Core Faculty
(Faculty in the Union)
Handbook
2017-2018
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- Academic Supervisor’s Recommendation
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- Rank and Promotion Timeline 2017-2018
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INTRODUCTION

Welcome to the 2017-2018 Academic Year. This Core Faculty (union) Handbook provides a range of policies, resources, and processes that support faculty teaching, service, and scholarship. It will answer many of your questions, and alert you to dates, requirements, and opportunities for your professional growth.

Best wishes for a successful and meaningful year!

Amy Rutstein-Riley, PhD., MPH
Dean of Faculty & Associate Professor
Center for Teaching, Learning, and Scholarship

PURPOSE OF THE HANDBOOK

The Office of the Provost maintains the Faculty Handbook. It is offered as a resource for core faculty members who teach at Lesley University. The Handbook provides general guidance with regard to many university policies, including conduct policies, academic policies, and employment policies.

The Handbook also offers information of particular interest to full-time and pro-rata core faculty members, including information about faculty governance, faculty rank and promotion procedures, and faculty development opportunities.

Faculty members are reminded that both they and the University have other rights and responsibilities as set forth in the Employee Handbook. We hope that you will familiarize yourself with the contents of this handbook as well as the Employee Handbook.

The Handbook does not alter, augment, or create a different contract of employment other than what the faculty member and Lesley University have specifically agreed to and memorialized in writing. This handbook does not confer enforceable rights to any faculty member. Lesley retains the exclusive rights to change the contents of this Handbook periodically and unilaterally. When changes do occur, the Office of the Provost will make every effort to update the web site https://www.lesley.edu/faculty-staff but faculty should check it regularly for information. We also invite you to visit the Human Resources page to stay informed about developments affecting Lesley University employees.

The Office of the Provost and other offices at the university send important information, including updates to this Handbook, by email to faculty’s Lesley email address. All faculty members must check their Lesley email accounts on a regular basis.

MISSION AND VALUES STATEMENTS

Lesley University engages students in transformative education, through active learning, scholarly research, diverse forms of artistic expression, and the integration of rigorous academics with practical, professional experience, leading to meaningful careers and continuing lifelong learning. Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world.

Core Values

**Inquiry:** Lesley University is devoted to academic excellence through active teaching, engaged learning, and individual student development. We design and deliver innovative, interdisciplinary academic programs that value inspired teachers, curious learners, relevant scholarship, and real-life application.

**Community:** Learning is an individual and collective endeavor that involves students, educators, families, and communities. We believe in the power of collaboration and its impact on personal and social development.
**Diversity**: Our community respects, values, and benefits from the individual, demographic and cultural differences of our students, faculty, and staff. As an academic community, our creativity, critical thinking, and problem-solving approaches are shaped by this diversity. Through their varied learning experiences, Lesley students develop the tools to effectively interact with diverse populations and strive for social justice and equity.

**Citizenship**: Higher educational institutions have a responsibility prepare their graduates to participate in the cultural, political and economic life of their community, nation and world. This democratic ideal is reflected in Lesley’s academic environment that encourages scholarship, freedom of expression, and the open exchange of ideas.

[Mission statement Revised April 25, 2013]

**DIVERSITY INITIATIVE**

**Diversity and Inclusion**

The mission of the Lesley University Diversity Council is to cultivate a learning environment, in all our programs, which acknowledges and appreciates the inherent worth and dignity of every person. We foster sensitivity and mutual respect among members of the Lesley community, and offer encouragement and support so that all individuals can strive to reach their full potential. At the heart of our mission is a commitment to social justice for all. To this end, we are dedicated to the honoring and understanding of differences in all their dimensions. We believe in leveraging these differences by addressing constructs of power and privilege which often result in oppression, marginalization, and discrimination. Our work focuses on retention efforts of students, faculty, and staff that support and encourage the creation of a diverse community. We devote our efforts to inspiring and maintaining a college environment that embodies the positive attributes of a civil and just society.

**LESLEY UNIVERSITY HISTORY**

Lesley University began in 1909 as the Lesley School to train young women to become kindergarten teachers. In 1941, the School was incorporated as Lesley College, a non-profit institution of higher education. The College offered programs leading to the bachelor’s degree, and was granted authority to award the master’s degree in 1953 and the Certificate of Advanced Graduate Studies in 1976. In 1986, the College received approval from the Massachusetts Board of Regents to award the Ph.D. degree. In 1999, Lesley acquired The Art Institute of Boston. In 2000, Lesley changed its name to Lesley University. In 2004, the University’s Board of Trustees approved the decision to make Lesley College co-educational.

Since its origins, Lesley University has been a leader and innovator in educating students for the professions that serve people. Through its four academic units – the College of Liberal Arts and Sciences, the Graduate School of Arts and Social Sciences, the Graduate School of Education, and the Lesley University College of Art and Design – the University offers a wide array of professional training in degree programs in the fields of education, human services, management, environmental studies, and the arts. All four schools share a common commitment to quality, to innovation, and to the integration of theory with practice.

**INFORMATION**

**ACADEMIC CALENDAR**

http://www.lesley.edu/academic-calendars/

The Academic Calendar includes dates pertaining to the starting and ending date of classes, holidays, and grades due dates.

**HOLIDAYS**

The following holidays are observed and administrative offices are closed:

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<th>Holiday</th>
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<tr>
<td>Labor Day</td>
<td>September 4</td>
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Fall Weekend  October 9
Veterans Day  November 10
Thanksgiving Recess  November 22 – November 26  Admin offices close at noon on Wed.
Winter Break  December 22 - January 1  Admin offices close at noon on Wed.
Martin Luther King Day  January 15
Presidents Day  February 19
Commencement  May 19
Memorial Day  May 28
Independence Day  July 4

CONTACT NUMBERS

Campus Contact Information
University Switchboard (Cambridge)  (617) 868-9600
School offices are open from 9:00 a.m. to 5:00 p.m., Monday through Friday, excluding University holidays.
All faculty and students are welcome to use the main toll-free number to reach Lesley University. To access an
individual extension, dial (800) 999-1959 and enter the four-digit extension when prompted. Locally, dial (617) 349-
followed by the four-digit extension.

School Deans
College of Art and Design: Dean Richard Zauft  (617) 349-8001
College of Liberal Arts and Sciences: Dean Steven Shapiro  (617) 349-8458
Graduate School of Arts and Social Sciences: Dean David Katz  (617) 349-8317
Graduate School of Education: Dean Jonathon Gillette  (617) 349-8401
Student Life and Academic Development: Dean Nathaniel Mays  (617) 349-8539

Center for the Adult Learner
Assistant Vice President: Jennifer Serowick  (617) 349-8651

College of Art and Design
Associate Dean: Kristina Lamour Sansone  (617) 349-8018
Animation & Motion Media/Digital Filmmaking: Matt Nash  (617) 349-8044
Integrated Studies: Stuart Steck  (617) 349-8097
Design: Heather Shaw  (617) 349-8066
Foundation/ Fine Arts: Matthew Cherry  (617) 349-8004
Illustration: Keith MacLelland  (617) 349-8085
MFA (Visual Arts): Interim Ben Sloat  (617) 349-8016
MFA (Photography): Christopher James  (617) 349-8084
Photography: Christine Collins  (617) 349-8047

College of Liberal Arts and Sciences
Associate Dean: Diana Direiter  (617) 349-8970
Business Management: Jonathan Jefferson  (617) 349-8621
Education: Mary Beth Lawton  (617) 349-8928
Humanities: Christine Evans  (617) 349-8959
Natural Science & Mathematics: David Morimoto  (617) 349-8226
Psychology & Applied Therapies: Katherine Barone  (617) 349-8159
Social Sciences:
  Josh Baldwin  (617) 349-8275
  Leela Tanikella  (617) 349-8229
Graduate School of Arts and Social Sciences
Associate Dean: Sandra Walker      (617)349-8449
Counseling and Psychology: Sydney Trantham   (617) 349-8336
Expressive Therapies: Interim Michaela Kirby (617) 349-8682
Global Interdisciplinary Studies: Meenakshi Chhabra (617) 349-8329
Mindfulness: Nancy Waring        (617) 349-8818
MFA- Creative Writing: Stephen Haven (617) 349-8357

Graduate School of Education
Associate Dean: Patricia Crain de Galarce (617) 349-8577
Associate Dean: Valerie Shinas            (617) 349-8385
Chair, Creative Arts in Learning: Maureen Creegan-Quinquis (617) 349-8233
Ph.D. in Educational Studies Programs: Brenda Matthis   (617) 349-8443
Chair, Science, Technology, Engineering, & Math: Lorraine Greenfield (617) 349-8574

LESLEY UNIVERSITY BLOCK SCHEDULE
See chart on next page.
Lesley University Block Schedule

Capacity Per Classroom: 21 Courses
Overall Cambridge Capacity (All Classroom): 1,176 Courses
UG - 12 Courses; (3) Courses Meeting MW for 75 Minutes, (3) Courses Meeting TF for 75 Minutes, (2) Courses Meeting TR for 150 Minutes, (1) Admin / Staff Activity 15k
= or 1/2 of (1) 150 Minute course with (2) 75 Minute Courses
GIS D - (3) Courses Meeting One Evening Per Week for 150 Minutes (or 75 Minutes with on line component), (1) Course Meeting FSSU
Optional (15) Graduate level courses meeting one time per week on a space available only basis

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<tr>
<td>Campus Bookstore</td>
<td>617-349-8875</td>
<td><a href="mailto:bookstore@lesley.edu">bookstore@lesley.edu</a></td>
<td><a href="http://lesley.bncollege.com/">http://lesley.bncollege.com/</a></td>
</tr>
<tr>
<td>Career Resource Center</td>
<td>617-349-8550</td>
<td><a href="mailto:crcjobs@lesley.edu">crcjobs@lesley.edu</a></td>
<td><a href="http://www.lesley.edu/career-resource-center/">http://www.lesley.edu/career-resource-center/</a></td>
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<tr>
<td>Center for Academic Achievement</td>
<td>617.349.8459</td>
<td><a href="mailto:caa@lesley.edu">caa@lesley.edu</a></td>
<td><a href="http://www.lesley.edu/academic-achievement/">http://www.lesley.edu/academic-achievement/</a></td>
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<td>Center for the Adult Learner</td>
<td>617-349-8482</td>
<td><a href="mailto:lcal@lesley.edu">lcal@lesley.edu</a></td>
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<td>Certification Office</td>
<td>617.349.8427</td>
<td><a href="mailto:cert_off@lesley.edu">cert_off@lesley.edu</a></td>
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<td>College of Art &amp; Design</td>
<td>617.349.8800</td>
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<td>Counseling Center</td>
<td>617.349.8545</td>
<td><a href="mailto:counsel@lesley.edu">counsel@lesley.edu</a></td>
<td>Counseling Center</td>
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<tr>
<td>Disability Services</td>
<td>617.349.8572</td>
<td><a href="mailto:access@lesley.edu">access@lesley.edu</a></td>
<td>Disability Services</td>
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<tr>
<td>eLearning &amp; Instructional Support</td>
<td>617-349-8960</td>
<td><a href="mailto:eLIS@lesley.edu">eLIS@lesley.edu</a></td>
<td>eLIS</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>617.349.8581</td>
<td><a href="mailto:finaid@lesley.edu">finaid@lesley.edu</a></td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>Graduate and Adult Bachelor Admissions</td>
<td>617.349.8300</td>
<td><a href="mailto:info@lesley.edu">info@lesley.edu</a></td>
<td>Graduate and Adult Bachelor Admissions</td>
</tr>
<tr>
<td>Graduate School of Arts and Social Sciences</td>
<td>617-349-8300</td>
<td></td>
<td>GSASS</td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td>617-349-8393</td>
<td></td>
<td>GSOE</td>
</tr>
<tr>
<td>Immunizations Office</td>
<td>617.349.8222;  617.349.8543</td>
<td><a href="mailto:vdelani@lesley.edu">vdelani@lesley.edu</a>;</td>
<td>Health Services</td>
</tr>
<tr>
<td>Information Technology</td>
<td>617-349-8770</td>
<td><a href="mailto:it@lesley.edu">it@lesley.edu</a></td>
<td>Information Technology</td>
</tr>
<tr>
<td>International Student Services</td>
<td>617-349-8542</td>
<td><a href="mailto:iss@lesley.edu">iss@lesley.edu</a></td>
<td>International Student Services</td>
</tr>
<tr>
<td>Lesley Card Office (ID’s/Door Access)</td>
<td>617.349.8825</td>
<td><a href="mailto:lesleycard@lesley.edu">lesleycard@lesley.edu</a></td>
<td>Lesley Card Office</td>
</tr>
<tr>
<td>Lesley CashLynx Account (Domestic; International)</td>
<td>888-841-3340; 1.267.327.4699</td>
<td><a href="mailto:mycard@lesleycard.com">mycard@lesleycard.com</a></td>
<td>Lesley CashLynx</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>617.349.8740</td>
<td><a href="mailto:registrar@lesley.edu">registrar@lesley.edu</a></td>
<td>Registrar</td>
</tr>
<tr>
<td>Public Safety</td>
<td>617.349.8888</td>
<td><a href="mailto:publicsafety@lesley.edu">publicsafety@lesley.edu</a></td>
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</tr>
<tr>
<td>Sherrill Library</td>
<td>617.349.8850</td>
<td><a href="mailto:library@lesley.edu">library@lesley.edu</a></td>
<td>Sherrill Library</td>
</tr>
<tr>
<td>Student Accounts Office</td>
<td>617.349.8760</td>
<td><a href="mailto:studentaccounts@lesley.edu">studentaccounts@lesley.edu</a></td>
<td>Student Accounts</td>
</tr>
<tr>
<td>Student Life and Academic Development and Interim Title IX Coordinator</td>
<td>617-349-8539</td>
<td><a href="mailto:dsa@lesley.edu">dsa@lesley.edu</a></td>
<td>Student Life</td>
</tr>
</tbody>
</table>
UNIVERSITY POLICIES

ACCEPTABLE USE OF TECHNOLOGY POLICY

ALCOHOL USE FOR LESLEY UNIVERSITY EVENTS

All members of the Lesley community are expected to abide by the Lesley Alcohol Use Policy for University events as well as Massachusetts or other applicable laws governing the legal drinking age of 21 and the sale, purchase, and serving of alcoholic beverages. Violations of this policy will be handled through the procedures set forth in the Community Standards of Conduct.

Specific Policy Guidelines

No alcoholic beverages may be served at any Lesley-sponsored or supported activity, on- or off-campus, at which the majority of attendees are expected to be individuals under 21 years of age. Individuals sponsoring an event are responsible for insuring that all city, state, federal, and campus regulations concerning the use of alcohol are observed.

Alcohol may be served at Lesley-sponsored functions, either on- or off-campus, where the majority of the attendees are expected to be individuals over 21 years of age within the following guidelines:

Groups that intend to serve alcohol at Lesley-sponsored or supported functions, either on- or off-campus, must register the event with and obtain permission from the Vice President for Finance.

A bartender must be hired to serve all alcoholic beverages at any Lesley-sponsored event. Individuals may be required to show proper identification before being served.

Sponsors of the event accept responsibility for:

Identifying all persons not of drinking age and insuring that these individuals are not served.

Insuring that non-alcoholic beverages are available as well as readily available food.

Insuring that alcohol is not served to any person who is intoxicated.

The consumption of alcoholic beverages is only permitted within the approved area designated for the event.

No social event shall include any form of drinking contest in its activities or promotion.

Advertisement of any Lesley University event where alcoholic beverages are served shall note the availability of non-alcoholic beverages as prominently as alcohol. Alcohol should not be used as an inducement to participate in a campus event.
Lesley University acknowledges the import of intellectual property ownership. As such, this Policy clarifies the ambiguities surrounding intellectual property ownership and details those rights the University and its faculty, staff, and students hold.

This Policy applies to all faculty, staff, and students of Lesley University. Compliance with the terms of this Policy is a condition of employment for University faculty and staff and of enrollment for University students. The Lesley University Policy on Ownership of Intellectual Property: Questions and Answers supplements this Policy. Faculty, staff, and students are strongly encouraged to refer to these two documents frequently.

This Policy does not address the use of copyrighted works. A separate policy, the Lesley University Policy on Use of Copyrighted Works, addresses this issue. Also, this policy does not apply to any intellectual property created before someone becomes affiliated with Lesley University. Finally, any approved written contract will supersede the terms of this Policy when necessary to facilitate a partnership, and the Chief Academic Officer must approve all such contracts. Lesley University highly recommends that all faculty, staff, and students contract with all co-authors and/or external sponsors, before the creation of a work, regarding intellectual property ownership.

**Statement of Principles**

Lesley University is dedicated to academic freedom as a means to scholarly inquiry and academic production. As such, Lesley University encourages its faculty, staff, and students to create intellectual property and rewards them by recognizing their rights. The Lesley University Policy on Ownership of Intellectual Property maintains the traditional norms that foster scholarly inquiry and academic production, allowing authors to retain ownership in their intellectual property unless Lesley University has invested substantial resources or otherwise merits ownership of the intellectual property.

**Definitions**

**Author** – Anyone who offers a substantial intellectual contribution to the creation of intellectual property

**Intellectual property** – The copyrightable works (i.e., original works of authorship fixed in tangible mediums of expression, which include documents in digital form) or patentable works created by faculty, staff, and student authors

**Administrative works** – Original works created mostly by staff, but sometimes by faculty and students, that do not constitute pedagogical or scholarly and artistic works (e.g., memoranda, reports)
**Commissioned works** – Administrative, pedagogical, or scholarly and artistic works specially ordered by the University and contractually described as commissioned works

**Pedagogical works** – Original works created predominately by faculty, but sometimes by staff and students, to facilitate their teaching duties (e.g., syllabi, curriculum surveys, etc.)

**Scholarly and artistic works** – Original works created by faculty, staff, and students, derived from their academic research or artistic talent, and related to the faculty and staff’s employment or the student’s coursework. [If faculty and staff or students create un-commissioned intellectual property outside their academic fields or independent of their classes, respectively, then this policy does not apply because it is assumed that Lesley University has provided no resources.]

**Sponsored works** – Administrative, pedagogical, or scholarly and artistic works created using substantial University resources

**Works made for hire** – Works created by faculty, staff, or students within the scope of their employment and regardless of whether Lesley University has issued separate payment (e.g., administrative works, commissioned works, sponsored works, curriculum surveys)

**Rights** – Includes intellectual property rights and use rights

**Intellectual property rights** – The full panoply of rights legislatively granted to authors. Whoever retains the intellectual property rights owns the intellectual property.

**Use rights** – The specific rights this Policy reserves to the University, faculty, staff, or students when so specified

**University use rights** – To archive and to make and/or limitedly distribute representational reproductions of faculty and/or student-owned intellectual property for noncommercial and educational purposes (e.g., admission catalogs, accreditation)

**Faculty use rights** – To reproduce and/or distribute their own intellectual property and/or to make and/or limitedly distribute representational reproductions of their Lesley University students’ intellectual property for noncommercial and educational purposes

**Staff and student use rights** – To reproduce and/or distribute their own intellectual property for noncommercial and educational purposes (e.g., portfolios)

**University resources** – Describes the University’s investment in the intellectual property

**Normal University resources** – Includes access to an office space, a laboratory, a computer and University-purchased and supported software or licenses, laboratory equipment, and library resources. Normal University resources also include sabbaticals and other normal means of professional development (e.g., conferences).

**Substantial University resources** – Includes all resources not customarily provided (e.g., support staff hired to create intellectual property, additional funding)

**Copyright Ownership**

Lesley University recognizes that, generally, authors retain copyright ownership in their intellectual property, but Lesley University does assert copyright ownership in all works made for hire.

**Administrative works** – Lesley University hires and requires staff to create administrative works. Therefore, administrative works constitute works made for hire, and Lesley University asserts copyright ownership in all administrative works. While most administrative works are staff-authored, Lesley University asserts copyright ownership irrespective of whether faculty, staff, or students create administrative works.

**Commissioned works** – When Lesley University commissions a work, but before the author creates the work, Lesley University and the author must contractually describe who owns the copyright. In the absence of a written agreement, the author retains copyright ownership.
**Pedagogical works** – Substantial use governs copyright ownership of un-commissioned pedagogical works. Lesley University will assert copyright ownership in all pedagogical works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:

Regardless of substantial use, Lesley University will assert copyright ownership in all curriculum surveys created during the author’s employment at Lesley University.

In determining whether faculty, staff, and students have used substantial University resources to create pedagogical works, Lesley University recognizes that, while not determinative, the creation of new distance education materials are more likely to constitute sponsored works than materials prepared for a traditional classroom setting. This qualification applies to the creation of new pedagogical works but not to existing pedagogical materials placed online for the first time.

Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.

Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other non-profit educational institutions, all pedagogical works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.

Faculty, staff, and students may commercialize their own pedagogical works if Lesley University has not asserted copyright ownership, with the exception that they may not sell their courses to other academic institutions without Lesley University’s consent. The Chief Academic Officer must provide consent, and Lesley University is entitled to 50% of the royalties unless otherwise contracted.

**Scholarly and Artistic Works** – Substantial use governs copyright ownership of un-commissioned scholarly and artistic works. Lesley University will assert copyright ownership in all scholarly and artistic works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:

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Faculty, staff, and students may commercialize their own scholarly and artistic works if Lesley University has not asserted copyright ownership.

**The Lesley University Trademark**

Faculty, staff, and students may not associate Lesley University’s name with their pedagogical or scholarly and artistic works, except to identify themselves as Lesley University faculty, staff, or students.
**Patent Ownership**

When a faculty, staff, or student believes that he or she is producing a patentable work and if the work relates to the faculty and staff’s employment or the student’s coursework, then he or she must report this work to the Chief Academic Officer. If Lesley University decides to pursue patent protection for the work within one year, the faculty, staff, or student must assist Lesley University in seeking patent protection. Lesley University will assume all costs, but the faculty, staff, or student must assign all patent rights to Lesley University. Nonetheless, the faculty, staff, or student is entitled to 50% of the royalties unless otherwise contracted. If Lesley University decides not to pursue patent protection for the work, the author remains free to pursue patent protection and shall retain all royalties there from.

**University Responsibilities**

When Lesley University asserts ownership in intellectual property, Lesley University assumes responsibility for protecting its own intellectual property rights.

**Faculty, Staff, and Student Responsibilities**

When faculty, staff, or students retain ownership in their intellectual property, they retain responsibility for protecting their own intellectual property rights.

If Lesley University faculty, staff, or students have any questions regarding whether Lesley University may assert ownership in their intellectual property, it is their responsibility to clarify ownership with the Chief Academic Officer. If ambiguities exist, especially concerning substantial use, it is the responsibility of the author to request a written contract regarding ownership before he or she creates the work.

**PRIVACY POLICY**

**PROHIBITION OF EMPLOYMENT OF STUDENTS FOR NON-ACADEMIC PURPOSES**

(Revised – August, 2009)

Lesley University aims to foster close academic relationships between students and professors and as such, students are encouraged to work with their professors on academic projects. Students are prohibited from working for a professor from their department in a non-academic capacity.

Professors may want to utilize the resources of the University community to get help with non-academic work such as yard work or babysitting. The Career Resource Center of the University has a posting system for employment opportunities which allows students to see non-academic work opportunities posted by members of the faculty and staff of the University.

Current students may not pursue non-academic positions with faculty they have had or are likely to have in the future.

Students or professors found in violation of this policy will face appropriate disciplinary action.

Program or Division Directors who observe possible conflict with this policy should discuss their concerns with the Dean of their school, the Provost, and/or the General Counsel.

**PROHIBITION OF FACULTY PROVIDING STUDENT MENTAL HEALTH COUNSELING POLICY**

(Revised September 2017)
(Revised – August 2009)

Although close academic relationships are encouraged between students and professors, students are forbidden from obtaining therapy from Lesley University faculty trained in counseling, including core and adjunct faculty. For
the safety and wellbeing of its students, the University must ensure that students of the University only seek counseling through the Student Counseling Center or other, independent professionals.

If in the course of the student-professor relationship it becomes clear that the student is relying on the professor for more than academic support, career advice, or other guidance common to student-academic relationships, the professor shall refer the student to the Student Counseling Center or other independent counseling. This is for the student’s own mental wellbeing as well as to prevent the University or professor from facing liability.

Professors who face ambiguous situations should speak with their supervisors or General Counsel to the University.

PROHIBITION OF WEAPONS POLICY

SAFETY ON CAMPUS
See Section 7.1 at page 151

SMOKE-FREE ENVIRONMENT

DRUGS AND ALCOHOL POLICY
See Section 2.29 at page 86

SUSTAINABILITY STATEMENT

TRAVEL POLICIES AND PROCEDURES

UNEQUAL CONSENSUAL RELATIONSHIPS

UNIVERSITY TECHNOLOGY STANDARDS
(Revised - August, 2014)
(Revised – October 2017)

Lesley University is committed to utilizing technology to enable and enhance academic and administrative services across the University. Students, faculty and staff are expected to have or develop with the support of the University the skills necessary to effectively utilize the technology provided by the University while adhering to the Acceptable Use of Technology and Data Security policies respectively.

Students, faculty and staff will become proficient in and have efficient access to the use of the myLesley university portal and the university's website as well as its associated resources as tools to access and share information, communicate academically and administratively, collaborate across a variety of populations and to build community across Lesley University. The current commonly utilized technology resources include library resources, Office 365 for email and file sharing, online technical knowledgebase, and web browsing software for accessing myLesley. In addition, the school, program, course or department may identify additional technical proficiencies and hardware requirements for groups or specific positions.

USE OF DRONE AND OTHER UN-MANNED AIRCRAFT
See Section 2.33 at page 91
ACADEMIC FREEDOM STATEMENT

Approved by Board of Trustees, December 17, 1997
Approved by Academic Affairs Committee, November 5, 1997
Approved by Faculty Assembly, May 20, 1997
Revised February 2002

Academic freedom is essential in institutions of higher education. It is the freedom to engage in teaching, research, scholarship, or other creative work as the basis for expanding knowledge, promulgating research findings, and teaching and learning in an atmosphere of free inquiry and expression.

The rights of faculty and students to academic freedom carry with them duties and responsibilities. Faculty and students are entitled to freedom of inquiry and discussion in teaching and learning; freedom of investigation in research; and freedom of publication regarding research, scholarship, and creative work. Since discussing different points of view is an essential aspect of free academic inquiry and teaching, it is appropriate for faculty to incorporate both their knowledge and beliefs into their teaching. Concomitant with these freedoms must be a commitment to accuracy and integrity.

Faculty members are private citizens, professionals, and members of an educational institution. Faculty, recognizing that the public may judge an institution by their utterances, should indicate when they are speaking as official representatives of the University.

ACADEMIC INTEGRITY STATEMENT

Approved by Board of Trustees, December 17, 1997
Approved by Academic Affairs Committee, November 5, 1997
Approved by Faculty Assembly, May 20, 1997
Revised by FAAP and AAC, May 2009

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Faculty members are private citizens, professionals, and members if an educational institution. Faculty, recognizing that the public may judge an institution by their utterances, should indicate when they are speaking as official representatives of the University.

ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy applies to all graduate and undergraduate students enrolled at Lesley University in, including but not limited to, courses, practica, seminars, studio courses, field placements and institutes as well as participating in other educational experiences.

Statement of Principles

Academic honesty and integrity are essential to the existence and growth of an academic community. Every member of the Lesley community is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lesley University.

A commitment to preserving and encouraging high standards of academic honesty may be demonstrated in many ways. At a minimum, each member of the Lesley community is charged with honoring and upholding the University’s policies and procedures governing academic integrity as set forth below.

Prohibited Conduct

No Lesley student shall knowingly perform, attempt to perform, or assist another in performing in any act of academic dishonesty. The term “knowingly” means that the student knows that the academic work involved will be submitted for academic credit or advancement. It is still an act of academic dishonesty even if the student is not clear that the particular act was a violation of the University’s Academic Integrity Policy. See section VI for examples of academic dishonesty.

Visiting Students

The Lesley University Academic Integrity Policy applies to students from other institutions enrolled at Lesley University in, including but not limited to, courses, practica, seminars, field placements and institutes as well as participating in other educational experiences. When a visiting student is found to have violated Lesley’s Academic Integrity Policy, Lesley may notify the student’s permanent institution.

Student Responsibility

Students are full members of the academic community and, as such, are obligated to uphold the University’s standards for academic integrity. Students should take an active role in encouraging others to respect these standards. Upon enrollment, each Lesley student is automatically subject to the requirements and standards of the Academic Integrity Policy and each student has a duty to become familiar with it. Ignorance of what constitutes an act of academic dishonesty cannot be used as a defense when facing a charge of academic dishonesty.

Students are responsible for learning how to document sources and what constitutes plagiarism. Lesley faculty and the staff of the Center for Academic Achievement can provide help in understanding acceptable models for academic research. When in doubt about the proper use of source material, students are expected to seek guidance. Students should also seek assistance by using the library self-service portal at http://research.lesley.edu/selfservice. Every student should keep notes, rough drafts, sketches, and a copy of each finished paper. If a student wishes to submit one piece of work for more than one course, s/he must request and receive written permission to do so from all instructors in the courses involved.

Any student who has direct knowledge and/or evidence of academic dishonesty by another student should meet with the faculty member responsible for that course, the Dean’s designee of the student’s School, or a member of the Committee on Academic Integrity in the student’s school.

Faculty Responsibility
Lesley faculty are responsible for setting academic standards, for awarding academic credit, and for conferring degrees when those standards are met. Inherent in these responsibilities is a duty to preserve and transmit the values of academic integrity through example in their own academic pursuits and through the learning environment that faculty create for students. The University expects that its faculty will instill a respect for academic integrity and will take measures to discourage academic dishonesty. (See Advice to Faculty at the end of this Policy.)

All faculty members are expected to follow the policies stated in this Policy when academic dishonesty is suspected. Every member of the Lesley faculty, must ensure that student work submitted to them for academic credit is authentic as well as consistent with established academic standards. The conferring of a grade in a student’s work includes judgment by the faculty member that the student’s work is free from academic dishonesty. Grades may be adversely affected by academic dishonesty.

Faculty are strongly encouraged to talk with their immediate supervisor and/or Dean’s designee responsible for implementation of the policy whenever they have questions about a student’s work or the terms of this Policy.

**Examples of Acts of Academic Dishonesty**

Academic dishonesty comes in many forms. Academic dishonesty includes, but is not limited to, taking or attempting to take any of the following actions. The following list is not meant to be exhaustive and a student may be charged and found guilty of violating the University’s Academic Integrity Policy for an offense not enumerated below.

**Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or any academic resource materials, or student work.

**Examples:** Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so that others may not use them; destroying computer programs or files; stealing, destroying or sabotaging another student’s academic work, computer software, computer programs, or experiments.

