagberg McIntosh Moynahan Rodriguez Thompson |

***for individual inquiries related to faculty sabbaticals please email doc@bard.edu*

F. Policy on Leaves of Absence

In order to encourage leaves of absence for faculty for professional and/or creative development that will benefit the College, the Senate recommends the following procedures for approving leaves of absence.

A faculty member requesting a leave of absence will first obtain divisional support for the leave and then submit a written request to the Planning and Appointments Committee. It shall be the basic assumption that except in special circumstances, the space vacated by a member of the faculty granted a leave will be filled.

This request will clearly state the objectives of the leave and indicate the necessary courses to be taught by a temporary replacement.

The Planning and Appointments Committee will recommend to the president to accept or not to accept the request for the leave of absence, and will further recommend that the president replace or not replace the faculty member. Finally, when the Planning and Appointments Committee recommends replacement, it will further convey to the president its judgment as to the level of FTE necessary for adequate replacement.

If the president, after considering the recommendation, decides to reject or modify it, he will meet jointly with the Planning and Appointments Committee and the chairperson of the division concerned, prior to announcing a decision.

Amended by Faculty Action: 4/13/05

G. Research Support

There are two categories of support. The first, the Bard Research Fund, provides funding for refereed projects. The second, the Research and Travel Fund, supports professional activities such as presenting papers, preparing manuscripts, and attending conventions and conferences.

1. Memorandum of Understanding

Effective July 1, 1996, support for faculty research, professional travel, and related activities will not be part of the faculty contract negotiations. Budget levels and administration of the funds will be worked out year to year in consultation between the faculty and the administration. Responsibility for this consultation will rest with the chairs of the Executive Committee and the Research and Travel Committee, the Vice President of Academic Affairs, and the dean of the College.

The allocation of research support funds will be split into two independent categories, Bard Research Fund and the Faculty Research and Travel Fund.

2. Bard Research Fund

a) Purpose

To support scholarly and artistic projects with significant potential as a distinguished contribution to the humanities, the social or natural sciences, or the arts.

b) Eligibility

All members of the Bard undergraduate faculty on a long-term appointment one-half time and above, i.e., tenured and tenured-track faculty, or regular non-tenure-track faculty (as defined in the Faculty Evaluation Document).

c) Funding and Duration

Depending on the specific project, the Fund will consider requests as small as \$1,000, and as large as \$30,000, with duration of support ranging from one month to one year. Salaries for the applicant will not be eligible. Other potential sources of support should be documented in the application.

d) Deadline for Applications

September 15.

e) Announcement of Awards

April 15.

f) Selection

Criteria for selection are the project's scholarly value or artistic merit as determined by external peer reviews and the judgment of the committee.

g) Oversight

The Fund will be under the auspices of the Bard Research Fund Council, as described in Section III.E.5 of this Faculty Handbook. Because of the competitive nature of the selection process, members of the council are not eligible to apply for a grant during the time of service. The council solicits applications, seeks external reviews, selects projects, allocates funds, and communicates its decisions to the president. In general, the council's decisions on substance and allocation will stand, although the final budget is subject to administrative review. It is understood, however, that the president will intervene in allocation decisions only in extraordinary circumstances. A note of explanation will be sent to applicants whose proposals have been turned down.

h) Application Materials (in triplicate)

Submit one hardcopy of the following materials to the Office of the dean of the College as well as an electronic copy to the dean's office at doc@bard.edu. The electronic version should be one single file with all materials included; all materials must be submitted by the posted deadline.

- (1) A current curriculum vitae
- (2) A short description of the applicant's background and teaching interests and a 75-word abstract of the proposed work, including a statement of what the grant would mean to the applicant's scholarly or artistic development or teaching program.
- (3) A detailed 5,000-word research proposal or artistic plan stating the objectives, methods, and significance of the project. The description of the project should include the present status of the proposed work (including relevant supporting materials) and the length of time needed for its completion. The proposal should be comprehensible to specialists and non-specialists.
- (4) A detailed budget including existing and potential support.
- (5) The application will include names of six prospective external reviewers with full contact information and a description of the relationship between the applicant and the potential reviewer. The council will have the final decision on appointing two reviewers. Applicants must indicate the relationship, if any, with the individuals they list as their application evaluators (for example, how long they have known the evaluator, in what context, etc.).

i) Report on Grant

After the completion of the proposed work, recipients will be asked to submit a written report on their activities and accomplishments, and a summary of expenditures. Recipients are encouraged to make a public presentation of their work.

*By Faculty Action: 4/18/98
Amended: 12/12/01
Amended: 5/25/05
Amended: 6/07
Amended: 4/11/11
Amended by the Executive Committee 12/4/13*

3. The Faculty Research and Travel Fund

The Faculty Research and Travel Fund supports professional work by faculty members (6/13ths time and above). This fund provides reimbursement of up to \$2,000 for professional work during that academic

year. The \$2,000 may be split between multiple activities over the academic year. Documentation of the activity, original receipts, and an itemized list and total of expenses for which reimbursement is being sought should be submitted to the appropriate administrative support staff for submission to the Dean's Office.

Expenses in the following subcategories are eligible:

- (1) Expenses associated with archive and/or field research. These may include travel and research expenses for the faculty member in question as well as hiring of research assistants, translators, etc. The faculty member provides a brief statement connecting the research to a specific ongoing research project.
- (2) Expenses associated with conference presentation, or acting as an officer on the board of the conference's presenting organization whose attendance is required. Participation in workshops or other collaborative settings may also fall under this provision if directly related to a professional project. The faculty member provides confirmation of the presentation or a statement relating conference participation to specific scholarly, curricular, and/or professional development goals.
- (3) Expenses related to presentation and/or performance of artistic or scholarly work. The faculty member provides a statement explaining the importance of the expenses for the project in question.
- (4) Expenses related to materials and supplies for the production of artistic or scholarly work. Up to \$500 can be used toward the purchase of books, memberships and subscriptions. For technical fields, this might include software or datasets but will exclude hardware and technical equipment. For scholarly research, it might include website access or purchase of collected research materials. For books and journal articles, it might include submission fees, subvention funds, image reproduction, page charges, indexing costs, editorial assistance, or manuscript review. For artistic projects, it might include supplies fundamental to artistic production, such as film stock, canvases, raw materials, etc. Again, the faculty member provides a statement explaining the importance of the expenses for the project in question.

By Faculty Action: 4/26/78

Revised: 2000

Amended by the Faculty Senate: 5/19/15

Amended by the Faculty Senate: 2019

Revised: 2021

Revised by AAUP negotiations: 2023

H. Faculty Housing at Bard College

Bard College has a small number of on-campus rental units for faculty residence ranging from small apartments to one-family houses, as listed in this section. These units are maintained to aid faculty, particularly those new to the College, to establish and maintain a greater presence within the college community. It is expected that any faculty members living in an on-campus unit would maintain this as their primary residence.

Faculty housing residents, who are not Faculty-in-Residence participants, are not required to host any specific programmatic or student life functions. They are encouraged to take advantage of their proximity to campus to host events that might enrich campus life for groups of students and for other faculty.

The assignment of faculty to existing housing is the proper function of the Faculty Facilities Committee, following the procedures detailed in this section. This does not limit the right of the administration to acquire additional housing facilities for other personnel, either teaching or administrative, where the interests of the College make this advisable.

To encourage permanent faculty residence near campus, it is also the policy of the College to arrange for the lease or sale of land to faculty members desiring to build or buy houses on College land. Certain restrictions, as negotiated with the vice president for finance and administration, would apply to the subsequent private sale of such a house.

1. Functions of the Faculty Facilities Committee Regarding Housing

a) Composition and Function of the Faculty Facilities Committee

(1) Composition

The Faculty Facilities Committee is constituted as set forth in Section III.E.3 of this Faculty Handbook.

(2) Function

The committee is charged with assigning housing units to faculty, following the priority system detailed in Section H.1.c. below. The committee also functions as an advocate for the on-campus housing needs and concerns of the faculty, including maintenance and improvement of the existing housing units. When the College acquires or reallocates appropriate buildings near campus, the administration must meet with the committee to consider whether such units could be made available to faculty, either for purchase or for rental.

(3) Use of College Lands

As a representative of the faculty, the chair of the committee will hold regular meetings with the vice president for finance and administration about the College’s plans for the use of college lands. The chair will report to the faculty about any major initiatives, and will serve as an advocate for faculty perspectives with respect to policies, acquisitions, improvements, alterations, or disposal of College buildings or land.

b) Units Available

The 20 units currently assigned to faculty housing are:

| Unit | BR/Ba | Square Footage |
|------------------------------|-----------|----------------|
| Albee Annex – Apartment 1 | 2BR/1Ba | 664 |
| Albee Annex – Apartment 2 | 2BR/1Ba | 618 |
| Albee Annex – Apartment 3 | 2BR/1Ba | 664 |
| Albrecht Apartment 1 | 2BR/1Ba | 941 |
| Albrecht Apartment 2 | 2BR/1Ba | 774 |
| Brown Albee West | 3BR/1.5Ba | 1079 |
| Cedar Hill Apartment - North | 2BR/1Ba | 918 |
| Cedar Hill Apartment - South | 2BR/1Ba | 727 |
| D’Alexander House | 4BR/2Ba | 1317 |
| Gaathaug House | 1BR/1Ba | 959 |
| Gaathaug Studio | 1BR/1Ba | 637 |
| Gaathaug Annex | 1BR/1Ba | 462 |
| Gardener’s Cottage - East | 2BR/1Ba | 738 |
| Gardener’s Cottage - West | 3BR/1Ba | 1075 |
| Jordan House | 2BR/2Ba | 1025 |
| Lewis Cottage – Apartment 1 | 2BR/1Ba | 1033 |
| Lewis Cottage – Apartment 2 | 1BR/1Ba | 594 |
| Lewis Cottage – Apartment 3 | 1BR/1Ba | 438 |
| New Robbins Apartment 353 | 1BR/1Ba | 596 |
| Rickman House | 4BR/1Ba | 951 |

Temporary or permanent changes to this list can only be made by agreement between the administration and the Faculty Facilities Committee, and such changes will be noted in amendments to this document. The faculty housing units listed here are to be assigned to any faculty member who is currently not tenured and who has been in their current position for ≤ 6 years. The committee will also work with the administration to advocate for on-campus housing options for part-time and temporary faculty appointments. In addition, the College maintains separate on-campus housing for appropriate administrators and special appointments, and allocation of those units is not in the purview of the Faculty Facilities Committee.

c) Housing Assignment Procedures

All faculty members who are currently full-time and not tenured and who have been in their current position for ≤ 6 years are eligible to apply for faculty housing. Housing will be assigned by the committee.

(1) Continuity

A faculty member assigned to a housing unit in a tenure-track line will have the right to renew that lease each year up through the year of the tenure decision. The lease can also be renewed once in the year following a positive tenure decision. So, occupancy could extend up through the June 30 one year after a negative tenure decision or two years after a positive tenure decision. If the individual is on a visiting appointment of > 3 years, they may renew each year but not exceed six years in faculty housing. Visiting faculty ≤ 3 year contracts will not be given priority to continue their lease and must re-enter the lottery each year. If an occupied unit is to be removed from the faculty housing list, the committee and the administration will make every effort to accommodate the current resident in other on-campus housing. The right to renew the lease will only be limited if there existed a written understanding that the assignment of the unit was temporary, if the faculty member's eligibility for housing has changed since the previous lease, or if the lessee has not resided in the housing unit for more than one year without prior approval of the committee.

(2) Assignments of Units

Those faculty eligible for faculty housing will enter a lottery by submitting their name, position at Bard, start date, and length of contract to the facilities committee chair. The chair will place each entrant into one of two categories. The first category will consist of faculty who are on tenure-track appointments or on visiting appointments with contracts > 3 years. The second category will be for individuals on visiting appointments with contracts ≤ 3 years. To run the lottery, the committee will randomly draw all names from category one first and then all names will be drawn from category two. Each individual on the list of names pulled starting from the first person in category one going through to the last person in category two will have the right of first refusal to any property available. Those entrants from category one

that select a property will be offered renewable leases while those from category two will be offered non-renewable one-year leases (see H.1.c.1). If a unit is vacated significantly before the end of the lease and is not in need of major renovation or repair, the unit may be advertised to the college community, and may be assigned to any member of the community until the end of the original lease date.

(3) Unassigned Housing

In the event that a unit has no eligible faculty interested in residing there, the committee will advertise the availability of the unit to all faculty. If a unit is unassigned, or if a unit becomes vacant before the end of a lease, the committee will be allowed to assign this unit to another member of the college community, for a non-renewable lease until the following July 1. The community will be informed when such openings are available, unit assignment will be on a first-come first-serve basis.

d) Housing Assignment Timetable

The committee must keep written records of its deliberations on housing assignments, including a list of applicants for any housing unit.

Leases will normally run for one academic year, from July 1 through June 30. Residents will be informed of the rent for the next lease by March 15.

Any faculty housing resident who does not intend to renew the lease for July 1 is required to inform the office of the vice president for finance and administration and the committee by the previous March 15. A list of available units will be circulated to the faculty by April 1. Requests for housing must be received by the committee by April 15. Applicants will be informed of the assignments of the available units by May 1.

e) Subleases

Faculty units can only be sub-leased to members of the faculty, and sub-leases must be approved by the office of the vice president for finance and administration and by the committee. The faculty member must provide the name of the current Bard faculty member who will live there and their contact information when requesting approval for sub-lease. The faculty member can only sub-lease the unit at the same rate per month as in their lease. The faculty member responsible for the lease shall continue to assume full responsibility for her or his personal possessions and for any damage to the premises during any period of sub-leasing.

f) Establishing Rental Rates

Faculty in housing units will be informed in writing by March 15 of the rent that will apply to the lease that will begin the following July 1. For all faculty renewing leases, a percentage increase for that year will be set between the committee and the administration.

g) Current Faculty Housing Residents

Faculty with college housing leases in effect as of January 2004 will be able to renew those leases and maintain residence in keeping with the guidelines of the Faculty Handbook in effect at that time. Specifically, guidelines state that:

The first and overriding principle – no disruption of present occupancy except: (a) with consent; (b) when there has been a prior written understanding that an assignment is temporary; (c) when the change from full-time to part-time status applies to more than one academic year; (d) when the lessee does not reside in the housing unit for more than one year without prior approval of the committee.

When such faculty are no longer resident in faculty housing, that unit will be assigned according to the guidelines given in Section H.1.c. above.

*Revised by Faculty Housing Committee: 4/14/04
Approved by Faculty Action: 5/19/04
Amended by the Executive Committee
Approved by the Senate: 4/18/14
Revised by Faculty Housing Committee: 2/2018
Approved by the Senate: 3/6/18
Approved by the AAUP: 4/25/18*

h) Regulations for Maintenance of College-owned Housing Units

Rental of College-owned housing will be made on a priority basis as established by the Facilities Committee and in accordance with the current rent schedule. Each tenant will sign a lease that may be terminated on June 30 of any given year at the request of the tenant. Termination at any other time is permitted only at the mutual convenience of the tenant and the College.

The following services and standard equipment shall be furnished without additional charge:

Services

- Collection of garbage and rubbish each week
- Snow plowing as required
- Lawn mowing as required
- Ordinary maintenance and repairs as required and approved by the director of the physical plant
- Structural changes and improvements as prescribed by the director of physical plant

Equipment

- Automatically controlled heating unit
- Automatic hot water heater
- Gas supply or 110-220 volt electric receptacle for kitchen range
- Hot and cold water supply lines
- Access to sewage system
- Suitable gas or electric supply line for occupant's washer and drier, all in College-approved locations

The College assumes no obligation to provide the following equipment but will rent to occupants at prevailing rates if equipment is available from College storage:

| | | |
|---------------|----------------|---------------------|
| Kitchen Range | Dryer | Washer |
| Refrigerator | Water Softener | Household Furniture |

Work for special improvements requested by the occupant or in order to repair or replace portions of the premises or equipment damaged or altered due to negligence or willful destruction by the occupant will be furnished at charges to be determined from the cost of material and labor, including overhead expenses.

Each occupant shall make arrangements to provide fuel, gas, electricity, and telephone service as required for his or her own use and to protect the premises during the heating season. These may be purchased through the College in order to take advantage of contract rates when applicable.

Occupants must notify the Physical Plant Office if they plan to be away from the premises for more than one day during the heating season. A daily check will be made for property protection during such periods. Occupants must also notify Physical Plant immediately concerning any malfunctions of the equipment on the premises.