**Cheating:** Use and/or solicitation of use if unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

Examples: Copying from another’s paper, or receiving unauthorized assistance, such as texting, during a quiz or examination; copying reports, laboratory work, computer programs or files; soliciting and/or sending a substitute to take an examination; unauthorized collaboration on a take-home exam.

**Complicity/Unauthorized Assistance:** Intentionally or knowingly permitting to attempting to permit another to commit an act of academic dishonesty. Giving or receiving assistance in connection with any examination or any other academic work that has not been authorized by a faculty member.

**Note:** During examinations, quizzes, lab work and similar activities, students are to assume that any assistance (books, notes, calculators, digital devices, conversations with others) is unauthorized unless a faculty member has specifically authorized it.

**Examples:** Knowingly allowing another to see or copy from a student’s paper, or through text messaging, during an examination; giving or receiving answers to an examination scheduled for a later time; completing academic work for another or allowing another to complete an academic exercise for the student; collaborating on an academic work knowing that the collaboration is not authorized; submitting a group assignment or allowing that assignment to be submitted representing that the project is the work of all the members when less than all of the members assisted in its preparation.

**Fabrication and Falsification:** Falsification is a matter of altering information; fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

**Examples:** Inventing or altering data or research results; fabricating research processes to make it appear that the results of one process are actually the results of several processes; false citation of a source;
falsifying attendance records in class or at practicum or internship sites for the student at issue or someone else; having another falsely record attendance on a student’s behalf; falsifying material relating to course resignation or grades; falsification; forgery, or misrepresentation of academic records or documents including admissions materials, transcripts and/or practicum or internship documentation; communication of false or misleading statements to obtain an academic advantage or to avoid academic penalty.

**Lying/Tampering/Theft:** Giving false information in connection with the performance of any academic work or in connection with any proceeding under this Policy.

**Example:** Giving false reasons (in advance or after the fact) for failure to complete academic work or to attend an examination; altering academic work after it has been submitted and seeking a re-grading as if it were original work submitted; damaging computer equipment or programs in order to prevent the evaluation of academic work; giving false information or testimony in connection with an investigation or hearing under this Policy; any unauthorized removal or inspection of material related to academic work (exams, grade records, forms, data, answers) from a faculty member’s office or computer.

**Multiple Submissions:** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without prior written authorization.

**Examples:** Submitting the same paper for credit in two courses without both instructors’ prior permission; making minor revisions in a paper of report (including oral presentations) and submitting it again is if it were new work.

**Plagiarism:** Presenting the work of another as one’s own (i.e., without proper acknowledgment of the sources.) Plagiarism may occur in verbal, written, or creative production formats.

It is recognized that appropriation and overt references to other artworks are legitimate practices in contemporary art, and that the generic distinction between such creative strategies and plagiarism can become indeterminate. Therefore, allegations of plagiarism in the studio areas will be evaluated on a case-by-case basis. In case of such a controversy, the decision of the Academic Integrity Committee will be deemed final.

**Examples:** Utilizing a commercial writing service; obtaining and submitting papers done by another as one’s own work; using facts, figures, graphs, charts or other information without acknowledgement of the source; copying work found on the internet and submitting it as one’s own.

**Sanctions for Academic Dishonesty**

All acts of academic dishonesty diminish the integrity of the University and will be addressed accordingly. Lesley reserves the right to impose any sanction for academic dishonesty that, in its discretion, it finds to be fair and appropriate. Sanctions may include, but are not limited to any one of the following or a combination of the following:

- Formal warning/censure/academic alert;
- Reduced grade including a failing grade for the assignment;
- Reduced grade including a failing grade for the entire course;
- Forfeiture of student leadership positions, and/or restrictions on participation in University activities;
- Academic probation;
- Suspension;
- Expulsion from the University.

Warning or censure consists of a written reprimand for violation of acceptable standards of academic conduct. This action takes formal notice of the student’s academic misconduct and provides a formal warning that a further act of academic misconduct will result in far more severe action. Censure shall not be noted in a student’s transcript, but shall be noted in files of the Dean’s office.
In appropriate cases, a student may be allowed to perform community service as part of a sanction imposed under this Policy. In the event that a student accepts a community service alternative, the Dean of the student’s School shall approve the terms and duration of such service.

**Note:** When the sanction is a lowered or failing grade is imposed, this grade may not be grieved through the School’s grade grievance procedure.

**Determining Sanctions**

The following factors shall be considered when determining the appropriate sanction(s):

- The nature and seriousness of the offense;
- The impact or damage to the University, the School, the program, or to others as result of the misconduct;
- The student’s motivation, state of mind, and class status at the time of the incident;
- The student’s prior academic and disciplinary record at the University;
- The student’s response, attitude and demeanor after the violation;
- The student’s appreciation of the nature and severity of his/her academic dishonesty;
- Any mitigating circumstances;
- The penalties that have been imposed in similar prior cases.

**When A Faculty Member Suspects Academic Dishonesty**

If a faculty member has reason to believe that a student has engaged in academic dishonesty s/he shall promptly discuss the matter with the student and shall consider whether the student has violated the Policy. The faculty member then has the following options:

If a faculty member determines that no act of academic dishonesty has occurred, the matter shall be considered closed and shall not be reported further.

If the faculty member is unsure as to whether a violation has occurred, s/he shall consult with the Dean’s designee responsible for such matters or his or her immediate supervisor for review and discussion. In case of cross-school registration the Dean’s designee must ultimately refer the matter for determination to the Dean’s designee where the student is enrolled.

If the faculty member is persuaded that an act of academic dishonesty has occurred, s/he shall report in writing his/her findings for his/her conclusion with appropriate supporting materials and, on a separate sheet, a list of possible witnesses promptly to the Dean’s designee responsible for such matters at his/her School for review and possible referral to the Committee in Academic Integrity. In case of cross-school registration the Dean’s designee must ultimately refer the matter for determination to the Dean’s designee where the student is enrolled.

**Referral to Dean’s Designee & Faculty Co-Chair of Committee on Academic Integrity**

Upon receipt of a report or allegation of academic dishonesty from a faculty member, the Dean’s designee and the faculty chair/co-chair of the Committee on Academic Integrity of the student’s School shall inform the student in writing of the allegations against him/her and refer him/her to the appropriate sections of the written Academic Integrity Policy that have been violated. The student may meet in person, by telephone or otherwise with the Dean’s designee and/or faculty chair/co-chair to review the nature of the allegation and supporting materials, and to afford the student an opportunity to respond to the allegations.

If the student admits culpability or otherwise does not contest the allegation of academic dishonesty, the Dean’s designee and faculty co-chair may decline to refer the matter for hearing by the School’s Committee on Academic Integrity and may recommend an appropriate sanction upon the student to the Dean. The Dean’s designee shall report the recommendation and disposition of the matter to the School’s Committee on Academic Integrity for purposes of maintaining a record of the incident.

If the student denies the charge that s/he has violated the Policy, the Dean’s designee and faculty co-chair shall request from the student a written response to the allegations with any relevant support for the student’s position.
and, on a separate sheet, a list of possible witnesses. The response shall be submitted by the student within an appropriate timeframe determined by the Dean's designee. The Dean's designee and faculty co-chair shall then send the written statements from both the student and faculty member to the School's Committee on Academic Integrity referring to the matter for hearing in accordance with the policies and procedures set forth below.

**Referral to Committee on Academic Integrity**

Each school shall have in place a Committee on Academic Integrity that is responsible for holding hearings into allegations of academic dishonesty consistent with these policies and procedures. Each school’s committee shall be composed of no less than three and no more than five members. The majority of committee members shall be from the faculty. At least one shall be a representative of the Dean's Office. Each school will determine committee terms in line with their school governance. Terms shall be staggered. Student representation and voting privileges on the school-based committee shall be at the discretion of each school.

Each committee member shall have one vote. The presence of two members in the case of a committee comprised of three members and three members in all other cases shall constitute a quorum. A majority vote will be required for any decision.

**Notice to Student**

The Committee on Academic Integrity shall give at least five (5) day notice to a student of the committee's intent to hold a hearing on a report of academic dishonesty. Notice shall be provided in writing and shall include a summary of the allegation(s), the date and time of the hearing, a copy of the policy and hearing procedures, and notification of the student's right to bring a member of the Lesley community as an advisor/supporter.

Prior to the hearing date, the student may be asked by the Dean's designee to meet in order to obtain additional information about the allegation(s). The meeting may take place in person, by telephone, or otherwise.

No student shall be permitted to withdraw from a course in which he/she has been charged with an act of academic dishonesty until the case has been investigated and resolved.

**Continued Enrollment Pending Resolution**

A student may continue to attend class and to participate in University activities pending administrative resolution of a misconduct charge. However, while a question of academic misconduct is under investigation, a student may not graduate or receive a transcript without prior written approval of the Dean.

**The Nature of Academic Disciplinary Hearings**

The hearing process used by each school’s Committee on Academic Integrity is intended to provide participants with a timely, fair, and orderly system for investigating and resolving allegations of academic dishonesty.

Committee hearings shall be fact-finding in nature, and the focus shall be to investigate the culpability of the accused student. The committee will consider information and arguments presented, make findings of fact, determine whether the student did engage in academic dishonesty, and, if so, recommend sanctions.

Committee hearings are not adversarial contests to be "won" or "lost" through clever tactics or technical formalities. A school’s hearing process is not intended to mirror external court/judicial proceedings.

**Conduct of the Hearings**

**Timing:** The committee shall make all reasonable effort to hold its hearing within thirty (30) working days from the date the report of academic dishonesty is referred to it for investigation and disposition. Allegations made at the end of the spring semester and during the summer semester may be investigated and reviewed by the committee within the first two months of the following fall semester.

**Evidence:** Formal rules of evidence do not apply in committee hearings. Committee members may consider as evidence any supporting materials that, in their discretion, contribute to their objectives of discovering the truth and
resolving the allegation of dishonesty. Committee members may also exclude evidence that, in their discretion, is repetitious, irrelevant, or not of value to their deliberation. The faculty member alleging academic dishonesty is responsible for presenting materials supporting the allegations. The accused student is responsible for presenting any materials s/he may have in support of his/her defense.

**Appearance before Committee:** The accused student, affected faculty member, and witnesses who are members of the Lesley community are expected to meet with the committee in person unless compliance would result in significant and unavoidable personal hardship. If necessary, the accused student, affected faculty member, and witnesses may meet with the committee by telephone or by other methods deemed appropriate by the committee.

**Witnesses:** In conjunction with their initial written statements regarding the allegations, the accused student and the affected faculty member shall submit a list of names of witnesses that committee members may question to obtain evidence. The committee shall interview the witnesses it deems relevant. Witnesses are expected to give truthful testimony. During the hearing, committee members shall summarize the witnesses' statements for the affected faculty and the accused student and provide each with an opportunity to respond to the statements made by the witnesses.

**Confidentiality:** Committee hearings are closed to the public, and all present at the hearing shall consider the information presented as confidential.

**Assistance:** Students may not be accompanied by an attorney in the hearing but they may be accompanied by an administrator or faculty member from the Lesley community to advise them. The role of the Lesley representative is limited to conferring with and advising the student. The advisor is not permitted to argue, make statements, or question witnesses. The committee or student may request the participation of members of the Center for Academic Achievement, the Office of Disability Services, the Office of Information Technology, or other such offices as appropriate.

**Rendering a Decision:** The committee may take any investigatory action that it deems appropriate. The committee shall deliberate in private and shall render a decision by majority vote. The committee shall only render a decision that a violation has occurred if it is satisfied that a violation has been shown by clear and convincing evidence.

**The Committee’s Report:** Upon conclusion of its deliberations, the committee shall prepare a written report with clerical assistance from the dean’s office. The report shall contain a summary of the allegation(s) of academic dishonesty, the student’s response, the committee’s findings (including its evaluation of the credibility of the student and witnesses), and the evidence that supports its findings and its recommendation for sanctions if the allegation is credited. The report will be forwarded to the school Dean within two (2) weeks of the final hearing. A copy of the report shall be shared with the student and referring faculty member.

**Failure to Appear:** If the accused student fails to appear after proper notice, the committee may reach its conclusion and set an appropriate sanction on the basis of the evidence that is before it. A student who fails to appear at the hearing either in person, by telephone, or otherwise may not appeal the decision(s) of or the sanction(s) imposed by the committee unless there was an extreme emergency that caused their failure to appear.

**Record Keeping:** Committee records shall be maintained for seven (7) years by the school’s Office of the Dean. A copy of the committee’s report shall be placed in the permanent file of every student who is found guilty of academic misconduct.

**Decision of the Dean**

The school Dean (or Dean’s designee and faculty co-chair in the case of a student who admits culpability) shall review all reports and recommendations of the committee and the documentation upon which the recommendations are based. If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by it, s/he may submit this information in writing to the Dean within five (5) days of receipt of the recommendations. The Dean will notify the student and the committee in writing of a decision within fifteen (15) working days, excluding holidays and Lesley University vacation days.

**Appeal to the Provost**
The decision of the Dean is final within the school. A student may appeal the decision of the Dean if s/he can demonstrate the availability of new information or evidence which is potentially significant and which was not available during the investigation or an issue suggesting possible improper process. Student appeals must be submitted in writing to the Provost within ten (10) days of receipt of the decision of the Dean. In consideration of the appeal, the Provost will review all documentation and, as deemed necessary by the Provost, consult with the student, appropriate faculty, and administrators. The Provost will render a decision within ten (10) working days, excluding holidays and Lesley University vacation days. The decision of the Provost is final.

**Lesley University Advisory Group on Academic Integrity**

Every five years the Lesley University-wide Academic Advisory Committee (AAC) will assemble a sub-committee – the advisory group for academic integrity. This group will monitor the implementation of this policy in all schools, educate the Lesley community about academic integrity, recommend changes to the policy, and develop measures to prevent academic dishonesty at Lesley University.

The group will be composed of the co-chairs from each school-based academic integrity committee and a representative from the Office of the Provost.

**Advice to Faculty Members**

Failures in the area of academic honesty strike at the heart of what is important and essential to a university community: the pursuit of knowledge and truth. Each Lesley University faculty member regardless of employment status should adhere to the spirit as well as to the letter of this policy. Such adherence includes instituting measures for preventing violations of the University’s Academic Integrity Policy and pursuing perceived violations as part of their role in assessing students.

At the beginning of every course, faculty members should articulate their expectations pertaining to academic integrity. A clear statement that reinforces the value of academic integrity should be included in every course syllabus.

Faculty should remind students to acquaint themselves with this policy and to familiarize themselves with the proper ways to cite sources.

Faculty should provide written guidelines for written work where appropriate, and identify resources to help students comply with these standards.

Where appropriate, faculty should clarify in advance what specific forms of work or collaboration are allowed.

Faculty should take steps to ensure equal access for all students to course materials.

Faculty should keep examinations in secure locations. All waste copies of examinations should be destroyed and student employees (with the exception of Teaching Assistants) should not be asked to prepare or handle examinations.

**Academic Integrity Policy for Visiting Students**

When a visiting student has been accused of an alleged violation of cheating or plagiarism, the student must adhere to the formal procedures established by the appropriate school-based Academic Integrity Policy.

Prior to notification of the visiting student’s permanent institution by the school-based Dean, the following procedures for cheating and plagiarism must be adhered to:

The faculty member must immediately meet with the student concerning the suspected instance of cheating or plagiarism. This meeting affords the student the opportunity to refute allegations through the presentation of notes, rough drafts, depth of understanding of the material in question, or other convincing materials.

If the faculty member concludes that cheating has occurred, the faculty member shall meet with the Dean or his/her designee. As a consultant and advisor, the Dean or his/her designee and faculty review the policy procedures and the case with all supporting documents.
After meeting with the Dean or his/her designee, the faculty member must send a written report to the committee describing the case with supporting documents and the grade given for the course.

The hearing process commences in accordance with the policies and procedures set forth in the school-based policy. The Dean or his/her designee notifies the student in writing of the possibility of their permanent institution receiving notification of the committee's findings, recommendations, and Dean's decision.

Upon completion of the school-based hearing, the committee sends forth its investigatory process, findings, and recommendation(s) regarding the notification to the permanent institution to the Dean.

The Dean informs the student, faculty, school-based committee, and Lesley University Academic Integrity Committee of her/his decision. The Dean, if deemed appropriate, notifies the permanent institution.
ADVISING AND ACADEMIC RESPONSIBILITY

Each instructor is responsible for the content, coursework and objective of her/his course. The course syllabus should clearly define these items (please see section on syllabus). Additionally, the course syllabus should indicate how students may contact the instructor to discuss their progress in the course, to ask questions of an academic nature, and to seek academic advising relevant to the course. The Program Director for each program and Faculty Advisor for each group will support the instructor’s advising efforts and should be informed of any major academic problems.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

The primary purpose of assessment at Lesley is the improvement of teaching and learning. Assessment is an institution-wide process based in our collective vision and articulated outcomes for learning. It is a reflective and collaborative process that employs multiple methods to systematically collect evidence that the outcomes have been met. Assessment acknowledges differences among learners and the variety of teaching and learning strategies required for Lesley University’s diverse learning community.

Assessment also provides information upon which the University and its programs can base public statements and support quality claims, and contributes evidence required by national, regional and state accrediting and regulatory bodies. In a culture of assessment, data informs institutional decisions, policies and practices. Assessment acknowledges institutional complexity, while facilitating a focus on institutional outcomes and effectiveness. Assessment is a critical component of an institutional information system and informs the operations of the institution in all areas.

All program units will set aside at least one day each year, an Annual Program Assessment Review, to assess student learning outcomes in their programs. While programs retain flexibility in their approaches and may have already completed some of these steps, the following structure is provided to guide the process:

Step 1: Articulate student learning outcomes for the program
Step 2: Map or align curriculum (courses, field experiences, etc.) to the learning outcomes to clearly delineate how students are expected to accomplish the learning
Step 3: Develop assessment strategies by identifying key assignments and other sources of documentation and by creating or refining rubrics for assessing how well students have achieved the outcomes
Step 4: Collect evidence and conduct the assessment (plans should include both direct and indirect evidence of student learning)
Step 5: Analyze and use the assessment results to improve instruction and programs
Step 6: Continue to build the “culture of evidence” (The process of assessment can be represented as a spiral, in that after completing steps 1-5 initially, you do not return to the place you began, but to another level where you address the new questions generated by the initial work, leading to an increasingly deep and nuanced understanding of student learning.)

Undergraduate programs need to assess general education outcomes in addition to outcomes specific to their majors. The Director of Assessment and Institutional Research will provide leadership and support in promoting best practices and setting expectations for program level and University-wide assessment activity.

ASSIGNMENTS/PROJECTS/PAPERS

All assigned work should be returned to students in a timely manner with faculty written comments/feedback since projects for Off-Campus courses are due three to four weeks after the last class meeting of project due dates. A specific date should be decided by instructors and communicated to students (in class and in the syllabus). If students wish to have their assignments returned, they should provide the instructor with self-addressed stamped envelopes. If an instructor returns both project and course grade to a student, it is imperative that the instructor
remind students that only the Registrar's Office sends official grades/transcripts and that students should be aware that processing time is required. No faculty member should write a letter for the University stating that a student has completed a course.

Please be aware that if you lend your own materials to students, it is your responsibility to be sure the materials are returned.

ATTENDANCE POLICY

Graduate Programs

In order to maintain the academic integrity of Lesley programs and to meet course learning objectives for all class members, students are expected to attend all class meetings and to participate fully in all class meetings. In exceptional circumstances when students need to be absent from class, they should discuss with the faculty member, in advance, any portion of a class meeting they cannot attend.

Faculty members reserve the right, in consultation with their academic program directors, to set specific attendance requirements for their courses, which may include no absences. This applies to all models of delivery including institutes, residencies, workshops, etc. Faculty members establish expectations as part of their syllabus regarding family or medical emergency and “milestone” circumstances that may necessitate student absence from class. Absence from class diminishes the learning community and may have an adverse effect on a student’s grade.

In setting their attendance requirements, faculty members will be guided by the following standards:

Weekly Model: If a student is absent for more than six (6) hours of class time, the academic consequences will be determined according to the policies of the academic program in which the student is enrolled. Missing more than nine (9) hours of weekly class meetings will result in a grade of administrative withdrawal (AW) on the student’s transcript. The student will then need to retake the class and repay tuition.

Weekend Model: When missing any class time up to the equivalent of one full day over the two weekends, students are responsible for contacting the faculty member in advance (or as soon as possible afterwards) to discuss the nature of the family or medical emergency or “milestone” circumstance. The faculty member will determine whether the course attendance expectations will permit makeup work and/or whether there may be an adverse effect on the final grade.

Missing more than the equivalent of one full day over the two weekends will result in a grade of administrative withdrawal (AW) on the student’s transcript. The student will then need to retake the class and repay tuition.

Serious family or medical emergency and significant “milestone” circumstances may warrant exception to these requirements and will be considered on a case-by-case basis, in consultation with the appropriate academic unit personnel.

The faculty member has full discretion regarding students making up assignments missed, including those completed in and out of class, as well as specific course content (i.e., videos, reflections, discussion, readings, etc.).

Field Programs: Students attending field programs that are delivered as integrated curriculums occurring all day and most evenings may not miss more than 10% of their programs. For instance, if the program is seventy days they may miss seven days. Missing more than the equivalent of ten percent of the semester will result in a grade of administrative withdrawal (AW) on the student’s transcript. The student will then need to retake the semester and repay tuition.

Serious family or medical emergency and significant “milestone” circumstances may warrant exception to these requirements and will be considered on a case-by-case basis, in consultation with the appropriate academic unit personnel.

The faculty member has full discretion regarding students making up assignments missed, including those completed in and out of class, as well as specific course content (i.e., videos, reflections, discussion, readings, etc.).
**Class Attendance (Faculty):** The instructor must be present for all contact hours. Any absences, for either personal or weather-dependent reasons, must be discussed with the Program Director as soon as possible. An attempt will be made to find a replacement instructor in order not to disrupt the scheduled class. Faculty who teach three-credit courses off-campus are required to be present with students enrolled in the course for all contact hours. The contact hours are hours in which the faculty and students interact in the classroom and should not be confused with the additional non-contact hours (reading, projects, research, etc.) required of graduate students to meet class objectives. Non-adherence to the policy will result in employment review.

At some sites, it may be impossible to make travel arrangements after 5:00 p.m. for return flights. In such cases, Sunday overnight stays are necessary. Before agreeing to teach in the weekend format, faculty should clearly understand this obligation. Any questions regarding this commitment should be discussed with the Program Director. In the case of a personal emergency, the instructor should contact the Program Director to make necessary arrangements.

**CANCELLATION OF CLASSES**

*How to Find out about Potential Snow Closings*

- Information will be on the Lesley University website and the “my start page” tab on myLesley.
- Information will be on the Lesley University telephone system.
- Local Boston television stations Channel 4 (WBZ), Channel 5 (WCVB) and Channel 7 (WHDH).
- Local radio stations 1030AM and 680AM will broadcast the announcement and will post all school closings on their web sites.
- All employees and students who have opted-in to the Lesley Emergency Alert System, EAS, will be notified of Lesley’s closing by voice, text message and email during the hours of 8:00 a.m. to 9:00 p.m. seven days a week. Lesley closing announcement alerts made prior to 8:00 a.m. or later than 9:00 p.m., will be sent by email or text message only, as provided by registrants to the Lesley EAS. For more information, please refer to the [Emergency Alert System home page](#).

**CANDIDATES FOR GRADUATION**

Candidates who complete their course of study and expect to graduate must submit an online Declaration of Intent to Graduate via the Lesley Online Information Service (LOIS). The online declaration must be submitted by the deadlines listed below. No exception to these dates will be made. Any student not filing the declaration by the appropriate deadline is ineligible for that conferral period. Approximately two months before the filing deadline for each conferral, the Office of the University Registrar will send a communication to all currently-enrolled degree candidates who have completed a certain number of credits toward their degree, informing them of the process.

The degree completion fee is $75.00 (subject to change) and will be billed to the student’s account when the declaration of intent is completed. Please note: all candidates for conferral must submit the Declaration of Intent to Graduate form, regardless of their plans to participate in the May commencement ceremony. Lesley offers four conferral periods per academic year (February, May, August, and November):

<table>
<thead>
<tr>
<th>Deadline to Complete</th>
<th>Deadline: Intent to Graduate</th>
<th>Date of Conferral/Graduation</th>
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<tbody>
<tr>
<td>August 11</td>
<td>July 1</td>
<td>August 25</td>
</tr>
<tr>
<td>November 10</td>
<td>October 1</td>
<td>November 25</td>
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<tr>
<td>February 9</td>
<td>January 2</td>
<td>February 25</td>
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<tr>
<td>May 14 by 5:00 p.m.</td>
<td>April 1</td>
<td>May 19, 2018</td>
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</table>
COHORTS AND PROGRAM OF STUDY

Off-Campus programs are generally organized in cohorts. Students are expected to remain in the courses scheduled for their cohort (i.e., the group of students with whom they began); deviations from the group's schedule may mean the student will not be able to complete all requirements for the degree. Faculty members who have any questions about the program of study or sequencing of courses should discuss these with their Program Directors.

DISABILITY SERVICES FOR STUDENTS

Specific Information about the Rights and Responsibilities of Students with Disabilities

Lesley University is committed to the full participation of its students in all of its programs. In addition to this longstanding Lesley philosophy, students with disabilities have specific legal rights guaranteed by the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), and the Americans with Disabilities Act Amendments Act (ADAAA), civil rights laws enacted to protect otherwise qualified individuals with disabilities from discrimination on the basis of disability. Title III of the ADA prohibits discrimination on the basis of disability in the full and equal enjoyment of goods, services, facilities, privileges, advantages, and accommodations of public accommodations, such as universities. The following is a summary of Lesley policy and procedures for students with disabilities seeking services under these laws (sometimes colloquially termed and referred to by Lesley as “reasonable accommodations”).

An essential component of Title III of the ADA is the right of a qualified individual with a disability to a reasonable modification of policies where necessary to afford such individual an equal benefit. The process for obtaining a reasonable modification is an interactive one that begins with the student’s request for a change in the usual manner in which things are done. Further, in accordance with Title III of the ADA, Lesley University will make reasonable modifications to our rules, policies, practices, and procedures, when such modifications are necessary to afford goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities. Lesley University does not charge individuals with disabilities for reasonable modifications or other actions required by the ADA.

For more information, please contact Dan Newman in Disability Services, or see http://www.lesley.edu/disability-services

The Roles of Faculty

Faculty can and must support the success of students with disabilities by understanding and implementing the following practices:

Syllabus Statement

All faculty members at Lesley University must include the Disability Services statement in their syllabi (see below). Please review this information with students, explaining that it is the student’s responsibility to request accommodations and services in a timely manner. You may also wish to read this statement aloud during the first week of class. This indicates a level of sensitivity and consideration regarding the needs of all students, and it allows students to make their accommodation needs known to you promptly.

The following is a statement that must be included in the syllabi for Lesley University programs:

Disability Services for Students

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), or the Americans with Disabilities Act Amendments Act (ADAAA), and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided. This syllabus and other course materials are available in alternate format upon request.
If you are a student with a documented disability, or feel that you may have a disability, and you wish to discuss possible accommodations, please find contact information below.

Learning Disabilities, Attention Disorders, and Asperger Syndrome for On-Campus Students
Kim Johnson, Director, LD/ADD Academic Support Program
Doble Hall, 2nd Floor/ Phone: 617.349.8462 • Fax: 617.349.8324
Kjohnso7@lesley.edu

Physical, Sensory, Medical and Psychiatric Disorders
Ruth Bork, Director of Disability & Access Services
11 Mellen Street / Phone: 617.349.8572 • Fax: 617.349.8558 • TTY: 617.349.8544
rbork@lesley.edu

All Off-Campus Students
Dan Newman, Lesley University ADA/504 Coordinator
Doble Hall, 2nd Floor / Phone: 617.349.8572 • Fax: 617.349.8324
dnewman@lesley.edu

Confidentiality
In general, disability information shared with faculty should be kept confidential. At no time should the class be informed that a student has a disability, except at the request of the student. We recommend that students meet with faculty privately to discuss arrangement of accommodations as listed in their Disability Accommodation Letters.

If you have questions about confidentiality or wish to discuss a situation without revealing student identity, please contact Dan Newman in Disability Services.

Textbooks, Course Packs, and Syllabi
Please make your book selections, course packs, assigned readings, and syllabus available in a timely manner. Some students need to obtain the materials in alternate formats. The alternate format conversion process may take several weeks, so it is important that students have access to information about all text-based material in advance of the beginning of class.

Some students access print files in audio format with voice output software. Print files such as readings, assignments, and documents uploaded to Blackboard and the Lesley University website must be accessible in this format.

If you have questions about the accessibility of your course materials, please contact Dan Newman in Disability Services.

Receiving a Request for Accommodations
Formal requests for accommodations will be listed in a student’s Disability Accommodation Letter, which is issued and signed by a Disability Services Representative. When meeting with faculty to discuss accommodations, students should present this letter and obtain the appropriate faculty signature. The Disability Accommodation Letter verifies that the student has a documented disability and is therefore eligible for the listed accommodations. Copies of the signed accommodation letter should be retained by students, faculty, and Disability Services for reference. Students who disclose a disability to faculty without presenting a letter should be directed to Dan Newman in Disability Services.

Although a student may request implementation of an accommodation at any time, it is recommended that the student make this request as early as possible.

Please note that the accommodations recommended are meant to facilitate academic opportunity for students with disabilities so that they may meet the essential requirements of the course. Accommodations should not compromise or alter fundamental academic standards. If you have questions about how to implement specific accommodations, please contact Dan Newman in Disability Services.
Examples of Common Accommodations:

Determination of appropriate accommodations is based on the student, the nature of the disability, and how the disability affects the student in the academic environment. Examples and explanations of common accommodations (see below) may help you in your discussions with students.

Use of a note taker and/or copy of faculty notes. The note taker service is coordinated for students who have a disability that impacts their ability to take notes, or who need additional notes to supplement their own notes or class attendance.

Extended time on exams/quizzes in a distraction-reduced environment. Extended time on exams/quizzes is utilized by students who have a disability that prevents them from demonstrating their skills within standard testing time limits. A distraction-reduced environment is a quiet testing room without the disruption of visual or auditory stimulation. Students who have disabilities that impact their ability to concentrate or integrate sensory input may find this helpful. Students with this accommodation are responsible for notifying faculty in advance of the exam/quiz.

Extended time on assignments as mutually agreed upon by student and faculty. Some students have disabilities that impact their ability to meet work objectives quickly and efficiently, and may need extended time in order to prepare for an assignment and fulfill its requirements. It is the responsibility of the student to speak with faculty directly to discuss extensions and alternate due dates for assignments and papers. Because assignment due dates are important for efficiency, organization, and grade validity, extensions should only be granted as mutually agreed upon by student and faculty. The exception is for students with a medical or health condition which could impact their ability to complete assignments due to sudden exacerbation of symptoms, medical emergency, or hospitalization. Faculty members are asked to be flexible in this case, because students may not be able to give advance notice.

Consideration regarding attendance. The Lesley University Attendance Policy states that students are expected to attend classes. Student attendance records and penalties for student absences or tardiness are kept at the discretion of the individual instructor. While some students have a disability that may impact their attendance, consideration of disability with regard to attendance is also at the discretion of the individual instructor. This accommodation is made to acknowledge that some students have disabilities of an episodic nature or disabilities that might make it difficult for a student to meet the attendance policy set forth by faculty. This accommodation addresses flexibility with regard to physical attendance in class. The student is fully responsible for any work due or material covered in class during the absence(s). Neither extended time on assignments nor arrangements for making up tests and exams missed during absences are included in this accommodation. Those must be arranged with faculty individually. Faculty will handle these issues on a case-by-case basis as deemed appropriate.
### Timeline for Accommodation Request

<table>
<thead>
<tr>
<th>Initial Request for services</th>
<th>Documentation should be provided at least two weeks prior to any requested service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation letter for faculty</td>
<td>Accommodation letters will be provided to students to give to faculty within one week of the request provided that all documentation has already been received and approved.</td>
</tr>
<tr>
<td>Classroom re-location request</td>
<td>Must make request during the registration period each and every semester. Exceptions are made for emergencies.</td>
</tr>
</tbody>
</table>
| Request for interpreters | Semester long classes: at least four weeks in advance  
Intensive weekend classes: at least four weeks in advance  
Intensive week-long classes: at least four weeks in advance  
One time event: at least two weeks in advance. |
| Requests from faculty for advanced copies of course materials | Two weeks prior to the date they are needed. |
| Braille print service | Document must be provided on a CD or via e-mail.  
Five pages or less: One week  
Larger documents: Two weeks |
| Enlarged print | One week for 50 pages or less. (Entire text books will not be enlarged unless the entire text book is required for the class, in which case a pdf or doc version of the text to be read electronically will be provided) |
| Books in electronic format | Four to eight weeks prior to the date needed. |
| Exam accommodations request | At least two weeks prior to each exam unless otherwise arranged. |
| Readers | Semester long classes: at least two weeks in advance.  
One time event (exams): at least two weeks in advance. |
| Visual Assistant | At least two weeks prior to the semester. |
| Note-taker | At least two weeks prior to the semester. |

**Timeline begins from date of request to Disability Services for Students**
GRADING INFORMATION FOR ALL SCHOOLS

Faculty members submit grades via LOIS at http://www.lesley.edu/lois to the Office of the University Registrar. Grades are due within 15 days after the final end date of the semester or term. All grade submission deadlines can be found on the academic calendars at http://lesley.edu/students/academic-resources/academic-calendars.

Students may view recorded grades and request grade mailers by accessing LOIS. Grade reports are not issued to students having financial indebtedness to the University, including library obligations and parking fines.

Most courses offer an evaluation of student performance according to the grade and the quality point system listed in the “Grade and Transcript Key.” In some courses, students will receive a pass/fail grade instead of a letter grade. Grades submitted by faculty on LOIS are final grades. Faculty members should discuss in each course the criteria and evaluation system used for grading. No grade changes are accepted after graduation. It is the student’s responsibility to make sure s/he understands the expectations of course requirements and grading procedures.

To compute a GPA, the student may use the key to the transcript to translate letter grades into quality points (for example, a three-credit course with a grade of “B” [3.0] is worth nine quality points), add all quality points earned, and divide the total by the number of credits attempted. The grades “P” (pass), “I” (incomplete), “W” (withdrawal), “AW” (administrative withdrawal), and “NA” (never attended) are not included, but “F” (failing) is always included in calculating the grade point average, except when the course is repeated.

For graduate degree students at the Master’s, C.A.G.S., or Ph.D. levels: a grade of “B-” or better must be earned in all core or required courses for the course to count toward degree requirements. A student must re-take core or required courses for which a grade of “C+” or below was earned.

Graduate students may earn a maximum of three (3) credits of “C+” grades in elective courses to apply the courses toward degree requirements. A grade of “C” or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded and appear on a transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of “F”. If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

If a student repeats a course in which a grade other than an "F" was received, both grades remain on the official transcript, but only the second grade will be counted toward the number of credits completed and will be used in computing the cumulative GPA.

Grades — Incomplete
Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of “I” (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

An incomplete grade request must be 1) initiated by the student before the end of the semester/term in which the course is taken or by a date set by the instructor in the course syllabus, 2) agreed to by the instructor, and 3) committed to in writing by completing, signing, and filing a Contract for Completion of Incomplete Coursework (Incomplete Contract). Students should be prepared to provide documentation of their circumstances when submitting a request. Incomplete Contracts are available through the Office of the University Registrar (all students) or assistant director for academic advising (graduate students) and must be completed by the student and instructor. Completed contracts will be disseminated by the student to the relevant offices as indicated on the Incomplete Contract.

Remaining course requirements must be completed in accordance with the Incomplete Contract. Course instructors will set deadlines for the completion and submission of outstanding course requirements. It is the student’s responsibility to ensure that all work is completed and submitted within the established deadlines.
In all cases, the incomplete grade must be changed no later than the grading deadline for the subsequent semester/term (e.g., fall 2013 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2014 courses; fall term 1 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for fall term 2 courses.) The changing of an “I” to an academic grade is relayed from the instructor to the Office of the University Registrar via a paper grade change form.

An “I” grade that is not resolved within the timeframes indicated above will automatically become a grade of “F” (Failing). If the course is a requirement and a passing grade was not earned, the student must repeat the course at the current tuition rate to earn a passing grade. The policy regarding incomplete grades remains in effect regardless of the student’s withdrawal or leave of absence status. No grade changes are accepted after graduation. Students who receive two or more successive incomplete grades will be subject to an academic review to determine eligibility for continued enrollment.

In those exceptional cases in which a student wishes to request an extension of the incomplete course contract beyond the original time frame, the student must submit a written request to the faculty member and the program/division director. The extension request must be submitted before the due date on the original incomplete course contract. Extensions are not guaranteed and extension requests submitted after the original deadline will not be reviewed. Further extensions will not be considered.

Grade & Transcript Key for Graduate & Undergraduate programs

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point System</th>
<th>P/F GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Pass</td>
</tr>
<tr>
<td>(Graduate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
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<td></td>
</tr>
<tr>
<td>F</td>
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</tr>
</tbody>
</table>

Additional Grades/Codes (not included in cumulative average)

- P = Pass
- CR = Credit
- NC = Not for Credit
- AUD = Audit
- I = Incomplete*
- ATT = Attended
- ABS = Absent

* “I” followed by a grade signifies a prior incomplete which has subsequently been graded. This is only used for undergraduate courses (Fall 1996-Spring 2013). Grade point scale above applies.

Special Codes

- AW = Administrative Withdrawal
NA = Never Attended  
SIP = Course Still in Progress  
TR = Transfer Credit  
W = Withdrawal  
RR = Repeated Course**  
WV = Waiver  
YL = Year Long Course

** If a student repeats a course in which a grade other than an “F” was received, both grades remain on the official transcript, but only the second grade will be used to compute the cumulative GPA.

Fail (F): If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F". If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

Pass (P): This grade applies only to courses that are offered on a Pass/Fail basis and to courses in which the student elects the Pass/Fail option. Minimum passing grades vary among the schools. Reference the individual school’s policy for the additional information on Pass grades.

Incomplete (I): Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed. (See the complete incomplete grade policy located in the addendum.)

Withdrawal (W): On-campus students who withdraw from a course after the second class meeting will receive a “W” grade on their transcripts. Off-campus and online students who withdraw from a course after its first week will receive a "W" grade on their transcripts.

Students may not withdraw from a standard on-campus course during the last five class meetings. Off-campus and online students may not withdraw from a course during the last three weeks of the term.

Administrative Withdrawal (AW): "AW" is an administrative grade assigned to students who have stopped attending, but who have not officially dropped or withdrawn from the course. Students who stopped attending, but fail to withdraw by the published University withdrawal deadline must be assigned a letter grade. The grade “AW” is recorded on the transcript, but the student’s grade point average is not affected.

Never Attended (NA): “NA” is an administrative grade assigned to students who are officially registered for the course and whose name appears on the grade roster, but who have never attended class. The grade “NA” is recorded on the transcript, but the student’s grade point average is not affected.

Final Grades: Students may request their final grades via the Lesley Online Information Service (LOIS) at the close of each semester, provided all financial obligations, including those of the Financial Aid Office, the parking/security office and the library have been met. Grades are available to students in real-time, after the faculty member has entered them electronically. FERPA, also known as the "Buckley Amendment" does not permit the posting or displaying of student grades.

College of Liberal Arts and Sciences

Pass (P): This grade applies only to courses that are offered on a Pass/Fail basis and to courses in which the student elects the Pass/Fail option. To earn the grade of “Pass” on the Pass/Fail option, a student must earn the equivalent letter grade of “C-” or better. A grade of “D” or less will be awarded a grade of “Fail.”

Incomplete (I): Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of “I” (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed. (See the complete incomplete grade policy located in the addendum.)
Mid-Semester Evaluations: CLAS: Mid-semester evaluation forms are recommended for all students and are required for students with a grade-to-date of C- or below by the 7th week of classes. Faculty members submit mid-semester evaluations electronically via Advisor Trac to notify students of poor progress in their course(s).

The mid-semester evaluations do not appear on the student’s permanent academic record. Copies of the report are automatically sent electronically to the students and their advisors.

Minimum Grades: If a student fails to earn a passing grade in a course with the designated minimal grade level as part of the course requirement, the course must be retaken. In addition, the student may not use the course to satisfy another course requirement as part of the program of study.

Required Examinations: Midterm and final examinations or other evaluation activities are required in most courses. Absences from examinations are excused only in cases of severe illness, death in the immediate family, or occasions of equal exigency. Make-up exams or work are granted at the discretion of the individual faculty member.

College of Liberal Arts and Sciences Academic Review

SATISFACTORY ACADEMIC PROGRESS: To maintain Satisfactory Academic Progress a full time student: 1) must be enrolled in a minimum of 12 credits each semester, 2) is expected to maintain a cumulative GPA of 2.0, and 3) must complete successfully 75% of attempted credits per academic year. Students who are registered for 11 or fewer credits in an academic semester will also be expected to maintain a GPA of 2.0 and must successfully complete 75% of attempted credits per academic year to maintain satisfactory academic progress.

ACADEMIC REVIEW: In each college, the Academic Review Committee is responsible for monitoring students’ overall performance to meet the bachelor’s degree requirements and academic regulations of that college.

Academic Alert

A student in Good Academic Standing is given an Academic Alert if the student,

- obtains a semester GPA below 2.0 (2.3 for LUCAD students);
- the student fails one course

Academic Support Following an Academic Alert

Students receiving an Academic Alert should consider adjusting their course loads and re-evaluating their involvement in co-curricular activities while they work towards achieving satisfactory academic standards. Students should make appropriate use of the University’s academic and personal support services, including the Academic Advising Center and the University’s Center for Academic Achievement.

The Director of Academic Advising will assign an Academic Success Advisor to (non-LCAL) CLAS students who receive an academic alert immediately following their first semester at Lesley. LCAL students (on campus, off campus, and online adult learners) will obtain this additional support from their academic advisor.

Academic Probation

A student who had been in Good Academic Standing is no longer in Good Academic Standing and is placed on Academic Probation if the student’s cumulative GPA falls below 2.0 (CLAS) or 2.3 (LUCAD). If, while on Academic Probation, a student earns a semester GPA of 2.0 or greater but has a cumulative GPA below a 2.0, then s/he will remain on Academic Probation.

The Academic Review Committee may place a student on academic probation if the student has not completed 75% of courses attempted, has not met the internships/student teaching requirement of the major, or has been placed under Divisional Review.

The Associate Dean of the college will notify the student by email of the Academic Review Committee’s decision to place the student on academic probation. The student may appeal this decision by providing potentially significant information or evidence that was not available to, or considered by, the Academic Review Committee. The student has five (5) business days from the date of the email notification to file an appeal with the Dean’s office. The Dean of
the college will review the decision of the Academic Review Committee and all documentation both considered by
the committee and provided by the student. The Dean will make the final decision on academic probation and will
notify the student and the Academic Review Committee of the decision.

**Academic Support While on Alert or Probation**

Students on Academic Probation must adjust their course loads to have no more than 12 credits, and may be
required to reduce their involvement in co-curricular activities until they have achieved satisfactory academic
standards. Students should make appropriate use of the University’s academic and personal support services,
including the Academic Advising Center and the University’s Center for Academic Achievement.

The Director of Academic Advising will assign (non-LCAL) CLAS students who are on academic probation with a
Probation Advisor to serve in addition to the student’s regular academic advisor. LCAL students (on campus, off
campus, and online adult learners) will obtain this additional support from their academic advisor.

**Academic Dismissal**

The Academic Review Committee may recommend dismissal to the Dean of the college if a student,

- Earns a semester GPA below a 2.0 while on Academic Probation; or
- Earns a GPA of 1.0 or less during their first semester of study at Lesley; or
- Does not demonstrate the ability to meet degree requirements, including the internship/student teaching
  requirement of the major, or the Remediation Plan required in the major. The Dean will notify the student by
  email of the Academic Review Committee’s recommendation for dismissal and offer the student the
  opportunity to respond. The student will have five (5) business days from the date of the email notification to
  submit, by email, a detailed written response to the Dean’s office. The Dean will make the final decision
  concerning dismissal and will notify the student (by email and U.S. mail) and the Academic Review
  Committee of the decision. The Dean’s decision is final and may not be appealed.

If a student is dismissed, the financial obligation to the college is governed by the financial regulations stated in the
Financial Information section of this catalog.

**Restricted Programs of Study**

These programs of study have specific academic and professional standards in addition to the College’s general
standards. Copies of the relevant standards are available through the divisions and are distributed to the students in
the programs of study.

**Education:** Any junior or senior having less than a 3.0 cumulative grade point average, or who otherwise fails to
meet the prerequisites, will not be accepted for the Senior Practicum. Likewise, students who do not pass all of their
MTEL exams will not be accepted for the Senior Practicum, which is a required element of the Education majors.

The Division’s Review Committee may determine that a student who fails to meet academic and professional
standards of the major will not be allowed to continue in the major. A student may appeal the decision within five
working days of receiving notification if s/he disagrees with the decision and if s/he can demonstrate the availability
of new information or evidence that is potentially significant and was not available to the committee and therefore
not considered by the committee. The dean will review the decision of the committee and all documentation
considered by the committee. The dean will notify the student and the committee of her/his decision within five
working days. The decision of the dean is final. Copies of the appeal process are also available from the dean of the
college.

**Credit-Bearing Internships and Field Experiences for Students not Majoring in Education:**

Unless otherwise stated, students must receive a grade of “C-” or better in any internship course, including the first
year introduction to field experience course, in order to take subsequent internship courses.

**Art Therapy, Counseling, Expressive Arts Therapy and Human Services:** Any junior or senior having
less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point
average of 2.0 will not be accepted for an internship.
The Division’s Review Committee may determine that a student who fails to meet academic and professional standards of the major will not be allowed to continue in that major. The Academic Notification informs the student of the Division Review Committee's concerns and may, if appropriate, include a Remediation Plan. A student may appeal the decision within five working days of receiving notification if s/he disagrees with the decision and if s/he can demonstrate the availability of new information or evidence that is potentially significant and was not available to the committee and therefore not considered by the committee. The dean will review the decision of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within five working days. The decision of the dean is final. Copies of the appeal process are also available from the dean of the college.

**Business Management:** All business management majors must achieve a grade of “C” or higher, with the exception of one course, in all courses with prefixes CMGMT or CECON. Courses with grades below “C” must be repeated. Any exceptions must be approved by the Division Director in order to continue to the next course sequence.

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of less than 2.0 will not be accepted for an internship.

A grade of "C" or better is required to move to the next internship course.

A grade of "B-" or better in the capstone course is required to meet the requirements of the major.

A cumulative grade point average of 2.3 or better in the major is required to meet the requirements of the major.

**Within the General Education Requirements, Business Management majors are required to complete the following courses in the specified categories:**

- **Social Science Requirement:**
  CECON 2101 Microeconomics. This is 3 of the 6 credits required in the Social Science category.

- **Math Requirement:**
  CMATH 1590 Patterns and Functions. Please note that based on a student’s SAT Math and/or ACT Math scores, the student may be placed in a lower level math course prior to taking CMATH 1590. CMATH 1590 satisfies the 3-credit general education mathematics requirement.

- **Liberal Arts Electives Requirement:**
  CECON 2102 Macroeconomics. This is 3 of the 12 credits required in the category Liberal Arts Electives.

**Business Management Majors are required to demonstrate a foreign language competency.**

Students who have studied a foreign language prior to entering Lesley University are encouraged to take the foreign language proficiency exam. Students who receive a passing score will be exempted from the language competency requirement. Competency can be fulfilled by taking two semesters of the same foreign language at the University.

**Creative Writing, English and History**

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of 2.0 will not be accepted for an internship.

**Individually Designed Major (LCAL Students)**

Adult students with transfer or PLA credits may pursue approved individually designed majors. The individually designed major leads to a BA or BS in Liberal Arts with a concentration in the student’s area of interest. The concentration should be one that is not offered through Lesley’s traditional programs. Students should be aware that for some disciplines, students will be required to meet the same documented professional standards as outlined by the division for the major.

**Online and Community College Partnership Programs**

Online programs and programs run through Lesley University’s Community College Partnership Programs are restricted to students in the Center for the Adult Learner.
Professional and Personal Standards: When a student appears unable to conform to the professional and personal standards of the College of Liberal Arts and Sciences, the case will be referred to the Academic Review Committee.

Academic Dismissal: The College reserves the right to suspend or dismiss at any time any student who, in the opinion of the college authorities, does not maintain any one of the stated degree requirements. The Academic Review Committee can recommend dismissal to the Dean of the College of Liberal Arts and Sciences if the student meets any of the following conditions:

- Remains on academic probation for two (2) consecutive semesters;
- Earns a GPA of 1.0 or less during the first semester of study; or
- Does not demonstrate the ability to meet degree requirements, including the internship/student teaching requirement of the major.

If a student is dismissed, the financial obligation to the college is governed by the financial regulations stated in the Financial Information section of the College of Liberal Arts and Sciences Academic Catalog.

GENERAL DISMISSAL: In addition to academic dismissal and financial administrative withdrawal, the college reserves the right to suspend or dismiss from the academic programs and the residence halls any student who, in the opinion of the college authorities, does not achieve and maintain the required academic, personal, and professional standards as defined in the Degree Requirements section of the College of Liberal Arts and Sciences Academic Catalog. Such suspension or dismissal may occur as a result of both on-campus and off-campus violations of the degree requirements and/or the Community Standards of Conduct described in the Student Handbook. Dismissal from the academic programs or the residence halls does not terminate the student's financial obligation to the college for tuition, residence fees, or other indebtedness.

Reinstatement Policy
A student who has withdrawn or been dismissed from the College of Liberal Arts and Sciences may apply for reinstatement by submitting a written request to the Dean of the College of Liberal Arts and Sciences. The request should explain fully why reinstatement is justified and should also include the necessary supporting documentation. It should be sent in sufficient time to enable the Dean and, as appropriate, the Academic Review Committee to review and act upon the request prior to the beginning of the term for which the student is requesting readmission.

Normally, requests for readmission for the fall semester should be submitted by August 15, for the spring semester by January 2.

College of Art and Design

Pass (P): This grade applies only to courses that are offered on a Pass/Fail basis and to courses in which the student elects the Pass/Fail option. To earn the grade of “Pass” on the Pass/Fail option, a student must earn the equivalent letter grade of C- or better. A grade of D or less will be awarded a grade of “Fail.”

Incomplete (I): Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of “I” (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed. (See the complete incomplete grade policy located in the addendum.)

Mid-term Grading: Faculty are required to post mid-term grades for students performing at levels of C- or lower at the midterm point. Faculty are also encouraged to post mid-term grades for all students. Mid-term grades are posted through the LOIS system in the same way final grades are posted. Mid-term grades are not reflected on transcripts but are simply tools to let students know immediate action is needed for academic success.

Students sign-up for critique week in the middle of spring semester (at about the same time they sign up for fall classes). Participation in critique week is required (except as noted above, or for students who have taken less than 6 credits of studio courses), and students should be careful to note the schedule as published in the academic calendar.
STANDARDS OF ACADEMIC PROGRESS

Academic Progress: To be in good academic standing and to receive federal and state financial aid, students must be making satisfactory academic progress in their course of study. Progress is reviewed each semester by the Academic Affairs Office and the Financial Aid Office.

Qualitative Measurement: Students must maintain a minimum of a 2.0 grade point average (GPA) for their first year (through 30 credits earned). By the end of the first semester of their second year, they must have a minimum of a 2.3 GPA and maintain that minimum level through graduation.

Quantitative Measurement: Students must also make minimum progress toward their educational objectives each semester they are enrolled. The University determines this based on the number of credits attempted and the number of credits completed or earned. Any 'I' (incomplete), 'W' (withdrawal), or 'F' (failure) is not a completion. Specifically, full-time students must complete 75% of their total credit hours attempted. For example, students attempting 18 credit hours must complete at least 13.5 credit hours to maintain satisfactory academic progress.

Degree Completion: Full-time students have 6 years to complete degree programs. Part-time students must take 6 credits per semester and complete their programs in no more than 10 years. Part-time students who are degree candidates must earn a minimum of 12 credits per year to maintain good academic standing (fall, winter, spring and summer terms). They are held to the same academic progress policies as full-time students in order to be in good standing.

Academic Level: Students must accumulate a minimum of 30 credits prior to entrance to the second year; 60 prior to entrance to the third year; and 90 credits prior to entrance to the senior year.

ACADEMIC STATUS AND ACTIONS

The following actions will take place if students do not maintain satisfactory progress:

Academic Alert: An academic alert is issued to students who do not fulfill the semester or cumulative grade point average (GPA) requirement for satisfactory progress at the close of a given semester or do not meet the requirement for percentage of credits successfully completed. Students who do not meet the standards detailed above in any given semester will be placed on Academic Alert and will receive a notice by mail outlining the academic policies. Students who are improving, but whose cumulative grade point average in the second or subsequent semesters remains below the standard for satisfactory progress, will remain on Alert status until the average indicates satisfactory progress.

Academic Probation: Students are placed on Academic Probation if they do not fulfill the semester or cumulative grade point average (GPA) requirement for satisfactory progress at the close of a given semester or do not meet the requirement for percentage credits successfully completed for a second semester in a row. A student who was on Academic Alert who improves their semester GPA to an acceptable standard of progress, but whose cumulative GPA remains below the standard will remain on Academic Alert until their cumulative GPA reaches an acceptable standard. Similarly, a student who is on Probation, and improves their semester GPA to an acceptable standard or progress, but whose cumulative GPA remains below the standard will remain on Probation until their cumulative GPA reaches an acceptable standard.

Dismissal: Students who do not fulfill the semester or cumulative grade point average (GPA) requirement for satisfactory progress at the close of a given semester or do not meet the requirement for percentage of credits successfully completed for a third semester in a row will be dismissed from the University. They will receive a notice of dismissal by registered mail, with a letter outlining the academic policies and procedures for possible reinstatement. Note: in addition to the standards of academic progress listed above, first-semester students who earn a semester grade point average (GPA) below 1.0 are subject to immediate suspension or dismissal.

Appealing an Academic Action: If a student placed on Academic Alert, Probation, or Dismissal has had extenuating external circumstances such as illness or serious family emergency that adversely affected her/his ability to successfully perform academically, s/he may submit a petition to the CAD Academic Policies Committee in order to
request a change in status of that action. The Policies Committee meets at the beginning of each semester, so in order for a successful appeal to take effect in an upcoming semester it must be submitted by August 15 for the fall semester, or by January 2 for the spring semester. The appeal letter should be a formal communication addressed to the CAD Academic Policies Committee, should contain a complete explanation of the extenuating circumstances, and be accompanied by any helpful evidence (such as a doctor note or other independent verification of circumstances).

**Appeals for Reinstatement after Dismissal:** A student placed on Academic Dismissal may apply for reinstatement after a minimum of one semester away from CAD (and more usually after a full year). Procedure and deadlines are similar to those outlined in the appeal process described above, with an emphasis on what circumstances have changed that will allow the student to make satisfactory academic progress. Procedures are detailed in the letter sent to the student when they are placed on Dismissal.

**Academic Support While on Alert or Probation:** Students on Academic Alert and Academic Probation should consider adjusting their course loads and limiting their involvement in extra-curricular activities until they have maintained satisfactory standards. Appropriate use of LUCAD’s academic and personal support services should be made, including LUCAD’s Academic Advising Office and the University’s Center for Academic Achievement.

Students may raise their GPA and qualify for removal from Alert or Probation in several ways:

- By satisfactorily repeating failed courses at CAD which automatically raises a GPA.
- By satisfactorily completing other courses taken at CAD during regular or summer semesters.
- By completing work and receiving satisfactory grades in courses that have been graded incomplete.

**Graduate School of Arts and Social Sciences & Graduate School of Education**

Faculty members should clearly articulate the criteria and evaluation system they use in grading students’ assignments. Students have the responsibility to make sure they understand the expectations of course requirements and grading procedures. Grades submitted by the Faculty via LOIS are considered to be final grades. No grade changes are accepted after graduation.

**Pass (P):** This grade applies only to courses which are offered on a Pass/Fail basis. To earn the grade of “Pass” on the Pass/Fail option, a student must earn the equivalent letter grade of “B-” or better. A grade of “C+” or less will be awarded a grade of “Fail”.

**Incomplete Grades (I):** Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of “I” (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed. (See the complete incomplete grade policy located in the addendum.)

**Grade Requirements for Graduating Students**

For graduate degree students at the Master’s, C.A.G.S., or Ph.D. levels: a grade of “B-” or better must be earned in all core or required courses for the course to count toward degree requirements. A student must re-take core or required courses for which a grade of “C+” or below was earned.

Graduate students may earn a maximum of three (3) credits of “C+” grades in elective courses to apply the courses toward degree requirements. A grade of “C” or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded and appear on a transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of “F”. If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

If a student repeats a course in which a grade other than an "F" was received, both grades remain on the official transcript, and are calculated into the cumulative GPA.
Graduate Student Degree Eligibility

To be eligible for a Ph.D., C.A.G.S., or master’s degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are acceptable for graduate degree programs.

Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years before the anticipated date of graduation will not be accepted. The Ph.D. programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of the Graduate Catalogue/Handbook.

Graduate Academic Progress and Review

The faculty of Lesley University is dedicated to providing graduate students a high-quality educational experience designed to meet students’ academic, personal, and professional goals. In turn, the University expects students to maintain the academic and professional standards established for its programs of study. These standards apply to all aspects of graduate programs of study—whether on-campus, off-campus, or online—and including courses, internships, practica, and research-related activities.

Failure to meet these standards may result from, but not be limited to, such deficiencies as: more than three (3) credits of “C+” or below or “F” in pass/fail courses; six (6) credits of incompletes (I); poor performance in theses, integrative projects, practica, or internships; or specific deficiencies in areas deemed essential to the student’s preparation.

Each school reserves the right to suspend or dismiss at any time any student who, in the opinion of school officials, does not achieve and maintain required academic or professional standards. In case of dismissal, students remain responsible for any outstanding financial obligation to the University for tuition or other indebtedness.

Academic Notification: If a student is not meeting program academic or professional standards, then the division in which the student is matriculated may initiate an academic review process. The following describes the academic review process:

Level I: Academic Review Committee: An academic review committee meets with the student (in person or via teleconference) and may include a faculty member, the student’s academic advisor, and the division or program director. The committee will review the student’s progress in the program and the areas of concern. After careful review, the committee will make recommendations to address these concerns. The recommendations will be forwarded to the dean of the school or his/her designee, who will inform the student in writing within ten (10) working days. The committee may recommend probation with specific conditions or dismissal. (The dean or designee will contact the senior associate registrar to request a “hold” on the student’s registration, should it be recommended by the review committee.)

Level II: Appeal to the Dean: If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by the committee, s/he may submit this information in writing to the dean within ten (10) working days of receipt of the recommendations. The dean of the school will review the recommendations of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within ten (10) working days, excluding holidays and Lesley University vacation days.

Level III: Appeal to the Provost: A student may appeal the decision of the dean if s/he disagrees with the decision and if s/he can demonstrate the availability of new information or evidence that is potentially significant and was not available during the investigation. Student appeals must be submitted in writing to the provost within ten (10) working days of receipt of the decision of the dean. In consideration of the appeal, the provost will review all documentation and, as deemed necessary by the provost, consult with the student, appropriate faculty, and administrators. The provost will render a decision within ten (10) working days, excluding holidays and Lesley
University vacation days. The decision of the provost is final within Lesley University and there is no further appeal available.

**Meeting the Conditions of Probation:** When the student has met the specified conditions outlined in the dean’s letter, the division will notify the dean to lift probation status. If the student does not meet the conditions within the specified time frame, the division may recommend another review or dismissal.

**Reinstatement Appeal Process:** Any student dismissed for poor scholarship may be eligible for reinstatement and may apply after one full regular semester has elapsed. Reinstatement appeals should be directed to the Dean of the school.

**Grade Grievance Policy:** Lesley University affirms the right of all students to obtain quality academic services. To protect these rights, the University provides grievance procedures. Specific grievance procedures for each school can be found in the Academic Catalog.

**INCOMPLETE GRADE POLICY (UNDERGRADUATE AND GRADUATE)**

Students who have successfully completed a *majority* of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of “I” (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

An incomplete grade request must be 1) initiated by the student before the end of the semester/term in which the course is taken or by a date set by the instructor in the course syllabus, 2) agreed to by the instructor, and 3) committed to in writing by completing, signing, and filing a Contract for Completion of Incomplete Coursework (Incomplete Contract). Students should be prepared to provide documentation of their circumstances when submitting a request. Incomplete Contracts are available through the Office of the University Registrar (all students) or assistant director for academic advising (graduate students) and must be completed by the student and instructor. Completed contracts will be disseminated by the student to the relevant offices as indicated on the Incomplete Contract.

Remaining course requirements must be completed in accordance with the Incomplete Contract. Course instructors will set deadlines for the completion and submission of outstanding course requirements. It is the student’s responsibility to ensure that all work is completed and submitted within the established deadlines.

In all cases, the incomplete grade must be changed no later than the grading deadline for the subsequent semester/term (e.g., fall 2013 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2014 courses; fall term 1 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for fall term 2 courses.) The changing of an “I” to an academic grade is relayed from the instructor to the Office of the University Registrar via a paper grade change form.

An “I” grade that is not resolved within the timeframes indicated above will automatically become a grade of “F” (Failing). If the course is a requirement and a passing grade was not earned, the student must repeat the course at the current tuition rate to earn a passing grade. The policy regarding incomplete grades remains in effect regardless of the student’s withdrawal or leave of absence status. No grade changes are accepted after graduation. Students who receive two or more successive incomplete grades will be subject to an academic review to determine eligibility for continued enrollment.