In the event that an occupant wishes to make substantial structural or equipment changes in a unit, written permission must be secured from the executive vice president. If it is determined that such change is to be removed or restored at any time the occupant must agree to pay the full cost of such removal or restoration.

i) Personal Property Insurance

From time to time questions are raised regarding insurance coverage on the Bard College campus.

The campus buildings and the contents owned by the College are covered under a series of blanket insurance policies. These policies provide for fire and extended coverage only. The

College does not carry any burglary or theft insurance on any of the contents of the buildings that belong to the College. The annual premiums for such coverage would be prohibitive.

The possessions of individual faculty, staff, or students located in the College buildings are not insured under any of the provisions of the College insurance program. It is the responsibility of each individual to provide his or her own protection of personal belongings to the extent that he or she deems necessary.

Persons in full-time residence on the campus should secure a policy to cover their possessions at least for fire and extended coverage. The question of burglary and theft coverage is a matter for individual preference. If the parents of students have an insurance policy covering their possessions at home, there is usually a provision in such a policy allowing for a 10% coverage of possessions housed in a second location, so that a loss at the College would be covered to that extent only.

It is the responsibility of each individual to determine the extent to which coverage is already available and the amount of additional coverage which would meet his or her particular needs.

j) Bard Houses: a Faculty in Residence (FIR) Program

Bard Houses is a program designed to enhance the educational experience of students in their first two years at the college. Fostering a sense of tradition, community, and belonging, the four house communities are named after distinguished alumni/ae and friends of the college to reflect the historic identity of progressive education at Bard: George Coulter '51 (Hance Cottage), Emerald Rose McKenzie '48 (Rickman House), Marie McWilliams (D'Alexander House/School House), Adam Yauch '86 (Walter's Cottage), and Levine House (Gray Cottage). Each community will be led by a "house professor" who is expected to meet regularly (along with his or her counterparts) as members of the Bard Houses Advisory Committee. Faculty members who lead these residential communities will reside on campus in appropriately sized homes for their households, and become fully integrated into campus life. This will be accomplished through shared meals at the dining commons (an allowance for meals on campus will be granted to each Bard House professor), as well as interactions with the professional residence life staff and student peer counseling staff at program events. Interactions can range from accompanying students to a seminar or hosting a reading group, to attending events with students in the residence halls or around campus. The role of the House Professor is to nurture intellectual and social connections within and across communities (www.bard.edu/houses/).

The goal of the program is to provide an opportunity and resource for students to engage with faculty members and their partners and/or families outside of the classroom. Interactions in home environments and in common meeting spaces across campus will develop via informal gatherings in addition to a wide range of events planned by Bard House professors in tandem with other faculty, administrators, residence life staff, and peer counselors.

The faculty in the program will reside rent free in campus housing (associated with one of four named communities) full time during the academic year. FIR professors should not be on sabbatical or leave of absence, leaving the unit or the role vacant. Subletting the unit is not allowed. In some cases, if a faculty member is on sabbatical and plans to conduct research on campus, he/she may be allowed to continue in his/her role.

Appointments will be for three years and requests for renewal of contracts will be reviewed jointly by the dean of the college and the dean of students. Move in and move out dates must be approved by the Campus Facilities Committee in agreement with the Office of the Vice President for Finance and Administration. Provision will be made for “no fault” early exit after year one of the contract. If the faculty member decides to withdraw, he/she may reenter the queue for oncampus housing without preference or prejudice. If the college for any reason discontinues the program, the faculty member may reenter the pool for campus housing and be placed at the top of the list. Early departure from the program (whether initiated either by the house professor OR by the college) must be communicated by March 1st at the latest.

Revised by Faculty Housing Committee: 2/2018

Approved by the Faculty Senate: 3/6/18

Approved by the AAUP: 4/25/18

Revised by the Faculty Facilities Committee with approval by the Senate: 2/2023

I. Appointment of Staff to Teach

1. Principles

- a) Faculty have the responsibility to oversee the curriculum through established processes in the programs, divisions and the Curriculum Committee.
- b) Courses offered by staff must receive faculty approval via these processes.
- c) Staff may teach non-divisional courses, such as Language and Thinking or First-Year Seminar, with oversight by the faculty and the dean of the college.
- d) Teaching should not interfere with a staff member’s administrative responsibilities. Faculty and administration will consult to ensure that staff members successfully integrate teaching with staff duties.
- e) The policies and procedures laid out below do not cover members of the administration who are also members of the faculty and are subject to faculty evaluation.

2. Appointment

- a) Faculty may recruit a staff member to teach in their program or division, with the approval of the dean of the college.

- b) Staff may approach faculty or administrators about their wish to teach. Faculty and the dean of the college will confer regarding these requests.
- c) Administration may recruit staff to teach or publish an open call for staff members interested in teaching. In this case also, administrators will consult with faculty.
- d) With faculty approval, teaching may be included in a staff member's contract at the time of their staff appointment.
- e) In the case of a staff member already employed by the College, the faculty may, in consultation with the dean of the college, sponsor a request by the staff member to revise their contract so as to include teaching as part of their regular duties.

3. Faculty Guidance and Supervision

- a) New courses proposed by staff members must be approved by the program, division, and the Curriculum Committee.
- b) The staff member will be guided in this process by the program director or division chair, depending on where the course is listed. The program director or division chair will also help the staff member schedule their course(s) with the registrar.
- c) Staff who are teaching for the first time will attend faculty orientation, and will be encouraged to participate actively in CFCD (Center for Faculty and Curricular Development) programs.
- d) The dean of the college will send a memorandum formalizing the appointment to the staff member and the program director or division chair.
- e) Courses must meet the minimum enrollment specified in this memorandum.

4. Evaluation

- a) Evaluation of Courses
 - 1) All courses taught by staff members will be evaluated using the same evaluation form used for all other courses.
 - 2) Evaluation forms will be reviewed by the program director or division chair.
 - 3) The program director or division chair will assess the staff member's effectiveness as a teacher and make a determination about reappointment on that basis. They will write a summary of their recommendation for the staff member's file.
- b) Evaluation of the position

- 1) If a staff member teaches three times in a given program or division, a review process will be initiated. This process will be initiated by the Curriculum Committee in consultation with the associate dean of the college and the program director or division chair. This process will involve a narrative self-assessment, class visit by a faculty member in the program or division, and a discussion with the program director or division chair.
- 2) In this review process, faculty will consider how the role of the staff member affects the program as a whole, including its effect on faculty appointments, curricular needs, and advising.
- 3) Faculty will also consult with the staff member's administrative supervisor to determine how their teaching affects their performance of administrative duties and the planning process in their administrative department.
- 4) As part of the review process, faculty may sponsor a revision of the staff member's contract as described in A2f.
- 5) The program director or division chair will submit a summary of their recommendations to the dean of the college.
- 6) Review materials will be archived by the office of the dean of the college.

Adopted by Faculty Senate, 11/2/21

II. Student Academic Affairs

The **BARD CURRICULUM** should foster curiosity, growth, and joy in the pursuit of knowledge. The student's experience of discovery, inquiry, and reflection illuminates both the self and the wider world, igniting a desire to participate in it.

A Bard education prepares students

- (1) to practice critical engagement and informed, responsible judgment;
- (2) to create meaningful connections between education and life, both personal and civic, at Bard and beyond, with sustained commitment to learning;
- (3) to collaborate responsibly and constructively;
- (4) to value others and other ways of thinking;
- (5) to build on a foundation of both content and contexts;
- (6) to practice close-reading and writing as integral to thinking and creating;
- (7) to evaluate and reflect on their own interests, actions, and abilities;
- (8) to act while confronting complexity and contradictions.

A. Program Curriculum

1. Graduation Requirements

a) B.A. Degree Program

- (1) Completion, by entering first-year students, of the Language and Thinking Program. Students failing to complete the program will be placed on leave and invited to repeat the program the following August.
- (2) Completion, by entering first-year students, of the two-semester First-Year Seminar. A student who enters in the second semester of the first year must complete that semester of the seminar. A student who transfers into the College after the second semester of the first year is exempt from the seminar.
- (3) Completion, by entering first-year students, of the January Citizen Science Program. A student who transfers into the College after the second semester of the first year is exempt from the program.
- (4) Promotion to the Upper College through Moderation.
- (5) Completion of the requirements of the program into which the student moderates.
- (6) Completion of the courses necessary to satisfy the distribution requirements in effect at the time of matriculation into the College.
- (7) Semester hours of academic credit:
 - 124 for students who matriculated prior to the fall of 2011
 - 128 for students who matriculate in the fall of 2011 or later

- 160 for students in five-year, dual-degree programs

At least 64 credits must be earned at the Annandale-on-Hudson campus of Bard College; for transfer students, these 64 credits may include approved study abroad at another institution or within the Bard network. At least 40 credits must be outside the major division; the First-Year Seminar counts for 8 of the 40 credits.

- (8) Enrollment as a full-time student for not less than two years at the Annandale-on-Hudson campus of Bard College or at a program run directly by Bard College.
- (9) Completion of an acceptable Senior Project.

By Faculty Action: 5/10/06
By Senate Action: 5/18/11
By Faculty Vote: 4/27/16
By Senate Action: 2019

b) Conservatory of Music 5-year Dual Degree B. Music and B.A.

- (1) A minimum of 160 credits, at least 64 of which must be taken at Bard. [Students who enrolled before fall 2011 are required to complete a minimum of 156 credits.]
- (2) A minimum of 40 credits outside the division of B.A. major.
- (3) Every student must take two semesters of First-Year Seminar. Transfer students may be exempt.
- (4) Every student must be promoted to the Upper College by passing Moderation.
- (5) Every student must complete an acceptable B.A. Senior Project in a field other than music.
- (6) Distribution requirements: one course from each of the appropriate distribution areas
- (7) Studio instruction (CSNV 100) in every semester of enrollment for performance majors
Composition tutorial (CNSV 102) in every semester of enrollment for composition majors
- (8) Orchestra (CNSV 112) in every semester of enrollment for performance majors
- (9) Chamber music (CNSV 110) in every semester of enrollment for performance majors
- (10) Conservatory Seminar (CNSV 115, 116, 215, 216) four semesters
- (11) Aural Skills (CNSV 108, 109) two semesters [Does not apply to students who enrolled before fall 2010].
- (12) Music History (MUS 264-265)

(13) Conservatory Senior Project (CNSV 401) -includes recital [Does not apply to students who enrolled before fall 2011.]

c) Economics and Finance 5-year Dual Degree B.S. and B.A.

- (1) The student must fulfill all degree requirements of the College's B.A. academic program.
- (2) A minimum of 160 credits
- (3) 52 credits in economics and finance
- (4) Student must moderate twice; after successful Moderation in the B.A. program, they moderate again economics and finance.
- (5) Completion of an acceptable Senior Project. An example of such project might be either a practicum in portfolio advising or a financial planning model.

By Senate Action: 5/18/11

2. The Distribution Requirement

In order to introduce the student to a variety of intellectual and artistic experiences, and to foster student encounters with faculty members trained in a broad range of disciplines, each student will be required to take one course in each of the nine categories listed below. The categories are based on fundamental subject areas that have been selected to promote intellectual breadth and versatility; they are not meant to provide a complete portrait of the current organization of academic fields of study or to be exclusively identified with a particular program or group of faculty. No more than two requirements may be fulfilled within a single disciplinary program. High school AP courses may not be used to satisfy the requirements. Non-native speakers (that is, students who submit the result of the Test of English as a Foreign Language [TOEFL] at matriculation) of English are exempted from the Foreign Languages and Literature requirement.

A single course may simultaneously fulfill both the Difference and Justice requirement and another distribution requirement.

PA (Practicing Arts)

The practicing arts distribution requirement emphasizes making or performing as an educational process. Courses develop students' creative and imaginative faculties by focusing upon a set of artistic skills or working methods. Fields of study include dance, theater, music performance and composition, film production, creative writing, and the visual arts. Students will learn through experiential practices in order to cultivate the self as a primary agent of expression, cultural reflection, and creativity.

AA (Analysis of Art)

The analysis of arts distribution requirement teaches students to interpret both the form and content of creative works, including visual and performing arts. The requirement further aims to help students understand how works of visual art, music, film, theater, and dance shape, or are shaped by, social, political, and historical circumstances and contexts.

MBV (Meaning, Being, and Value)

This distribution area addresses how humans conceptualize the nature of knowledge and belief, construct systems of value, and interpret the nature of what is real. Such courses may also focus on questions pertaining to the human moral condition, human society and culture, and humanity's place in the cosmos, or on the ways in which civilizations have dealt with those questions. All MBV courses will pay special attention to analysis and consideration of counter-argument.

HA (Historical Analysis)

A course focused on analysis of change over time in society, or the distinctiveness of a past era, using written or physical evidence. The course should alert students to the differences and similarities of contemporary experience from past modes of life, as well as suggest that present categories of experience are themselves shaped historically and can be analyzed by imaginatively investigating past institutions, texts, and worldviews.

SA (Social Analysis)

Courses in this area approach the study of people and society at a variety of levels of analysis ranging from the individual to large social institutions and structures. Consideration is given to how people relate to and are shaped and immediate situations. The goal of this distribution requirement is to understand one's own or others' place within a wider social world, and thus these courses are central to discussions about citizenship, ethics, and the possibilities and limits of social change.

LS (Laboratory Science)

In courses satisfying the Laboratory Science requirement, students will actively participate in data collection and analysis using technology and methodology appropriate to the particular field of study. Students will develop analytical, modeling, and quantitative skills in the process of comparing theory and data. Laboratory Science students will develop an understanding of statistical and other uncertainties in the process of constructing and interpreting scientific evidence.

MC (Mathematics and Computing)

Courses satisfying the Mathematics and Computation requirement challenge students to model and reason about the world logically and quantitatively, explicitly grappling with ambiguity and

precision. Students will learn and practice discipline-specific techniques and, in doing so, represent and communicate ideas through mathematical arguments, computer programs, or data analysis.

FL (Foreign Languages and Literatures)

The study of another language involves not just the process of internalizing new linguistic forms but also attention to the various cultural manifestations of that language. The goal of this requirement is to gain a critical appreciation of non-anglophone languages and to question the assumption of an underlying uniformity across cultures and literary traditions. To satisfy this requirement, students may take any course in a foreign language, a course in a foreign literature, or a course in the theory and practice of translation.

LA (Literary Analysis in English)

What distinguishes poetry, fiction, or drama from other kinds of discourse? Foregrounding the practice of close reading to investigate the relationship between form and content, these courses invite students to explore not only the “what” or “why” of literary representation, but also the “how.” The goal of the requirement is to engage critically the multiple ways in which language shapes thought and makes meaning by considering the cultural, historical, and formal dimensions of literary texts.

DJ (Difference and Justice)

Courses fulfilling this distribution requirement have a primary focus on the study of difference in the context of larger social dynamics such as globalization, nationalism, and social justice. They will address differences that may include but are not limited to ability/disability, age, body size, citizenship status, class, color, ethnicity, gender, gender expression, geography, nationality, political affiliation, religion, race, sexual orientation, or socio-economic background, and will engage critically with issues of difference, diversity, inequality, and inclusivity.

By Faculty Action: 5/19/04

By Faculty Action: 10/4/05

By Faculty Vote: 5/25/16

B. Academic Programs

Liberal arts education offers students both breadth and depth of learning. Although many individual courses at Bard offer both breadth and depth, the primary sources of breadth are First-Year Seminar and the distribution requirements, while the primary source of depth is the requirement that each student major in a “stand-alone” program, possibly in conjunction with a “non-stand-alone” program.

1. Programs

- a) A program is a sequenced course of study, beginning at the introductory level and moving in progressive stages toward the development of the ability to think and/or create, innovatively and reflectively, by means of the formal structures that the discipline provides.
- b) A (non-performance-based) program requires 3-5 4-credit courses by the time of Moderation and a total of 7-10 4-credit courses (or other configuration of courses totaling 28-40 credits) by the time of graduation; exceptions to these limits can occur only by petition to the Curriculum Committee. The required courses can be either specifically designed courses or menus of courses, and may be offered by the program or by other programs. A program may recommend, though not require, additional courses for those students wishing to pursue graduate study in the field.

These credit limits do not apply to programs in the performing arts, as the structure of these programs and the necessity of constant engagement in practice, rehearsal, and performance may necessitate requiring more than 40 credits.

- c) To complete a program, a student must moderate, fulfill all course requirements, and produce a satisfactory Senior Project.

2. Concentrations

- a) A concentration is a cluster of related courses on a clearly defined topic, making use of ideas from more than one discipline.
- b) A student can only moderate into a concentration in conjunction with his or her Moderation into a program. The Moderations may be either simultaneous or sequential; if they are sequential, the Moderation into the program must come first. In either case, there must be a clear significance and value to the coterminous completion of the requirements of the concentration and the program.
- c) A concentration requires 2-3 4-credit courses by the time of Moderation and a total of 5-7 4 credit courses (or a total of 20-28 credits) by the time of graduation; exceptions to these limits can occur only by petition to the Curriculum Committee.
- d) To complete a concentration, a student must moderate, fulfill all course requirements, and produce a Senior Project that combines the interdisciplinary theories and methods of the concentration with the disciplinary theories and methods of the program.

3. Second Focus

- a) A second focus is a cluster of related courses on a clearly defined topic, offered by the faculty of a program.
- b) The faculty of each program can decide whether or not to offer a second focus.

- c) A second focus requires a total of 5-7 4-credit courses (or a total of 20-28 credits) by the time of graduation; exceptions to these limits can occur only by petition to the Curriculum Committee.
- d) The requirements for a second focus can be either all of the requirements for the program (in those programs that require no more than 7 4-credit courses, or a total of 20-28 credits, not including senior project) or a subset of the requirements for the program (in any program), where these 5-7 4-credit courses, or a total of 20-28 credits, may, as determined by the program faculty, be either a specific set of courses, or any collection of courses of the right number chosen by the student out of the requirements for the program.
- e) Second foci do not entail moderation or connection with a senior project.
- f) Transcript recognition of a second focus requires the simultaneous completion of a program (single or joint, both of which require moderation and senior project).
- g) Student petitions for a second focus will be reviewed by the program director prior to graduation to make sure all requirements are fulfilled.
- h) A question regarding an intention to pursue a second focus will be included in both the moderation form and the senior readiness form, the latter of which is at the end of the junior year. The data on intended second foci from moderation forms and senior readiness forms will be shared with the relevant advisers and program directors.
- i) Every faculty member in a program that offers a second focus will have access via BIP to the list of all students who have indicated intention to pursue a second focus in that program; the records of these students will be linked to this list.
- j) Once every semester, the program director of a program that offers a second focus, or the designee of that program director, will contact by email all the students who have indicated intention to pursue a second focus in that program, indicating availability to discuss the second focus, and will have an information session for such students at some point prior to Advising Day(s).
- k) A list of all second foci, alongside the lists of programs and concentrations, will be made available to students, faculty and administration; such information will be made available internally as well as in external publications and admissions materials.

4. Faculty Structure for Programs, Concentrations and Second Foci

- a) Programs and concentrations both have associated faculty members, including both core faculty members and associate faculty members. However, each program must have at least three full time equivalent affiliated faculty members, one of whom serves as the director, and each concentration must have at least two full time equivalent core faculty members, one of whom serves as the coordinator. All faculty with regular appointments in programs are automatically defined as core members of those programs. In addition, a faculty member may be defined as a core member of a program or concentration if he or she a) teaches at least one course per year that

fulfills a requirement of the program or concentration and b) self-identifies as a core member of the program or concentration. In order to ensure that each core faculty member can allocate sufficient attention to each program/concentration, it is recommended that no faculty member self-identify as a core member of more than three programs and/or concentrations at once.

- b) Each program or concentration will have a budget commensurate with its size and activity. Program and concentration budgets will be publicly available and will be reviewed annually by the Planning and Appointments Committee.
- c) Proposals for new programs or concentrations should be submitted to the chairs of both the Curriculum Committee and the Planning and Appointments Committee.
 - (1) Such proposals should include academic rationale (including relationship to existing programs), a list of core faculty, a proposed director, a three-year staffing plan, proposed budget, a proposal for new faculty line(s) if appropriate, and any other information deemed relevant by the authors of the proposal.
 - (2) The Curriculum Committee and the Planning and Appointments Committee will review proposals for completeness and identify potential concerns, and will forward comments to the authors of the proposals. The authors of the proposals may submit a revised proposal.
 - (3) The chairs of the Curriculum Committee and the Planning and Appointments Committee will consult after both committees have reviewed a proposal, and when they agree that the proposal is complete, they will forward it to the chair of the Faculty Senate, who will place it on the agenda of the Senate.
 - (4) The authors of the proposal will be invited to a meeting of the Faculty Senate to present their proposal and answer questions. The Faculty Senate will subsequently vote on the proposal. If a proposal is not approved, the Faculty Senate must present a written summary of the arguments against approval to the authors of the proposal.
- d) Second foci are offered by the faculty of programs that choose to offer them, and do not have separate faculty structures or budgets.
- e) Proposals for second foci should be submitted by the directors of the relevant programs to the chair of the Curriculum Committee.
 - (1) Such proposals should include a brief academic rationale, a list of the course requirements for the program and a list of the course requirements for the proposed second focus.
 - (2) The Curriculum Committee will review proposals for the adherence to the course requirements for a second foci. If approved by the Curriculum Committee, no further approval is needed.

- (3) The chair of the Curriculum Committee will forward comments to the director of the relevant program. The director may submit a revised proposal.

5. Review of Second Foci

- a) Five years from the passage of this document, the functioning of second foci will be assessed by the Faculty Senate, or by a subcommittee formed by the Senate for that purpose; this assessment will include input solicited from faculty, students, and administrators.
- b) Second foci will continue to function unchanged unless the Faculty Senate proposes changes to the full faculty and the full faculty approves the changes.

6. Review of Programs and Concentrations

Faculty oversight of the curriculum is a cornerstone of undergraduate college life. Bringing mindful attention to curricular planning allows faculty members effectively to engage in the growth and development of the institution, as well as to address areas for improvement. Working in tandem with the dean of the college, program directors and faculty members should regard program review not as a mere formality or data-driven exercise but rather as a vital opportunity to rethink as well as reaffirm our shared mission as educators. The review first and foremost is designed to serve the program and its students: information gathered in the self-study and external evaluation process can and should inform requests to the Planning and Appointments Committee, deliberations of the Curriculum Committee, and day-to-day decision-making of the Faculty Executive Committee.

- a) Scheduling of reviews

Program reviews will be conducted ordinarily on a nine to ten-year cycle. The Faculty Executive Committee, in consultation with the dean, sets (and, as needed, adjusts) the program review schedule. Acceleration in the schedule may be requested by the program or recommended by the Faculty Executive Committee.

The external review of cognate programs will be combined, when desirable, with a single team of at least two or three reviewers. The dean's office will maintain an updated schedule, giving programs ample notice of upcoming reviews.

- b) Preparation for the External Review

In the two semesters prior to an external evaluation, program faculty will consult with the Vice President for Institutional Research and Assessment to compile and review data accumulated since the last external review including course offerings, enrollments, staffing, and Senior Project numbers. The registrar's office will assist with this as needed. Working from a baseline of three-year plans, faculty within each program will conduct a comprehensive self-study prior to external review. Assembling the following materials in addition to the self-study document will aid external reviewers in their work: most recent curriculum vitae for each current faculty

member, course enrollment data (available on BIP), and syllabi for courses taught over the past five years, data on recent graduates.

- (1) Beginning at least two semesters prior to the semester of the external review team visit the process unfolds as follows:
 - a. The dean, the divisional chair, and the program director (in consultation with all program faculty) work together to finalize a list of external reviewers from peer institutions, considering expertise within the discipline as well as representative knowledge of a variety of institutional settings. The list should include a brief (website) biography of each proposed reviewer with contact information. This group will also set the charge for the evaluators.
 - b. Members of the program convene to consider guidelines and initiate the self-study, taking into account suggestions from faculty in cognate programs. The resulting document should be reviewed by all members of the program.
 - c. These materials will be made available to members of the visiting review team (along with any other information they may request).
 - d. Upon receiving the report submitted by the visiting team, the dean will distribute the document to all members of the program and to those actively involved in the self-study process.
 - e. The program has two weeks to formulate a response to the external evaluators' report. This response should include both areas of agreement and areas of disagreement. It should also propose a plan of action for implementing any changes stemming from the review process.
 - f. The Curriculum Committee receives the external evaluators report, the Program's response, and the Program's self-study. It is the role of the Curriculum Committee to evaluate and assess the reports. The Curriculum Committee may meet with members of the program for clarification and discussion of the documents.
 - g. The Curriculum Committee presents the findings of the report and the program's response, along with any commentary and recommendations it has, to the full Senate. Subsequent to the Senate discussion, the committee transmits the report to the program director, the president of the college, and the dean of the college.
 - h. The Curriculum Committee, in consultation with the program, sets a schedule for any items in its Senate-approved report requiring action.

By Faculty Action: 5/21/08
Revised by Faculty Action: 4/25/12
Approved by the Senate: 5/18/16
Amended by Faculty Action: 12/13/23

C. Pathways to Graduation

In order to graduate, in addition to college-wide requirements such as First-Year Seminar and the distribution requirements, every student must moderate into at least one program, complete the course requirements for that program and complete a Senior Project in that program. The following pathways to graduation are the most common options.

1. Single Major

Students moderate in one program, complete the course requirements, and complete one Senior Project.

2. Single major with a concentration

Students moderate in both a program and a concentration, complete the course requirements for both, and complete one Senior Project that combines the interdisciplinary theories and methods of the both the program and the concentration.

3. Single Major with a Second focus

Students moderate in one program, complete a Senior Project in that program, and complete the course requirements for both that program and the second focus.

4. Double Major

Students moderate in two separate programs, complete the course requirements for both programs and complete two Senior Projects.

5. Joint Major

A joint major allows students to achieve depth in two related fields of student without requiring two separate Senior Projects (as with a double major). Students complete the course requirements for two programs of study and produce one unified, integrated Senior Project involving ideas from both disciplines. Students moderate into two programs, ideally in a joint Moderation, with members from each program on the Moderation board and on the Senior Project board. This option requires a grade point average of 3.0 or higher and approval by the Executive Committee.

*By Faculty Action: 4/15/2009
Amended by Faculty Action: 12/13/23*

D. Multidisciplinary Studies Program

The Multidisciplinary Studies Program allows a student to select an area of study or develop an individual approach to an area and then design a program that integrates material from different programs and divisions in order to pursue that study.

In order to concentrate in the Multidisciplinary Studies Program, a student must submit a proposal to the Executive Committee requesting approval for such a program. The ideal time for the proposal is in the second semester of the sophomore year, as a substitute for Moderation into an existing program during that semester.

- a) A proposal to concentrate in the Multidisciplinary Studies Program must contain the following:
 - (1) The name of the adviser, and the other two (or more) members of the Moderation board.
 - (2) An intellectual rationale for the proposed plan of study.
 - (3) An explanation of why the proposed plan of study cannot be fulfilled in any of the existing programs at Bard.
 - (4) A list of courses taken up till that point that would be part of the plan of study, and a proposed list of courses that will be taken subsequently.
 - (5) A demonstration of how the student will fulfill the college-wide graduation requirements.
 - (6) A signed statement from the adviser in support of the proposal.
- b) For a proposal to be approved, the following must hold:
 - (1) The student must have a cumulative grade point average of 3.0 or higher.
 - (2) The proposed list of courses must include in-depth study in two or more disciplines.
 - (3) The proposed adviser and Moderation board members must have the expertise to supervise the proposed plan of study.
 - (4) Students interested in the Multidisciplinary Studies Program should consult with the dean of studies for information on the application process, and for guidance in formulating the proposal.
 - (5) If a Multidisciplinary Studies proposal is approved by the Executive Committee, the Moderation board must meet with the student no later than the following semester, and must conduct a Moderation in the same format as Moderations into regular programs.

By Faculty Action: 5/10/72
Amended by Faculty Action: 12/13/72
Revised by the Faculty Executive Committee: March 2004
By Faculty Action: 5/15/06

E. First-Year Program

The program set out below is designed primarily to:

- Give shape and distinctiveness to the first year of the Bard Program;
- Provide initiation into the academic life of the college and its special freedoms and responsibilities;
- Focus a greater share of faculty attention on the particular needs of First-Year students;
- Provide some measure of shared academic experience for First-Year students through engagement in a common discourse around significant intellectual issues.

1. Language and Thinking

All first-year students are required to complete the program. Language and Thinking Program is an intensive introduction to the liberal arts and sciences with a particular focus on writing. It is attended by all incoming first-year Bard students during the last three weeks of August. Students read extensively, work on a variety of projects in writing and other formats, and meet throughout the day in small groups and in one-on-one conferences with faculty. The work aims to cultivate habits of thoughtful reading and discussion, clear articulation, accurate self-critique, and productive collaboration. Central to all of this is an examination of the link between thought and expression.

2. First-Year Seminar

All First-Year students are required to take two semesters during their initial year at Bard. (Second semester First-Year transfer students are required to participate in the program for one semester.) The Seminar is a writing-intensive course in which the student is introduced to important literary, philosophical, artistic, and scientific ideas, both historical and contemporary. Classroom time is primarily devoted to the close study of major works, which are chosen to represent a wide range of intellectual discourse. The focus of the seminar may change from one year to the next and is to be defined by the directors in consultation with the Faculty Senate.

3. Citizen Science

All First-Year students are required to complete this program. Through 10.5 days of intensive study during January intersession, students develop a core understanding of both the conduct and the content of science. This foundation allows them as citizens to grapple with the ever-increasing number of national and global issues influenced by science.

4. Administration of First-Year Seminar

- a) The First-Year Seminar Program director or co-directors are appointed by the dean of the college in consultation with the Faculty Senate. He or she is responsible to the dean and the Faculty Senate for the conduct of the program and will receive either financial compensation or released time.
- b) Faculty members wishing to participate in the program should petition the director who will have the responsibility of the selection of the faculty and the organization of the seminar sections for presentation to the Faculty Executive Committee and the registrar.
- c) The directors will be responsible for the orientation of both the faculty and the First-Year students and will, in consultation with the Faculty Curriculum Committee, coordinate Seminar activities.

Revised by Faculty Action: 00/00/1983

Revised by Faculty Action: 12/18/02

Revised by the Faculty Executive Committee: March 2004

Amended by Faculty Action: 4/13/05

By Faculty Vote: 4/27/16

Revised by Executive Committee: 9/12/18

5. First-Year Advising–Comprehensive Guidelines

- a) What is described here is a sequence of five conferences, including the initial advisory conference held during First-Year registration each semester. These guidelines should be generally useful but individual faculty members may, of course, want to make some adjustments. The advisory conferences are spread over the semester and occur at appropriate times during each semester. Such a program has the advantage of establishing a structure for the adviser and the advisee that will meet students' needs and be at times when the faculty member can be of optimal assistance. This program has the adviser and advisee set up a series of conferences that would occur throughout the semester at clearly significant times. This schedule should be adhered to barring the need for emergency conferences.
- b) The dean of studies assigns First-Year students to an adviser based on the student's stated or expected area of academic concentration, making every effort to match interest areas between faculty and students and to equalize the advising load across programs and individuals. Each faculty member is responsible, in consultation with the academic deans, for making changes in advising assignments when necessary and appropriate. These changes are best made by the end of the second week of each semester.
- c) Guidelines on Advising
 - (1) Help the advisee design an academic program appropriate to abilities, personal interests, and inclinations. In order to do this the adviser must be familiar with the full curriculum of the College and special programs and the pertinent academic regulations.

- (2) Counsel the advisee on Moderation and assume whatever other responsibility for the Moderation process the department or divisional chairman may assign.
- (3) Act as ombudsman in the advisee's relationship with the College.
- (4) Meet with each advisee at least once a month, either individually or in groups as the need warrants.
- (5) Ideally, no adviser should have more than 10-12 advisees, but the maximum should be set at 15 (fewer when the adviser has a heavy load of Senior Projects). These numbers translate proportionately for part-time faculty.
- (6) As far as possible, students should be allowed to choose an adviser (see below for description of the procedure), with the obvious exception of First-Year students.
- (7) The adviser should serve for a full academic year unless serious problems arise in the adviser/advisee relationship. In that case, the student should work with either the divisional chairperson or the registrar to obtain another adviser.
- (8) The following is the schedule of advisory conferences. They are placed at strategic points during the semester. The suggested content for each conference is briefly described.
 - End of second week—changes in schedule, if any, initial impressions of courses; Language and Thinking essay assignments, academic challenges, etc.
 - One week before mid-term—problems and issues related to mid-term exams and papers; time scheduling.
 - Two weeks after mid-term—criteria sheets and results of papers and exams; strategies for improving course work; work on problems with writing if necessary.
 - Just prior to registration—course selection for following semester; end of term work.

By Faculty Action: 4/20/1983
Revised by the Faculty Executive Committee: March 2004

F. Moderation

The Moderation is a significant feature of Bard's education program. It is a crucial point in the individual student's career at Bard at which, with the help of his or her teachers, the student assesses his or her record and plans a future course of study. Successful Moderation assures promotion to the Upper College.