In those exceptional cases in which a student wishes to request an extension of the incomplete course contract beyond the original time frame, the student must submit a written request to the faculty member and the program/division director. The extension request must be submitted before the due date on the original incomplete course contract. Extensions are not guaranteed and extension requests submitted after the original deadline will not be reviewed. Further extensions will not be considered.
The only exception to this policy may be made in regard to a course or set of courses offered in an unusually designed program that requires a unique treatment of “incomplete” grades for the success of the program. In such cases, the Dean of the school/college, in which the course resides, must submit a written petition to the Provost justifying an exception to this policy and offering a proposal for resolving the “incomplete” grade. The petition must be submitted to the Provost prior to the scheduling of the course or courses.

Proposed policy initially submitted to Academic Advisory Committee by professional advisors group, LPAAC (Lesley Professional Academic Advisors Committee). AAC determined that the proposal should be treated as if it was being initiated by the Provost for purposes of review by the various governing bodies.

Reviewed by Deans Group Feb 27, 2015. Deans Group endorsed the new policy, but cited the need for exception to the policy for courses offered in unusually designed programs (e.g. Urban Teacher Center).

Reviewed by AAC March 12, 2015. Provost Williams informed the Committee that the Deans Group had reviewed and endorsed the policy as written, with the noted exceptions.

Reviewed and endorsed by Faculty Assembly May 2015. FA Chair, S. Spadorcia noted courses that should be excluded from policy - certain “clinical” course.

Sept 14, 2015 Provost approved the revised policy with a provision for handling exceptions.

This policy will go into effect as of SP/16 - January 25, 2016.

INSTITUTIONAL REVIEW BOARD HUMAN SUBJECTS RESEARCH
(Revised – May 2017)

PROTECTION OF HUMAN SUBJECTS

Human Subjects Policy Statement

Lesley University is committed to the ethical principles for the protection of human subjects in research set forth in the Belmont Report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. The University requires that all research and teaching activities involving human subjects be guided by these ethical principles. In summary, these principles are:

- **Respect for persons.** This principle requires researchers to obtain informed consent from all human subjects participating in their research. The consent process includes giving subjects full and comprehensible information about the research and providing a clear assurance that participation is strictly voluntary.

- **Beneficence.** The essence of this principle is concern for the wellbeing of subjects. It requires that the risk of harm to subjects be minimized to fullest extent possible. It further requires a risk/benefit analysis in favor of the research, such that the sum of benefits to the subject, as well as the importance of the knowledge to be gained, clearly justifies the remaining risk of harm to human subjects.

- **Justice.** Justice requires that the risks and benefits of research should be fairly and equitably distributed among subjects, with particular concern against the exploitation of subjects whose personal characteristics place them in vulnerable or dependent positions, i.e., children, prisoners, patients, impoverished persons, the cognitively impaired.

Human Subjects Research Institutional Review Board (IRB)

The University, through the Provost’s Office, maintains an Institutional Review Board for Human Subjects Research (hereafter the IRB). The IRB shall determine whether an activity constitutes human subject research and whether the research is subject to full Board review or may be exempted from review.

Am I Doing Research With Human Subjects?

The flowchart below highlights the essential questions that must be asked to determine if your project is subject to IRB review under these policies and procedures.
Definitions

Research is defined under federal regulation as any systematic investigation designed to develop or contribute to generalizable knowledge. The scope of this definition is broad, encompassing both faculty and student projects, as well as projects not intended to generate results for publication. However, most teaching and classroom activities, as well as most ad-hoc, anecdotal, or otherwise nonsystematic projects, do not qualify as research under this definition and are not subject to these policies and procedures.

A human subject is defined under federal regulation as any living individual about whom an investigator conducting research obtains either (1) information through intervention or interaction with the individual, or (2) identifiable private information.

Intervention includes any manipulation of the subject or the subject’s environment performed for research purposes.

Interaction includes any and all communication or interpersonal contact between investigator and subject.

Private information includes any individually identifiable information about a human subject that the individual can reasonably expect will not be made public.

If a project is systematic in its approach to data collection, aims to collect generalizable knowledge that will be applied to other populations, and includes a specific intervention or interaction, then it is considered to be formal research and must adhere to guidelines for Human Subjects in Research.

Not all research that involves data from human subjects involves intervention or interaction. Projects that involve the examination of pre-existing data and do not involve actual intervention or interaction, and do not identify private information about subjects, may not qualify as human subject research. Examples include research that analyzes pre-existing test scores, samples of art works, recordings of language use, where identifying information about subjects is made unavailable to the researchers – although identity coding may be permissible provided that private information cannot be identified.

Educational Activities that are not Human Subjects Research

Not all data gathering activities by University faculty and students represent human subjects research, even when interactions and interventions are involved. Some activities are designed to teach research techniques or data analysis, and do not have generalizable, systematic research as its intent. All participants should understand and are clearly informed that these activities are instructional exercises and are not actual research. Examples that may not constitute human subjects research include: demonstrating professional practice; engaging in classroom inquiry; demonstrating already established curriculum, pedagogies and intervention methodologies; training of assessment tools and methods; guiding future procedures for data collection under human subjects research situations; collecting information about historical individuals that are no longer living; observing individuals without interaction or identity determination; studying identifiable public figures (without interaction or the collection of private information); as well as internships and practica.
However, if such data are to be employed as part of a doctoral dissertation or a master’s thesis, then IRB review should be sought. When the results of the activities described above may be subject to later publication or public presentation at professional conferences, and when there is any possibility of individually identifiable information being made public, then IRB review should be sought.

Obviously, an education activity that involves the use of experimental drugs, agents, devices, or medical procedures, even when they are a part of a course curriculum, always represent human subjects research, and therefore necessitate IRB review and approval.

**If Students Conduct Research as part of a Class Assignment**

Given that courses are first approved by the faculty and the appropriate Curriculum Committee, research done by a student as part of an approved class assignment does not fall under these policies (with exception of master’s thesis and doctoral dissertation). This includes the gathering of original data on human subjects. In such cases, however, the instructor of the course will be the principle investigator and will be responsible for seeking informed consent of subjects, for informing students of proper procedures regarding the conduct of such research, and for monitoring the work done by students. Thus, it remains very important that both faculty and students understand the regulations and procedures regarding the conduct of human subjects research. Faculty are encouraged to include relevant information on their course syllabi along with instruction where appropriate. Any University course that addresses appropriate methodologies for Human Subjects research should be aware of this entire policy and guide University students in understanding it fully. Faculty who are supervising Independent Study Projects should contact the IRB if there are any concerns that a student research project might qualify for review by the Committee.

**Human Subjects Research Procedures**

Faculty who propose to conduct, direct, or supervise research involving human subjects shall evaluate the undertaking and ensure that it is consistent with the policies and procedures of Lesley University. The principal investigator has primary responsibility for protecting human subjects from harm by participation in the research. All others involved in conducting the study share this responsibility. When students engage in research, the faculty member supervising that research serves as the Principal Investigator for purposes of Federal and State statutes and regulations – including research undertaken by doctoral and master’s students.

The IRB shall determine whether an activity constitutes human subjects research and whether the research is exempt from formal review. Researchers shall submit applications for approval of research proposals involving human subjects to the IRB, using the forms provided by the IRB. Application review is ongoing during the calendar year and may take up to 6 weeks.

The IRB gives approval only for the specific research plan contained in the application presented to it, and for a specific period of time not to exceed one year. This period begins on the date of the IRB action, not the date the researcher begins to collect data. No part of the plan relevant to human subjects shall be changed, nor shall subjects be used beyond the specified time, without further approval of the IRB.

All key personnel on non-exempt research projects involving human subjects must complete an approved Human Subjects Educational Training before beginning work on the project. The federal government defines key personnel as all individuals responsible for the design and conduct of the study. See http://phrp.nihtraining.com/users/login.php. This site is available to all interested parties. The last page of the training module will provide a certificate verifying completion. This should be saved electronically with the investigator’s name in the title. The certificate must be submitted with all IRB applications to irb@lesley.edu. Training certificates are good for 5 years and must be submitted by all applicants with every application.

All non-exempt research projects must maintain active IRB approval throughout both the data collection and analysis phases of the research. If the project continues beyond one year, a “Project Renewal Application” and any
supporting materials must be submitted to the Committee for review prior to the expiration date. Project renewals and approval of minor changes to projects are eligible for expedited review.

A Project Renewal Application may take the form of an email. It should include the following information: IRB project number, PI name and current contact information, date, title of the project, length of renewal (up to one year), and a statement that no changes to the original proposal have been made and that no adverse effects of the project have been observed. Where an amendment to the original application is sought, a Project Amendment Application should include the same information and describe in detail the proposed changes from the original application (e.g., change in the number of subjects, the duration of the intervention, the number of interactions with subject).

Investigators shall immediately suspend an inquiry if they observe an adverse change in the health or behavior of a subject that may be attributable to the research. They shall promptly report the circumstances to the IRB. They shall not resume the use of human subjects without the approval of the IRB.

It is University policy that these policies and procedures apply to all research involving human subjects conducted by faculty or students regardless of the source of funding or whether the research is funded. In the case of conflict between the stipulations of the funding agency, University policy, DHHS regulations, or other state or federal statutes or regulations, the more restrictive regulations shall prevail.

**Exempt Research**

Some research studies that meet the definition of research may still be classified as exempt from full IRB review. It is important to keep in mind, however, that exempt status only exempts a project from full IRB review; adherence to all other requirements for the protection of human subjects -- including University policy, state and federal statutes and regulations, or conditions stipulated in your grant -- is still required for exempt research. The decision to categorize a study as exempt can ONLY be made by the IRB. The investigator cannot make this determination. The IRB will retain records of studies classified as exempt.

Examples of research likely to be conducted at Lesley University that may be considered exempt include:

- Research that clearly presents no risk of harm to subjects.
- Research conducted in established or commonly accepted educational settings, involving normal educational practices (e.g., observing two approaches to mathematics instruction).
- Research involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior where the information obtained is recorded in such a manner that human subjects cannot be individually identified.
- Research involving preexisting data/records/information already in the public domain.

To request exempt status, complete and submit the appropriate application to the IRB at irb@lesley.edu. The application form should indicate that an exemption is sought and that you believe your project satisfies the exemption criteria as defined on the form.

**Expedited Review**

Researchers may request an expedited review only for certain categories of research activities that (1) present no more than minimal risk to subjects, AND (2) involve only procedures authorized for expedited review by the federal government. Under an expedited review procedure, the chairpersons of the Committee, may approve a proposal qualifying for expedited review and inform the full Committee of the result.

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.
Procedures likely to be conducted at Lesley University that are candidates for expedited review include most survey research, interviews, focus groups, research involving data or records previously collected for non-research purposes (i.e., clinical or educational records), as well as most behavioral and cognitive research.

To request expedited review, complete and submit the appropriate application to the IRB at irb@lesley.edu. Indicate on the form that you are requesting expedited review only if you believe your project satisfies the criteria as explained above.

**Board Review**

All research projects involving human subjects that do not qualify for exempt status or expedited review, must undergo board review consisting of one of the chairpersons and two committee members. Investigators shall complete and submit the application to the IRB at irb@lesley.edu.

**Informed Consent**

Copies of all written consent forms to be used in the project must accompany the IRB Application Form. University policy requires researchers to obtain the written informed consent of all human subjects who participate in any research that poses a risk of harm to subjects, regardless of degree of risk involved or the exempt or funding status of the project. In addition, the University requires written parental/guardian consent for all research involving children or those unable to provide informed consent.

Consent forms may be designed by the researcher, in keeping with the objectives of the research and data collection. The written consent form is simply a record of the agreement between investigator and subject concerning the content and terms of the project. In brief:

- The form must include a brief, clear statement of exactly what is involved so that there can be no question later as to whether the individual or parent/guardian was properly informed.
- The consent form should not be deceptive in any way. There may be legitimate reasons for withholding information from subjects until the debriefing sessions, but the consent form itself must neither deceive nor mislead subjects.
- The form itself should be written in the second person (“You will be asked to complete the following tests….”) so that it accurately reflects the exchange between investigator and subject.
- The consent form should be written in a manner that will be fully understood by the subject.
- Department letterhead may be used with permission, but in that case the "consent form" heading should be clear and separate.
- The written consent form should clearly indicate that the subject is free to withdraw from the study at any time and without penalty.
- The form should not include any language suggesting that the subjects waive their rights by signing—the right, for instance, to sue.
- The form should assure the subject that all appropriate steps will be taken to preserve privacy, confidentiality and anonymity. The researcher should assure the subject that the subject’s name or other identifiers will never be revealed. In those unusual instances where permission is sought to identify a subject in a research report (or any subsequent publication), then the IRB will seek to determine whether a sufficient reason is given for doing so, and that the subject has been fully informed of that risk.
- In instances where subjects are asked in interviews, for example, to reveal personal experiences and states of mind, the form should make clear that if the subject should reveal something which Federal or State laws require the researcher to report, then the researcher will be obliged to do so, even where such reports appear to violate confidentiality – applicable Federal and State laws take precedence.
- Consent forms must include contact information for the Lesley University IRB chairpersons.

Researchers should be advised that the IRB has found that the most common reason for the delay in approval of applications has been the lack of clarity of consent forms and lack of adequate measures to protect privacy, anonymity and confidentiality.
For further guidance on how to prepare letters of informed consent, see Guidelines for Informed Consent Forms.

**Children as Subjects of Research**

Whenever research involves the use of children, Lesley University requires that researchers shall obtain an oral assent to participate from the child, as well as written permission from the child’s parent or guardian.

*Children* are persons who have not attained the legal age for consent to treatments or procedures involved in the research in the state where the research will be conducted. *Assent* means a child’s affirmative agreement to participate in the research. Mere failure to object shall not be construed as assent. *Permission* means the informed and voluntary agreement of the parent(s) or guardian to the participation of their child in the research. Failure to object shall not be construed as permission.

The Committee shall be responsible for determining that adequate provisions are made for soliciting the assent of the children if, in the judgment of the Committee, the children are capable of providing assent. The Committee shall take into account the ages, maturity, and psychological state of the children involved in the research under a particular protocol, or for each child as the Committee deems appropriate, to determine whether the children are capable of assenting. The Committee may waive the assent requirement if the Committee determines that the capability of some or all of the children is so limited that they cannot reasonably be consulted (e.g., research involving infants).

**Student Research**

The University’s policies and procedures on human subjects shall apply to all research at Lesley University, whether conducted by faculty or students. All student research shall be supervised by a faculty advisor. It is the responsibility of all faculty to review these policies and procedures, to share this information with students, and to ensure that the rights of human subjects are protected. Policies specific to student research include:

- The faculty advisor shall be the principle investigator. A student cannot be the principle investigator. This also applies to doctoral research and master’s thesis research.
- The faculty advisor shall assure that all students are aware of the policies for the protection of human subjects, and that all research protects human subjects to the fullest.
- All students seeking to participate in research involving human subjects must first complete the mandatory educational training module and submit documentation of this to the faculty.
- The IRB shall serve as a consultant and resource to faculty in interpretation of these procedures and policies as they relate to student research and projects.

**Institutional Review Board**

The Committee for Human Subjects Research functions as the Institutional Review Board (IRB) and its membership is such as to satisfy requirements of the Department of Health and Human Services (HHS). The IRB has at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by Lesley University. At least one member of the Committee is a non-scientist, and one member is a person not affiliated with Lesley University.

A quorum consists of a simple majority of the Committee’s membership, including at least one member whose primary concerns are in non-scientific areas. Actions requiring a vote are taken at convened meetings. Decisions are made by a majority of those present.

Proposals to be reviewed are submitted to the Committee via email on the application form prescribed by the IRB. The IRB actions are communicated in writing to the principal investigator. Copies are retained in the Committee’s files.

At the initial review, the Committee determines whether review is required at intervals more frequent than yearly. Investigators are instructed to report promptly to the Committee chairperson any unanticipated problems involving
any risks to subjects. It is the chairperson’s responsibility to ensure that such reports are communicated to the full Committee.

The membership and functioning of the Committee are reviewed annually by the Provost, or designee. Members are appointed, or re-appointed each year. The ordinary term of service is three years.

**Application for Review of Human Subjects Research**

A unified form for human subjects research appears in the Faculty Handbook. The form allows for a single submission of an application for exempt, expedited, or full review by the IRB. Instructions are provided on the form. At the present time, the application form is available as an electronic document (MSWord) from the Provost’s web page. Applicants are asked to download the form, enter the requisite information, save the document with a file name that includes an identifier, like the applicant’s name, and send the completed application to irb@lesley.edu as an email attachment (include letters of informed consent). Many applications have arrived with the file name “IRB app” resulting in delays and the increased likelihood that applications will not be properly identified and filed.

**Note:** Do not begin your research (including contacting potential research subjects) until you are notified that your application has been approved by the IRB, which will take at least four weeks.

If you have questions, consult the Human Subjects Research Policy on the Lesley web site at https://www.lesley.edu/faculty-staff/faculty-academic-resources/institutional-review-board. If you have further questions, contact an IRB representative, the Chairs of the Committee.

Informed Consent letters used in the study should be submitted along with the application. Interview protocols, questionnaires, observation protocols, and other materials that might be of assistance to the Committee in making its determination should be attached as well. Any studies that involve the use of pharmaceuticals or medical devices or procedures should immediately contact the Committee – additional approvals as required by Federal regulations may be necessary.

The following pages provide (1) a further guide to determining whether a proposed project may qualify for exempt status and (2) a lengthy guide to preparing letters of informed consent.

**Worksheet for consideration of Exempt Research**

**Does the study meet the following criteria?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: research on regular of special educational instructional strategies, or the relative effectiveness of instructional techniques, curricula, or classroom management techniques. 45CFR46.101(b)(1)</td>
<td></td>
</tr>
<tr>
<td>Research involving the collection or study of existing data, documents, records. <em>Existing Data: means that all the data, documents or records are in existence prior to IRB Review.</em> And, these sources are publicly available or the information is recorded by the investigator in such a manner that subjects cannot be identified either directly or through identifiers linked to the subjects. 45CFR46.101(b)(4)</td>
<td></td>
</tr>
<tr>
<td>Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, and information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects, nor place the subjects at risk of criminal or civil liability or be damaging to the subject’s financial standing, employability or reputation. 45CFR46.101(b)(2)</td>
<td></td>
</tr>
</tbody>
</table>

If you answered yes to at least one item above, the protocol will potentially qualify for exempt approval.

**However, does this study involve?**
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Interactions, surveys or interviews involving minors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>Pregnant women or prisoners?</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Any procedures that may cause a subject either physical or psychological discomfort or are perceived as harassment above and beyond what the person would experience in daily life?</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Deception?</td>
</tr>
</tbody>
</table>

If you answer yes to any of these four items, the protocol will not qualify for exempt approval. *45CFR46.101(h)*

**Please answer the following questions to the best of your ability.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Is the probability of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>Is the magnitude of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life, or during the performance of routine physical or psychological examinations or tests?</td>
</tr>
</tbody>
</table>

If you answer yes to either question above the study will not qualify for exempt approval. *45CFR46.102(i)*

**Guide to the Preparation of Letters of Informed Consent**

1. **Title:** Descriptive title.

2. **Principal Investigator:** Include name of Principal Investigator and other researchers as appropriate with their contact information and institutional or program affiliations. This includes the faculty principal investigators supervising research carried out by students (including doctoral and masters).

3. **Sponsor:** If the study is funded, include the sponsor’s name.

4. **Description and Purpose:** (Required in all consent forms). May be one or more sections; modify heading(s) as appropriate.
   - This part of the consent form must include:
     - A statement that potential subjects are being asked to volunteer for a research study;
     - An explanation of why the subject is being asked to volunteer;
     - A clear explanation of the purpose of the research;
     - The expected duration of the subject’s total participation;
     - The approximate number of subjects to be enrolled in the study at Lesley University and elsewhere. (This information is only required when the number of subjects is material to the person’s decision to participate; e.g., small sample size might compromise anonymity.)

5. **Procedures:** (Required in all consent forms)
   - a) A description and explanation of the procedures that will be performed on the subject, e.g., filling out questionnaires, being interviewed, being audio or videotaped, engaging in role-playing or performing computerized experiments.
   - b) A full explanation of all responsibilities and expectations of the subject. Be sure to communicate the following:
     - All of the different people with whom the subject will interact.
     - Where the research will be done.
     - When the research will be done.
     - How often the procedures will be performed.
     - How much of the subject’s time will be involved in each session and the number of sessions.
6. Risks: (Required in all consent forms)
   a) A description of any possible discomforts or risks that may exist. Explain how anonymity will be assured if that is a potential problem. Explain what will happen to data collected, including any video or audio recordings, once the study is completed.

   This section should include a statement that the research may not provide any benefit to the subject. Any benefits to the subject or others that can be expected should be described in a way that is not coercive, enticing, or self-serving. Benefit to society is appropriate. Do not refer to financial compensation in this section.

   The following is acceptable wording for this section:
   *Participation in research is voluntary. You have the right to refuse to be in the study. If you decide to be in the study and change your mind, you have the right drop out at any time. You may skip questions. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.*

   b) If your study does involve any risk of physical harm to subjects, the following statement shall be included on the consent form:
   *If you are injured during the course of the study and as a direct result of this study, you should contact the investigator at the number or e-mail address provided. Although compensation is not available, Lesley University will assist you in obtaining medical treatment, including first aid, emergency treatment, and follow-up care as needed. Your insurance carrier should be billed for the cost of such treatment. If your insurance carrier denies coverage, Lesley University is under no obligation to pay for the treatment but may do so at its discretion. By providing financial or other assistance, neither Lesley University nor the researchers are stating that they are legally responsible for the injury.*

7. Confidentiality, Privacy and Anonymity: (Required in all consent forms)

   The following is acceptable wording for this statement, but this wording can be modified as appropriate:
   *You have the right to remain anonymous. If you elect to remain anonymous, we will keep your records private and confidential to the extent allowed by law. We will use numerical identifiers rather than your name on study records. Your name and other facts that might identify you will not appear when we present this study or publish its results.

   If for some reason you do not wish to remain anonymous, you may specifically authorize the use of material that would identify you as a subject in the experiment.*

   The consent form should end with statements similar to the following:
   *We will give you a copy of this consent form to keep.*

   Both the investigator and the subject should keep a copy of the signed form.

   **We suggest that you add this paragraph at the bottom of the form:**
   *There is a Standing Committee for Human Subjects in Research at Lesley University to which complaints or problems concerning any research project may, and should, be reported if they arise. Contact the Committee Chairperson at irb@lesley.edu.*

8. Signatures and names: (Required in all consent forms)

   a) **Investigator's Signature:**

   _______________ ____________________________
   ____________________
   Date Investigator’s Signature Print Name

   b) **Subject's Signature:**
I am 18 years of age or older. The nature and purpose of this research have been satisfactorily explained to me and I agree to become a participant in the study as described above. I understand that I am free to discontinue participation at any time if I so choose, and that the investigator will gladly answer any questions that arise during the course of the research.

Date  Subject’s Signature  Print Name

If needed:

Date  Signature  Parent/Guardian or Legally Authorized Representative  Print Name

(This line is required only if the subject is not able to consent for herself or himself).

PROCEDURES FOR ESTABLISHING NEW OR REVISING EXISTING ACADEMIC POLICIES

Source of Proposed Policy The establishment of new academic policies or the revision of existing academic policies that would or could impact more than one academic school may emanate from one of the following four sources:

- Department Chair, Division Director or Core Faculty
- Academic Dean
- Faculty Assembly (or a standing committee of the Faculty Assembly)
- The Provost

Pathways of Review

A. If an academic policy proposal emanates from a Department Chair, Division Director or Core Faculty

a. The proposal initiator brings the proposal to the Division or Department level to be discussed with core faculty.
b. The proposal must be reviewed by the Dean of the school, in which the department, division or faculty is housed.
c. The Dean will submit the proposal to the Provost, in either its original form or with revisions, for review and discussion.
d. If the Dean and the Provost conclude that the policy will affect only the school from which it emanated, then the Dean will finalize the language of the policy, with the approval of a majority of the school’s core faculty by vote in a school faculty caucus.
e. If it is deemed that the proposal would or could impact more than one school, then the proposal, in either the original or revised form, will be placed on the agenda for review and discussion by the Deans Group, comprised of the school deans, the Associate Provost, and the Provost.

f. If the Provost supports the proposal after consultation with the Deans Group, it will be submitted by the Provost, in either its original form or with revisions, to the Faculty Assembly chair for consideration by the faculty.

g. The Faculty Assembly chair will forward the proposal to the Faculty Affairs & Academic Policies (FAAP) committee for review.

h. The FAAP chair will forward its feedback to the Academic Advisory Council (AAC), which will review the proposal and feedback from FAAP.

i. It will be the responsibility of AAC to try to reconcile any concerns about the proposal before it is presented to the Faculty Assembly for approval by a majority of the Faculty Assembly.

j. The chair of Faculty Assembly will take the proposal and background information to the Faculty Assembly for a vote.

k. Upon approval by the Faculty Assembly, the chair of the Faculty Assembly shall forward the approved proposal to the Provost for final action.

B. If an academic policy proposal emanates from an academic Dean

a. The Dean brings the proposal to the School Leadership Team to be vetted at the Division and Department level by core faculty.

b. The proposal will be submitted to the Provost by the Dean and placed on the agenda for review and discussion by the Deans group.

c. If the Provost supports the proposal, follow the review process outlined above (A, f-k).

C. If an academic policy proposal emanates from the Provost, the proposal will be placed on the agenda for review and discussion by the Deans Group. The proposal, in either its original form or with revisions, will be submitted by the Provost to the Faculty Assembly chair for approval by majority vote of the faculty, following the review process outlined above (A, f-k).

D. Whether an academic policy proposal emanates directly from the Faculty Assembly, is channeled through the Assembly from a faculty committee, or has been submitted to the Faculty Assembly by the Provost, the Faculty Assembly is to review the proposal, consult with colleagues via FAAP and AAC, and make a recommendation to the Provost for final action. In the absence of a favorable majority vote by the Faculty Assembly an academic policy proposal cannot be enacted.

Timelines for Review of Academic Policy Proposals

Regardless of the source of the proposal, under ordinary circumstances, the next level of review must be conducted within 30 days of receipt of the proposal. The feedback from each stage of the review process is to be communicated to the initiator of the proposal and all bodies at the intermediate stages. All academic policy proposals, regardless of the point of initiation, must be codified by the Office of the Provost for historical documentation and ease of tracing. [A Tracking form will be developed for this purpose.]

Review Outcomes

Each level of review will result in a written statement as an attachment to the Tracking Form, indicating the outcome of the review. The written statements will take one of three forms:

1. Written statement that the proposed policy is supported by the reviewer(s), either in original form or with revisions, in keeping with the spirit of the original proposal, and will be forwarded to the next stage of review.
2. Written statement that the proposed policy is not supported by the reviewer(s), and a clear delineation of the objections or concerns. All proposals that have not been supported will be reviewed by the AAC.

3. A written statement that more than 30 days is needed to gather relevant information, to study the implication of the proposed policy, or to consult with others. In this case, the reviewer(s) should attempt to estimate the time needed to complete the review.

Presidential and/or Board Approval

The Provost will consult with the President on all University-wide policy decisions before making a final determination. In cases in which it is determined that the Board must approve a policy, the Provost will place the item on the agenda for the Academic Affairs Committee of the Board at its next scheduled meeting, following by ratification of the full Board.

Final Policy Approval and Notification

All academic policies will be placed in a Book of Academic Policies and Procedures that is maintained in the Office of the Provost. Once a policy is approved, it will be posted on the University Intranet on the Provost Office site and printed in the next printing of the Faculty Handbook. In all cases, the policy will include citation of the initiator, date of approval, and body/individual issuing final approval.

Revised 1/23/14 by FAAP
Revised 2/13/14 by AAC
Approved by AAC on 4/10/14
Approved by FA on 4/22/14; approved with the agreement that faculty questions and concerns be documented. These can be found in the Memorandum dated April 25, 2014.

PERIODIC AND EXPEDITED PROGRAM REVIEW

Five-Year Periodic Program Review

Periodic academic program reviews provide a systematic approach for documenting the quality of academic programs. Through this process, faculty and administrators work collaboratively to identify programs and areas that may need additional attention. The ultimate goal is to ensure program excellence and develop strategies for continuous improvement. Targets of the review are curriculum integrity, coherence of course offerings, quality of teaching, expertise of the faculty, and student learning outcomes. To be optimally meaningful, the program review is informed by data collected since the last program review. Thus, a program review is an assessment of the past, a statement of the present, and a plan for the future.

Goals of Program Review

- Improve the quality of the program
- Ensure the quality of instruction
- Document student learning outcomes
- Maintain currency in the discipline
- Assess the resource needs of the program to support academic planning
- Demonstrate accountability to specialized accreditation/approval bodies

Frequency of Reviews

- Programs that do not have professional accreditation – every 5 years
- Programs with professional accreditation - follow the accreditation cycle
- Programs with concerns may be required to have more frequent reviews or follow-ups

Steps in the Process

1. Dean notifies Chair in Fall-A that review will commence in subsequent Fall-B Semester
2. Chair identifies faculty to compile Self-Study by end of Spring-B Semester
3. External Reviewer(s) selected and notified by end of Spring-A Semester
4. External reviewer(s) conduct on-site visit in Fall-C Semester
5. External reviewer(s) submit Final Review by early Spring-C Semester
6. Dean and Chair meet with Provost to discuss findings and implications of Review
7. Provost, Dean, and Chair produce a memorandum of understanding that contains:
   a. Statement of overall academic health of the program
   b. Agreed upon changes to curriculum or other issues that need to be addressed
   c. Identification of resource needs
   d. Time table to address identified issues

**Required Sections of the Self-Study**
*(see Key Areas for Program Review for sample guiding questions)*

- Mission and history
- Program policies and processes
- Program content, learning outcomes and assessment
- Program relationship to other programs and/or degree levels
- Student demographics, retention and completion; alumni and employer satisfaction
- Program resources (faculty, technology, library, facilities, etc.)
- Future directions/strategic plans (internal and external environment)

**Specific Data to be included in Self-Study** *(Provided by Institutional Research)*

- Student information: demographics, enrollment, retention and completion data
- Alumni information: career and further education
- Instructional delivery information: course enrollments and credits delivered by modality, core faculty workload, adjunct utilization
- Assessment information: APAR reports, use of data from the assessment of student learning outcomes

**Potential Outcomes of Periodic Program Review**

- Accommodations as an excellent program with no issues to address
- Accommodations as a quality program, with minor or few issues to address
- Program needing significant improvement within a specified time frame
- Program identified for phase-out

Within 90 days of the report of the external reviewer, the program shall develop an action plan detailing how the program plans to build on the strengths and address any weaknesses identified.