1. Purpose of the Moderation

- a) To determine whether the student is adequately prepared for the more intensive and independent work of the Upper College and whether he or she is capable of doing a satisfactory Senior Project within the specific program;
- b) To assess a student's intellectual maturity, clarity, and seriousness of purpose as well as his or her record in the Lower College;
- c) To make recommendations for the student's program in the Upper College.

2. Time of Moderation

The Moderation ordinarily takes place in the second semester of the sophomore year. Transfer students entering with the equivalent of two full years of credit should, if possible, be moderated during the first semester of residence, but in no case later than the second. In order to be considered for Moderation, a student must have achieved eligibility for quantitative courses. To ensure sufficient lead time for students and advisers, an academic dean and/or the registrar will survey students at the beginning of the sophomore year, and again at the beginning of the second semester of sophomore year, gathering information on each student's intended concentration or program. An academic dean or the registrar should recommend changes in adviser when appropriate (for example, when the adviser is not a member of the program in which the student intends to major) and, when appropriate, provide students with information about program requirements. In order to postpone Moderation one semester, a student must obtain the written approval of his or her adviser. Postponing Moderation a second semester requires the approval of the Faculty Executive Committee; without such approval a student is to be reviewed by the Faculty Executive Committee. For double majors (students who moderate in two separate disciplines and intend to complete two Senior Projects), the second Moderation may occur in the second semester of the sophomore year or in either semester of the junior year. No student who has not moderated in the appropriate program may register to start a Senior Project.

3. Procedure

- a) Each semester the registrar's office will furnish the division chairs and program directors with lists of students who should moderate in that semester. Chairs of divisions or programs or advisers will schedule Moderations. These schedules should contain the composition of each Moderation board and indicate whatever special papers or materials the students are expected to furnish for their Moderation.
- b) The student must prepare in quadruplicate a written evaluation of his or her previous college work and a projection of plans of study in the Upper College. These papers must be submitted to the registrar's office by the due date. The student's adviser will inform the student of any special papers or other material he or she must submit.
- c) By that same date, the student must submit to all members of the board, personally or through campus mail, copies of the two general and any special papers required. A division or program

may set a different date for the submission of the special papers, which must not be later than one week before the date of the Moderation. This will enable all members of the board to read the student's papers before the Moderation conference.

- d) The chairperson of the Moderation board, usually the student's adviser, will collect the student transcript at the registrar's office prior to the Moderation and at the same time consult the complete file of the student in order to supply the board with all pertinent information.
- e) Immediately prior to each Moderation, the board should spend from five to ten minutes deciding on the most important points to be brought up.
- f) The chairperson of the board should direct the Moderation proceedings. Thus, he or she should see to it that the points which have been decided on are covered; that even in the heat of academic disputation the central purpose of the meeting—to expose the candidate's academic promise—is maintained; and that the student is given sufficient time to formulate answers. The Moderation should be conducted so that it will leave the student with a sense of its value in helping plan his or her education, and not with a feeling that the Moderation is a mere formality.
- g) At the end of the Moderation, the board shall review the student's qualifications for promotion based on the criteria under 4.
- h) The Moderation card/report will be transmitted promptly by the member of the Moderation board responsible for the letter, usually the student's adviser, to the registrar, who will communicate its content officially to the student. In addition to its evaluation and decision (IV and V below), the Moderation board should indicate who is the student's Upper College adviser.

4. Criteria for the Moderation Board's Recommendation

In evaluating the student, the board will consider the student's:

- a) Past academic record
- b) Ability to speak and write effectively
- c) Command of facts, methodology, theories, and practice in his or her own and related fields
- d) Progress towards degree, including fulfillment of distribution requirements
- e) Promise as a member of Upper College seminars, not only in the major but also in other subjects
- f) Ability to complete a satisfactory Senior Project in the major
- g) Performance during the Moderation
- h) Intellectual and social maturity

5. Moderation Board Decisions

- a) Promotion admits the student to the Upper College. The board's report shall include an evaluation of the student's work and of performance during the Moderation, recommendations for the student's future program and the anticipated date of graduation.
- b) Deferral of promotion detains the student for a further semester in the Lower College in that, in the board's opinion, he or she has not yet clearly demonstrated grounds for promotion, but may be able to do so by the end of the next semester. The steps that the student must take to prepare for Re-Moderation must be specified. The board should also recommend specific courses to be taken during the period of deferral, possibly including summer session courses.
- c) Refusal of promotion denies the student admission to the Upper College. The board must give reasons for its action, together with suggestions for the future. It is expected that students who fail Moderation will successfully moderate by the end of the next semester, and they will be reviewed by the Faculty Executive Committee.

6. Constitution of the Moderation Board

- a) There should be three faculty members on each Moderation board, one of whom shall be the student's adviser.
- b) When desirable in terms of the student's course of study, a member of another program may be invited to participate in the Moderation conference.

7. Courses of Action Open to Students after First Moderation

Promoted students may request a second Moderation, b) below; deferred students will automatically be re-Moderated, a) below; or may request a second Moderation, b) below; failed students may request a second Moderation, (3) below.

- a) Re-Moderation: A second examination of a deferred student by, as far as possible, the same Board, in the program that deferred him or her, a semester after the first. Only promotion or refusal is possible.
- b) Second Moderation: A second Moderation is given only at the discretion of a second program and only promotion or refusal is possible.
 - (1) A second Moderation of a promoted student in a program other than the one that promoted him or her. If promotion is refused the student retains the right to work for a degree under the terms of the original promotion.

- (2) A second Moderation of a deferred student, in the program that deferred him or her, or in a new program. The student must have developed an academic plan with a new adviser in a new program before the end of the semester in which he or she was deferred.
- (3) A second Moderation of a failed student in another program. The student must have developed an academic plan with a new adviser in a new program before the end of the semester in which he or she failed.

Approved by Faculty Action: 12/16 /64

Revised by Faculty Action: 5/22/68

Revised by Faculty Action: 11/10/71

Revised by Faculty Action: 5/24/00

Revised by the Faculty Executive Committee: March 2004

G. Statement on Senior Projects

1. Due Date

- a) The due date shall be two weeks (in the fall semester) and three weeks (in the spring semester) prior to the last day of scheduled classes. The performance dates for certain Division of the Arts projects shall be determined by the divisional faculty concerned.
- b) It is expected that Senior Projects will be submitted on or before the due date.
- c) An extension of time beyond the due date may be granted in accordance with procedures outlined below.

2. Submission of the Senior Project

- a) Four copies of the project must be submitted to the Office of the dean of Studies by 5 p.m. on the due date. The fourth copy constitutes the Library's copy. Arts division students who are doing an installation or performance should submit a 1-page Senior Project abstract on the due date. Students may be asked by their Senior Project board to submit a revised copy to the Library.
- b) The dean will report to the Faculty Executive Committee the names of students who have not submitted Projects by the due date.
- c) The student shall be responsible for distributing copies of the Project to the board members.

3. Extension of the Due Date

- a) Permission to submit a Project later than the due date must be secured from the Faculty Executive Committee not later than one week prior to the due date.

- b) The student shall be responsible for submitting this request, indicating reasons, in writing to the dean of studies in time to allow consideration of the request at the regular meeting of the Faculty Executive Committee, not less than one week prior to the due date.
- c) The request for extension must be accompanied by a supporting statement from the student's adviser that will contain:
 - (1) A recommendation as to the amount of time to be granted.
 - (2) A recommendation as to the imposition of a penalty for late submission.
- d) A request for an extension of time may not be withdrawn after action has been taken by the Faculty Executive Committee.

4. Penalties for Lateness in Submission of the Project:

- a) The grade for a Project submitted late with permission may be lowered one letter from its adjudged merit.
- b) Late submission, but in no case later than one week before the end of the semester, without permission, will result in a mandatory lowering of the grade.
- c) The Faculty Executive Committee may, with the recommendation of the adviser, revoke the drop of grade if an extension of time has been granted.
- d) If an extension of time is granted beyond the close of the semester, the Project will be graded "incomplete" and may be subject to refusal of review until a date no earlier than the second week of the following term.
- e) Submission of the Project after the end of the semester without permission will result in the grade of F.
- f) Submission of the Project after the extended deadline will receive the grade of F. Further extensions shall not be granted.

5. Submission of a Second Project

- a) Students receiving the grade of F and desiring to graduate from Bard will have to undertake an entirely new project.
- b) The determination of the new topic and assignment of adviser will be made in the usual manner by the division.
- c) The due date for the submission of the new project will be no later than two years after the original due date of the first Project.

6. Double Projects

Permission to fulfill both semesters of the Senior Project work in a single semester or to disrupt the required two-semester sequence must be obtained in advance from the Faculty Executive Committee.

By Faculty Action: 5/13/70

Revised by Executive Committee Action: March 2004

By Faculty Senate Vote: 1/28/2016

H. Advanced Placement

Advanced placement and/or college credit may be given for scores of 5 on College Board Advanced Placement Examinations. The College accepts a maximum of 32 Advanced Placement credits. When credit is granted, it will not count towards the divisional distribution requirements for graduation.

By Faculty Action: 12/11/68

Procedural Clarification: 6/1/83

Amended by Faculty Executive Committee Action: 9/18/02

Revised by the Faculty Executive Committee: March 2004

I. Independent Studies, Tutorials, and Internships

1. Tutorials vs. Independent Studies

Tutorials entail weekly meeting with the instructor; they do not require approval by the Executive Committee. Independent Study consists of student projects not requiring regular meeting with the faculty sponsor; they require approval by the Executive Committee via petition, which should include a substantial rationale (from both the student and the Bard faculty sponsor) for the independent study, and should include the mechanism by which the student work will be graded.

By Executive Committee Action: 9/3/03

- a) Independent Study for Academic Credit
- b) Regular credit may be given students who successfully complete appropriate academic projects outside the usual course structure of the College. The following conditions will apply to such independent study credit:
 - (1) Kinds of Projects: When the project is an internship or apprenticeship, the report shall consist of a daily journal, a substantial report, or a final paper, as well as an evaluation by the internship or apprenticeship supervisor. Independent study credit will not be given for work closely related to the Senior Project.
 - (2) Number of Independent Study Credits: A total of twelve academic credits may be earned for independent study projects. In order to begin an independent study project, a student must have already earned 32 credits. One to four credits may be earned for independent study

carried out during the semester, but only one or two credits may be earned during the January or Summer Intersession. Any proposed exceptions to these rules must be submitted to the Faculty Executive Committee with an extensive rationale.

- (3) Required Advance Approval: By the end of the drop/add period, an independent study project must be proposed in writing, with a clear description of its content, and of the kind of work to be submitted for an evaluation during and at the conclusion of the project. (Independent study projects to take place during intersession must be proposed in writing no later than three weeks before the end of the prior semester). The project must be sponsored by a member of the Bard faculty who teaches in a field of study relevant to the project. Faculty sponsorship will be indicated by the signatures of the sponsoring faculty member on an “Approval of Independent Study for Credit” form available in the registrar’s office. Ordinarily, retroactive credit is not granted.
- (4) Evaluation of Projects: To receive credit for independent study the student must submit the products of his or her work or a detailed report on his or her work—including, in the case of an internship or apprenticeship project, a report from the student’s supervisor—to the faculty sponsor, who will evaluate the success of the project. The project may require evaluation by others with appropriate expertise, but the final responsibility rests with the sponsor.

Successful completion of the project will be indicated by the signature of the sponsor on a “Completion of Independent Study for Credit” form, available in the registrar’s office, which will be completed and filed by the deadline dates indicated below. Projects may be graded Pass/Fail or with letter grades, the option to be chosen at the time of application for approval, except that all internship and apprenticeship projects shall be graded Pass/Fail. Projects undertaken during the semester will be treated as courses concerning dropping them or need for an Incomplete. Projects undertaken during the January or Summer Intersession that are not completed or that are not passing will be dropped and not entered on the student’s transcript.

- (5) Deadlines: For independent study during the semester requests must be submitted by the end of the add/drop period. For independent study during January or the summer requests must be submitted no later than three weeks prior to the end of the previous semester.

By Faculty Action: 11/8/72

Amended: 5/25/83

Revised by the Faculty Executive Committee: March 2004

Amended by Executive Committee Action: 11/19/03

RESOLVED – that the Administration establish a special registration fee for each independent study project undertaken when the College is not in session. However, this fee should be payable in the Office of Student Accounts only if and when the student has filed a “Completion of Independent Study for Credit” form. The registrar would then record academic credit for January intersession or summer projects only upon receipt of financial clearance from the Office of Student Accounts.

2. Internships

- a) Students completing formal, supervised internships during winter or summer intersession may request either 0.5 academic credits or non-credit bearing transcript recognition.
- b) Students who earn academic credit will be charged for a ½-credit unit at the same rate as the summer independent study per credit fee and may earn no more than 4 credits total from internships towards the undergraduate degree. There is no fee for transcript recognition.
- c) Neither form of recognition is available for internships hosted by Bard College or any of its affiliates.

Approved Faculty Executive Committee: October 2012

J. International Study and Leaves of Absence

Bard College offers a variety of international study opportunities, including traditional semester abroad programs, study linked with intensive language programs, summer programs, as well as special trips sponsored by faculty during the winter term and the summer. The College catalogue describes several programs sponsored by the college. The study abroad advisor can provide information on these and other travel and foreign study opportunities.

All Bard students are eligible to study away. Students who intend to take a semester away from Bard should have moderated successfully by the time of their study experience. To study in a foreign language, students must demonstrate proficiency in the language of the host country.

Bard financial aid only transfers to a limited number of Bard-sponsored programs.

In order to be a worthwhile educational experience, international study must be considered in regard to both its intrinsic value and its place within the student's overall academic plans. The important first step is to discuss with one's adviser the relevance of a particular study program.

A LEAVE OF ABSENCE FORM, available in the study abroad advisor's office, needs to be signed by the adviser and submitted to the dean of international studies for signature.

The dean of studies must approve all leaves of absence and determine the credit-worthiness of specific foreign study proposals.

Revised by the Faculty Executive Committee: March 2004

K. Guidelines for 5-course Programs

- (1) No student may take more than 18 credits during his or her first term at Bard.

- (2) Independent study during the academic year carries up to four credits as a regular course. The following guidelines for permission to take five courses apply, therefore, to independent study as well.
- (3) To have more than 18 credits, a student must be certified by the registrar's office as having had a 3.6 average or higher in the preceding semester and cumulatively. Exceptions must be approved by the dean of studies.

By Faculty Action: 4/18/73

Amended: 11/28/73

Revised by the Faculty Executive Committee: March 2004

Amended by Executive Committee Action: 5/5/04

Revised by the Faculty Executive Committee: February 2006

Revised by Faculty Executive Committee: 11/24/10

L. Summer and Intersession Courses at Other Institutions

Any student who is interested in taking one or more courses at another comparable college or university in the January or Summer Intersession, and who wishes to receive Bard academic credit for them, should prepare a written list of the courses he or she wishes to take before the end of the preceding semester and have them approved by his or her faculty adviser and the registrar. Bard credit will be awarded for courses that were approved in advance, as described above, and have been successfully completed with a grade of "C" or better.

Note: A special form for this purpose is available from the registrar.

By Faculty Action: 11/8/72

Revised by the Faculty Executive Committee: March 2004

Courses taken outside of the College during a student's final two years are normally taken at B.A./B.S. granting institutions and must be approved by the student's major division and the dean of studies.

By Faculty Executive Committee Action

M. Grading and Recording Work in Course

- (1) Unless the professor who teaches a course specifies otherwise, students may expect to receive letter grades on their criteria sheets in accordance with the following categories:

| | |
|-----------------------------|--|
| A, A minus | Genuine excellence |
| B ⁺ , B, B minus | A level of attainment that is more than satisfactory |
| C ⁺ , C | Competent work |

| | |
|------------|--|
| C minus, D | Performance that is poor but deserving of credit |
| F | A failure to reach the standard required in the course for earning credit. |

- (2) At their discretion, professors may, at the beginning of the semester, determine that they will grade a course as “Pass,” “D,” or “Fail” or as “Honors,” “Pass,” “D,” or “Fail.”
- (3) With the exception of the Senior Project, students who wish to petition the professor for a Pass/D/Fail option must do so by the Wednesday of the fifth week of the semester. The grade of Pass is not used in calculating grade point average; the grades of D and Fail are used. The deadline for the Pass/D/Fail option in Senior Project is prior to, or at the very beginning of, the Senior Project board.
- (4) After the close of the semester, grades may be changed by professors at their discretion. The registrar must be notified in writing.
- (5) Withdraw: After the drop/add deadline, a student may withdraw from a class with the consent of the instructor. Ordinarily, permission is not given in the final three weeks of a semester.

By Faculty Action: 10/22/75

Revised: 10/1983

Revised: 3/1987

Revised: 4/1990

Revised: 3/1991

Revised by the Faculty Executive Committee: March 2004

By Faculty Senate Vote: 4/5/16

N. Academic Deficiencies

1. Guidelines

At the end of each semester, the Faculty Executive Committee determines the status of students with academic deficiencies. Deficient academic work may be indicated by poor grades, failure to moderate, the accumulation of incompletes and withdrawals, and the insufficient accumulation of credits. Full-time students are expected to earn at least twelve credits by the end of each semester. Decisions about a student’s status are made at the discretion of the Faculty Executive Committee, taking into consideration the student’s entire record and any recommendations from the student’s instructors, adviser, and relevant members of the administration.

- a) A warning letter may be sent to students whose academic work is deficient but does not merit probation.
- b) A first-semester student who receives a C minus and a D or worse will be placed on academic probation.
- c) Students other than first-semester students who receive two C minuses or worse will be placed on probation.

- d) First-year students failing to complete the Language and Thinking or Citizen Science programs will be placed on a mandatory leave of absence.
- e) A student who has failed to make satisfactory progress toward the degree may be required to take a mandatory leave-of-absence. Factors taken into account include grades, failure to moderate in the second year, and the accumulation of incompletes and withdrawals. A student on mandatory leave-of-absence may return to the College only after having complied with conditions stated by the Faculty Executive Committee.
- f) To be removed from probation, a student must successfully complete at least three courses (twelve credits) during the next semester with no Incompletes, and fulfill any other stipulations mandated by the Faculty Executive Committee.
- g) A student who is on probation for two successive semesters may be dismissed from the College.
- h) A student who receives three Fs, or two Fs and two Ds may be dismissed from the College.
- i) Dismissal appears on a student's transcript.

Revised by the Faculty Executive Committee: February 2004
Revised by Faculty vote: 4/27/16

2. Procedures Governing Readmission after Mandatory Leave of Absence or Academic Dismissal

- a) A student placed on a mandatory leave of absence may return to the College only after having complied with conditions stated by the Faculty Executive Committee. Petitions to return and supporting materials must be submitted to the dean of studies, who will review the materials and made a determination concerning the student's eligibility to return.
- b) A student dismissed for academic reasons must successfully complete one year of full-time academic study at another accredited institution before his or her request for readmission can be considered. Petitions to return and supporting materials must be submitted to the Faculty Executive Committee, which will review the materials and made a determination concerning the student's eligibility to return.
- c) The dean and the Faculty Executive Committee will recommend readmission only after careful scrutiny of the student's request for readmission, his or her Bard record, transcripts, and other relevant materials.

By Faculty Action: 11/13/68
A Restatement of Policy by Faculty Executive Committee: 10/5/77
Revised by the Faculty Executive Committee: March 2004

O. Incomplete Coursework

1. Criteria for Incompletes

All work for a course must be submitted no later than the date of the last class of the semester, except in extenuating circumstances due to medical or personal circumstances beyond a student's control. In such situations, and only in such situations, a designation of "Incomplete" may be given to allow a student extra time to complete the work of the course. An Incomplete is not a grade, and is not to be used as a substitute for a low or failing grade.

2. Default Grade and Date for Completion

When an Incomplete is submitted on a criteria sheet, a default grade and a date for the completion of the work must be specified. It is recommended that the status of Incomplete not be maintained for more than one semester, though a faculty member may specify any date for the completion of the work. If no default grade is specified in the criteria sheet, the default grade will automatically be recorded as "F;" if no date for the completion of the work is specified, the end of the following semester will be automatically recorded as the date for completion of the work.

3. Submission of Incompletes

The instructor may submit a grade to replace the Incomplete at any time prior to the date for the completion of the work. If the instructor has not submitted a grade for the course by the date for the completion of the work, the Incomplete will be changed to the default grade. After the date for the completion of the work, the instructor may change the grade as for any other course.

4. Replacing Incompletes

When a faculty member submits an Incomplete on a criteria sheet, the faculty member must also submit a brief statement (either in the criteria sheet or separately) to the registrar's Office explaining the extenuating circumstances that led to the Incomplete. A faculty member may ask the registrar to write the statement in her stead. If a criteria sheet with an Incomplete is submitted in the absence of such an explanatory statement, or in the presence of an explanatory statement that does not meet the criteria for Incompletes above, and if the registrar has not been able to contact the faculty member in a timely fashion, then the registrar, in consultation with the Chair of the Executive Committee, will list the default grade for the Incomplete as the grade for the course, and will notify the faculty member of this change.

By Faculty Action: 4/27/77

Revised March: 1991

Revised: 2/27/97

Amended by Executive Committee Action: 5/4/04

By Faculty Action: 5/15/06

Students on probation who receive "Incompletes" and fail to make them up before the beginning of the following semester are strongly advised to register for a reduced course load.

By Faculty Action: 4/27/77

Amended: March 1999

III. Faculty Organization and Committees

A. Outline of Administrative Function and Responsibilities of the President

The president represents the board of trustees in administering the corporate policy of the College as established by its charter and implemented by the board of trustees.

1. The president is both an academic and an administrative officer. He or she discharges his or her responsibilities in the academic field by working with the faculty in the formulation of the College's academic goals, by giving leadership in achieving those goals, and by discernment in faculty selection, appointment, and promotion.
2. As an administrative officer, the president is responsible for operating the College as an organization, and it is this administrative function (rather than the academic function) that is the particular subject of this memorandum.
3. The president discharges his or her administrative function through major administrative officers, among whom collectively are divided most of the College's regular administrative activity, and responsibility for its administrative personnel. These principal administrative officers report directly to the president; and the personnel in their departments report to them.
4. The specialized function of the president is to continually develop the concept of what the College should be and to constantly take the steps to make those things come to pass. The resultant policies are continuously interpreted by the president to the principal administrative officers, and in the light of them those officers administer their respective fields.

By Action of the Board of Trustees: 9/29/61

B. Role of the Academic Dean

1. The dean represents the president upon request, and is authorized to act on the president's behalf when the president is absent from the College. The dean is responsible to the faculty and acts as coordinator of the academic program, and especially in college-wide matters and interdivisional interests.
2. He or she provides assistance to faculty committees and to the general faculty in establishing curricula goals and standards. He or she will work with committees as they establish academic policy and thereafter implement the policies adopted.
3. He or she represents the College on academic matters involving the Board of Regents and the various associations and institutions with which the College cooperates.
4. With his or her staff, he or she maintains academic statistics, conducts studies of the academic program, keeps records of committee and faculty actions, and maintains a Faculty Handbook describing academic policies and regulations.

5. He or she plays a key role in upholding academic standards in all relations to students from admission to graduation. He or she also assists divisional chairpersons and the president in upholding standards of faculty responsibility as established by faculty action.
6. The dean may receive a tenured teaching appointment in the usual manner, but he or she will serve as dean without tenure. His or her role will be one of academic leadership to assist and coordinate faculty processes and to work with the president and the board of trustees to advance the central academic purposes of Bard College.

C. Voting in Faculty Meetings and in Division Meetings

1. Faculty Meetings

- a) Every faculty member who teaches at least one course in the college may attend and speak at faculty meetings during that academic year, except when otherwise stated in the Faculty Handbook.
- b) Faculty members holding teaching contracts for 6/13 or larger fraction are eligible to vote in faculty meetings, except when otherwise stated in the Faculty Handbook.
- c) A quorum for voting at faculty meetings will be one-quarter of the members who are eligible to vote and who are teaching that semester, except when otherwise stated in the Faculty Handbook.
- d) One student shall be granted speaking privileges in faculty meetings, this student to be one of the Educational Policy Committee chairpersons or his or her appointed designee.

2. Division Meetings

- a) Every faculty member who teaches at least one course in a division may attend and speak at division meetings during that academic year, except when otherwise stated in the Faculty Handbook.
- b) Membership in a division consists of faculty members holding teaching contracts for 6/13 or larger fraction, and who teach primarily in the division.
- c) Membership in a division is maintained during leaves of absence.
- d) Division members will attend divisional meetings, and are eligible to vote in divisional meetings, except when otherwise stated in the Faculty Handbook.
- e) A quorum for voting at division meetings will be one-half of the members of the division who are teaching that semester, except when otherwise stated in the Faculty Handbook.

By Faculty Action: 11/28/73
By Faculty Action: 5/15/00

D. Committee Structure: Faculty Governance

FACULTY GOVERNANCE: Faculty Executive Committee; Curriculum Committee; Planning and Appointments Committee; Faculty Senate

1. Faculty Executive Committee

a) Membership

- (1) The Faculty Executive Committee will consist of chairs of the four divisions, elected directly by the divisions, with staggered three-year terms. In the year following the end of his or her chairship, the immediate past divisional chair will serve as a mentor to and be available for consultation with his or her successor.
 - (a) Divisional chairs will receive six course releases to be spread evenly over a three year term. No more than two releases will be taken in a single year; at least one course must be taught each semester. Divisional chairs, if taking the course release, may not teach more than one 300 or 400-level course per year. Divisional chairs with a standing course release will receive one course release per year.
 - (b) Divisional chairs will receive a stipend of \$2,500 for scholarly and professional support. Divisional chairs with funding from the Bard Research Fund will not receive this stipend in the year he or she receives Bard Research Funds.
- (2) The dean and the registrar will be members, *ex officio*.
- (3) The committee will elect a chairperson and a secretary.
- (4) The chair of the committee will update the chair of the Faculty Senate on the work of the committee.
- (5) The committee will meet weekly during the academic year, except in those weeks when the Faculty Senate meets.

b) Duties of the chairpersons

- (1) Manage compilation and review of courses in his or her division;
- (2) Coordinate divisional committee appointments;
- (3) Chair meetings at which divisional business is conducted;
- (4) Oversee external review of academic programs;

- (5) Serve as an ombudsperson in evaluation cases and assess the fairness of DE reports in reflecting open and closed evaluation files;
 - (6) In conjunction with the divisional representatives to the Planning and Appointments and Curriculum Committees, oversee the divisional curriculum; and
 - (7) Be responsible for ensuring that the division takes action, and for transmitting such action to the appropriate administrative officer, on all matters in which the division has competence, such as Moderations, Senior Projects, unusual course programs, and approving summer school plans. These actions will be final, except that:
 - (a) the competent administrative officer may return them to the division with a request for more adequate explanation or explanations as to why general policy is not followed, and so forth.
 - (b) in case of dispute between a chairperson and an administrative officer, or between two chairpersons, the Faculty Executive Committee will be convened to determine the policy at issue, and its decision will be final.
- c) Duties of the committee
- (1) The committee will meet not more than two weeks after the beginning of the fall semester to review and agree on policies for divisional action and to select officers.
 - (2) The committee will meet shortly after the end of each semester, when convened by the registrar, to consider academic deficiencies and to determine dismissals, probation, and such. If a regular member of the committee cannot attend one of those meetings, he or she should appoint a member of his or her division to substitute.
 - (3) The committee may be convened for special purposes by its chairperson at the request of a member of the committee or of the president.
 - (4) The committee will oversee programmatic and divisional budgets.
 - (5) The committee will be involved in budgetary and planning issues related to the undergraduate college and, as such, meet with the Executive Vice President once a semester.
 - (6) The committee will discuss any other matters brought to it by its members, or by other members of the dean's staff, regarding the day-to-day academic functions of the college.
 - (7) The committee will have responsibility for approval of all student requests regarding their academic work, including, but not limited to, requests for study abroad, independent study, and waivers of college-wide requirements. The committee may delegate the review of routine cases to the registrar.

- (8) The committee will meet at least once per semester with the registrar to review applications from students who wish to concentrate in the Multidisciplinary Studies Program.
- (9) The committee will meet at least once a semester with the Director of Libraries to consult on issues of library management that relate to the faculty.

2. Curriculum Committee

a) Membership

- (1) The Curriculum Committee will consist of four faculty members, one from each division, elected directly by the divisions, with staggered two-year terms.
- (2) The dean and the registrar will be members, *ex officio*.
- (3) The committee will elect a chairperson and a secretary.
- (4) The chair of the committee will update the chair of the Faculty Senate on the work of the committee.
- (5) The committee will meet weekly during the academic year, except in those weeks when the Faculty Senate meets.

b) Duties

- (1) The committee will review all programs on a regular basis following the process described in II.B.4.
- (2) The committee has the responsibility for final approval of all courses offered in the undergraduate program.
 - (a) All courses will be discussed and approved by the divisions before being considered for approval by the committee. It is the responsibility of faculty teaching non-divisional courses to find an appropriate division through which to submit their courses.
 - (b) In the event that the Curriculum Committee dissents or disapproves a course submitted by a division, the criteria and substance of that dissent will be communicated directly to the faculty member in writing by his or her divisional representative on the Curriculum Committee.
- (3) The committee will review the overall course offerings for each semester.
- (4) The committee will oversee general education, including the issue of courses fulfilling distribution requirements.
- (5) The committee will discuss any other concerns that arise regarding the college curriculum.

- (6) Any curricular initiative that alters requirements, either programmatic or college-wide, must come to the Curriculum Committee in the form of a formal proposal.
- (a) The committee may meet with interested parties to discuss the merits or its concerns with the proposal. The Curriculum Committee may send the proposal back to the drafters with suggestions for editing or amendments.
 - (b) It is at the discretion of the Curriculum Committee whether the scope of a proposal requires approval beyond the Curriculum Committee. The Curriculum Committee may decide that a proposal is of broad enough scope that it requires full Senate approval or a full faculty vote. In the event that the Curriculum Committee or the Senate dissents or disapproves a proposal, the criteria and substance of that dissent will be communicated to the drafters of the proposal
- (7) Guidelines for team-taught courses
- (a) Every proposed team-taught course (where more than one FTE is involved) must go through the standard review process for all proposed courses, with the addition that every such proposed course must include a statement of rationale, to be submitted to the Curriculum Committee. The rationale will explain why the course is to be team-taught, and will include a discussion of the curricular and staffing impacts of the course, and a list of proposed alternative individually-taught courses that would be taught if the team-taught course were not approved.
 - (b) The Curriculum Committee will review the impact of the proposal on staffing (including review of other released courses in the programs for leaves of absence, sabbaticals, and faculty teaching in such Bard-affiliated institutions as BGIA, CCS, BGC, and Smolny), taking into account anticipated enrollments (or enrollment history if the course has been taught before), and the role of the course within the affected programs.
 - (c) Faculty who wish to repeat a team-taught course must submit a new request each time they wish to offer the course. An exception to this requirement will be made for a course which is designed to be a regularly offered team-taught course, in which case a three-year plan may be submitted.

Amended by the Faculty Executive Committee: 10/12/05

By Faculty Action: 5/15/06

Amended by Faculty Executive Committee: 5/23/12

3. Planning and Appointments Committee

a) Membership

- (1) The Planning and Appointments Committee will consist of four faculty members, one from each division, elected directly by the divisions, with staggered two-year terms.
- (2) The dean will be a member, *ex officio*.
- (3) The committee will elect a chairperson and a secretary.
- (4) The chair of the committee will update the chair of the Faculty Senate on the work of the committee.
- (5) The committee will meet weekly during the academic year, except in those weeks when the Faculty Senate meets.

b) Duties

- (1) The committee will review proposals for all faculty positions other than adjunct positions, including new and “replacement” positions, tenure-track and non-tenure-track positions, short-term and long-term positions, and all proposals for faculty leaves of absence and for released time. In its review process, the committee will collect evidence relevant to the need for specific appointments, including consultation with programmatic and divisional chairpersons, other faculty members and students as needed. The committee will make recommendations to the president about the proposals it reviews. The committee will, in consultation with relevant members of the faculty as needed, appoint an appropriate committee to search and interview for each appointment.
- (2) The committee will ensure adherence to proper hiring procedures.
- (3) The committee will engage in long-range faculty planning, taking into account the number of faculty positions, the student/faculty ratio, required courses, balanced offerings, and selection, faculty loads, strengthening divisions and departments, and otherwise achieving the academic purposes of the College.
- (4) The committee will be responsible for monitoring the College’s progress toward meeting its goal of increasing the diversity of the faculty. With a view to this responsibility, the dean and the director of institutional research will provide the committee regular updates on the statistics of hiring.
- (5) The committee will meet with the Executive Vice President at the start of every academic year to discuss budgetary issues related to hirings.