**Expedited Institutional Review**

The academic Deans and the Provost regularly receive data on enrollment trends, student retention, graduation rates, average class size, student evaluations, and faculty activities. As these data are shared with Department Chairs and Division Directors on a regular basis, trends will become common knowledge. Deans are encouraged to discuss these data with the appropriate people in their respective schools/colleges. In between regular program reviews, particular attention is paid to programs with declining enrollment trends, low graduation rates, or evidence of unsatisfactory teaching. Unsatisfactory teaching may be evidenced by some combination of 1) below average teaching evaluations over a number of semesters, 2) students not meeting learning objectives, 3) insufficient depth in the curriculum, 4) absence of faculty with expertise in necessary areas, 5) out of date equipment, instrumentation or facilities, and 6) insufficient number of faculty.

If evidence becomes available that suggests that a program is not living up to the University’s expectations of providing a quality educational experience for students, the Provost, in conjunction with the Dean and the
Department chair or Division Head, will initiate a conversation that may lead to an expedited review of the program. The primary goal of such a review would be to determine if there are ways in which the University can strengthen the program to a level of excellence; or, if strengthening is not possible, develop a thoughtful plan for phasing out the program. An expedited review should take place over a period of not more than six (6) months to allow for a timely, but thorough analysis.

**Expedited Institutional Review Process**

**Step One (Pre-Review Meeting)**

The Provost and Dean shall meet with the Department Chair or Division Director (DC/DL), an academic advisor, and the program faculty for a full discussion of the information that is leading to the need for an expedited review. Differences of interpretation of the data will be considered and the need for other information will be identified.

**Step Two**

A small internal review team (hereafter referred to as “the review team”), comprised of the Dean, the Department Chair or Division Director, an appropriate number of faculty from the program, and one faculty member from outside of the unit, will come together to conduct a study of the factors that have created the concerns about the program (e.g. declining enrollment trends, changing market, lack of adequate faculty, poor student advising practices, ineffective marketing strategies, lack of institutional resources, etc.) In the first meeting, the review team will set a six-month meeting timeline and discuss the kind of information and resources that will be needed from the Provost or other parties in order to adequately review the program.

**Step Three**

Academic Advisory Committee (AAC) will be notified that an expedited review has been initiated, along with the information that gave rise to the review and a tentative timeline for completion of the review. Thereafter, the review team will provide status reports on the expedited review at the monthly meetings of AAC until the review is concluded and a final decision is made. The role of AAC throughout the process will be to monitor the process and provide advice to the Provost and the review team as it conducts its review.

**Step Four**

An “expedited institutional review report” will be written by the review team, with a detailed set of recommendations for strengthening the program or a clear recommendation for phasing out the program and its potential impact on other programs. That report will be presented to AAC by the Dean of the school, accompanied by other members of the review team, and discussed at one of its regular monthly meetings, as final input to the Provost.

**Step Five**

The Provost will review the Report and input from AAC, gather any additional information deemed necessary, and meet with the program faculty to discuss the report before making a decision.

**Step Six**

If the decision is to strengthen the program, the Provost will work with the Dean and the faculty of the program to develop a detailed Program Improvement Plan. This Plan may require the services of an external consultant, equipment upgrades, funding for faculty development, funding for curriculum development, or other resources.

**In the event that a phase out is deemed necessary**, the following steps will be followed:

**Step Seven**

The Provost will meet with the Dean, the program faculty, and the advising staff to notify them of the decision to phase out the program and a tentative timetable for doing so.
Step Eight

The Dean will notify the faculty of the school of the decision to phase out the program and the tentative timetable for doing so.

Key Areas for Program Review: Sample questions to guide the self-study

Mission and General Overview

- What is a brief history of the unit/program, i.e., how has it evolved and how have the original expectations changed and why?
- How has the program adapted to changing student demographics and needs?
- What is the contextual/regulatory environment (if any) relevant to this program?
- Is the unit/program guided by a unified vision/conceptual framework?
- Who are key competitors and how does our program compare?
- How is the program regarded in the “market?”
- Is this program unique in serving students (i.e., it is not offered at any other institution) or does it offer a learning experience that is unique in some way?
- How does the program relate to the professional field and to careers in the field?
- How does the program vision/mission relate to the school in which it is located and to the institution?
- Does the program serve a societal need the institution values?
- How does this program contribute to the institutional mission and strategic vision?
- How is this program connected to other institutional or program initiatives?

Program Procedures, Content and Learning Outcomes

- Does the unit have published policies and procedures, or accepted practices for:
  - Program and course development and approval
  - Regular program, curriculum and course review
  - Monitoring and reviewing student academic progress
  - Mentoring of course and program content, and faculty teaching
- How has the curriculum been reviewed and how has it changed to incorporate changes in the field and to meet the changing needs of students?
- How are field-based learning opportunities integrated into the program?
- Does the program have clearly articulated learning goals/outcomes linked to courses or experiences in the program for which faculty and students must show accountability in teaching and learning?
- What evidence do we have to document student learning outcomes?
- How do we assess students?
- How are the results of assessment used to inform ongoing program implementation and program development?
- Have delivery formats been adapted to meet the changing needs of students? (e.g., intensive, evening and weekend)

Students Demographics, Enrollment, Retention and Completion

- What is the external demand for this program? Do there appear to be trends in admissions/enrollment data?
- What are the characteristics of our students?
- Is/how is the student population changing?
Admissions data
- Demographic data (age, gender, race/ethnicity)
- Enrollment trends
- Student/faculty ratio
- Graduation/completion rates

- How are students advised and supported?
- What evidence do we have of alumni satisfaction and accomplishment?
- What evidence do we have of employer satisfaction?
- How many students are being served? Credit hours generated? Degrees or certificates awarded?

Faculty
- What are the characteristics of faculty:
  - Degrees
  - Years of relevant experience
  - Scholarly and creative contributions to field
  - Currency of participation in professional field or academic discipline
  - Ratio of full/part-time instructors
- How many faculty and staff are assigned (teaching and non-teaching responsibilities)?
- What roles do faculty play in course development, faculty mentoring, student advising?
- What evidence do we have of faculty teaching effectiveness?
- What documentation do we have of the public service contributions of faculty?

Other Resources and Facilities
- How has the program taken advantages of new technologies to enrich the curriculum, enhance student learning, and prepare students to function in the high tech world?
- How current are equipment and course materials?
- Does the program have the necessary laboratories, studios or specialized facilities?
- Are library resources and services sufficient to support the program?
- How do the services of Student Learning and Academic Development contribute to student success in this program?
- To what extent are students engaged in co-curricular activities? How do co-curricular activities contribute to outcomes for this program?
- To what extent are the facilities conducive to quality learning experiences?
- What resources does the program generate? e.g., enrollment, grants, fundraising, special fees or events, relationships benefiting the institution
- What costs are associated with this program?
- What investments would need to be made to maintain or increase the quality?

Future Considerations
- Could this program benefit from new collaborations or relationships (internal or external)?
- Could productivity be increased by cost containment or technological innovations?
- What are new possibilities for curriculum/program delivery?
- What is the strategic plan for keeping pace with changes in the field, for attracting and serving new populations?

Sources: Inquiry questions from SOE Quality Project 10/04

Guide for an Expedited Program Review Report

Expedited Review Triggers and Analysis
• What information gave rise to the need for expedited review?
  o Long-term or dramatic enrollment declines
  o Inability to retain good faculty
  o Lack of resources to replace vacant positions over an extended period of time
  o Student complaints about curriculum, faculty, advising
  o Inability of students to get jobs in their field
  o Inadequate facilities, equipment to stay current
  o Inadequate number of core faculty
  o Evidence of program being out of touch with current field

Mission and General Program Information
• Brief History of program
• Program resources (FTE faculty, FTE staff, Space, Equipment, other)
• Uniqueness of program (comparison to other programs in area)
• Typical employment or advanced education opportunities followed by graduates
• Alignment with University mission and strategic plan

Program Statistics
• Enrollment trends over last 5 years
• Student retention and graduation rates
• Student/faculty ratios over last 5 years
• Contribution margin over last 5 years
• Student profiles (HS, GPA, SAT)
• Performance on any standardized tests, licensure, etc.
• Budget over 3-5 year period

Program Curriculum and Student Learning Outcomes
• Structure of the curriculum
• Course syllabi well written with clear guidance to students
• Content of courses is current and captures student interest
• Faculty qualified to teach at all levels
• Curriculum has appropriate depth, especially at upper levels
• Faculty have expertise across the specializations
• Faculty actively engaged in assessment of student learning

Proposed strategies for addressing identified problems
  o Explore the ways in which other institutions have addressed this issue
  o Seek new leadership
  o Employ an external consultant to provide guidance
  o The unit should take advantage of other resources on campus
  o Hiring X number of new faculty would greatly strengthen the program
  o Faculty need to be more creative in recruiting, teaching, and engaging students
  o The institution needs to reassess the resource support for this unit

Recommendations
First draft revised by S. Williams and V. Carlo on March 9, 2015
Second draft revised on March 29, 2015 after input from AAC
Third draft revised on April 21, 2015 after input from AAC
Fourth draft revised on April 29, 2015 after input from AAC Co-Chair V. Carlo
SYLLABUS PREPARATION

Goals, Rationale, and Policy: Course syllabi are important teaching documents which detail course requirements, goals objectives, and expectations. A syllabus represents a formal agreement between an instructor and the students. A syllabus presents students with a clear delineation of course objectives and rationale. It explains grading criteria and methodology in a straightforward manner. It provides both students and instructors with a framework within which to work. Therefore, a syllabus is not a schedule of events but a contract defining how the student can successfully meet course objectives.

A complete, detailed syllabus is required. It is an official agreement, made at the start of each semester, between the faculty and the students. Without such a detailed record, misunderstandings between students and faculty can arise. Course syllabi also represent an integral component of the University’s ongoing re-accreditation efforts, as well as the foundation of articulation agreements.

From the instructor’s standpoint, the syllabus is a written confirmation of the instructor’s goals and teaching philosophy. It outlines attendance, grading, and makeup policies. It states all required course work in writing, and clarifies the instructor’s plans for the entire course. By preparing a detailed syllabus and distributing it at the start of the course, the instructor ensures that each student has received a written statement of policy. If questions regarding grading, course schedule, or requirements arise, the instructor can refer the student back to the syllabus. As questions arise regarding incomplete work and attendance policies, the syllabus provides a clear statement to which students and the instructor can refer.

From the student’s standpoint, a complete syllabus answers many important questions about the goals of the course, its focus, content, schedule, objectives and outcomes. Students should be encouraged to consult their syllabus throughout the course and to ask questions about either the course or the syllabus. A complete syllabus provides students with a clear understanding of course goals and the instructor’s expectations. By using the course syllabi, a student can plan her/his course work. The course syllabus should also help students to understand the instructor’s teaching philosophy and classroom policies.

From an administrative standpoint, the syllabus provides a basis upon which to resolve student/faculty misunderstandings as they occur. For example, when questions relating to grading criteria arise, one may refer to the course syllabus as an important source upon which to base a decision. Therefore, a syllabus which does not cover the instructor’s grading criteria—or which defines it in vague terms—would not provide the instructor with verification of his or her policy. As a result, a vague or incomplete syllabus leaves such issues open to question. To ensure that all requirements and course expectations are honored, it is the instructor’s responsibility to include them in the syllabus.

Many of the States in which we are approved to offer programs have consumer-based standards. Students in those states anticipate that both their courses and programs will have clearly articulate objectives with instructions on how those objectives can be successfully met, plus outcomes/expectations defining the skills and content they will attain at course/program completion. If you have any questions about the scope and sequence of your course or the objectives and outcomes in your syllabus, please contact your Program Director. More definitive information on the importance of a complete syllabus is found in the syllabus Guidelines which follow.

The worksheet that follows can be used as a guideline for preparation of a course syllabus. By including each of these items in as much detail as possible, the instructor provides a solid foundation upon which to build a course. Instructors are encouraged to review the syllabus with the students at the start of the course. Any changes made in the syllabus once the course has begun should be made clear to all students. When preparing a course syllabus, instructors should consider it the official document of record regarding all classroom activities and policies. It should clearly indicate the course objectives and what students need to do to successfully meet those objectives. It should also clearly indicate the course outcomes or expectations, i.e. the skills and knowledge students will master upon successful completion of the course.
Additionally, the University requires that each instructor include on his/her syllabus the statement regarding service for students with disabilities that appears on the sample syllabus on the following page. This will give students with disabilities some lead time in acquiring accessible books and materials, planning their study and time management strategies, and so forth. The Syllabus should also provide information on how to get in touch with you outside of class.

Please read selected portions of the syllabus to the class including the access statement below on the first day and again after the ADD/DROP period has ended. At the start of class, faculty should spend a few minutes explaining that it is the student’s responsibility to request accommodations and services in a timely manner and interested students should contact the Disability Services Office at 617.349.8572.

SAMPLE COURSE SYLLABUS

**College of Art and Design**

<table>
<thead>
<tr>
<th>Class Information</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Meeting Times</td>
</tr>
<tr>
<td>Location</td>
<td>Credits</td>
</tr>
</tbody>
</table>

**Instructor Information**

<table>
<thead>
<tr>
<th>Instructor’s Name</th>
<th>Office Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>Email</td>
</tr>
</tbody>
</table>

**Course Title**

**Description**

**Learning Outcomes**: Learning outcomes are statements that describe significant and essential learning that students have achieved, and can reliably demonstrate at the end of a course or program. In words, learning outcomes identify what the learner will know and be able to do or demonstrate by the end of a course or program.

Examples:

- Students will learn basic 2D design compositional skills and language to make and critique work inspired by their own interests and image research and archives
- Students will develop an image collection/archive which will engage them in research and allow them to compare/contrast their work in context with others
- Students will use color and drawing as tools for communication and apply common color theory principles to their assignments

Please refrain from statements such as “student will know” unless you provide the means to assess and demonstrate learning. It is more appropriate that you say “students will learn to…” or “students will be able to demonstrate proficiency in…”

**Expectations** (include things such as class etiquette, performance expectations, etc. ...)

**Attendance Policy**: (please use this required language) Regular attendance in all classes is required. Students are expected to arrive on time and remain in class for the entire period scheduled. The responsibility for work missed due to any type of absence rests with the student. A failing grade may be assigned to any student who attends less than 80% of class meetings (3 classes of a course meeting once per week or 6 classes of a course meeting twice weekly). Any exceptions are made at the discretion of the instructor.

**Grading Policy**

**Course Schedule**

**Required Texts and Materials**

**Suggested Texts and Materials**

Lesley University Library Services: The Library Research Portal (research.lesley.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and
teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments:

- Our Ask-A-Librarian page lets you chat, text, call, e-mail, or request a meeting with a librarian!
- Visit our two libraries for drop-in help, course reserves, computers/wifi, printing, new magazines and journals, and (of course) books!
- Sherrill Library, the main University library, Brattle Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070

Academic Dishonesty:
Academic dishonesty comes in many forms. The following list is not meant to be exhaustive and a student may be charged and found guilty of violating the University’s Academic Integrity Policy for an offense not enumerated below. Academic dishonesty includes: cheating, plagiarism, fabrication and falsification, multiple submissions, abuse of academic materials, complicity/unauthorized assistance, lying/tampering/theft. Please review the student handbook for details: http://www.lesley.edu/academic-integrity-policy/

Disability Statement:
Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator:

For On-Campus Students with Learning Disabilities, Attention Disorders and Asperger Syndrome:
Kimberly J. Johnson, Director LD/ADD Academic Support Program
Doble Hall, 2nd floor
Phone: 617.349.8462 • Fax: 617.349.8324
kjohnso7@lesley.edu

For On-Campus Students with Physical, Sensory, and Psychiatric Disabilities:
Ruth Bork, Director of Access Services for Students with Disabilities
11 Mellen Street
Phone: 617.349.8194 • Fax: 617.349.8558 • TTY: 617.349.8544, 617-349-8198
rbork@lesley.edu

For All Off-Campus Students
Daniel Newman, Lesley University ADA/504 Coordinator
Doble Hall, 2nd Floor
Phone: 617.349.8572 • Fax: 617.349.8324
dnewman@lesley.edu

The contact persons play the role of facilitator between the student’s needs, faculty requirements, and administrative guidelines of the University. Disability-related information is not shared without the permission of the student.

Equal Opportunity and Inclusion Policy (please use this required language)
Lesley University remains committed to a policy of equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff and to eliminating discrimination when it occurs. Lesley University does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation in admission to, access to, treatment in, or employment in its programs and activities. Lesley will not ignore any form of discrimination, harassment, or sexual harassment by any member of the Lesley
community. Moreover, Lesley does not condone any form of retaliation against any person who brings a complaint of discrimination, harassment or sexual harassment or against anyone who cooperates in a complaint investigation. For more information, visit https://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy or contact Jane Joyce, Director of Human Resources, 617-349-8785, hr@lesley.edu, or Dr. Nathaniel Mays, Dean of Student Life and Interim Title IX Coordinator, 617 349-8539 and dsa@lesley.edu.

Lesley University Graduate School of Education and
College of Liberal Arts and Sciences Education Division

REQUIRED COURSE SYLLABUS COMPONENTS

Core Components
Each faculty member will communicate these core components in a way that best represents the course and serves the students.

- Course code (prefix and number) and title
- Official title and course description (must match proposed or approved title and description)
- Date/semester
- Credits
- Location
- Times
- Instructor’s name and contact information, e.g. phone, email, office hours, location
- Footer that includes: Lesley University, page numbers, and date
- Course outcomes and objectives
- Texts (required and recommended readings)
- Expanded bibliography/resources
- Brief description of assignments, including clear designation of any field-based assignments
- Key assignment and rubric for ePortfolio; for key assignment criteria, contact assessment@lesley.edu
- Grading policy with weight/value of each item, including but not limited to the following:
  - class participation
  - papers (written in APA style)
  - in-class assignments
  - projects
  - oral reports
  - case studies
  - lab/field work
  - lesson plans
  - group presentations
  - examinations/quizzes
- Course schedule/topical outline (including dates, topics, readings, types of teaching/learning experiences, assignments due, and Massachusetts Curriculum Frameworks addressed)
- Current Policy Statements

TEACHING IN THE WEEKEND FORMAT

In the weekend format the Cohort Liaison greets the instructor on the first day of class. The Cohort Liaison is not required to be there every day, but to be on call in case of emergency.

The following items include suggestions from faculty who have taught in the weekend format. These suggestions are not meant to be all-inclusive, prohibitive, or suitable to every content area. They are based on the teaching experience by faculty in different disciplines who use this format. The Weekend Format is one of the most intense instructional models that Lesley offers. In any of the more intensive models, special attention has to be paid to pacing and varying the activities. The suggestions put forth below can be adapted to other kinds of intensive teaching situations, not just the weekend format.

Activities:
**Class Presentations:** presentations from each individual in a 20+ class may best be divided for presentation over two or three days rather than in one very large block of time. Role playing, debates, book reviews, triad grouping, collaborative learning projects, films, PowerPoint presentations, and newspaper article reviews are all activities which have been successfully used in various content areas of this format.

Collaborative group activities and student presentations are encouraged.

None of the above activities are meant to absolve the instructor of teaching his or her own course content. The students cannot learn simply by interacting with each other for two weekends. The strongest courses are those which combine student centered with faculty centered dynamics.

**Student Group Dynamics:** It may be helpful to know something about the student group dynamics prior to the first class meeting. In this case, the previous instructor’s report of the group should be obtained from the Program Director. Some Program Directors provide phone directories or e-mail addresses of their instructors to help link faculty. In these situations, it is the instructor’s responsibility to pursue information, should it be wanted or needed.

**Breaks/Lunch/Dinner Hours:** The two intensive weekends of a course are generally intended to replicate the 45 hours of a traditionally paced three-credit course. Students may volunteer "stories" on how much time should be devoted to breaks and when these breaks should occur. The instructor’s teaching obligation is to meet the three-credit requirement using the best academic practices. Please discuss the breaks and meal times with the class at the first meeting, so that everyone is in academic and social agreement regarding the length and timing of these breaks.

Planning the Weekend

**Early Saturday:** Begin with a stimulating activity Lectures, discussions, PowerPoints, small group activities.

**Saturday after lunch:** period of generally low energy, in which to do something active, demanding maximum involvement should be planned, such as collaboration projects or small group projects. End with films, slides.

**Sunday Morning:** Content/lecture/traditional models.

**Sunday Afternoon:** Class may be wearing down, plan quiet time activities, video or small group work.

**To Avoid:** Lecturing too long, group presentations in one long extended period

**To Try:** Pacing activities and providing for a wide variety of learning styles -- small group, large group, and individual work; lectures, presentations, demonstrations. One of the prime characteristics of a group of adult learners is the wide diversity of learning styles they exhibit.

**To Remember:** Please contact the Program Director for assistance regarding the curriculum or information about the class.

**VARIOUS ACADEMIC PROCEDURES/ FORMS**

**Change of Student Address:** This form can be requested from the Registrar’s Office at (617) 349-8740.

**Contract for Completion of Incomplete Coursework:** This form is available at the Registrar’s office. The student gives the form to his/her professor. This contract is then submitted to the school/program offering the course.

**Grade Change:** Faculty may request a form from the Registrar’s Office. When the grade is changed, the faculty should send the completed form to the Registrar’s Office.

**Request for Course Pack Certification:** Core and adjunct faculty must go through Xan Edu Publishing Services directly in order to obtain copyright clearance for course materials. There is a 4-6 week window for new and outdated materials for this process to be completed. Contact the bookstore for more information at 617-349-8875
UNIVERSITY GOVERNANCE

FACULTY ASSEMBLY

(Revised August, 2010)
Approved by Board of Trustees, May 7, 1997
Approved by Academic Affairs Committee, April 16, 1997
Approved by Faculty Assembly, March 18, 1997

Introduction
The Lesley University Faculty Governance Policy provides the opportunity for the faculty to meet as a unified group, guided by the mission of the University. As a result of the 1994 restructuring, the faculty of the four schools developed an all-university Faculty Assembly mode. Through the Assembly, the faculty addresses issues of faculty life and works to assure the academic integrity of the University. The President and the Board of Trustees hold final authority and responsibility for the University. Within this context, collaboration is the cornerstone of the governance policy, among the faculty and between the faculty and the administration.

RESPONsibilities of the Faculty Assembly
The Faculty Assembly, as the steward of the academic environment, will play a central role in the development of the University’s intellectual direction, university-wide academic standards and structures, and opportunities for professional growth of faculty.

The Faculty Assembly will represent the collective interests of the faculty in the development, implementation, and monitoring of policies regarding faculty contracts, salaries, retention, workload and promotion.

The Faculty Assembly and/or its designated committees will participate at key stages in the development of major institutional strategies and major policy initiatives affecting the institution.

Governance of the Faculty Assembly
MEMBERSHIP & MEETINGS: All individuals with full-time or pro-rated faculty contracts are full voting members of the Faculty Assembly. Individuals on administrative contracts, even those who hold faculty rank, are not members of the Faculty Assembly. Two hours of the third and fourth Tuesdays of each month are reserved exclusively for Faculty Assembly and any constituent school-based faculty meetings.

DECISION-MAKING PROCESS: Decisions will be made by a majority vote of the attendees, providing that a quorum is present. Since meetings may not coincide with the times that pro-rata faculty are on campus, the quorum for each academic year will be the number of individuals equal to one-half the number of full-time contracted faculty. All decisions of the Faculty Assembly will be made with only members of the Assembly present. Most decisions will be made by voice vote. However, if the Steering Committee or an individual faculty member requests a confidential vote, decisions will be made by secret ballot. As appropriate, motions passed by the Faculty Assembly will be forwarded by the Faculty Assembly Steering Committee to the President, Provost, or duly designated representatives of the administration. Discussions and decision-making procedures in the Faculty Assembly will be guided by Robert's Rules of Order.

Leadership
CHAIR & VICE-CHAIR: the Faculty Assembly will elect a Chair and a Vice-Chair. Each year a Vice-Chair will be elected for two years, serving the first year as Vice-Chair and the second year as Chair.
The Chair will be released from two workload units per academic year to carry out the responsibilities of this office. These include the following:

- Overseeing the ongoing work of the Faculty Assembly and its committees;
- Coordinating agenda for and chairing Faculty Assembly and Faculty Assembly Steering Committee meetings;
- Serving on the University Council (UC) and participating in the creation of the UC agenda;
- Acting as faculty liaison with administrative offices;
- Representing the faculty and its leadership at academic and university-wide events.

The Vice-Chair will be released from one workload unit per academic year to carry out the responsibilities of this office. These include the following:

- Assisting the Chair to fulfill the responsibilities of that office;
- Assuring that all procedures, actions, and decisions of the Faculty Assembly and the Faculty Assembly Steering Committee are recorded and archived;
- Assuring that written reports, minutes, and correspondence are provided to appropriate parties as necessary through verbal, written and electronic means;
- Serving on the University Council.

**Faculty Assembly Steering Committee (FASC)**

The primary responsibilities of the Faculty Assembly Steering Committee are the following:

- Setting the agenda of the Faculty Assembly;
- Overseeing the work of Faculty Assembly committees;
- Monitoring the implementation of University policy regarding faculty contracts, promotion, salary, and workload;
- Representing the faculty to the President, the administration, and other University constituencies.

The FASC is composed of 18 voting faculty:

1. Chair
2. Vice-Chair
3. School representatives, two from each School
4. Representatives to the Board of Trustees
5. Chair of the Faculty Affairs and Academic Policies Committee
6. Chair of the Budget and Planning Committee
7. Chair of Faculty Life and Development Committee
8. Chair External Affairs Committee
9. Chair Rank & Promotion Committee

School Representatives’ responsibilities include the following:

- Communicating with constituent faculty in relation to issues of concern that warrant Faculty Assembly consideration;
- Requesting time to work with Deans to develop agenda for school-based meetings and school-based faculty meetings; chairing school-based faculty meetings; and overseeing school-based faculty meetings;
- Representing views of school-based faculty on the Faculty Assembly Steering Committee and on the University Council (Chair, Vice-Chair, FAAP Chair, B&P Chair), and other appropriate forums.

Board of Trustee Representatives’ responsibilities include the following:

- Attending general meetings of the Board of Trustees and making regular reports to the Faculty Assembly on major Board discussions and decisions;
- Serving on Board of Trustees committees that welcome faculty participation, e.g., the Academic Affairs Committee of the Board of Trustees.
The Chair and Vice-Chair will serve two-year staggered terms. The School representatives will also serve two-year staggered terms. The representatives to the Board of Trustees will serve one-, two-, and three-year staggered terms. The chairs of standing committees will each serve two-year terms as a representative of those committees.

The Chair and Vice-Chair of the Faculty Assembly and the three representatives to the Board of Trustees will be elected by the Faculty Assembly. The School representatives will be elected by the faculty within each School. The Chairs standing committees will be elected by the members of each of those committees.

The Steering Committee serves as the Faculty Assembly's liaison with the President and Provost. The Steering Committee is empowered to represent the views of the Faculty Assembly in discussions and negotiations with the President and Provost. When the Steering Committee is negotiating with the administration, at least four/fifths of the full membership of the Steering Committee must favor the proposal for it to be considered as representative of the views of the faculty. With such assent, proposals will be taken to the Faculty Assembly for further deliberation.

If, in extraordinary situations, the President or Provost raises issues with the Steering Committee which cannot be immediately discussed with the Faculty Assembly, the Steering Committee will provide the President or Provost with the best counsel it can, taking time to caucus when necessary.

**Standing Committees of the Faculty Assembly**

The standing committees of the Faculty Assembly shall include the following: Faculty Affairs and Academic Policies, Budget and Planning, External Professional Affairs, Faculty Life and Development, Institutional Review Board for Human Subjects in Research and Rank and Promotion. Membership on most standing committees will be by election of the Faculty Assembly. However, to ensure that the Rank and Promotion Committee and the Faculty Life and Development Committee include representatives from each School, membership on these two committees will be determined by elections within each School. The Faculty Assembly Steering Committee will periodically review university-wide Committee structure and membership, and determine whether other committees are necessary to address the concerns of the Lesley University faculty.

**Faculty Affairs and Academic Policies Committee (FAAP)**

The Faculty Affairs and Academic Policies Committee considers, reviews, and develops responses and recommendations regarding institutional decisions, policies and other matters affecting the academic environment of Lesley University and the relationship between the University and the faculty.

The Committee works closely with the Provost, other administrators designated by the Provost, the Dean of Faculty, and the FASC representative to the Academic Affairs Committee of the Board of Trustees to address University wide Academic issues and concerns.

The Committee’s agenda will be based on academic issues as they emerge as well as those identified at the beginning of each year by the Committee in consultation with FASC.

The Faculty Affairs and Academic Policies Committee is composed of six full-time or pro-rated faculty, four representing each school, and two individuals elected at-large in the Faculty Assembly. Committee members will serve two-year staggered terms. Faculty may be re-elected as their terms are completed. The chair of the Committee is elected by the Committee members and serves as a member of the Faculty Assembly Steering Committee.

**Budget and Planning Committee**

The Budget and Planning Committee considers, reviews, and develops recommendations concerning institutional policies, strategies and priorities affecting the financial condition of Lesley University, including the annual budget and financial projections.

The Committee works closely with the Senior Vice-President for Finance and with other administrators designated by the Senior Vice-President for Finance.

The Committee's agenda is based on issues identified at the beginning of each academic year by the members of the Committee in consultation with the Faculty Assembly Steering Committee and senior administration. The
Committee decides which issues will require ad hoc Committee attention and which issues will be addressed by the Committee directly. Recommendations of the Budget and Planning Committee or an ad hoc Committee will be presented to the Faculty Assembly. The action taken by the Faculty Assembly is then reported to the President.

The Budget and Planning Committee consists of five faculty elected by the Faculty Assembly to include 1 representative per School and one at-large member for staggered two-year terms. Faculty may be re-elected as their terms are completed. The Chair of the Committee is elected by the Committee members and serves as a member of the Faculty Assembly Steering Committee.

**External Professional Affairs Committee (EPAC)**

The External Affairs Committee will work in conjunction with institutional offices, as appropriate, to gather, centralize and disseminate information and resources from professional organizations on matters of interest to the faculty. These include quality of academic life issues such as contracts, salaries, retention, workload, promotion, economic trends and professional meetings and conferences.

The External Professional Affairs Committee consists of four faculty elected in the schools to assure school representation on the committee, and serve for two-year staggered terms. The faculty may be re-elected as their terms are completed. The chair of the Committee is elected by the Committee members and serves as a member of the Faculty Assembly Steering Committee.