- (6) The committee will solicit written input from the EPC regarding all proposed tenure-track and long-term faculty positions, and will meet with the EPC at least once per semester to discuss these positions.

*Amended by Faculty Action: 5/23/12
Amended by the Planning and Appointments Committee 3/30/21*

4. Faculty Senate

a) Membership

- (1) The Faculty Senate will consist of the joint membership of the Faculty Executive Committee, the Curriculum Committee, and the Planning and Appointments Committee, plus the chair of the Faculty Senate, who is directly elected by the full faculty, as in III.D.4.c.
- (2) The dean of the college, up to one associate dean of the college at the discretion of the dean, and the registrar will be members, *ex officio*.
- (3) The dean and the registrar will provide staff services including secretarial aid, academic data, circulation of minutes, and carrying out the decisions of the Faculty Senate.
- (4) The Faculty Senate will elect a secretary.
- (5) The Faculty Senate will meet at least three times per semester, on the first Tuesday of every month from 8:30 a.m. to 10:00 a.m. These meetings will be open to the faculty.

b) Duties

- (1) The Faculty Senate will discuss, and vote upon, proposed faculty legislation, and will allocate tasks to regular faculty committees, and to ad-hoc committees that it appoints.
- (2) The Faculty Senate will make reports to the faculty and propose steps to improve academic standards. All proposals for consideration by the faculty affecting the academic program will be considered by the Faculty Senate before action is considered by the faculty.
- (3) The Faculty Senate will meet with the president once, but preferably twice, a year to consider aspects of the academic program. The committee will also maintain liaison with the student EPC, primarily through regular consultation (at least once a semester) of the major committee chairs and the chair of the EPC, but also by sharing its agenda with the EPC in advance of its regular meetings.
- (4) Members of the faculty will be free to attend all meetings of the Faculty Senate, and its minutes will be distributed regularly.
- (5) The Faculty Senate will consult with the Office of Program Development concerning those funds within grants over which the College has discretionary power.

- (6) The Faculty Senate will consult with the Office of Program Development concerning all plans for grant proposals that will effect the academic program of the College. Consultation should take place at the inception of the proposals and the Faculty Senate will review the final draft before submission. Should prior consultation not be practicable, the Chair of the Faculty Senate and the dean will be consulted.

c) Chair of the Faculty Senate

- (1) The chair of the Faculty Senate will be elected for a two-year term by the full faculty. The election will be held at the final faculty meeting of the previous year. The faculty will be advised of the election no later than the penultimate faculty meeting of the previous year.
- (2) A slate of candidates for chair of the Faculty Senate will be prepared by the Faculty Executive Committee prior to the final faculty meeting of the previous year. This slate will include at least one candidate nominated by the Faculty Executive Committee, as well as any other nominations or self-nominations submitted to the chair of the Faculty Executive Committee, where all nominees must verify their agreement to run. This slate will be publicized as part of the announcement for the final faculty meeting of the year (which is circulated a week prior to the meeting). Additional nominations and self-nominations can be made from the floor of the faculty meeting prior to the vote.
- (3) The election for chair of the Faculty Senate will be conducted by the method of approval voting, even in cases where there is only one candidate. The vote will be by written ballot, where every voter can select either “approve” or “disapprove” for each candidate, and the candidate with the most approvals wins. All faculty members holding teaching contracts for 6/13ths or larger fraction are eligible to vote for chair of the Faculty Senate.
- (4) To be eligible to be chair of the Faculty Senate, a faculty member must have served at least two full semesters on the Faculty Senate prior to the start of the term as chair of the Faculty Senate, and must not have at the time of election to chair a sabbatical or leave of absence scheduled during the two-year term.
- (5) The chair of the Faculty Senate will chair all meetings of the Faculty Senate, and all faculty-led faculty meetings.
- (6) The chair of the Faculty Senate will set the agenda of the Faculty Senate, in consultation with the members of the Faculty Senate, and in consultation with the dean.
- (7) The chair of the Faculty Senate will communicate regularly with the dean and with the chairs of the Faculty Executive Committee, the Curriculum Committee, or the Planning and Appointments Committee. The chair of the Faculty Senate will participate in at least two meetings per semester of each of these three committees, as coordinated with the chairs of the committees.

- (8) The chair of the Faculty Senate will hold annual (or more) meetings with various constituencies on campus, including groups of faculty (e.g. junior faculty members, visiting faculty members, faculty members from underrepresented groups), student leadership (e.g. the Educational Policies Committee), and groups of staff from various offices on campus (e.g. Dean of Student Affairs, Dean of Studies, Chaplaincy, Athletics, Health Services, Disability Access Services, Dean of Inclusive Excellence) to discuss current issues of concern, and will report back to the Faculty Senate about such meetings.
- (9) The chair of the Faculty Senate and the chair of the Executive Committee will be invited to attend the meetings of the Board of Trustees. In the event of the inability of either to attend, the invitation will be extended to such other member/members of the faculty that the chair of the Faculty Senate shall designate; the designee will be, in order of preference, a current member of the Faculty Senate, a former member of the Faculty Senate, a current member of the FERC or CEC, a former member of the FERC or CEC, a current member of another college-wide faculty committee, a former member of another college-wide faculty committee.
- (10) The selection and duties of the chair of the Faculty Senate will be reviewed for effectiveness and workload by the Faculty Senate five years after its adoption, in spring 2028. Amendment by normal procedures may be made before that time.

By Faculty Action: 4/13/05

By Faculty Action: 5/20/14

Amended by Faculty Senate: 5/2019

By Faculty Action: 4/2023

E. Committee Structure: Regular Committees

REGULAR COMMITTEES: AAUP; Grievance; Diversity; Facilities; Faculty Support; Student Affairs; Institutional Review Board; Institutional Animal Care and Use Committee

All regular committees will meet only when necessary, but each committee will meet at least once during each semester.

1. AAUP

a) Membership

Committee members are elected by AAUP members from their membership.

b) Duties

- (1) The committee is empowered by the faculty to serve as its legal representative in any negotiations or conflicts with the administration or trustees of the College.

- (2) The committee will engage in collective bargaining with the administration yearly for the purpose of negotiating an annual faculty salary contract.
- (3) The committee will monitor administrative activities that may affect the status of the faculty individually and collectively.

2. Grievance

a) Membership

The committee will consist of four representatives elected at large by the faculty, as specified under “GENERAL PROVISIONS” below, three student members, and two administrators.

b) Duties

- (1) The committee will hear, and finally decide, appeals from disciplinary sanctions (suspensions or dismissals) imposed by the dean of the college or the dean of students and complaints that students have violated the Bard College Policy on Discipline or Dismissal of students.
- (2) The committee will hear complaints by students against teachers for failure to meet contractual obligations or violation of the Joint Statement on Rights and Freedoms of Students, and make appropriate recommendations to the president.
- (3) The committee will hear complaints by students against the College’s administrative staff for failure to perform their duties according to recognized professional standards or violation of the Joint Statement on Rights and Freedoms of Students, and make appropriate recommendations to the president. Each constituency may establish a procedure for the preliminary sifting of complaints from that constituency. However, no members of the committee will participate in this sifting procedure.
- (4) The committee may make policy recommendations to the three constituent elements of the community: students, faculty, and administration. However, to be effective, the committee’s recommendations must be ratified by those elements of the community that would be affected by the proposed policy. All parties to grievance hearings will be entitled to the same benefits of due process that the Joint Statement on Rights and Freedoms of Students provides students.

3. Diversity

a) Statement of Purpose

The overall purpose of the Faculty Diversity Committee (FDC) is to effect change in faculty matters related to diversity, equity, and inclusion (DEI) in the Bard College community. The FDC partners with other entities in the Bard Network that are committed to addressing faculty-related DEI concerns, such as curriculum, quality of life, professional development, data-driven DEI

research, staff affairs, and other issues that involve faculty. Given the relatively short tenure of committee members, the FDC prioritizes particular issues each year with the goal of making concrete and deliverable changes to better support faculty-related DEI concerns.

b) Membership

The Diversity Committee will consist of four faculty members, representing the four divisions of the College, and elected directly by the divisions. Two administrators will serve as members, *ex officio*.

c) Duties

- (1) The committee will serve as liaison regarding issues of diversity and inclusivity among:
 - the faculty
 - relevant faculty committees (e.g. PAC, Curriculum Committee)
 - student affinity/cultural groups (e.g. ASO, BSO, LASO)
 - relevant offices (e.g. admission, BEOP, disability services)
 - the dean of Student Affairs office (DOSA)
 - the Student Academic Affairs office
 - the Academic Affairs office
- (2) The committee will promote discussion among the faculty regarding diversity and inclusivity encompassing, but not limited to: ability/disability, age, body size, class, color, ethnicity, gender, gender expression, geography, nationality, political affiliation, race religion, sexual orientation, and socio-economic background.
- (3) The committee will encourage the analysis of available data and trends regarding student acceptance, matriculation, and retention as well as faculty and staff hiring and retention.
- (4) The committee will provide resources to the faculty regarding best practices in promoting diversity and inclusivity in the classroom and, more broadly, within the campus community.
- (5) A member of the committee will serve as a faculty representative to the Bard Community Response Team (BCRT).

*Amended by Executive Committee Action: 5/31/2015
Amended by Faculty Senate, 11/2/2021*

4. Facilities

a) Membership

The committee will consist of four faculty members, representing the four divisions of the College, and elected directly by the divisions. The vice president for administration and the

director of building and grounds, or their designees, will serve as *ex officio* members of the committee.

b) Duties

- (1) The chair of the committee will represent the faculty and work closely with the College administration, the Office of the Dean of the College, and the Director of Building and Grounds on long-range planning for the allocation of physical space on campus (including faculty offices and teaching facilities); capital projects, when applicable; and concerns about campus facilities. The committee will consult with others within the divisions and administration as needed.
- (2) The committee will deal with faculty housing as set forth in Section I.H of this Faculty Handbook. The office of the vice president for administration will maintain the necessary information about housing and leases, and these records will be available to the committee.

5. Faculty Resources

a) Membership

The committee will consist of four faculty members, representing the four divisions of the College, selected by the Faculty Executive Committee in consultation with the dean, and with the various divisions.

b) Duties

- (1) The committee will administer the Faculty Research & Travel Fund, as described in Section I.G.3 of this Faculty Handbook.
- (2) The committee, together with the dean of the college and the vice president for academic affairs, *ex officio*, will constitute the Bard Research Fund Council, which will oversee the Bard Research Fund, as described in Section I.G.2 of this Faculty Handbook.
- (3) The committee, together with vice president for administration, *ex officio*, will assess the support needs of the faculty, for both teaching and research (other than computing needs), and work to ensure that these needs are met.

6. Student Affairs

a) Membership

The committee will consist of four faculty members, representing the four divisions of the College, selected by the Faculty Executive Committee in consultation with the dean of studies and the dean of students, and with the various divisions; the dean of studies, a member of the academic advising staff and the dean of students will be members, *ex officio*.

b) Duties

- (1) The committee will work with an academic dean to allocate student internal fellowships and awards; the dean will chair these discussions.
- (2) The committee will appoint faculty representatives to the Student Judiciary Board.
- (3) The committee will appoint the faculty representative to the NCAA.
- (4) The members of the committee will work with members of the dean's staff on student affairs issues.
- (5) The members of the committee will be the faculty representatives to any other college-wide committees concerned with student affairs.

7. Institutional Review Board (IRB)

Membership:

- The IRB must consist of at least 5 members, including at least four faculty members, one of whom is a non-scientist. Additionally, the IRB will include one ad-hoc faculty member whose primary appointment is with Bard Prison Initiative (BPI) and one ad-hoc faculty member whose primary appointment is within the Bard College Early Colleges.
- The IRB must have at least one community member (who has no affiliation to Bard College) and at least one administrative representative.
- Members of the IRB are appointed by the Dean of the College.
- The Dean of the College will appoint a Chair to a two-year term.
- The members will serve two-year appointments.
- The IRB will meet monthly during the academic year.

Duties:

- The IRB will review and approve all Human Subject Research undertaken by Bard faculty, staff and students as here specified:
 - Bard College Annandale-on-Hudson campus's faculty, staff, and graduate and undergraduate student research.
 - Bard Prison Initiative, Bard College Early High Schools, Longy School of Music, and Bard Graduate Center's faculty and staff research only.

8. Institutional Animal Care and Use Committee (IACUC)

Membership:

- The IACUC must consist of at least 5 members, including at least one science faculty, and one faculty from outside the sciences.

- The IACUC must include at least one community member (who has no affiliation to Bard College).
- The IACUC must include an Attending Veterinarian.
- Members of the IACUC are appointed by the Dean of the College.
- The Dean of the College will appoint a Chair to a two-year term.
- The members will serve two-year appointments.
- The committee meets at least every six months.

Duties:

- The IACUC reviews and approves all involvement of non-human vertebrate animals in research and educational activities that take place on Bard College Annandale-on-Hudson campus, as well as field research performed by faculty, staff, and students based at the Annandale-on-Hudson campus.
- The IACUC inspects campus facilities that are intended to house vertebrate animals at any point within the upcoming six-month period. The IACUC may inspect field sites at its discretion.

F. Committees: General Provisions

1. Methods of Election to the Committees:

- a) Not later than four weeks before the close of spring term, the several divisions will elect their chairpersons, providing a vacancy exists. Election will be by secret ballot and by majority vote. The chairperson of the Faculty Executive Committee will be responsible for ensuring that these elections take place.
- b) Not later than four weeks before the close of spring term, the several divisions will elect their representatives to those regular committees that have one directly elected representative per division (Diversity; Facilities). The chairpersons of the divisions will be responsible for ensuring that these elections take place.
- c) The Faculty Executive Committee, at a meeting in early April, will select the members of those regular committees to which it appoints members (Faculty Resources; Student Affairs), and it will prepare a slate of nominees for the evaluation committees, and those regular committees whose members are elected at large (Grievance). The slate of nominees will be published to the faculty in the notice for the May faculty meeting, at which meeting elections will be held, as provided below.
- d) At a proper meeting in May, the faculty will elect to fill all vacancies, by secret ballot and by majority vote. In addition to nominations made by the Faculty Executive Committee, nominations may be made from the floor.

2. Terms of Office

- a) The members of all committees (except when otherwise specified) will serve for two years, and may be re-elected. All committees will have their members serve staggered terms.
- b) The faculty (or division in case of a chairperson) will elect to fill unexpired terms when vacancies occur.

3. Chair, Secretary, Minutes, and Reports

- a) The Faculty Senate, the Faculty Executive Committee, the Curriculum Committee, and the Planning and Appointments Committee will keep minutes of all meetings. The minutes of each committee will be sent to all faculty members.
- b) The regular committees will keep such minutes as they deem necessary and their minutes will be available to the faculty in the dean's office.
- c) Each committee will elect its chairperson and its secretary at the beginning of each year. The chairperson of each committee will report on the work of his or her committee at each faculty meeting.
- d) Agenda and all motions to be presented for vote at faculty meetings will be presented one week prior to such a meeting.

4. Miscellaneous Provisions

During vacations, field periods, and so forth, when the full membership of a committee cannot be convened nor reached by notices in the campus mail, essential functions may be performed by the members who are present. In case of necessary absence, any *ex officio* member of one of the committees or organizations of the community may submit suggestions or requests to any of the committees. The committee will receive, acknowledge, and consider all such communications.

*By Faculty Action: 4/13/05
Updated by DOC: 7/17/19*

G. Communications

1. That the president be requested to provide at the beginning and end of each academic year, either in a written statement or in a faculty meeting presentation, a report on the activities of his own office, those of the board of trustees, and significant achievements on development and public relations.
2. That the director of admission meet with the Faculty Senate and interested faculty members at an open meeting at least once a year to discuss admissions policy.
3. That the director of physical plant be requested to circulate to the community, at the start of each academic year, an agenda of proposed projects. Such an agenda would not include minor items, but

would consist of a description of changes in the use of the College lands or properties of interest to students and faculty: such as, new roads and parking areas, new buildings, major renovations of buildings and any other change or development or revision of policy which affects the community in a significant way, aesthetically, academically, or practically; that if in the judgment of the president such information might better be supplied by his office, the president may provide this information.

4. That the chairpersons of the Faculty Executive Committee, the Faculty Curriculum Committee, and the Planning and Appointments Committee maintain liaison between these three committees.
5. That the Faculty Senate meet in joint session each spring, at least once, under the chairpersonship of the Faculty Senate chair to discuss overall academic planning.
6. That the Faculty Senate circulates minutes of each meeting to the faculty, administration, and chairperson of the student Educational Policies Committee.
7. That, in order to promote effective interdivisional planning, each chairperson shall submit to the Curriculum Committee by mid-term in the Spring semester a one-year sequence of courses for the division for the following academic year.

Approved by the Faculty: 10/19/77
Amended by Faculty Action: 4/13/05

H. Program Directors

1. Program Directors

- a) Every program will have a director. A single director, rather than co-directors, is preferred.
- b) Program directors are responsible for overseeing all aspects of program activity (including, but not limited to, the curriculum, the budget, and requests for hirings, sabbaticals and leaves of absence), and for communicating with the division chair and the dean regarding program issues. Program directors are encouraged to delegate program responsibilities to their colleagues.
- c) Program directors should be faculty members who are tenure-track, tenured or senior chairs.
- d) If a tenure-track faculty member at the rank of assistant professor is hired to be a program director, the requirement to be the director of the program will take effect only in the second year at the college. If a tenure-track faculty member at the rank of associate professor or above, or a senior chair, is hired to be a program director, the requirement to be the director of the program may take effect immediately, if so agreed contractually.
- e) Program directors serve two-year, renewable terms, with the exception of faculty members hired to be program directors. There is no term limit for program directors, although if there is more than one full-time tenured faculty member or senior chair in the program, it is in general preferred that the position of program director be rotated after at most three consecutive two-year terms.

- f) If there are full-time tenured faculty members or senior chairs in a program, it is preferred that one of them serve as program director rather than a junior faculty member, except when a junior faculty member was hired to be the program director.

2. Selection and Review of Program Directors

- a) In the final semester of a program director's two-year term, the members of the program who are tenure-track, tenured or senior chairs will meet no later than midterm that semester to select a program director whose term will commence the following semester. The name of the selected program director will be forwarded to the dean's office.
- b) In the second half of each semester, the Executive Committee will review all faculty members selected as program directors for the following semester. In any case where a junior faculty member has been selected program director, where a faculty member is selected to serve a fourth consecutive two-year term (commencing from the date of adoption of this document), or where co-directors have been selected, the Executive Committee will gather information from the relevant faculty members prior to final approval.
- c) When a new program is approved by the Curriculum Committee, the Executive Committee will review the proposed initial program director prior to the implementation of the new program, subject to the same guidelines as the review of the program directors of ongoing programs.

Faculty Action: 5/15/06

APPENDIX A
Copyright and Fair Use Policy

Bard College Copyright and Fair Use Policy

Bard College is a liberal arts institution fully committed to the intellectual and creative endeavors of its faculty, staff, and students. As part of this commitment, Bard College recognizes the importance of balancing the use of copyrighted works for educational purposes with the need to protect such works in accordance with the applicable provisions of the law. This Copyright and Fair Use Policy (the “Policy”) is intended to provide instruction regarding the use of copyrighted works at Bard College.

The copyright law of the United States is contained in Title 17 of the United States Code and serves the purpose of promoting “the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries,” a mandate imposed on Congress by the United States Constitution. The Copyright Act of 1976, confers upon authors of copyrighted works the exclusive rights to do and authorize any of the following:

1. To reproduce the copyrighted work;
2. To prepare derivative works based on the copyrighted work;
3. To distribute copies of the copyrighted work to the public by sale or other transfer of ownership;
4. To perform the copyrighted work publicly; and
5. To display copyrighted work publicly.

Copyright protection is conferred as soon as an “original work of authorship is fixed in a tangible medium of expression.” This means copyright protections apply as soon as the work can be shown to others, through visual (written) or audio means. However, many copyright owners also choose to register their works with the United States Copyright Office, which confers a number of protections, as well as the ability to sue for copyright infringement.

I. Applicability of this Policy

This policy applies to all full-time and part-time faculty, visiting faculty, staff, students, student employees, graduate students, as well as any individual using college resources and facilities (the “Bard College Community”). All members of the Bard College Community must comply with applicable copyright laws and obtain proper permissions from copyright owners as required.

II. Overview of Copyright Protection

Copyright protection is conferred automatically to expressive or creative works. Works subject to copyright protection include literary works, musical works (including accompanying words), dramatic works (including accompanying music), pictorial/graphic/sculptural works, choreography, motion pictures and other audio-visual works, sound recordings, architectural works, computer programs, and compilations and derivative works.

However, the following are examples of things not protected by copyright:

1. Ideas, procedures, principles, methods, systems, discoveries, and devices;
2. Titles, names, short phrases, slogans;

3. Works that are “unfixed,” that is, not fixed in a tangible form of expression (for example, improvisational speeches or performances that have not been written or recorded);
4. Information that is common property with no original authorship (calendars, height and weight charts, rulers).

See Works Not Protected by Copyright, <https://www.copyright.gov/circs/circ33.pdf> (last accessed August 7, 2024).

III. Fair Use

Use of a copyrighted work by anyone other than the owner generally requires the explicit permission of that copyright owner. This should be in the form of a license agreement, or some other form of written agreement. However, permission is not required if the use falls within the Fair Use Doctrine, which provides a defense to copyright infringement.

Whether use of a copyrighted work constitutes “fair use” is determined by the specific facts of such use. There are four factors that must be considered when analyzing whether the use of a work is permissible under the Fair Use Doctrine. No single factor is determinative, but rather, the factors must be considered together:

1. The purpose and character of the use. For example, whether the use is commercial (weighing against a finding of fair use) or educational (weighing in favor of a finding of fair use).
2. The nature of the copyrighted work being used. For example, whether the work being used is of a highly creative nature (weighing against a finding of fair use).
3. The amount or substantiality of the portion of the work being used. For example, whether the entire copyrighted work being used (weighing against a finding of fair use) or just a small excerpt (weighing in favor of a finding of fair use).
4. The effect of the use on the market for, or value of, the work. For example, whether the use of the work being examined as part of the fair use analysis would have an impact on the sales of that work (weighing against a finding of fair use).

These factors must be balanced and weighed together when making an assessment of whether a use would fall under the Fair Use Doctrine. It is important to note that, while using copyrighted works for an educational purpose generally weighs in favor of a fair use finding, because all four factors must be considered, it is possible that a use is not permissible even in an educational setting.

All members of the Bard College Community must make a good faith effort to understand the basis of the Fair Use Doctrine and to take reasonable efforts to assess whether Fair Use applies to their anticipated use of a copyrighted work.

The Bard College Fair Use Checklist, attached as Appendix A, should be completed as a guide by members of the Bard College Community when making such a fair use analysis.

IV. Display/Performance of Films, Television Shows and Music in the Classroom and on Social Media

A. Films and Television Shows

Under the Fair Use Doctrine, a legally purchased full-length movie may generally be shown in an in-person classroom setting for educational purposes. However, full-length movies cannot be shown in the classroom if the copy being shown has been “ripped” from a source such as a DVD, even if the source was legally purchased. “Ripping” even legally purchased digital copies of films is a violation of the Digital Millennium Copyright Act (“DMCA”).

Copyrighted movies or television shows may not be shown outside of the classroom or for non-educational purposes without having obtained permission from the copyright owner. Please be advised that the terms of many streaming services, such as Netflix and Hulu, generally prohibit the showing of content in the classroom, subject to very limited exceptions.

Student clubs and groups that wish to show a film or television program must obtain permission from the copyright owner.

B. Music

Music is also protected by copyright law, and services such as Apple Music and Spotify should not be used to promote events. Any member of the Bard College Community that wishes to play or perform music at any college sponsored event must obtain permission from the copyright owner.

There may be songs available to you for use under the College’s agreement with ASCAP. Please contact Frank Corliss, Director, Bard College Conservatory of Music, at corliss@bard.edu for more information.

C. Social Media

Copyrighted music or any other content protected by copyright should not be included in any social media postings. Permission from the copyright owner should be obtained prior to using copyrighted content in any such posting.

Individuals permitted to post to Bard College owned and affiliated social media accounts should also not share or repost any postings that contain potentially copyrighted content.

V. The TEACH Act and Online Learning

The 2002 Technology, Education and Copyright Harmonization Act (the “TEACH Act”) addresses the use of copyrighted material in the virtual classroom setting.

In an online classroom setting, the TEACH Act permits:

1. The performance of nondramatic literary works or nondramatic musical works in their entirety (i.e., reading of books and poetry).
2. The showing of limited and reasonable portions of other works (i.e., clips of a movie).

However, under the TEACH Act, faculty teaching an online course are prohibited from performing or showing an entire dramatic literary or musical work (play, opera, musical, television show, movie, etc.).

Moreover, any content used in the online classroom setting must:

1. Be legally obtained;
2. Be limited in access to the instructor and students enrolled in the course;
3. Be displayed under the supervision of the course instructor as a regular aspect of instruction;
4. Be accompanied by a notice that the materials are under copyright protection and may not be distributed; and
5. Reasonable controls must be used to prevent dissemination and retention (i.e., streaming rather than allowing the download of a video).

VI. Copyright Exceptions for Persons with Disabilities

Section 121 of the Copyright Act (the Chafee Amendment) permits certain authorized entities (nonprofit organizations or governmental agencies that have a primary mission of providing specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities) to reproduce and distribute published literary or musical works in accessible formats for use exclusively by print-disabled persons. While there have been questions about whether colleges qualify as authorized entities, educational institutions argue they qualify due to their obligations under the Americans with Disabilities Act (ADA).

The Chafee Amendment does not apply to other types of accommodations (such as those to accommodate deaf persons) and thus, for all other instances of reproducing and distributing copyrighted materials for accessibility purposes (including the addition of captioning), the principles of “fair use” must be considered.

VII. Obtaining Copyright Permission

All members of the Bard College Community are responsible for obtaining copyright permission when necessary. Circumstances that may require copyright permission include, but are not limited to the following: use of materials or digital media in an in-person classroom setting, online (remote) learning, for posting on any Bard College or course website, research, for use in on-campus club activities, or for any Bard College-affiliated social media account. If you need assistance locating the proper individual(s) or entities to contact for such permissions, please contact the Dean of Libraries. It is recommended that permission be sought as soon as the determination to use a copyrighted work is made, as such permission may take time to obtain.

VIII. Enforcement of this Policy

Members of the Bard College Community who do not comply with this Policy or the applicable copyright laws or fail to act in good faith when making Fair Use determinations are liable for their own actions. Failure to comply with this Policy may result in disciplinary action.

IX. Interpreting and Implementing Authority

The Office of the Dean of Libraries and the Office of the Dean of the College will be jointly responsible for the interpretation and implementation of this Policy.

FAIR USE CHECKLIST

Name:
Project/Class:
Date:
Prepared by:

INTRODUCTION TO THE CHECKLIST

The Fair Use Checklist and variations on it have been widely used for many years to help educators, librarians, lawyers, and many other users of copyrighted works determine whether their activities are within the limits of fair use under U.S. copyright law (Section 107 of the U.S. Copyright Act). The four factors form the structure of this checklist. Congress and courts have offered some insight into the specific meaning of the factors, and those interpretations are reflected in the details of this form.

BENEFITS OF USING THE CHECKLIST

A proper use of this checklist should serve two purposes. First, it should help you to focus on factual circumstances that are important in your evaluation of fair use. The meaning and scope of fair use depends on the particular facts of a given situation, and changing one or more facts may alter the analysis. Second, the checklist can provide an important mechanism to document your decision-making process. Maintaining a record of your fair use analysis can be critical for establishing good faith; consider adding to the checklist the current date and notes about your project. Keep completed checklists on file for future reference.

THE CHECKLIST AS A ROAD MAP

As you use the checklist and apply it to your situations, you are likely to check more than one box in each column and even check boxes across columns. Some checked boxes will favor fair use and others may oppose fair use. A key issue is whether you are acting reasonably in checking any given box, with the ultimate question being whether the cumulative weight of the factors favors or turns you away from fair use. This is not an exercise in simply checking and counting boxes. Instead, you need to consider the relative persuasive strength of the circumstances and if the overall conditions lean most convincingly for or against fair use. Because you are most familiar with your project, you are probably best positioned to evaluate the facts and make the decision.

CAVEAT

This checklist is provided as a tool to assist you when undertaking a fair use analysis. The four factors listed in the Copyright Statute are only guidelines for making a determination as to whether a use is fair. Each factor should be given careful consideration in analyzing any specific use. There is no magic formula; an arithmetic approach to the application of the four factors should not be used. Depending on the specific facts of a case, it is possible that even if three of the factors would tend to favor a fair use finding, the fourth factor may be the most important one in that particular case, leading to a conclusion that the use may not be considered fair.

PURPOSE

Favoring Fair Use

- The use is for the purpose of teaching in a non-profit educational institution (including multiple classroom copies).
- Criticism, comment, news reporting, or parody or transforms the presentation or use.
- The use is necessary to achieve an intended educational purpose.
- Access restricted to students enrolled in course.

Opposing Fair Use

- The use is for commercial purposes.
- The use is non-transformative, verbatim/exact copy without criticism, comment, news reporting, or parody or transformation of presentation or use.
- The use is not necessary to achieve an intended educational purpose.
- Distribution is not limited or controlled.

NATURE

Favoring Fair Use

- The work is published.
- The work is non-fictional or factual in nature and the author's voice does not dominate the work.
- The work is a "non-consumable" (published book or similar).
- Essential for learning objectives.

Opposing Fair Use

- The work is unpublished.
- The work is non-fictional in nature, and the author's voice dominates the work.
- The work is a consumable work (workbook or test).
- The work is a highly creative work (art, music, novels, films, plays).

AMOUNT

Favoring Fair Use

- A small amount of the work is used (e.g., a single article, a chapter, or other excerpt less than 10% of the work taking into consideration the nature of the total work).
- Portion used is not central to entire work as a whole.
- Amount is appropriate to education purpose.

Opposing Fair Use

- Large portion or entire work.
- Portion used is central or the "heart" of the work.
- Includes more than necessary for education purposes.

EFFECT ON THE MARKET

Favoring Fair Use

- User owns lawfully purchased or acquired copy of original work.
- One or few copies made/distributed.
- No significant effect on the market or potential market for copyrighted work.
- No similar product marketed by the copyright holder.
- Lack of licensing mechanism.

Opposing Fair Use

- Could replace sale of copyrighted work.
- Numerous copies made.
- Significantly impairs market or potential market for copyrighted work or derivative.
- Reasonably available and affordable licensing/permission mechanism available.
- It was made accessible via the Web or other public forum.
- Repeated or long-term use.

The Checklist and the preceding introduction are licensed by a Creative Commons Attribution License with attribution to the original creators of the checklist Kenneth D. Crews (formerly of Columbia University) and Dwayne K. Buttler (University of Louisville). [Creative Commons License](#).

Copyright Notification and Potential Penalties for Infringement

The Higher Education Opportunity Act (HEOA) requires Bard College to make an annual disclosure informing students that the illegal distribution of copyrighted materials may lead to civil and/or criminal penalties.

Bard College strictly prohibits the unauthorized distribution of copyrighted material. This includes illegal downloading and peer-to-peer file sharing. The Bard College Student Handbook and the Bard College Computing Policies prohibit students from using Bard College computing resources to act in violation of applicable copyright laws. Violations include:

- Using peer-to-peer applications that violate copyright laws; and
- Making unauthorized copies of copyrighted files or software or violating any software licensing agreements or copyright laws.

Any violation of these policies may result in disciplinary action and/or the loss of the ability to use Bard College computing and technology resources. Violations may also result in employee disciplinary action and potentially the discharge of employment. Additionally, individuals who violate these policies may face criminal and civil liabilities, from Bard College, individuals or entities whose rights are infringed and/or harmed, and/or law enforcement officials or agencies.

Civil Penalties for Violation of Federal Copyright Laws

Copyright infringement occurs when a work protected by copyright is used in violation of the owner's exclusive rights under Section 106 of the Copyright Act (Title 17 of the United States Code). These include the unauthorized distribution and copying of a copyrighted work or downloading or uploading substantial parts of a copyrighted work without permission.

Copyright infringement may result in civil and criminal penalties. These include actual damages or statutory damages in an amount not less than \$750 and not more than \$30,000 per work infringed. If infringement is found to be "willful", the award may be up to \$150,000 per work infringed. An infringer may also be ordered to pay costs and attorneys' fees at a court's discretion. See Title 17, United States Code Sections 504 and 505 for further details.

Criminal penalties can be imposed in an amount of up to \$250,000 per offense, and imprisonment of up to five years.

APPENDIX B
Human Resources

Gender-Based Misconduct

Bard College's complete Gender-Based Misconduct Policy can be accessed at www.bard.edu/genderequity.