**Faculty Life and Development Committee**

The Faculty Life and Development Committee is a university-wide Committee that is convened to make recommendations on Faculty Sabbaticals, Faculty Development Grants, Faculty Requests for Funding to attend conferences and the overall direction of Faculty Development Opportunities. The Committee is composed of six members, four full-time or pro-rated faculty who represent each school and two individuals elected at-large in the Assembly. Committee members serve two-year staggered terms. The chair of the Committee is elected by Committee members and serves as a member of the Faculty Assembly Steering Committee.

**Institutional Review Board for Human Subjects in Research**

The Standing Committee on the Use of Human Subjects in Research functions as the Institutional Review Board (IRB), and its membership is such as to satisfy requirements of the U.S. Department of Health and Human Services. The IRB has at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by Lesley University. At least one member of the Committee is a nonscientist and one member is a person not affiliated with Lesley University. Members are appointed or re-appointed each year by the Provost on the recommendation of the Provost’s designee [Associate Provost]. The ordinary term of service is three years. (For additional details, see the Statement of Policies and Procedures Governing the Use of Human Subjects in Research.)

**Rank and Promotion**

The Rank and Promotion Committee is a university-wide Committee that is convened to evaluate faculty members for determination of rank and promotion. The Committee is composed of nine (9) members who are full-time or pro-rata faculty at the Associate Professor or Professor rank and have been employed at Lesley University for two years or more. The term of appointment is three years. In addition, the Provost (or the Provost’s designee) and the Dean of Faculty serve in an ex-officio non-voting role, contributing to clarify policies and procedures. The chair of the Committee is elected by the Committee members, and represents the committee in the Faculty Assembly.

**Relationship Between Faculty Assembly and The Schools**

While the Faculty Assembly addresses university-wide issues and standards, the individual schools address school-specific policies and practices. To further the work of the Faculty Assembly, school-based faculty will meet as needed to discuss matters pertinent to faculty governance. The responsibilities of the two faculty elected from each school to serve on the Faculty Assembly Steering Committee include convening any school-based faculty meetings and assuring that the views of the school faculty are represented in appropriate forums.
Two hours of the first and second Tuesdays of each month are reserved for school business meetings. Faculty Assembly representatives will be allotted time at these meetings as issues arise. Representatives should work with the dean of each school to set these agendas.

**Relationship Between Faculty Assembly and ADMINISTRATION**

To implement the Faculty Assembly’s active participation in the academic life of Lesley University, the following working relationships shall exist:

**The President:** The President and the Faculty Assembly Steering Committee will hold regularly scheduled meetings to foster communication and collaboration. In addition, the President is always welcome to attend meetings of the Faculty Assembly to present and discuss matters of institutional importance.

**Administration:** Senior administrators and the Faculty Assembly Steering Committee will meet at least three times each academic year. These joint meetings will provide opportunities to determine institutional goals and agendas and to monitor and assess institutional progress.

**Board of Trustees:** The Faculty Assembly will elect three representatives to attend regular meetings of the Board of Trustees. These representatives will serve as a resource to the Board and will report to the Faculty Assembly on major Board discussions and decisions. These representatives will also serve on Trustee committees that invite faculty participation.

**Adoption, Amendment, and Review Procedures**

The Faculty Governance Policy is in effect since its approval by the Faculty Assembly, the President, and the Board of Trustees on May 7, 1997.

Amendments to this policy require a three-fifths vote of (60%) of the Faculty Assembly. All proposed amendments must then be approved by the Board of Trustees.

The policy will be subject to review as deemed necessary by the Faculty Assembly, the President, and/or the Board of Trustees.

**FACULTY REPRESENTATION TO THE BOARD OF TRUSTEES**

On October 1, 2015, the Board of Trustees voted to adopt the following policy regarding faculty representation to the Board, replacing the prior provisions described in the Faculty Governance Policy:

- To increase faculty representatives to the Board from three to four, with one representative from each school, elected by the school such that the faculty representatives will serve as non-voting committee members on two committees: Academic Affairs and Student Experience.
- Each of the four faculty representatives will serve a two-year term following the guidelines for non-Board member committee members as described in section 5.3.3 of the Board Bylaws.
- Two representatives, one undergraduate faculty member and one graduate faculty member, will be assigned to each of the two committees. For example, CLAS and GSOE representatives on Academic Affairs; LUCAD and GSASS representatives on Student Experience. At end of the two-year terms, the pairs will switch committees.
- Faculty representatives will receive committee meeting materials for their committee, will be invited to attend the Board Business meeting as guests, and will receive the Board agenda.
- This arrangement will go into effect at the December 2015 committee meetings with the continuation of the arrangement subject to Board review.
THE UNIVERSITY COUNCIL

Revised 5/4/2017, UC Charter Subcommittee

The University Council (UC) shall advise the President and the Lesley University community in the development and implementation of the university vision and strategic plan, and around other key decisions where input is requested from the President. The Council also helps to actively identify and address other important agenda items for the university. Membership is representative of University stakeholders, and communication is both university-wide and specifically to individual constituencies. Meetings will be open to the university community; agenda and minutes will be published for community members in a timely manner.

Areas of Responsibility

University Council is empowered to:

- Participate in decision-making, advise the President, and provide for information sharing across the institution in matters of significance to the university.
- Identify key issues to the President and other members of the Cabinet, present various possible solutions to be considered, and help to problem-solve.
- Solicit response from the President when a motion is taken in the council.
- Focus on university-wide strategic planning and collaboration.
- Address matters of University collaboration.
- Establish regular communication with the Faculty Assembly, with the governance of the four schools, and with other university advisory and governing bodies.

University Council members are expected to:

- Attend one meeting per month on the fourth Thursday between 11am and 1pm.
- Bring matters with implications for their constituencies to other representative bodies.
- Serve on a UC sub-committee. Sub-committee charges will be identified by UC annually or as needed under the leadership of the Chair and Vice-Chair.

Membership

Membership of the University Council includes 19 faculty, 19 administrators and staff members (including academic administrators) and 4 students. The President and the Vice President for Strategy and Implementation will serve as non-voting ex officio members and are not eligible to serve as UC Chair or Vice-Chair. The UC Chair and Vice Chair are non-voting members, but still represent their constituencies.

The faculty members will include:

- 1 Faculty Assembly Steering Committee (FASC) representative from each school (4)
- 1 core faculty representative per school (4)
- 1 adjunct faculty representative per school (4)
- 3 at large FA representatives (3)
- Faculty Assembly (FA) Chair (1) - Ex Officio
- Budget and Planning Committee (B&P) Chair (1) - Ex Officio
- Faculty Affairs and Academic Policies Committee (FAAP) Chair (1) - Ex Officio
- Lesley University Diversity Council (LUDC) Chair or Vice Chair (1) - Ex Officio

The faculty representatives above are elected by their respective bodies for two-year terms.

The staff and administrative members will include:

- President/non-voting (1)
- Vice President for Strategy and Implementation/non-voting (1)
- Presidential appointment (11)
- Provost (1)
- 1 staff member per school (4)
• 2 staff representatives from Staff Representative Advisory Council (SRAC) (2)
• Lesley University Diversity Council (LUDC) Chair or Vice-Chair (1) - Ex Officio

The staff and administrative representatives above are elected by their respective bodies for two-year terms.

The 4 student members will include:
• Student representatives chosen by the Undergraduate Student Government (2)
• Student representatives chosen by the Graduate Student Association (2)

The student representatives above are chosen by their respective bodies for a one-year term.

UC Leadership
Each year a Vice-Chair is nominated or self-nominated from within the active UC membership. Nominations are made in April of each year; secret ballot elections are held at the May UC meeting. The Vice-Chair will be elected for two years, serving the first year as Vice-Chair and the second year as Chair. Chair and Vice-Chair roles will alternate annually between faculty and staff. A core faculty serving as Chair will receive one workload unit release. A staff member serving as Chair will receive financial compensation at a rate based on the number of meetings and meeting preparations at the start of their term (e.g., FY17 compensation was $3,600). The Vice-Chair position does not include workload release or compensation.

Meeting Participation
Members of the university will be invited to participate in discussion as the agenda dictates. Meetings will be open and visitors will be encouraged to raise questions or comments during time set aside during each meeting. Visitors are welcome to participate in sub-committee work.

Agenda for the University Council
The UC agenda is set by the UC Chair, the Vice-Chair, the Provost, and one administrator. The Agenda Committee meets monthly, and in May of each year the Committee will seek to establish the key agenda items for the forthcoming academic year, along with timelines for those items needing on-going attention. At monthly meetings, new items will be considered as these come forward.
Requests in writing for consideration of agenda items can come from any member (or groups) of the Lesley community to the Agenda Committee and will be addressed at the monthly meeting of the Agenda Committee. All requested agenda should include identification of action being requested: decision, advice, or information sharing. A response will be made within one month of Agenda Committee consideration, indicating if and when the item will be discussed at a subsequent meeting, or if not, where the item should go to be addressed appropriately.
UC agenda are considered public documents and will be distributed at -large at least one week prior to UC meetings.

Communication
Agenda & minutes will be public and posted on a public online location available to the Lesley community. The UC will call an Executive Session when the agenda dictates a confidential discussion of its members.

Sub-committees and Task Forces
When agenda items require research or further discussion and deliberation, a sub-committee or task force can be established by the UC. Such sub-committees and task forces will include members of the UC and any additional members from the Lesley community as seems appropriate to the matter under consideration. These working bodies will report back to the UC. Additional task forces to address issues raised by the faculty or the President may be created outside the purview of the UC. In accordance with the principles of openness, trust and shared commitment to the mission, these working bodies will deliberate and act in an inclusive, participatory fashion and seek consensus. Recognizing that consensus is not always achievable, these sub-committees and task forces will, when necessary, take votes (by secret ballot if requested) and the results of these acts will be reported back to the UC. Such a practice, when needed, would serve to assure that minority opinions are not lost in a process that otherwise seeks consensus.
Charter Revisions
The UC charter will be reviewed by UC or a sub-committee of UC every five years.

ACADEMIC ADVISORY COMMITTEE

The Academic Advisory Committee (AAC) will address the university-wide academic planning, policy, and implementation issues. Meeting monthly, the AAC will be made up of faculty members, deans, and academic administrators.

It is the policy of the Board of Trustees, in matters of academic policy, that the Faculty, as “steward of the academic environment, will play a central role in the development of the University’s intellectual direction, university-wide standards and structures.”

Guiding Principles

This problem-solving advisory committee does not determine academic policy but develops recommendations about academic planning and policy implementation. The recommendations will be forwarded to appropriate groups for consideration, including Faculty Assembly, programs, schools, and curriculum committees. The committee makes recommendations to the Provost.

This committee serves to direct and gather academic matters to one deliberative, collective forum. This committee will exclusively create any cross-university working groups that address academic policy or procedure issues. Faculty Assembly via FAAP will select faculty participating in such sub-committees and working groups, and the Provost will select non-faculty participants. The Provost will inform this committee of any additional working groups that are developed to address administrative issues related to academics. This committee will review faculty membership and make recommendations if necessary. Such groups will provide regular reports to this committee.

Guiding principles for the AAC include: Commitment to ensuring quality academic programs and policies; collaboration on establishing agendas; effective communication to the entire University; inclusiveness and an open-meeting policy; clarity of process for informing, advising or directing actions and outcomes; deliberative processes with sufficient time for review of complex issues; consolidation of existing committees and task forces to reduce redundancy; transparency, accountability, and shared trust. The committee deliberates and makes policy recommendations by general consensus.

Areas of Responsibility

The AAC will formulate recommendations as well as assume responsibility for the work generated by the agenda. The AAC will address a broad array of university-wide academic planning, policy, and implementation issues and will make recommendations regarding those issues. Any issue that has an impact upon academic policy or delivery of instruction will be brought to the committee for consideration. Issues as diverse as technologies that support instruction or planning and implementation policies of new programs would fall within the purview of the AAC.

FAAP is a standing committee of Faculty Assembly and, therefore, FAAP representatives can bring necessary AAC items to Faculty Assembly, school representatives can bring AAC items to school meetings, and administrators and staff can bring AAC items back to their appropriate venues. AAC will have a report-out as a standing item on the University Council’s agenda. AAC will thereby be in communication with Faculty Assembly, the schools, and the University Council.

Membership

Membership will include 11 faculty members and 9 administrators: Faculty membership will include the 6 members of FAAP (representing each of the 4 schools and elected to staggered two-year terms), 4 Faculty with administrative responsibilities (representing each of the 4 schools) and the Dean of Faculty. Academic administrative members will include the 4 School Deans, undergraduate professional advisor and graduate professional advisor, Vice President of Enrollment & Ma, Associate Provost, and the Provost. Other members of the community will be consulted in deliberations as needed. The chair of FAAP and the Provost will facilitate the agenda at meetings. The faculty chair will receive one workload unit release.
Agenda Committee of the Academic Advisory Committee

The Agenda Committee will consist of the Chair of FAAP and the Provost, one faculty and one non-faculty member from the AAC, chosen by the AAC.

The Agenda Committee meets monthly, and in May of each year the Committee will seek to establish the key agenda items for the forthcoming academic year, along with timelines for those items needing on-going attention. At monthly meetings, new items will be considered as these come forward.

Requests for consideration of agenda can come from any member of the Lesley community and will be addressed at the monthly meeting of the Agenda Committee. All requested agenda should include identification of action being requested: recommendation, advice, or information sharing.

A response will be made within one month of Agenda Committee consideration, indicating if and when the item will be discussed at a subsequent meeting or, if not, where the item should go to be addressed appropriately.

AAC agenda are considered public documents and will be distributed at-large at least one week prior to committee meetings.

Communication

Agenda and minutes will be public and posted on MyLesley and/or the designated intra-net webpage. Meetings will be open and visitors will be encouraged to raise questions or comments. The AAC will call a closed session when the agenda dictates a confidential discussion by its members.

Committees and Task Forces

When agenda items require research or further discussion and deliberation beyond the expertise or time constraints of the AAC, a sub-committee or task force may be established by the AAC. All committees and working groups investigating academic issues will be created by and serve as sub-committees of this new AAC. Such committees and task forces will include members of the AAC and any additional members from the Lesley community as seems appropriate to the matter under consideration. These working bodies will report back to the AAC.

Periodic Review

As stated in the NEASC Standards, “The institution periodically evaluates the effectiveness of its system of governance using the results for its improvement.” Therefore, both FAAP and the Provost should undertake a yearly review each spring to assess the effectiveness of the AAC, as should the committee itself. Suggested improvements in procedures should be presented at the May meeting of the AAC.

FACULTY RETIREMENT, DISTINGUISHED ACHIEVEMENT, & EMERITUS POLICIES

Retirement Policy

All matters related to awards for retired faculty are handled by the Retirement and Emeritus Committee. The Committee is comprised of one senior faculty member from each of the academic schools/colleges, the Dean of Faculty, and the Provost.

Retirement Eligibility Requirements:

- Core faculty and administrators with faculty rank
- Official retirement from the University
- A minimum of 15 years of service at Lesley University
- Reached the age of 55
Privileges:

- A Lesley ID card.
- Use of the library.
- Use of recreational facilities.
- A parking pass may be purchased for use in the visitors’ parking areas.
- Continuation of email address and myLesley account.
- Access to computer lab, workshops, and technical support.
- Marching with members of the faculty in ceremonial occasions, such as commencement and convocation.

Distinguished Achievement Award Policy

Eligibility Requirements:

- Core faculty and administrators with faculty rank
- Official retirement from the University
- A minimum of 15 years of service at Lesley University
- Reached the age of 55

Criteria: Outstanding achievement in teaching or service or scholarship

Process:
The intention to retire should be filed with both the Office of Human Resources and the school Dean no later than the fall of the academic year of retirement; otherwise the Distinguished Achievement Award cannot be granted until the year following retirement.

The nomination may be initiated by any of the following: self-nomination, faculty member, School Dean, academic supervisor, or alumni.

The nomination letter should include the contributions of the candidate and rationale for awarding Distinguished Achievement status, including the area of award: teaching, service, or scholarship. Nomination letters must be submitted to the School Dean by December 20.

With a recommendation for approval, the school Dean is to submit the nomination to the Chairperson of the Retirement & Emeritus Committee by January 20.

The Retirement & Emeritus Committee will review and evaluate the nomination, and if the committee endorses the nomination, a letter of recommendation from the Chair of the Committee is then forwarded to the President by February 7.

The President evaluates the recommendation of the committee, and if approved, the award is granted.

Privileges:
Retirees with distinguished achievement status shall receive the same privileges for which all retirees are eligible, as follows:

- A Lesley ID card.
- Use of the library.
- Use of recreational facilities.
- A parking pass may be purchased for use in the visitors’ parking areas.
- Continuation of email address and myLesley account.
- Access to computer lab, workshops, and technical support.
- Marching with members of the faculty in ceremonial occasions, such as commencement and convocation.

Retirees with distinguished achievement status shall also receive the following additional privileges:

- Commemorative plaque or other memento
**Emeritus Policy**

Administrative Clarification, August 2015
Administrative Clarification, August 2013
Revisions Approved by Faculty Assembly, April 2012
Revisions Approved by the Academic Affairs Committee, 2006
Approved by Academic Affairs Committee, April 1997
Approved by Faculty Assembly, February 1997
Administrative Clarification, October 1996
Original Policy Adopted Academic Affairs Committee, February 1993

**Eligibility Requirements**
- Core faculty at the rank of either full professor or associate professor
- Official retirement from the University
- A minimum of 20 years of service at Lesley University
- Reached the age of 55

Emeritus status may be granted to core faculty to honor their contributions to Lesley University.

**Criteria**
- Merit in teaching, service, scholarship and professional activities
- Contributions that have had a lasting impact

**Process**
The intention to retire should be filed with both the Office of Human Resources and the school Dean no later than the fall of the academic year of retirement; otherwise emeritus status cannot be granted until the year following retirement. There are two processes by which core faculty may be awarded emeritus status.

At the rank of full professor:
With a recommendation from the appropriate School Dean, nomination of a core faculty member who has served the University in a full-time capacity for 20 or more years and who holds the rank of Professor will automatically be endorsed by the Retirement & Emeritus Committee and forwarded to the President for emeritus status.

At the rank of associate professor:
The nomination may be initiated by any of the following: self-nomination, faculty member, dean, academic supervisor, or alumni.
Faculty who would like to submit a nomination of emeritus for a colleague, or self-nominate should send their recommendation to the Dean of the School. The nomination letter should include the contributions of the candidate and rationale for awarding emeritus status. Nomination letters must be submitted to the School Dean by December 20.

With recommendation for approval, the School Deans submit names of faculty recommended for emeritus status to the Chairperson of the Retirement & Emeritus Committee by January 20. The Retirement & Emeritus Committee will review and evaluate the nomination, and if the committee endorses the nomination, a letter of recommendation from the Chair of the Committee is then submitted to the President by February 7.

The president evaluates the recommendation of the committee, and if approved, the Provost submits it to the Academic Affairs Committee of the Board of Trustees for their March meeting. A positive decision of the Academic Affairs Committee is reported to the Board of Trustees for review and a vote at their March meeting.

**Emeritus Privileges**
Retirees with emeritus status shall receive the same privileges for which all retirees are eligible as follows:
- A Lesley ID card.
- Use of the library.
- Use of recreational facilities.
- A parking pass may be purchased for use in the visitors' parking areas.
• Continuation of email address and myLesley account.
• Access to computer lab, workshops, and technical support.
• Marching with members of the faculty in ceremonial occasions, such as commencement and convocation.

Retirees with emeritus status shall also receive the following additional privileges:
• Commemorative plaque or other memento.
• Free registration, tuition and fees for courses, subject to space availability and instructor approval.
• ID cards with emeritus designation.
• Eligible to serve on a research project or grant as determined by the department chair, with the approval of the provost.
• A minimum of shared office space with a desk, file cabinet, bookcase, basic telephone connection, computer access and some clerical support.
FACULTY EMPLOYMENT TERMS (CBA)

Lesley University Core Faculty Collective Bargaining Agreement with Service Employees International Union (SEIU) Local 509

This Agreement is entered into as of the date indicated below, with an effective date of October 20, 2016 (the “Effective Date”), by and between Lesley University (hereinafter referred to as the “Employer” or “University”), and Service Employees International Union, CtW Local 509 (hereinafter referred to as the “Union”).

Article 1 - Recognition and Bargaining Unit Description

Section 1. Pursuant to the Certification of Representative, issued by the National Labor Relations Board in Case No. 01-RC-148228 the University hereby recognizes the Union as the sole and exclusive collective bargaining representative of all full-time and regular part-time core faculty and tenured faculty employed by Lesley University at its Cambridge, Massachusetts campuses, including faculty with titles of Instructor, Assistant Professor, Associate Professor, Professor, and University Professor.

Excluded are all other employees, National Faculty, Deans, Associate Deans, Provost, adjunct faculty, coaches, all Division Directors and Director of Field Placement in the Graduate School of Education, all Chairs in the Lesley University College of Art and Design, all Division Leaders in the College of Liberal Arts, the following classifications in the Graduate School of Arts and Social Science: Division Director (Division of Expressive Therapies), Division Director (Division of Counseling and Psychology, Program Director-MFA Writing, Director of Interdisciplinary Studies, Directors of Field Training, Supervisor of Academic Affairs, and Associate Director of Academic Affairs, and Associate Director of Expressive Therapies, and all managers, confidential employees, guards and supervisors as defined in the Act.

Section 2. Whenever “Unit Core Faculty” is used in this Agreement it shall refer to bargaining unit employees, unless otherwise specified.

Article 2 – Academic Purview and Management Rights

Section 1. Lesley faculty, including Unit Core Faculty, are responsible for setting academic standards, for awarding academic credit, and for recommending conferral of degrees when those standards are met. The faculty has primary responsibility for deciding the academic standards and integrity of such fundamental areas as curriculum, subject matter, methods, design and models of delivery of instruction.

Section 2. Lesley faculty, including unit core faculty, have primary responsibility for the content, quality, and effectiveness of the curriculum. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

Section 3. Inherent in the responsibilities of the faculty is a duty to preserve and transmit the values of academic standards and integrity through example in their own academic pursuits, and through the learning environments that faculty create for students. As part of creating a strong and unique learning environment, the faculty body is also responsible for mentoring of adjunct professors, instructors and graduate teaching fellows.

Section 4. The University’s Provost is directly responsible to the President, and in concert with the faculty and other academic administrators, is responsible for the quality of the academic program. The University’s organization and governance structure assure the integrity and quality of academic
Section 5.  The power of review or final decision for academic matters is lodged in the governing board or delegated by it to the President and Provost. The President and/or the Provost will give careful consideration before overriding faculty decisions and the President and/or the Provost’s reasons will be communicated in a timely fashion to the faculty. The faculty shall, following such communication, have opportunity for further consideration and further transmittal of its views to the President or the Provost.

Section 6.  Management of the University is vested exclusively in the University. Except as set forth in this Agreement (including Sections 1-5 in this Article), this includes but is not limited to the following rights:

a.  The right to establish, direct, and control its programs, services, organizational structure, and operations in all particulars and to take such action as is necessary to maintain the mission, efficiency, and effectiveness of the University operations;

b.  The right to direct, supervise, and train employees; to appoint, assign, schedule, transfer, evaluate, promote, and retain employees in positions; to determine qualifications, hiring criteria and standards of work; to establish standards of productivity and performance; and to suspend, demote, discharge, or take other disciplinary actions against an employee;

c.  The right to lay off employees due to lack of work, budgetary reasons, or organizational changes;

d.  The right to determine the means, methods, budgetary and financial procedures, and personnel by which the University’s programs, services, and operations are to be conducted;

e.  The right to take whatever actions as may be necessary to carry out the mission of the University in situations of emergency, the determination of such situations to be the prerogative of the University, provided that the University shall subsequently and in timely fashion negotiate the effects of such action on the terms and conditions of employment of members of the bargaining unit. For the purposes of this section "emergency" is defined as any condition or situation out of the ordinary which requires immediate action to avoid danger to life, property, or to prevent losses affecting the University, its employee(s), student(s), or the general public.

Section 7.  The above enumeration of academic purview and management rights is not exhaustive and does not exclude other areas of academic purview and management rights not specified above.

Section 8.  The Unit Core Faculty and the University agree to work together cooperatively and expeditiously on matters of mutual concern.

Section 9.  The parties recognize that from time to time disputes may arise regarding institutional governance and the proper allocation of responsibilities and rights between the administration and core faculty. Such disputes deserve a timely, considered conversation between the parties. Accordingly, any such disputes may be raised and considered through a special meeting with the Provost and/or the President. Such disputes shall not be subject to arbitration.
**ARTICLE 3 - Governance**

The role of members of the bargaining unit and other non-unit core faculty members in the important area of faculty governance are considered and addressed by the core faculty as a whole, subject to the final approval of the Board of Trustees, and exist outside the parameters of this Agreement. Such matters include the involvement of core faculty in traditional areas of faculty purview, the determination of membership and voting rights on the Faculty Assembly and its committees, and other matters pertaining to faculty participation in the governance of the University. This Agreement does not create, confirm, or abrogate any rights or privileges under the various governance documents of the University, which may be amended by the University from time to time.

**ARTICLE 4 - Equal Employment Opportunity and Non-Discrimination**

It is the policy of the University not to discriminate on the basis of race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws (including union activity). The University’s policies on equal opportunity, discrimination, and harassment may be revised from time to time. Where enforcement mechanisms exist under Federal, State or local laws, alleged violations of this Article will not be subject to the Grievance and Arbitration procedure of Article 9, but will be handled in accordance with the procedures provided for all University employees.

**Article 5 – Union Security and Check Off**

**Section 1.** It shall be a condition of employment that all Unit Core Faculty members covered by this Agreement who are members of the Union in good standing as of its effective or execution date, whichever is later, shall remain members in good standing, and those who are not members in good standing as of the effective or execution date of this Agreement, whichever is later, shall, on or after the thirtieth (30th) calendar day following the later of the effective or execution date, become and remain members in good standing of the Union, or, in lieu of union membership, pay an agency fee, as determined by the Union. The Union agrees to comply with all Massachusetts and Federal law regarding the implementation and notice requirements of agency fees.

**Section 2.** It also shall be a condition of employment that all Unit Core Faculty members covered by this Agreement who are hired on or after its effective or execution date, whichever is later, shall, on or after the thirtieth (30th) work day following the beginning of such employment either become and remain members in good standing of the Union or pay an agency fee as determined by the Union.

**Section 3.** The Union may request that a Unit Core Faculty member, who fails to join the Union, maintain Union membership, or pay a representation fee, shall be dismissed. If the Union makes such a request, the Employer shall comply. Prior to any dismissal, the Unit Core Faculty member shall be offered an opportunity within twenty (20) calendar days, following the written notification from the Union to the Employer requesting discharge, to pay the required dues, initiation fees, and/or representation fees that have not been tendered.

**Section 4.** Payment of Union dues and/or fees may be made via the check-off procedure provided by this Article. It is agreed that the University shall assume no financial or other obligation arising out of the provisions of this Article except as specifically provided in this Article.

**Section 5.** The Union hereby agrees that it shall indemnify, defend, and hold the University harmless from any claims, actions, or proceedings by a Unit Core Faculty member arising from deductions made by the University hereunder or from the enforcement of this Article.
Section 6. The Employer further agrees to deduct voluntary contributions made by Unit Core Faculty to the SEIU Committee on Political Education (COPE) and to remit said contributions to the COPE at the same time Union dues and agency fees are remitted. Said contributions are strictly voluntary and can be in any amount as determined by the Unit Core Faculty member.

Section 7. Each payday, the University shall deduct from a Unit Core Faculty member's wages a sum of dues and/or fees owed the Union and authorized under the Federal Labor Law, provided the Unit Core Faculty member has furnished the University a written assignment executed in accordance with law. The Union will provide to the University a suitable form for the authorization of this payroll deduction, and, as to new Unit Core Faculty, the University will include that form in his/her initial employment packet.

Section 8. The Union shall be ultimately responsible for obtaining executed written assignments for such payroll deductions from existing Unit Core Faculty. However, the University shall cooperate with the Union in seeking compliance with this provision by notifying covered Unit Core Faculty at their time of hire of the existence of this Agreement and by providing them with Union membership and pay deduction materials supplied by the Union. Materials voluntarily completed by the Unit Core Faculty member and returned to the University shall be promptly remitted to the Union. On or about the 15th of the month following the deductions, monies so deducted by the University shall be transmitted by mail or electronically to the Union Treasurer or other Union designee. Such deductions shall continue until either the Unit Core Faculty member is not on the payroll of the University or instruction to cease payroll deductions is given in writing by the Unit Core Faculty member to the University Office of Human Resources.

Section 9. The University shall send to the Union via transmission method determined by the Union to an electronic or physical address identified by the Union in writing the following information for each Unit Core Faculty member whether or not deduction is made, at the same time as the University remits all deductions for union dues or representation fees, Union initiation fees and Union assessments made from the wages of Unit Core Faculty for the preceding month:
   a. Job classification;
   b. Department;
   c. Rate of pay and earnings that the dues or representation fee deduction is based on;
   d. Month the deduction is based on;
   e. Name;
   f. Union initiation fees listed separately;
   g. Union assessments listed separately; and,
   h. If applicable, the reason Union dues are not deducted.

Article 6 - Union Rights

Section 1. The identified representatives of the Union shall have reasonable access to the University's facilities for the transaction of necessary Union business relating to this Agreement so long as normal business and classroom activities are not disrupted or attempted to be disrupted.

Section 2. The Union shall have access to meeting space on campus subject to the same procedures as other campus organizations.

Section 3. Management shall recognize Unit Core Faculty members designated by the Union as bargaining unit representatives to address grievances, process disciplinary appeals, and for meetings with a grievant or with management, and to attend to other matters related to the administration of this Agreement when authorized by the Union to do so.
Section 4. Workplace leaders (stewards) and/or Union representatives shall be given some time on the agenda of Unit Core Faculty orientation meetings in order to present information about the Union and Union membership.

Article 7 - Academic Freedom and Unit Core Faculty Rights and Responsibilities

Section 1. The University’s Academic Freedom Statement may be amended from time to time.

Section 2. The Union acknowledges that, like other University employees, Unit Core Faculty members covered by this Agreement are subject to all University policies, as set forth in employee handbooks, faculty handbooks, handbooks or catalogues available for each department, division, program, or school, or on the University website. Such policies may be amended from time to time at the discretion of the University. By way of example, Unit Core Faculty members will follow the University’s policy on plagiarism, the Community Standards of Conduct, the Discrimination, Harassment, and Sexual Violence Policy, and other rules and regulations governing employees, students, and Unit Core Faculty member work and conduct expectations. The parties recognize that if such policies are in conflict with or superseded by this Agreement, the terms of this Agreement shall apply.

Section 3. The faculty member shall develop the syllabus, pedagogical approach, and, course content consistent with the approved school, department, division, or program goals and outcomes for the course.

Section 4. To the extent a department or division has particular written expectations on course syllabi, teaching and grading responsibilities, student assignments or other expectations, such written expectations will be made available to the Unit Core Faculty member at the time that the course is assigned or as soon thereafter as practicable.

Section 5. Unit Core Faculty are responsible for the maintenance of good order and the observance of University policies in the classroom. Unit Core Faculty shall meet classes on time, hold classes for the full period except in the event of an emergency or as an approved practice by the Department Chair or Program Director, and evaluate academic and clinical performance fairly and reasonably. Unit Core Faculty shall submit grades and student evaluations on a timely basis and shall provide feedback to student work and responses to student communication on a timely basis. Unit Core Faculty should discuss teaching expectations and related concerns with the Department Chair or Program Director.

Section 6. Unit Core Faculty shall report promptly to their Department Chair or Program Director matters that may require academic or non-academic disciplinary action against students under applicable University policies. Unit Core Faculty shall participate or cooperate, as appropriate, in any resulting investigation.

Section 7. The University sends important information by email to Unit Core Faculty members’ University email addresses. All Unit Core Faculty members must check their University email accounts on a regular basis and must use their University email accounts for purposes of conducting University business, including all communication with students.

Article 8 – Bargaining Unit Information

Section 1. The University will provide to the Union a list of all Unit Core Faculty members covered by this Agreement on the following dates: October 15, based on information available on September 30; February 15, based on information available on January 31; and July 15, based on information available on June 30.

Section 2. This list will include the following information:
a. Name, home address, phone number,
b. Lesley University email
c. Initial date of hire as a bargaining unit member at the University,
d. Rank,
e. Length of current contract
f. All courses taught by the Unit Core Faculty member during the semester/term, including course title, the date the course begins and ends, department in which the course is offered, number of students enrolled in the course or in each course section,
g. Any course reduction/release and the reasons,
h. Teaching assistants assigned,
i. Number of assigned advisees and/or mentee, and
j. Independent studies being directed.

Article 9 - Grievance and Arbitration

Section 1. A grievance within the meaning of this Agreement shall be any dispute concerning the interpretation, application, or claimed violation of a specific term or provision of this Agreement. This is the sole and exclusive procedure for the resolution of grievances under this Agreement.

Section 2. The following steps shall be followed in the processing of grievances:

Step 1. The Unit Core Faculty member shall file the grievance with his/her Department Chair or Program Director within twenty-one (21) calendar days of its occurrence or discovery. The grievance must be reduced to writing and must specify the nature of the grievance, the provision(s) of this Agreement at issue, and the relief requested. If the grievance is not resolved satisfactorily within fourteen (14) calendar days thereafter, the grievance may proceed to Step 2. Furthermore, while the Unit Core Faculty member and the University are encouraged to resolve disputes at Step 1, the Union may initiate a grievance on the Unit Core Faculty member’s behalf at Step 2, provided it is so initiated within the twenty-one (21) calendar days specified above. In the event an individual Unit Core Faculty member and the University settle a dispute without the written and express agreement of the Union, that settlement will not create a precedent for either party in the interpretation or application of this Agreement.

Step 2. If the grievance is not resolved at Step 1, the Unit Core Faculty member may request that the Union appeal the grievance to Step 2. If the Union deems the grievance to be meritorious, it may file the Step 2 grievance with the Unit Core Faculty member’s Dean or his/her designee within fourteen (14) calendar days of receipt of the Step 1 response, or within seven (7) calendar days of the deadline for the Step 1 response, if none was received. If the grievance is filed within the time limits, the Dean or his/her designee shall conduct a meeting as soon as practicable, but no less than fourteen (14) calendar days from the filing of the Step 2 grievance for the purpose of attempting to resolve the grievance. If the grievance is not resolved at this meeting, the Dean or his/her designee shall respond to the Union in writing within fourteen (14) calendar days of the meeting. If the Dean or his/her designee fails to respond within fourteen (14) calendar days of the meeting, the grievance may proceed to Step 3.
Step 3. A grievance not resolved at Step 2 may be appealed in writing by the Union to the University's Provost or his/her designee within seven (7) calendar days of the conclusion of Step 2. A meeting for the purpose of attempting to resolve the grievance shall be held at this Step as soon as practicable, but no less than fourteen (14) calendar days from the filing of the Step 3 grievance. If the grievance is not resolved at this meeting, the Provost or his/her designee shall respond to the Union in writing within fourteen (14) calendar days of the meeting. Any grievance filed by the Union on behalf of two or more Unit Core Faculty members, or involving the discharge of a Unit Core Faculty member or a grievance against a Dean, may be initiated at Step 3. Additionally, as to any other grievance, the parties may proceed initially at Step 3 if by mutual agreement, in writing.

Section 4. Arbitration. A grievance not resolved at Step 3 may be appealed to arbitration by the Union by giving notice to the University within twenty-one (21) calendar days of the Step 3 response. The Union and the University shall endeavor to mutually agree to the selection of a single arbitrator. If the Union and the University are unable to reach an agreement on the selection of an arbitrator, the parties shall use the selection procedures of the American Arbitration Association. The decision of the arbitrator shall be final and binding on the parties.

The fees and expenses of the arbitrator, and the cost of any hearing transcript, shall be borne equally by the Union and the University.

If a Unit Core Faculty member must miss a class because they are required to attend an arbitration hearing, there will be no loss of compensation from the University for that Unit Core Faculty member. The Unit Core Faculty member shall be responsible for scheduling a make-up class or arranging, sufficiently in advance of the scheduled class, for a suitable replacement to teach the class who is acceptable to the Department Chair or Program Director. The University shall not be required to incur any expense as a result of a replacement faculty. Such replacement approval shall not be unreasonably denied.

Section 5. All time limits herein shall exclude the winter break period when the University is closed, and may be extended by mutual agreement expressed in writing.

Article 10 - Discipline and Discharge

Section 1. Discipline may include written warnings, unpaid suspensions, or discharge. A Unit Core Faculty member will not be disciplined or discharged without just cause.

Section 2. It is understood that the University, in addition to issuing disciplinary action, may also include with such discipline reasonable remedial measures, when appropriate, with which the Unit Core Faculty member must comply.

Section 3. Discipline for purposes of this Article shall not include performance reviews and shall not include non-reappointment.

Section 4. At the discretion of the University, a Unit Core Faculty member may be placed on paid administrative leave to permit the University to investigate potential or alleged misconduct that may result in discipline. Being placed on paid administrative leave is not itself a disciplinary action.

Section 5. A Unit Core Faculty member may request that a Union representative be present at any investigatory meeting that the Unit Core Faculty member reasonably believes may lead to discipline and/or at a meeting where discipline is to be administered. Such requests shall not be unreasonably denied.
ARTICLE 11 - CONTRACTS AND PROMOTIONS

Section 1. Initial Appointments

At the discretion of the University, a unit core faculty member will be hired into the bargaining unit as a temporary appointment faculty member, Instructor, Assistant Professor, Associate Professor, or full Professor. The Provost in his/her discretion retains the right to award years of service credit to any new core faculty member hired by the University based on their prior record of college or university teaching. Such decision can only be made by the Provost at the time of the initial appointment and is not grievable. If the Provost exercises such discretion, the initial appointment letter will indicate how much credit is being given, if any, for prior college or university teaching.

Section 2. Temporary Appointments

A temporary appointment means an appointment to the University for a specified term not to exceed one year. A faculty member on a temporary appointment will be informed at the time of her/his appointment of the duration of the appointment and the University will be under no obligation to provide any further notice of termination. The University may award subsequent temporary appointments, but will be under no obligation to do so. The contracts and promotion provisions of the remainder of this Article do not apply to Unit Core Faculty members on temporary appointments.

Section 3. Instructors

A. A Unit Core Faculty member who is hired as an Instructor will be hired on a two-year appointment.

B. During the Fall semester of an Instructor’s second year of an appointment, s/he will be formally evaluated for reappointment in accordance with Article 12 (Evaluations, Reappointment, and Promotion Procedures) of this Agreement. If the Instructor is not reappointed, s/he will be notified by December 15 of that second year that her/his second year will be the final year at the University. If s/he is reappointed, s/he will receive another two-year appointment commencing after the end of the current two-year appointment. As long as the core unit faculty member remains in the rank of Instructor, s/he will receive two-year appointments and will be reviewed for reappointment in the second year of each such appointment. However, after 10 years of service in the rank of Instructor, s/he will receive, if reappointed, three year appointments and will be reviewed for subsequent reappointments in the second year of each such appointment.

C. An Instructor may apply for reappointment with a promotion to the rank of Assistant Professor in the second year of any appointment as an Instructor. The Instructor will be evaluated for promotion in accordance with Article 12 (Evaluations, Reappointment, and Promotion Procedures) of this Agreement.

   i. If the promotion is approved, s/he will be awarded the rank of Assistant Professor to be effective in the subsequent academic year and will receive a three-year appointment.

   ii. If the Instructor chooses not to apply for promotion to Assistant Professor, s/he will then only be evaluated for a two-year reappointment in accordance with Section 3(B) of this Article.
iii. If the promotion is denied, then the Instructor can next apply for promotion in the Fall semester of the second year of a subsequent two-year appointment.

iv. Applying for promotion to Assistant Professor is voluntary, and a decision not to apply will not have an adverse consequence for the faculty member in contract reappointment decisions.

Section 4. Assistant Professors
A. A Unit Core Faculty member who is hired as an Assistant Professor will be hired on a three-year appointment.

B. During the Spring semester of the Assistant Professor’s second year of any three-year appointment, s/he will be formally evaluated for reappointment in accordance with Article 12 (Evaluations, Reappointment, and Promotion Procedures) of this Agreement. If the Assistant Professor is not reappointed, s/he will be notified by June 1 of that second year that her/his third year will be the final year at the University. If s/he is reappointed, s/he will receive another three-year appointment commencing after the end of the current three-year appointment. As long as the Unit Core Faculty member remains in the rank of Assistant Professor, s/he will receive three-year appointments and will be reviewed for reappointment in the second year of each such appointment. However, after 12 years in the rank of Assistant Professor, s/he will receive, if reappointed, five-year appointments and will be reviewed for reappointment in the fourth year of each such appointment.

C. An Assistant Professor may apply for reappointment with a promotion to the rank of Associate Professor in the second year of her/his second appointment as an Assistant Professor or at any time thereafter. The Assistant Professor will be evaluated for promotion in accordance with Article 12 (Evaluations, Reappointment, and Promotion Procedures) of this Agreement.

i. If the promotion is approved, s/he will be awarded the rank of Associate Professor to be effective in the subsequent academic year and will receive a five-year appointment.

ii. If the Assistant Professor chooses not to apply for promotion to Associate Professor, s/he will then only be evaluated for a reappointment in accordance with Section 4(B) of this Article.

iii. If the promotion is denied, then the Assistant Professor can next re-apply for promotion two years after her/his prior application date.

iv. Applying for promotion to Associate Professor is voluntary, and a decision not to apply will not have an adverse consequence for the faculty member in contract reappointment decisions.

Section 5. Associate Professor
A. A Unit Core Faculty member who is hired as an Associate Professor will be hired on a five-year appointment.

B. During the Spring semester of the Associate Professor’s fourth year of any five-year appointment, s/he will be formally evaluated for reappointment in accordance with Article 12 (Evaluations, Reappointment, and Promotion Procedures) of this Agreement. If the Associate Professor is not
reappointed, s/he will be notified by June 1 of that fourth year that her/his fifth year will be the final year at the University. If s/he is reappointed, s/he will receive another five-year appointment commencing after the end of the current five-year appointment. As long as the Unit Core Faculty member remains in the rank of Associate Professor, s/he will receive five-year appointments and will be reviewed for reappointment in the fourth year of each such appointment.

C. An Associate Professor may apply for a promotion to the rank of full Professor in the fifth year of his/her first appointment as an Associate Professor, provided s/he has been reappointed for a second appointment as Associate Professor, or s/he may apply at any time following that fifth year of his/her first appointment. The Associate Professor will be evaluated for promotion in accordance with Article 12 (Evaluations, Reappointment, and Promotion Procedures) of this Agreement.

i. If the promotion is approved, s/he will be awarded the rank of full Professor to be effective in the subsequent academic year and will receive an eight-year appointment.

ii. If the Associate Professor chooses not to apply for promotion to full Professor, s/he will then only be evaluated for a five-year reappointment in accordance with Section 5(B) of this Article.

iii. If the promotion is denied, then the Associate Professor can next re-apply for promotion two years after her/his prior application date.

iv. Applying for promotion to full Professor is voluntary, and a decision not to apply will not have an adverse consequence for the faculty member in contract reappointment decisions.

Section 6. Professor

A. A Unit Core Faculty member who is hired as a Professor will be hired on an eight-year appointment.

B. During the Spring semester of the Professor’s seventh year of any eight-year appointment, s/he will be formally evaluated for reappointment in accordance with Article 12 (Evaluations, Reappointment and Promotion Procedures) of this Agreement. If the Professor is not reappointed, s/he will be notified by June 1 of that seventh year that her/his eighth year will be the final year at the University. If s/he is reappointed, s/he will receive another eight-year appointment commencing after the end of the current eight-year appointment.

C. During the seventh year of any subsequent eight-year appointment for a Professor, s/he will be formally evaluated for reappointment in accordance with Article 12 (Evaluations, Reappointment and Promotion Procedures) of this Agreement. If the Professor is not reappointed, s/he will be notified by June 1 of that seventh year that her/his eighth year will be the final year at the University. If s/he is reappointed, s/he will receive another eight-year appointment commencing after the end of the current eight-year appointment. As long as the Unit Core Faculty member remains in the rank of Professor, s/he will receive eight-year appointments and will be reviewed for reappointment in the seventh year of each such appointment.

Section 7. Reasons for Non-Reappointment and Grievance Rights

A. Non-reappointments may occur due to the following considerations:

i. Failure to meet performance expectations
ii. Disciplinary record
iii. Elimination, downsizing, or restructuring of a department, program, school or college
iv. Enrollment concerns
v. General curriculum modifications or other institutional needs
vi. Serious financial considerations that in the judgment of the University warrant reduction in faculty

B. Grievability of Non-Reappointment Decisions
   i. Unit Core Faculty who are not reappointed due to performance considerations (which may include consideration of her/his disciplinary record) may grieve such decisions but such grievances will be limited to allegations of whether the University’s decision was made in an arbitrary or capricious manner. In addition, after a faculty member has completed six full years of bargaining unit service, the University must also demonstrate that the faculty member has been put on adequate notice that her or his performance was not satisfactory and that reasonable effort has been made by the University to guide the faculty members in improving the faculty member’s performance prior to any non-reappointment.

   ii. Unit Core Faculty who are not reappointed due to elimination, downsizing or restructuring of a department, program, school or college; enrollment concerns; general curriculum modifications or other institutional needs; or financial considerations that in the judgment of the University warrant reduction in faculty may not grieve such decisions. However, when the University plans to not reappoint a Unit Core Faculty member due to such reasons, it will notify the faculty member and the Union of her/his non-reappointment no later than June 1 before the final year of the faculty member’s appointment. The University will provide relevant information as to the reasons for the planned non-reappointment, and will engage in effects bargaining over such decision.

Section 8. Performance Standards

As faculty in a learning community, professional responsibility is an important area of performance. Unit Core Faculty members at all ranks are expected to fulfill the responsibilities traditionally performed by faculty and be active members of this teaching and learning community. For example, Unit Core Faculty are expected to conduct themselves in a collegial and collaborative manner, regularly participate in University events and meetings, be accessible and responsive to students, and perform their duties in a timely manner.

A. Definitions. Unit Core Faculty members are expected to meet certain performance standards in the areas of teaching, service, and scholarship, as defined below.

   i. Teaching includes all instructional activity; classroom teaching; curriculum revision; student advising; supervision of individualized studies; and student academic support. Excellence in teaching is the primary performance criterion for all faculty members at all ranks.

   ii. Service includes leadership roles, committee engagement, or curriculum and program development related to the unit faculty member’s department/division, College/School, or the University; mentoring of faculty; supporting student activities within the University; and professional service outside of the University in the academic community and the professional specialty.
iii. Scholarship includes publications, presentations, or creative activity such as creative performances and exhibitions, which reflect the three characteristics cited by Lee Shulman in his definition of scholarship: “... it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community. Scholarship must also reflect at least one of the following categories; the first four are Ernest Boyer’s four categories of scholarship as described in his book Scholarship Reconsidered: Priorities of the Professoriate (2016):

a. The “scholarship of discovery;” for example, the creation of new theory and basic research.

b. The “scholarship of integration;” for example, working with colleagues from a different field in a way that discovers new patterns, or designing a new program of study that draws from a variety of disciplines.

c. The “scholarship of application;” for example, new knowledge generated by the application of theory to practice or from an innovative approach to applying theory.

d. The “scholarship of teaching;” for example, pedagogical procedures that illuminate content in a new and more powerful way.

e. The “scholarship of creativity,” meaning artistic products in visual, literary, and performance arts; for example, public performances and public exhibitions.

Each Unit Core Faculty member must have a scholarship plan that is discussed with the faculty member’s supervisor or Dean. That plan should offer insight into how the Unit Core Faculty member is intellectually and publicly engaged in her/his discipline and scholarship category.

B. Performance Standards by Rank. Unit Core Faculty are expected to meet the performance standards described below. Unit Core Faculty who apply for promotion must demonstrate that they meet the performance expectations of the higher rank. Once a rank is attained, the faculty member is expected to maintain the required level of performance at that rank in order to be eligible for reappointment at that rank.

i. Instructors demonstrate excellence in teaching and engagement in service. Instructors will normally hold a Master’s degree.

ii. Assistant Professors demonstrate excellence in teaching, engagement in and progress on their scholarship plan, and active participation in service. Assistant Professors will normally hold a terminal degree.

iii. Associate Professors demonstrate excellence in teaching, meritorious accomplishments in scholarship, and significant contributions to service. Associate Professors must hold a terminal degree.
iv. Professors demonstrate excellence in teaching, substantial and sustained accomplishments in scholarship, and service that demonstrates distinguished leadership at the University or to the profession. Professors must hold a terminal degree.

Section 9. Evaluations, Reappointment, and Promotion Procedure

The procedures for the evaluation of Unit Core Faculty for reappointment and for promotion in rank are delineated in Article 12 (Evaluations, Reappointment, and Promotions) of this Agreement.

Section 10. Contract Termination or Modification

In the event of extraordinary changes affecting the University, institutional financial exigency, or significant program reduction or program closure, the University reserves the right to revise or revoke existing Unit Core Faculty contracts. The University’s determinations about extraordinary changes, institutional financial exigency, significant program reduction, or program closure are not grievable.

In any such instances, the University is committed to making every effort to appropriately reassign affected Unit Core Faculty. In such cases, consideration will first be given to possibilities for contract revision or Unit Core Faculty reassignment. To discuss such options, the Provost will meet with the Unit Core Faculty member and with a Union representative and review all other options within the University. Contract revocation will be the last resort. In cases of contract revocation, the University will provide affected Unit Core Faculty who hold contracts of five years or longer at least one year of continued employment or payment in lieu thereof. The University will provide relevant information as to the reasons for the planned contract revision or revocation, and will engage in effects bargaining over such decision.

Section 11. Implementation for Current Unit Core Faculty

This Agreement will apply to all Unit Core Faculty as of the Effective Date, except that for purposes of (a) length of appointment, Unit Core Faculty will complete their appointment term in effect on the day before the Effective Date and will be considered for re-appointment for the appointment terms set forth in this Article 11 during the spring semester of the penultimate year of their pre-existing appointment term and (b) the timing of eligibility for promotion for assistant professors whose active employment in a bargaining unit position began prior to July 1, 2016 shall be subject to the policy in effect prior to this Agreement. Instructors will be considered for re-appointment during the fall semester of the final year of their pre-existing appointment term.

ARTICLE 12 - EVALUATIONS, REAPPOINTMENT, AND PROMOTION PROCEDURES

In the normal course, the performance of Unit Core Faculty will be evaluated in three ways: through the annual report, the application for re-appointment, and the application for promotion. Unit Core Faculty members may also be evaluated as needed to address performance concerns.

Section 1. Annual Reports

Unit Core Faculty will submit an annual report to their supervisors and Deans between May 15 and August 30 each year. The annual report is intended be a formative assessment and should summarize and analyze student course evaluation data, teaching experiences, academic support activities, service to the University and outside the University, and scholarship achievements during the past academic year. The annual report should also summarize the Unit Core Faculty member’s plans for teaching, scholarship, and service for the upcoming academic year. Between May 15 and October 15 of each year, the supervisor will discuss the performance plans in all three areas of teaching, scholarship, and service with the Unit Core Faculty member. Either the faculty member or the supervisor may request that the Dean participate in the meeting.
Section 2. **Reappointments**

Unit Core Faculty members will be evaluated for reappointment within the same rank according to the schedule and standards set forth in Article 11 (Contracts and Promotions) and the following process:

A. **Application.** A Unit Core Faculty member applies for reappointment by submitting an application to her/his supervisor consisting of the following materials:

   i. *Faculty self-assessment* – no more than three pages; discusses the Unit Core Faculty member’s accomplishments, strengths, and challenges in teaching, scholarship, and service since the last appointment or reappointment evaluation.

   ii. *Annual faculty report* – copies of the annual faculty reports for each year since the last appointment or reappointment evaluation.

   iii. *Most recent syllabus* from each course taught since the last appointment or reappointment evaluation.

   iv. *Student evaluations* from all courses taught in the last three years and additional examples since the last appointment or reappointment evaluation.

   v. *Summary of classroom observation* by supervisor

   vi. *Optional peer review and/or summary of classroom observation* by choice of Unit Core Faculty member.

   vii. *Optional peer review of service and/or scholarship.*

   viii. *Updated curriculum vitae*

B. **Supervisor Meeting.** After submission of the materials set forth above, the Unit Core Faculty member and her/his supervisor meet to review the application.

C. **Supervisor Recommendation.** The supervisor writes a letter recommending reappointment or non-reappointment to the Dean. The Unit Core Faculty member receives a copy of the letter at the same time. The faculty member may write a response to the supervisor’s letter.

D. **Dean Meeting.** The Unit Core Faculty member meets with the Dean to discuss the faculty member’s performance and the recommendation of the supervisor and any written response by the faculty member.

E. **Dean Recommendation.** The Dean reviews the application, the supervisor’s letter, any written response from the unit faculty member, her/his meeting with the Unit Core Faculty member, and writes a letter recommending reappointment or non-reappointment to the Provost. The Unit Core Faculty member receives a copy of the letter at the same time. The faculty member may write a response to the Dean’s letter.

F. **Provost Decision.** The Provost reviews the application, supervisor’s letter and the Dean’s letter, any written responses by the faculty member, and makes a decision as to reappointment or non-reappointment, which is communicated in writing to the Unit Core Faculty member. The supervisor and the Dean receive copies of this letter at the same time.

Section 3. **Promotion in Rank**
Unit Core Faculty members will be evaluated for promotion in rank according to the schedule and must meet the standards set forth in Article 11 (Contracts and Promotions) and the following process:

A. **Application.** A Unit Core Faculty member applies for promotion by submitting an application to her/his supervisor consisting of the following materials: *See reference to necessary items in Faculty Handbook*

B. **Supervisor Meeting.** After submission of the materials set forth above, the Unit Core Faculty member and her/his supervisor meet to review the application.

C. **Supervisor Recommendation.** The supervisor writes a letter recommending for or against promotion to the Dean. The Unit Core Faculty member receives a copy of the letter at the same time. The faculty member may write a response to the supervisor’s letter.

D. **Dean Meeting.** The Unit Core Faculty member meets with the Dean to discuss the faculty member’s performance and the recommendation of the supervisor and any written response by the faculty member.

E. **Dean Recommendation.** The Dean reviews the application, the supervisor’s letter, any written response by the faculty member, and her/his meeting with the Unit Core Faculty member, and writes a letter recommending for or against promotion to the Promotion Committee. The Unit Core Faculty member and the Provost receive a copy of the letter at the same time. The faculty member may write a response to the Dean’s letter.

F. **Promotion Committee Recommendation.** The Promotion Committee reviews the application, the supervisor’s letter, and the Dean’s letter and any written responses by the faculty member, and writes a letter recommending for or against promotion to the President. The Unit Core Faculty member receives a copy of the letter at the same time and may file a written response. Neither the Committee nor any subset of the Committee meets directly with the faculty member during the promotion process.

G. **President Decision.** The President reviews the application, the supervisor’s letter, the Dean’s letter, the Promotion Committee’s letter, any written responses by the faculty member, consults with the Provost, and makes a decision, which is communicated in writing to the Unit Core Faculty member. The supervisor and the Dean and the Promotion Committee receive copies of this letter at the same time.

**Section 4. Grievability**

Only final decisions by the Provost denying reappointment or by the President denying promotions can be grieved by the Union or Unit Core Faculty member. The grievance of final decisions by the Provost denying reappointment will follow Section 7 of Article 11 (Contracts and Promotions). The grievance of final decisions by the President denying promotion will be limited to allegations of whether the President’s decision was made in an arbitrary or capricious manner.
ARTICLE 13 - WORKLOAD

Within each year of a multi-year faculty appointment described in Article 11 (Contracts and Promotions), each Unit Core Faculty member will be assigned a nine-month (39-week) contract, a ten-month contract, or a twelve-month contract as set forth below. The work of a Unit Core Faculty member consists of instruction, non-instructional duties, service, and scholarship, as described below and in Article 11 (Contracts and Promotions).

Section 1. Nine-Month and Ten-Month Contracts

a. Nine-month core unit faculty member assignments will consist of contract periods of 39 weeks as follows (the “contract period”):

   i. September 1, 2016 through May 31, 2017;
   ii. August 31, 2017 through May 30, 2018; and

b. During the 39-week contract period, Unit Core Faculty members are required to complete seven (7) workload units.

c. In addition to subsections (a) and (b) above, Unit Core Faculty members on ten-month contracts are required to complete an additional 20 days of work during the 13-week summer period.

d. Unit Core Faculty members are required to engage in service and scholarship activity in addition to the seven-unit workload.

e. Part-time Unit Core Faculty members’ workload expectations will be pro-rated.

f. Consistent with program, school, and University needs, and subject to the Dean’s approval, Unit Core Faculty on 39-week contract periods may choose to spread their teaching course load across the entire calendar year, meaning that a course or two can be taught “on load” during the subsequent 13 weeks (summer) beyond the normal contract period of 39 weeks. However, faculty will not be required to spread their course load into the summer.

g. Unit Core Faculty may not carry more than two “overload” units (whether instructional or other) in each semester. The Dean in his/her discretion may approve more than two overload units per semester.

h. During the 39-week contract period (and additional 20 days for ten-month faculty), Unit Core Faculty members are expected to attend school/college meetings and department/division meetings, and to participate in a number of University events such as Convocation, Commencement, student recruiting activities, student retention activities, and faculty development days.

i. During the 13-week off-contract period, Unit Core Faculty on nine- and ten-month contracts are required to communicate by email, phone, or video conference, without additional compensation, to:
i. Promptly respond to reasonable work-related communications from the University (which requires active monitoring of their lesley.edu email accounts);

ii. Be reasonably available to promptly respond to and be involved in the grade grievance procedure, academic review process, or other inquiries or investigations related to students, faculty, or staff; and

iii. Promptly respond to or forward to their supervisor and dean any communication from students, including without limitation student requests for leaves of absence and reports of misconduct.

The University expects that the instances described in sections (ii) and (iii) above will be unusual and limited to time-sensitive matters.

Section 2. **Summer Contracts: Instructional and Non-Instructional Work.**

a. At the discretion of the University, some Unit Core Faculty may be offered contracts to engage in non-instructional work or instructional work during the 13-week summer period. Such Unit Core Faculty members may decline such offers without any adverse consequences.

b. Each summer contract will include dates of service, FTE basis, salary, and description of responsibilities.

c. The number of work weeks assigned to a Unit Core Faculty member during the summer can vary between zero weeks and 13 weeks for each year of a faculty member’s appointment, subject to the mutual agreement of the Unit Core Faculty member and the University.

Section 3. **Twelve-Month Contracts**

a. At the discretion of the University, some Unit Core Faculty may be appointed to twelve-month contract periods in one or more years of a multi-year faculty appointment.

b. A twelve-month contract period may be granted to a Unit Core Faculty member who normally performs seven workload units during the 39-week contract period and who is also normally assigned two workload units in a “year-round program” during the 13-week summer period.

c. A “year-round program” is a degree program that is designed to enroll and does in fact enroll students in twelve months of consecutive courses (six consecutive terms or three consecutive semesters). The Provost determines which degree programs are “year-round programs” and which Unit Core Faculty may be awarded a twelve-month contract on this basis.

d. The Provost may also determine that certain Unit Core Faculty may be awarded twelve-month contracts to teach or provide program support in programs that have robust student enrollment during the 13-week summer period.

e. A Unit Core Faculty member on a twelve-month contract is expected to engage in teaching, service, and scholarship during the summer period in the same way as all Unit Core Faculty during the 39-week contract period.
f. The University may alter a faculty member’s length of contract period (i.e. nine, ten, or twelve months) due to changes in programmatic needs (e.g., the program is no longer ‘year round’) or for financial reasons provided one year notice of the change is given. The University may also alter the length of contract period when reappointing a faculty member to a new two, three, five, or eight year appointment. If a faculty member with a twelve-month appointment leaves the University for any reason, the University is free in its discretion to appoint any replacement to a nine-month contract period instead of a twelve-month contract period.

g. Unit Core Faculty may not carry more than two “overload” units (whether instructional or other) in each semester. The Dean in his/her discretion may approve more than two overload units per semester.

h. Unit Core Faculty members on twelve-month contracts are expected throughout the year to attend school/college meetings and department/division meetings, and to participate in a number of University events such as Convocation, Commencement, student recruiting activities, student retention activities, faculty development days.

Section 4. Description of Units.

a. Instructional Units.

i. Teaching units involve direct faculty to student instruction for which students earn credit. Instructional units include course instruction, Ph.D. student advising (four students equal one instructional unit), thesis advising, and fieldwork supervision. Instructional units do not include independent study supervision. Unit Core Faculty are expected to clearly notify students of their availability to meet or correspond in person, by phone or video conference, or by email, and will promptly and reasonably respond to all student inquiries and correspondence.

ii. A three-credit, semester-long course equals one workload unit (excluding LUCAD studio courses, independent studies and excluding individual field placement and practicum supervision assignments). Therefore, a one-credit course equals one-third (.33) of a workload unit, a two-credit course equals two-thirds (.67) of a unit, and a four-credit course equals one and one-thirds (1.33) units. A LUCAD 6 contact-hour studio course equals one and one-half (1.5) units. A four-credit science lab equals one and one-half (1.5) units. The Provost may determine variations on this formula or equivalent units.

iii. The parties will review workload unit equivalencies of the MFA Visual Arts Low-Residency Program and the MFA Creative Writing Low-Residency Program.

iv. Field placement supervision assignments and practicum supervision assignments equal one workload unit or portion thereof, as determined by the Provost in consultation with program directors and program faculty, and subject to accreditation and regulatory requirements.

v. Independent study supervision is not allocated to workload unit calculations and is compensated separately. Unit Core Faculty members are not required to teach independent studies.
vi. Academic advising of undergraduate and master’s degree students is an integral part of the academic experience of students, and a normal extension of faculty teaching. Therefore, the normal advising load does not constitute a separate workload unit. Academic advising varies by program and level of study, and includes degree planning and career planning. In the normal course, each Unit Core Faculty member will have college and program specific numbers. An advising load beyond this normal volume may be compensated with the approval of the Provost.

vii. The review and revision of courses is a normal part of the instructional practice. Internal program review, in addition to course review and revision, is also considered a normal part of teaching duties and is not a workload unit.

b. Threshold Program. Workload assignments for Unit Core Faculty in the Threshold Program will consist of instructional and non-instructional assignments determined by the Director of Threshold to achieve a reasonable hourly equivalent total per semester comparable to other Unit Core Faculty as described above.

c. Release Time for Faculty Development and Scholarship. For any release of workload units for purposes related to faculty development and scholarship, see Article 15 (Faculty Development and Scholarship).