Notice of Nondiscrimination

Bard College is committed to ensuring equal access to its educational programs and equal employment without regard to an individual's sex, gender, race, color, national origin, religion, age, disability, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, ex-offender status, or any other characteristic protected by federal, state, or local law.

Students, employees, applicants, and other members of Bard College community (including, but not limited to, vendors, visitors, and guests) shall not be subject to discrimination or harassment prohibited by law or otherwise treated adversely based upon a protected characteristic. Similarly, the College will not tolerate harassing, violent, intimidating, or discriminatory conduct by its students, employees, or any other member of, or visitor to, the College community. This includes, without limitation, sexual harassment, sexual assault, sexual violence, dating or domestic violence, and stalking.

Policy Statement

Bard College's gender-based misconduct policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment, as well as provisions of response and services for victims of interpersonal violence.

Bard College and its affiliated programs are committed to providing learning and working environments free of sexual and gender-based harassment, discrimination, sexual assault, sexual exploitation, stalking, and intimate partner violence (hereafter referred to as "gender-based misconduct").

Bard College is committed to preventing, responding to, and remedying occurrences of gender-based misconduct. To that end, the College provides services and support for individuals who have been impacted by gender-based misconduct, as well as accessible, prompt, thorough, and impartial methods of investigation and resolution of incidents of gender-based misconduct.

Additionally, the College provides educational and preventative programs for employees and students throughout the academic year that promote awareness of gender-based misconduct. These include: primary prevention and awareness, definitions of domestic and intimate partner violence, dating violence, sexual assault, stalking, consent, bystander intervention techniques and safe practices, and risk reduction in the form of recognizing warning signs and how to avoid unwelcome interaction.

The Gender-Based Misconduct Policy should be interpreted and applied in a manner consistent with the principles of free inquiry, free expression, and free speech to which Bard College is committed. The College's policy is not intended to stifle these freedoms. Prohibited discrimination, harassment,

retaliation, and other misconduct are neither legally protected expression nor the proper exercise of academic freedom.

Bard's Gender-Based Misconduct Policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment, as well as provisions of response and services for victims of interpersonal violence. These laws include: Title IX of the Education Amendments Act of 1972, Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, Title VII of the Civil Rights Act of 1964, the New York State Human Rights Law, Section 304 of the Violence Against Women Reauthorization Act, the Clery Act, and New York State Education Law 129-B ("Enough is Enough"). These laws and the College prohibit discrimination and harassment, including gender-based misconduct.

Scope of Policy

The College will respond to all reported incidents of gender-based misconduct, including sexual and gender-based harassment, discrimination, sexual assault, sexual exploitation, stalking, and intimate partner violence, involving students, faculty, staff, or any other member of the Bard community, reported to have occurred:

- on campus;
- off campus involving members of the Bard community;
- through social media or other online interactions involving members of the Bard community, particularly if campus safety is affected; or
- during official Bard programs, regardless of location.

Action taken and support provided regarding incidents of misconduct involving contract employees, visitors, and guests may be limited. However, the College will endeavor to respond, sanction, and/or remedy to the extent possible, practical, and reasonable.

Reporting Gender-Based Misconduct

Reports of gender-based misconduct can be made to:

- Title IX Coordinator – 845-758-7542 or titleix@bard.edu.
- Director of Human Resources – 845-758-7516 or kalexand@bard.edu.
- Misconduct Reporting Line – 888-323-4198. Any person who feels uncomfortable or otherwise unable to file a complaint through the channels set forth above may make a report via the Misconduct Reporting Line. The Misconduct Reporting Line is administered by an external entity hired by the College to receive reports on a non-confidential basis. Reports of alleged violations of this policy may be made anonymously to the Misconduct Reporting Line. However, individual identities may be disclosed through the process of investigation. Alleged violations of this policy will be referred for investigation in accordance with the procedures set forth herein. Any reports received via the Misconduct Reporting Line will be filed for statistical purposes, even if made anonymously. Reports regarding alleged misconduct by the Office for Gender Equity may be made through this reporting line.

Any responsible employee with knowledge of gender-based misconduct occurring among members of the Bard community must notify the Title IX Coordinator of any and all reports of potential gender-based misconduct that they receive. A responsible employee is any Bard administrator, faculty, professional staff member, Safety and Security officer, or Peer Counselor. Climate surveys, classroom writing assignments, human-subjects research, and events such as Take Back the Night or similar speak-outs do not constitute notice to the College.

Upon receiving a report of potential gender-based misconduct, responsible employees must inform a reporting individual of their own reporting responsibilities (i.e., that they can provide privacy, not confidentiality) and the option of seeking assistance from confidential resources and support services. In addition, responsible employees must provide the following information to the reporting individual at the first instance of disclosure of sexual assault, intimate partner violence, and/or stalking:

- You have the right to make a report to Bard College security, local law enforcement, and/or state police, or choose not to report.
- You have the right to report the incident to your institution, Bard College.
- You have the right to be protected by the College from retaliation for reporting an incident.
- You have the right to receive assistance and resources from the College.

Individuals or persons who have questions regarding the reporting procedures for gender-based misconduct may meet in person or talk by telephone with the Title IX Coordinator to discuss the process, policies, resources, their institutional rights, as well as rights for reporting to the local authorities. They may also discuss options for no-contact orders through the College and orders of protection through the court system. When information pertaining to specific incidents of reported gender-based misconduct is shared, the Office for Gender Equity will attempt to protect the privacy of all parties involved, but is required to initiate a preliminary inquiry and determine what, if any, further investigation is warranted.

Consensual Relations

The College strongly discourages amorous or sexual relationships between faculty members and students, administrators and students, and staff members and students. Although the College recognizes that adults, including young adults, may make choices regarding personal relationships, amorous or sexual relationships between students and faculty, administrators or staff raise serious concerns about conflicts of interest, validity of consent, and preferential treatment, jeopardizing a student's educational program, as well as the learning environment for all students. These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation of applicable sections of the faculty/staff handbooks. Faculty and staff engaged in such relationships should be sensible to the constant possibility that they may be placed unexpectedly in a position of responsibility for the student's instruction or evaluation. Individuals who hold positions of power put both themselves and the College at risk when they engage in such relationships. Risks may include loss of professional standing with colleagues and students, allegations

and charges of sexual harassment, disciplinary action by the College, and legal liability. A faculty member, administrator or staff member who is involved in an amorous or sexual relationship with any student must make the relationship known to his or her divisional chair, dean or supervisor and must cooperate fully in making alternative arrangements for the supervision, evaluation, teaching, grading or advising of the student and/or assist in making such arrangements for the future. Failure to do so can result in disciplinary action ranging from verbal warning to dismissal.

Confidentiality

Information about Bard College, its employees, suppliers, and vendors is to be kept confidential and divulged only to individuals within the College with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with management.

All records and files maintained by the College are confidential and remain the property of the College. Records and files are not to be disclosed to any outside party without the express permission of management. Confidential information includes, but is in no way limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other account information on members, vendors, and suppliers; inventions, programs, trade secrets, formulas, techniques, and processes; and any other documents or information regarding the College's operations, procedures, or practices. Confidential information may not be removed from College premises without express authorization.

Any employee for the purpose of furthering current or future outside employment or activities or for obtaining personal gain or profit may not use confidential information obtained during or through employment with the College. The College reserves the right to avail itself of all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Health and Safety

The health and safety of employees and others on College property are of critical concern to Bard College. The College intends to comply with all health and safety laws applicable to our business.

To this end, the College must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Any unsafe conditions or potential hazards should be reported to Human Resources, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the College's premises, or in a product, facility, piece of equipment, process, or business practice for which the College is responsible should be brought to the attention of the director of human resources.

Employees, members, vendors, and other guests are not allowed to smoke in College facilities at any time. Smoking is not allowed in work areas, company restrooms, company-owned vehicles or any vehicle used for College business.

Operation of Vehicles

Employees driving on College business—whether in a rented vehicle, an employee’s own vehicle, or any other vehicle—are not permitted to engage in unauthorized activity or travel. The rental of vehicles for College business is limited to authorized employees. These vehicles must only be used in work-related activities and may not be used for personal business or activities without the express prior approval of management.

All employees authorized to rent vehicles for use in conducting College business must possess a current, valid driver’s license and an acceptable driving record. Any employee wishing to operate a company vehicle must have a valid defensive driving certificate. Any change in license status or driving record must be reported to management immediately. From time to time, the College and its insurance carrier may request reports from the Department of Motor Vehicles regarding the license status and driving record of employees whose job responsibilities include driving. In the event that the license status or driving record of any employee whose job responsibilities include driving becomes unacceptable to management or the College’s insurance carrier, that employee may be restricted from driving, reassigned, suspended, or discharged, at management’s discretion.

A valid driver’s license must be in your possession while operating a vehicle off or on College property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe-driving habits at all times. The College provides employees with parking in non-reserved spaces on a first-come/first-served basis. Some parking spaces may be reserved for disabled drivers, vehicles belonging to the College, or others. The College will not be responsible for any damage to vehicles or their contents while parked on College property. (*Not applicable to BHSEC and BGC.*)

Employee Personal Property

Employees should not bring valuables to work. Any item of value should be kept in a secure location. The College assumes no responsibility for the loss, theft or damage of employees’ personal property.

FMLA Leave Policy

Regular employees who have completed at least one year of continuous service and have worked at least 1,300 hours during that year are eligible to take advantage of the provisions of the Family and Medical Leave Act of 1993. This act gives the employee the right to up to twelve weeks (60 working days) of leave without pay in the following situations:

- The birth or adoption of a child, or the initiation of foster care
- The need to care for the serious health condition of a spouse, child, or parent
- A serious health condition sustained by the employee which leaves the employee incapable of performing the functions of the job. The term serious health condition means an illness, injury,

impairment, or physical or mental condition involving either inpatient care or continuing outpatient care by an authorized health provider. The college reserves the right to request certification from the health provider as a condition for granting medical leaves.

- When the need for the leave is foreseeable, the employee must provide written notice to the college at least thirty days prior to the date that leave is to begin, if possible.

Employees who have accumulated paid sick leave may use this time to be paid for up to thirty days of the family or medical leave (more if they are disabled during this time). All benefits the employee was eligible for prior to the leave will continue for as long as they are on an approved FMLA leave (not to exceed the maximum of 12 weeks).

During the period of FMLA of twelve (12) weeks or less, the college will maintain employee's health insurance coverage on the same basis as if he/she were still working. Whether employees are paid or not, they must continue to make timely payments of their share of the premiums for such coverage. Failure to pay premiums within (30) days of when they are due may result in a lapse of coverage. During unpaid leave, premiums for other benefit coverage's (e.g. life, LTC, etc.) will be covered by the college during an employee's leave and the amount(s) paid will be de-deducted from the employees' wages upon returning to work.

Ordinarily, COBRA regulation will be applied if an employee fails to return to work at the end of a combined total of twelve (12) weeks of leave or if an employee's medical insurance coverage lapses for non-payment of premiums. The college shall be entitled to recover the insurance premium paid to maintain such coverage during the period of leave pursuant to FMLA if the employee fails to return from such leave after the period of leave has expired, for a reason other than (a) the continuation, recurrence or onset of a serious health condition that entitles the employee to leave under the applicable provisions of FMLA or (b) other circumstances beyond the control of the employee.

New York State Paid Family Leave

Bard College, in accordance with New York State Law, has adopted the following leave policy exclusively for employees working in New York State and who are protected by state laws governing mandated leave. For purposes of this policy language, the name "Bard College" and the term "Employer" are used interchangeably.

Nothing described in this policy is intended to confer paid leave entitlement to any Bard College employee other than individuals directly protected by the New York State law, and who satisfy all the conditions required to qualify for leave. Please contact the Bard College Human Resources Department should you have further questions.

Background

New York's Paid Family Leave ("PFL") program provides wage replacement to employees who take leave to bond with a child, care for a close relative with a serious health condition, or relieve family

pressures when a family member is called to active military service. The program is administered by Bard's disability insurance carrier.

While on PFL, employees covered by employer-provided health insurance will retain their coverage, but must continue to pay their own portion of the premium. Following PFL, qualified employees are generally able to return to their job (reinstatement).

Bard College's HR team will separately communicate details explaining the specific payment obligations required to keep health coverage benefits in place during the approved leave period.

Eligibility

Employees with a regular schedule of 20 or more hours per week are eligible for PFL after 26 weeks of continuous employment.

Employees with a regular schedule of less than 20 hours per week are eligible for PFL after 175 days of active employment.

Employees do not have to take all of their sick leave and/or vacation before using paid family leave. An employer may permit employees to use sick or vacation leave for full pay, but may not require employees to use available sick or vacation leave prior to or concurrent with taking NYPFL.

An employee's own illness is **not** covered by the Paid Family Leave Law; rather, the employee must use Short-Term Disability, unpaid leave under the Family Medical Leave Act (if eligible), and/or earned/available sick or PTO time. If an employee needs to combine the Paid Family Leave to care for a close relative, and Short-Term Disability to care for themselves, the employee will only have a total of 26 weeks of paid leave available to them in one calendar year under both of these benefits.

For additional information, please contact the Human Resources Department.

Use of College Property

All College property—including, but not limited to, desks, storage areas, work areas, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles—must be used properly and maintained in good working order. Employees who lose, misappropriate, or misuse College property may be personally liable for the replacement or repair of the item and may be subject to discipline, up to and including discharge.

The College reserves the right, at all times and without prior notice, to inspect and search any and all of its property to determine whether any College policy has been violated, or when necessary for purposes of promoting safety in the workplace or compliance with applicable law. These inspections may be conducted during or after business hours and in the presence or absence of the employee.

Use of Phone and Mail Systems

Employees should limit incoming and outgoing local personal telephone calls to your free periods (break and lunch). Employees should practice discretion when making local personal calls and may be required to reimburse Bard College for any charges resulting from their personal use of the telephone or business supplied cell phone, if applicable.

The use of Bard College's pre-paid postage and/or stamps for personal correspondence is not permitted.

Educational Benefits

Bard College will provide educational assistance to all regular benefit-eligible employees, full-time and part-time employees working a minimum of 1300 hours per year, who have completed at least 6 months of satisfactory service. Eligible employees may take up to two courses per semester, for credit or as auditors, in the Bard College undergraduate program without charge provided that space is available after all paying students have registered. Regular tuition is charged for courses taken in the graduate programs. To maintain eligibility employees must remain on the active payroll and be performing their job satisfactorily through completion of each course. Spouses of all employees are welcome to enroll in undergraduate and graduate programs at regular tuition rates.

Employees must receive their manager's approval for any absences from work to attend classes. Employees are expected to make up any work hours missed due to their enrollment in any undergraduate & graduate classes. Permission forms are available from the Office of Human Resources in order to participate in courses.

Tuition Remission

After one complete year of service, benefit eligible employees may apply to enroll their dependent children at the college and Simon's Rock undergraduate programs as part-time or full-time students. To qualify as "dependents," employee's children must be of college age, unmarried and have no dependents of their own. Dependents are expected to meet the same selectivity standards of admission as all other students. All available financial aid sources must be sought and it is the responsibility of the employee to secure these funds when available. Remaining tuition costs are waived. Fees for room, board, books, lab, application fees and other student fees are the responsibility of the dependent or the employee. Dependents should apply through the Admission Office, and eligibility will be confirmed through the Office of Human Resources once the dependent has been accepted.

Tuition Exchange

Bard College participates in a tuition exchange scholarship program with other member institutions across the country. After three years of continuous employment, benefit-eligible employees may apply to enroll dependents to receive tuition assistance or waiver for undergraduate programs at participating institutions. To qualify as "dependents," employees' children must be of college age, unmarried and have no

dependents of their own. These scholarships should not be considered a fringe benefit. The scholarships are competitive awards and family members eligible for the program are not guaranteed an award.

Applications open each November through February. Contact the Office of Human Resources for applications, and visit <http://www.tuitionexchange.org> for participating schools.

Abigail Lundquist Botstein Nursery School

Benefit eligible employees may enroll dependent children, age three to five, in the Abigail Lundquist Botstein Nursery School, located on the campus. The school operates from September through May. A fee may or may not be assessed based on the specific hours of need requested by the parent/guardian. Space is limited and is subject to the terms and conditions specified in the policies of our Nursery School program. Interested employees should contact the Nursery School Director at ext. 7480 for enrollment information.

The Children's Center

In addition to the Abigail Lundquist Botstein Nursery School, the campus offers the young children of the Bard Community the Bard College Children's Center. The Children's Center is intended to help parents meet their needs for child-care during working hours throughout the year. The center operates through a charged tuition and fund-raising. Contact should be made directly to the Children's Center Director for fee specifics and scheduling availability