Article 14 - BASE SALARY AND OTHER COMPENSATION

Section 1. Base Salary Rate; Additional Compensation.

a. Effective July 1, 2016, the following shall be the minimum salary rate for each Unit Core Faculty rank for 39-week/nine-month appointments:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$50,000</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$60,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$70,000</td>
</tr>
<tr>
<td>Professor</td>
<td>$80,000</td>
</tr>
</tbody>
</table>

b. Effective July 1, 2016, each Unit Core Faculty member who was employed by the University in the prior academic year shall receive an increase of 3.5% on his/her 39-week salary rate, or be raised to the minimum for his/her rank, whichever is greater.

c. Effective July 1, 2017, each Unit Core Faculty member who was employed by the University in the prior academic year and is still employed in the bargaining unit on July 1, 2017, shall receive an increase of 3.5% on his/her 39-week salary rate.

d. Effective July 1, 2018, each Unit Core Faculty member who was employed by the University in the prior academic year and is still employed in the bargaining unit on July 1, 2018 shall receive an increase of 3.5% on his/her 39-week salary rate.
e. A part-time Unit Core Faculty member will be paid a pro-rated salary rate based on his or her percentage of an FTE.

f. Unit Core Faculty members on 12-month appointments will be paid an additional one-third (1/3) of their annual 39-week salary rate. Unit Core Faculty members on 10-month appointments will be paid an additional one-ninth (1/9) of their annual 39-week salary rate.

g. Independent study supervision is not allocated to workload unit calculations and is compensated as follows: one-tenth (1/10) of the Overload Rate (defined below) per student, per semester or term.

Section 2. Promotion Payments.
Upon promotion to a higher rank, a Unit Core Faculty member’s annual salary rate will be raised to the minimum for his/her rank or will be raised by the following amount, whichever is greater:

a. From Instructor to Assistant Professor: $2,500  
b. From Assistant Professor to Associate Professor: $5,000  
c. From Associate Professor to Professor: $5,000

Section 3. Payments for “Overload” Work.
On occasion, Unit Core Faculty perform work in addition to the seven workload units, service, and scholarship required during the 39-week contract period. The “overload” instructional and non-instructional rates during the 39-week contract period are as follows:

a. For a three-credit, semester-long course (or the equivalent): $4,400 as of the Effective Date; $4,800 as of August 31, 2017; and the per course amount for step 4 for Adjunct Faculty as of August 30, 2018 (the “Overload Rate”). Unit Core Faculty will be paid at the Overload Rate for courses taught during the 39-week contract period that are in addition to the faculty member’s seven-unit workload (“on over-load” or “overload courses”).

b. Compensation rates for non-instructional work performed “on over-load” during the 39-week contract period will be established by the Provost on either a flat fee (“stipend”) basis or at the Overload Rate for work equal to one workload unit.

c. Unit Core Faculty members have the right to refuse to perform overload work.

The instructional and non-instructional rates for work performed during the 13-week summer period are as follows:

a. Unit Core Faculty will be paid at the Overload Rate for courses taught during the 13-week summer period.

b. Compensation rates for non-instructional work performed during the summer will be established by the Provost on either a flat fee (“stipend”) basis or at the Overload Rate for work equal to one workload unit.

c. Unit Core Faculty members on 39-week contracts have the right to refuse to perform summer work.
Section 5. Nothing in this Agreement shall preclude the University from providing base salary increases to members of the bargaining unit in excess of the amounts specified in this Article at any time, provided that such increases are for the purpose of countering, matching, or exceeding bona fide offers from other institutions. Further, nothing in this Agreement shall preclude the University from providing base salary increases for rewarding outstanding professional contributions to the University, or to address issues of pay equity. The Provost will make the final decision in his or her discretion as to whether to award such money and his/her decision shall not be grievable. The Union shall be notified in writing of the amounts paid and of the specific reasons for the award. It is understood that while the University retains the right to award salary increases under this section, as indicated, it shall not be under any obligation to make such awards. Any awards made under this section shall not come out of any of the negotiated pools of money under this Article but shall be in addition to such negotiated amounts.

ARTICLE 15 – FACULTY DEVELOPMENT AND SCHOLARSHIP

Section 1. Professional Development Grants

a. Individual Accounts

i. For FY 17 only, there will be no changes to the allocation of professional development funds and the University in its discretion will determine the amount of money spent on professional development. It is provided, however, for FY 17 only, that any allocated funds unused in a given school or college of the University may be transferred to faculty in other schools or colleges that were denied professional development money due to exhaustion of funds within their school or college.

ii. The University will allocate $875 in fiscal year 2018 to each full-time Unit Core Faculty member for the purpose of professional development and scholarship, including, but not limited to travel and attending conferences. In fiscal year 2019, the University will allocate $1,000 to each full-time Unit Core Faculty member for these purposes. Part-time Unit Core Faculty members will receive pro-rata amounts.

iii. Unit Core Faculty members may accrue such funds for up to three (3) years ($1,875 during the life of this Agreement) for the purposes of professional development and scholarship. Funds unused upon at the end of this Agreement will return to the University’s general institutional account. The Provost’s office will manage the individual accounts and will establish criteria and a reimbursement protocol for use of these funds.

b. Pooled Funds. In addition to the individual professional development accounts, the University will provide $37,500 in fiscal year 2018 and $50,000 in fiscal year 2019 for professional development grants. Funds unused at the end of fiscal year 2018 will be returned to the University’s general institutional account. The funds will be administered and approved each year by the Faculty Life and Development Committee which shall also set application and approval procedures.

c. Additional University Grants

i. The University will award the following professional development funds each year:
1. Up to $500 per person for up to eight Unit Core Faculty members for the enhancement of their academic technology skills.

2. Up to $500 per person for up to nine Unit Core Faculty members to attend the University’s Cultural Literacy Curriculum Institute.

   ii. The University may award additional professional development funds to individual Unit Core Faculty members in its sole discretion from time to time.

Section 2. Release from Workload Units

a. The University will grant up to four workload release units each academic year for Junior Faculty Fellowships and Senior Faculty Fellowships.

b. The University may grant additional workload release units, such as Global Education Fellowships, to individual Unit Core Faculty members in its sole discretion from time to time. Global Education Fellowships may be awarded as workload release units or stipends, at the University’s discretion.

c. The University will continue to award workload release units pursuant to the terms of endowed grants such as the Russell and Miller grants.

d. The University will grant twenty workload release units for scholarship (in addition to those described in subsections (a), (b), and (c) above) in fiscal year 2018.

e. The purpose of the workload release is for Unit Core Faculty to have additional time to engage in scholarship activity. No release unit will be granted during a semester in which the Unit Core Faculty member is carrying an “overload” unit (whether teaching or other). Applications for release units described in subsections (a), (b), and (c) above will be made to the Provost, with a recommendation from the Dean, and the Provost will award the release units. Applications for release units described in subsection (d) above will be made to the Faculty Life and Development Committee of the Faculty Assembly, which will submit its recommendation, together with the recommendation of the Dean, to the Provost; the Provost will award the release units.

Section 3. Study Committee on Scholarship and Faculty Time

A Study Committee on Scholarship and Faculty Time comprised of members of both the core faculty and administration shall meet during the life of the agreement. The group shall be comprised of one faculty representative from each school (including Threshold, if desired) and three (3) members of the administration. The committee’s charge shall be to generate creative ideas that could respond to the shared goal of increasing systemic, sustained, and predictable support (including workload release) to faculty scholarly engagement that is financially viable for the University.

Topics that the committee shall explore include: strategies for improving access and awareness of existing faculty development opportunities; ideas for generating resources that could support increased faculty time for scholarship (e.g., donor cultivation for scholarship, grants support, increasing time for scholarship by decreasing other time demands); implications for faculty workload, including contact hours in online
teaching; and other creative considerations for how faculty time can be most beneficially supported across the wide range of scholarly endeavors that Lesley recognizes.

The Study Committee will begin its work in the Spring Semester of 2017. The Committee will conclude its work no later than December 31, 2017. Faculty members serving on the committee will be given one workload unit release in total. The Committee will issue a report on its work to both the administration and the Union. The report may include non-binding recommendations. The report and any recommendations will be considered by the parties for implementation in fiscal year 2019. If the parties do not reach agreement, the University will implement the following:

a. The University will grant forty workload release units for scholarship (in addition to those described in subsections 2(a), (b), and (c) above): The purpose of the workload release is for Unit Core Faculty to have additional time to engage in scholarship activity. No release unit will be granted during a semester in which the Unit Core Faculty member is carrying an “overload” unit (whether teaching or other). Applications for release units described in subsection (d) above will be made to the Faculty Life and Development Committee of the Faculty Assembly, which will submit its recommendation, together with the recommendation of the Dean, to the Provost; the Provost will award the release units.

Section 4. Sabbatical Leaves

a. Full-Year or Half-Year Sabbaticals. The University may in its discretion grant either full year or half year sabbatical leaves to eligible faculty members in accordance with the provisions of this Article.

A sabbatical leave for faculty with nine-month contract periods will be for either one semester at the faculty member’s nine month base salary or two consecutive semesters within the same academic year at one-half the faculty member’s nine month base salary.

A sabbatical leave for faculty with ten-month contract periods will be for either five months at the faculty member’s ten month base salary or ten months within the same fiscal year at one-half the faculty member’s ten month base salary.

A sabbatical leave for faculty with twelve-month contract periods will be for either six months at the faculty member’s annual salary or twelve months within the same fiscal year at one-half the faculty member’s annual salary.

For faculty on nine month contract periods, the fall sabbatical period begins on the first day of the nine month contract period and ends on January 14, and the spring sabbatical period begins on January 15 and ends on the last day of the nine month contract period.

The starting and ending date of any sabbatical for faculty with ten or twelve month contract periods will be agreed upon between the faculty member and his or her Dean.

b. Workload Release during the Sabbatical Period. In all cases of one-half year (semester, five-month, or six-month) sabbaticals, faculty with a seven (7) unit workload will receive a reduction of four workload units from their annual workload requirements and faculty with a nine (9) unit workload will receive a reduction of five (5) workload units.

The parties agree that, as an exception to the understanding that no provision goes into effect until this entire Agreement is ratified, this particular provision on reduced workload units is going
into effect for the Fall semester 2016 regardless of when the entire Agreement is ratified. The parties also agree that, for fiscal year 2017 only, if a faculty member is not able to achieve the workload reduction provided under this section due to scheduling issues, s/he will either get, at the choice of the faculty member, an overload payment in the Fall 2016 or will get a one unit workload reduction in fiscal year 2018.

c. **Eligibility:** All Unit Core Faculty who have been employed at the University for a minimum of six years are eligible to apply for a sabbatical leave. Unit Core Faculty on temporary contracts are not eligible for sabbatical leaves. A Unit Core Faculty member who has been awarded a full-year or half-year sabbatical is eligible to apply for an additional sabbatical after six years of service at the University following the conclusion of the prior sabbatical.

d. Sabbatical leaves are intended to provide opportunities for individual faculty development and renewal which may take many forms: projects of intellectual renewal which will foster professional development; training or branching out into new areas of teaching or research; or improving technical skills through focused study. A sabbatical is a substantial period of time and it is important that the scope of the project be appropriate for the amount of time requested for its completion.

e. Since the sabbatical provides substantial release from institutional responsibilities for the purpose of individual study and research, a Unit Core Faculty member granted a sabbatical may not assume any instructional or non-instructional responsibilities from the University during the sabbatical period, except in unusual circumstances and with the prior written approval of the Provost.

f. A Unit Core Faculty member who is granted a sabbatical must return to the University for a minimum of two years of service, except in unusual circumstances and with the prior written approval of the Provost.

g. During sabbatical leaves, benefits are paid as usual and the sabbatical leave time is counted toward determining eligibility for salary increase, appointment length, and promotion.

h. **Application:** Following the timeline developed annually by the Faculty Life and Development Committee, a Unit Core Faculty member who is eligible to apply for sabbatical leave submits his or her Application for Sabbatical Leave, with a copy of his or her most recent annual report, to his or her Academic Dean for consideration. The Academic Dean shall forward the application to the Dean of Faculty for consideration by the Faculty Life and Development Committee. The Application for Sabbatical Leave must include the following:

i. A full discussion of the sabbatical program with attention to the following:
   1. Goals of the sabbatical
   2. The activities that will be undertaken to achieve those goals
   3. The timeline and implementation plan for those activities
   4. Intended accomplishments of the sabbatical, including a discussion of how the sabbatical will help the applicant contribute to the field
   5. The intended “product” that will demonstrate success of the plan
      - A full discussion of the relationship of the sabbatical program to the professional development of the individual within the context of benefit to the University
      - Prior relevant professional activity and/or interest of the applicant
- Relationship of the proposed sabbatical to the current and subsequent professional growth of the applicant
- Relationship of the intended sabbatical accomplishments to the applicant’s performance of University responsibilities
- A current vita

i. The Academic Dean submits his or her recommendation for or against the sabbatical leave request to the Faculty Life and Development Committee. The Committee then discusses the application and makes its recommendation to the Provost. The Provost reviews the recommendations of the Academic Dean and the Faculty Life and Development Committee and forwards the sabbatical application with his or her recommendation to the President. The President reviews the three recommendations and makes the final decision whether to award the sabbatical leave or not.

j. A sabbatical leave request is not automatically granted but is awarded in the discretion of the University taking into account the quality of the sabbatical proposal and the staffing, program and budgetary needs of the University. This will include the following:
   - Quality of the sabbatical application and the faculty member’s annual reports described in the Evaluation and Promotion Article.
   - Benefit to the University
   - Feasibility of the implementation of the plan
   - Current and/or projected financial ability of the University to implement sabbatical leave
   - Ability to fund the salary of the faculty member and still maintain approved budget projections
   - The convenience of both the University and the individual faculty member
   - Approval of the Application for Sabbatical Leave and the Professional Development Plan by the School Dean and the Faculty Life and Development Committee

k. Within two (2) months following completion of the sabbatical, the faculty member shall provide the Provost with a short written report which answers the following:
   - How were your goals met?
   - What were the highlights of the sabbatical period?
   - What implications are there for the University?
   - Describe any possible next steps for your work?

**Article 16 - Benefits**

**Section 1.** Unit Core Faculty may participate in the health insurance and other benefits listed on the University’s Human Resources Intranet webpage, subject to the relevant eligibility criteria. The benefits will be administered for Unit Core Faculty in the same manner as other employees at the University. The University will negotiate with the Union regarding any substantial changes in offered plans or plan design.

**Section 2. Vacation Days.** Unit Core Faculty on twelve-month contract periods accrue 20 vacation days each calendar year, and may carry over up to ten vacation days from one calendar year to the subsequent calendar year.

**Section 3. Retirement Plan Contribution.** The University agrees that it will restore the 10% reduction in pension contributions rates on July 1, 2019. This restoration will go into effect regardless of the status of negotiations for a successor contract to this initial contract.
Section 4. **Sick Leave.** Faculty accrue one sick day per month of their contract period and may accrue up to 90 sick days. Faculty on nine-month contracts accrue nine sick days per year, faculty on ten-month contracts accrue ten sick days per year, and faculty on twelve-month contracts accrue twelve sick days per year. Effective upon the Effective Date, each Unit Core Faculty member who was employed by the University on or before July 1, 2016 will be deemed to have ten accrued sick days and each Unit Core Faculty member who was employed by the University on or before July 1, 2013 will be deemed to have twenty accrued sick days.

Qualifying events listed below for FMLA shall be considered to have occurred on the first day of the next contract period if the event occurred during an off-contract period. Paid sick days shall be for the purposes of extended absences of more than one (1) week and when the academic continuity for the course is disrupted. Paid sick days may be used in combination with short- or long-term disability to provide up to full pay during the leave of absence.

Faculty may use sick days for their own illnesses. Faculty on approved FMLA leave may also use their sick leave for the following purposes:

- for the birth and care of the newborn child of an employee;
- for placement with the employee of a child for adoption or foster care; or
- to care for an immediate family member (spouse, child, or parent) with a serious health condition.

The University in its discretion may grant a leave of absence to a Unit Core Faculty member in cases where the faculty member wishes to care for a non-immediate family member with a serious health condition; the Unit Core Faculty member may use up to ten accrued sick days for such leave.

Section 5. **Tuition Remission.** The Tuition Remission Program benefit will include tuition remission for qualified dependent children of Unit Core Faculty members enrolled in the two-year core Threshold program in an amount equal to the tuition amount for undergraduate students.

**Article 17 - Labor-Management Committee**

The University shall meet with a committee appointed by the Union two (2) times in each of the Fall and Spring semesters for purpose of discussing matters necessary to the implementation of this Agreement and of general interest to the Unit Core Faculty and University. These meetings shall not be used for negotiations or to discuss pending grievances. The committee members appointed by the Union shall include at least one representative from each College or School of the University. Additional meetings may be held by mutual agreement. Designated representatives of the Union and the University will propose agenda items two weeks prior to each meeting.

**Article 18 - Personnel Files**

A Unit Core Faculty member may review his/her personnel file by appointment with the Human Resources Department of the University. Upon his/her request, the Unit Core Faculty member will be given a photocopy of any item(s) in such file(s).

**Article 19 - Payday**

Section 1. A Unit Core Faculty member shall be paid on a monthly basis, in accordance with the University’s practice for employees paid on a monthly basis as in effect from time to time, for the teaching and other compensable duties they performed, provided the Unit Core Faculty member has submitted to the University, in a timely fashion in advance of the University’s monthly payroll deadline, all
documentation or information necessary for the processing of said payment. Payment shall be made by direct deposit to the Unit Core Faculty member's bank account.

**Section 2.** Unit Core Faculty members shall have access to the ADP Self Service Portal (or any successor or substitute company's website) to obtain an itemized electronic pay stub. The precise payday shall be the same day set for others in the University who are similarly situated.

**Article 20 - No Strike and No Lockout**

**Section 1.** During the term of this Agreement, neither the Union, its officers, agents, or representatives, nor any employee, will in any way, directly or indirectly, authorize, assist, cause, encourage, participate in, ratify, or condone any strike, including any sympathy strike (such as withholding services because of a labor dispute with another union).

**Section 2.** In the event of a strike in violation of Section 1 of this Article, the University may immediately pursue, in any court of competent jurisdiction, whatever remedies are available to it. Any Unit Core Faculty engaging in any activity in violation of Section 1 of this Article may be discharged.

**Section 3.** During the term of this Agreement, the University shall not lock out Unit Core Faculty.

**Section 4.** In the event of a lockout in violation of Section 3 of this Article, the Union may immediately pursue, in any court of competent jurisdiction, whatever remedies are available to it.

**Article 21 - Savings Clause**

It is hereby declared to be the intention of the parties to this Agreement that the sections, paragraphs, sentences, clauses and phrases of this Agreement are subject to applicable law and are separable. If any part of this Agreement is found to be invalid because of a conflict with applicable law, or otherwise by a court or an arbitrator, such invalidity shall not affect the remaining parts of this Agreement, and the parties shall meet to negotiate a substitute provision.

**Article 22 - Waiver**

No provision of this Agreement will be modified, waived, or discharged unless the modification, waiver, or discharge is agreed to in writing and signed by the parties hereto. No waiver by either party hereto of any breach of, or of compliance with, any condition or provision of this Agreement by the other party will be considered a waiver of any other condition or provision or of the same condition or provision at another time.

**ARTICLE 23 - TERM OF AGREEMENT**

This Agreement shall be in full force and effect from the Effective Date to and including June 30, 2019 and thereafter shall continue in effect unless notice of a desire to modify or terminate the Agreement is given by either party to the other, in writing and by certified mail, return receipt requested, at least sixty (60) calendar days prior to the expiration of the Agreement; provided, however, that where neither party gives such sixty (60) calendar day notice of modification or termination prior to the expiration of the Agreement, the Agreement shall continue in effect until terminated or modified following notice by either party to the other, in writing and by certified mail, return receipt requested, of a desire to terminate or modify the Agreement, at least ninety (90) calendar days thereafter.
CORE FACULTY INFORMATION

Core Faculty Evaluation Process See Article 12 of the CBA.

Annual Faculty Report
The new (2017) Faculty Annual Report is a combination of the previous Annual Report and the Professional Development Plan. In addition, it calls for reflection and commentary by both the faculty and their immediate supervisor. Done between the end of one academic year and the onset of the next academic year, it provides a documentation of faculty accomplishments and sets expectations for the coming year. It also serves as a focus for and documentation of substantive conversations of formative evaluation and professional support for faculty development.

The forms themselves are available through the online portal and are broken up into two sections: “Self-Reflection on Past Academic Year” and “Planning the Academic Year”. The system allows faculty to print out a blank form to guide their preparation for submission, and the technology accepts direct cut and paste entries. Please note: If you have administrative responsibilities (such as a Program Director) there is a select tab that asks for additional information.

CLAS
Annual Faculty Report: Self-Reflection – CLAS
Annual Faculty Report: Planning the Academic Year – CLAS

LUCAD
Annual Faculty Report: Self-Reflection – LUCAD
Annual Faculty Report: Planning the Academic Year – LUCAD

GSASS
Annual Faculty Report: Self-Reflection – GSASS
Annual Faculty Report: Planning the Academic Year – GSASS

GSOE
Annual Faculty Report: Self-Reflection – GSOE
Annual Faculty Report: Planning the Academic Year – GSOE

Threshold
Annual Faculty Report: Self-Reflection – Threshold
Annual Faculty Report: Planning the Academic Year – Threshold

As outlined in the CBA, the Annual Report (both parts) is due between May 15 and August 30. Between May 15 and October 15 of each year, the faculty and supervisor will meet and discuss the report.

Student Course Evaluations
Course evaluations are distributed to faculty during the last month of each semester. Faculty must follow the directions distributed with the form, and evaluations are completed by students near the end of every course. Faculty are to receive summaries of results as soon as possible. Student course evaluations consist of a standardized, computer-scored page (bubble sheet). Course Evaluation Forms are distributed to students, completed by students, and returned by an in-class student designee or by electronic submission for all courses offered by the University. Administration of the distribution and processing of the Course Evaluation Forms is the responsibility of the School Deans. Faculty and academic administrators may recommend to their School Dean that specific courses be exempt from the University
evaluation forms based on the inappropriateness of the Evaluation Forms due to course content or number of students in the course.

**Classroom Observation**

The Classroom Observation component of faculty evaluation is valued in particular because of its emphasis on improving the quality of teaching. An observation is undertaken a minimum of one time in the faculty member's contract cycle. The observation includes a pre- and post-observation meeting, an in-class visit to the faculty member's class, and a review of the syllabus and course materials.

The Classroom Observation is performed by the academic supervisors or their designees. A designee may be appointed to alleviate the workload of the academic supervisor or to meet a faculty member's need to work with a person with expertise in his/her field. While the selection of the observer remains with the academic supervisor, the supervisor is strongly encouraged to discuss the selection of the observer with the faculty member and attempt to find a designee acceptable to both parties.

The pre-class meeting involves a review of the course, including its goals and objectives, the syllabus, and the course materials. The intent of the pre-observation meeting is to discuss both parties' expectations about the observation. Both parties are encouraged to view the meeting as a way to share information and to develop, as much as possible, a collegial relationship related to the Classroom Observation process.

The observer should ask the faculty member whether there is anything in particular on which the faculty member would like feedback, and the faculty member should feel free to ask for constructive and supportive suggestions about any aspect of the class, including:

- suggestions about how to work with a particular student or group of students;
- advice regarding an unproductive dynamic or situation;
- changes in the syllabus; etc.

The class visit is then scheduled to take place at the convenience of the supervisor or designee and the faculty member.

The faculty member should inform the academic supervisor or designee what level of participation in the class would be most appropriate. It is also suggested that the class be notified in advance of an observation. Under most circumstances, the observation should be minimally one hour in length.

The academic supervisor or designee and faculty member should discuss the visit as soon as possible after the class meeting. The post-observation meeting is most effective when the session encourages interaction between the observer and faculty member.

The Classroom Observation Summary Form should be completed by the academic supervisor or designee within two weeks of the class meeting. Descriptive information about the class and the faculty member should be briefly written by the academic supervisor or designee to include but not be limited to comments on the subject matter, methods, effectiveness of presentation, student participation and observed strengths. Any aspect of teaching that the academic supervisor/designee feels the faculty member should improve should also be mentioned. Under most circumstances, the academic supervisor or designee writes approximately one page of documentation of the Classroom Observation.

When completed, the Classroom Observation Summary Form is sent by the academic supervisor or designee to the faculty member. The faculty member must sign the form and also has the option of writing, on a separate page, any corrections, elaboration, or disagreements. This should take place within one week of receipt of the Summary Form. The faculty member's signature acknowledges he or she has reviewed the Classroom Observation Summary Form and that the academic supervisor has shown the
attached documentation (if any) of the Classroom Observation to the faculty member. The faculty member's signature does not indicate that the faculty member agrees or disagrees with the results of the evaluation.

The Classroom Observation component of faculty evaluation should be completed during the spring semester prior to the year in which the faculty member’s contract expires. It must be completed prior to the academic assessment meeting.

**Peer Review**

Peer Review by faculty is a valued component of the Faculty Evaluation process that is intended to contribute to the faculty member's professional development. Faculty from related fields of study can provide as peer reviewers a perspective on the faculty member that might otherwise be lacking. The focus of Peer Review is on the professional growth and development of the faculty member being evaluated. The Peer Review component supplements but does not replace other components of the faculty evaluation process.

The Faculty of the University recommended that the procedures for Peer Review be left open to the discussion and mutual agreement of the individual faculty member and his or her academic supervisor. For this reason, no guidelines about content or process of Peer Review are included here. Peer Review may address all or any of the various components of evaluation.

Peer Review takes place before the end of the spring semester of the year in advance of the faculty member’s expiration of contract date. Peer Review should be initiated by the faculty member two months before the due date for the Peer Review summary.

**Reappointment** See Article 12 of the CBA.

**Promotion** See Article 12 of the CBA and the Handbook on Promotion in Rank at Lesley University (Addendum).

**FACULTY PROFESSIONAL DEVELOPMENT INTRODUCTION**

Core faculty have expanded roles within the University, including clear expectations of teaching, service, and scholarship. The University provides various opportunities to support the professional development that will deepen all aspects of these core faculty expectations.

The Dean of Faculty, through the Center for Teaching, Learning, and Scholarship (CTLS) coordinates and develops programs and funding to support faculty teaching and scholarship. This support includes Faculty Development Days each year and Community of Scholars Day, in addition to the sabbatical and development grant processes described below. Information for and about faculty and faculty professional development can be found on the webpages for the Provost and CTLS, as well as the Faculty Development Community on myLesley.

**A. INDIVIDUAL PROFESSIONAL DEVELOPMENT ACCOUNTS**

For details, see Article 15, Section 1(a) of the CBA. Use the link to access your professional development funds. [Link to Access Individual Core PD Accounts](#)

**B. FACULTY LIFE AND DEVELOPMENT FUNDS (POOLED FUNDS)**

Funds available pursuant to Article 15, Section 1(b) of the CBA can be used for the following faculty development opportunities:
CONFERENCE PRESENTATION AND MODERATION

Lesley University encourages faculty to present at and moderate professional meetings and conferences that are consistent with the interests and activities of individual faculty members and the mission of the University. Funds are intended for core faculty who are presenting a paper or are moderating in a way that includes a substantive contribution to the proceedings. Funding support can be sought through the professional development funds provided for each core faculty member outlined in the CBA (see Article 15, Section 1(a) of the CBA for details about Individual Professional Development Accounts).

If these professional development funds have been exhausted, individuals may apply for funding through the Faculty Life and Development Committee, who will seek to provide support. Each year, **20% of the total allotted funds for faculty development will be allotted for travel.** The total amount of money available for travel each academic year will vary dependent on the total amount of funds allotted to Faculty Life and Development per the CBA. Half of the total funds allotted for travel will be designated for the fall semester, and half for the spring semester. If there are funds remaining in the fall semester, they will be added to the amount designated for the spring semester. If there are funds remaining after the spring review, an additional call for funding will be made in an attempt to ensure all funds are dispersed.

**Process:** The faculty member requesting funds must submit a “Conference Presentation and Moderation” Dynamic Form. Requests will be reviewed by Faculty Life and Development once per semester.

**Fall Semester:** Applications Due: **October 13, 2017**

Decision Letters to Faculty: **November 24, 2017**

**Spring Semester:** Applications Due: **February 16, 2018**

Decision Letters to Faculty: **March 23, 2018**

Each request must be accompanied by a flyer or brochure advertising the applicant’s name and role at the conference OR an acceptance letter that outlines the applicant’s conference activities. All requests will be considered in the review, however priority to certain applications will be given based on the following criteria:

• Priority is given to **first-time applicants** for funding for the academic year (July 1 – June 30).
• Requests for funding a second conference are held until the second semester, before they are considered, thus enabling faculty whose plans are slower to materialize to apply successfully for funding.
• Requests for international travel require the approval for leave from campus by the Provost.

**Additional Comments and Guidelines**

Travel arrangements should always be made with consideration to cost containment, particularly in the area of Saturday night stay-over, reduced rate hotel accommodations, and meal costs (See Travel Policies and Procedures).

The maximum amount awarded by the Faculty Life and Development Committee is $800 per conference.

Faculty who expect to seek support for conference presentation or moderation are encouraged to let their Program Directors and Deans know as early in the year as possible of their intentions so that academic administrators can be as accommodating as possible to faculty travel plans.

To have expenses reimbursed, all original receipts must be submitted with a completed expense voucher from travel related expenses within **30 days of the end of the trip.**
Center for Teaching Learning and Scholarship Grants
(Revised 2012)

Description: CTLS Grants are awarded to faculty (generally 4-10) who come together to read, discuss, learn about a specific topic, over the course of one semester, meeting 4-5 times. Participants decide the topic, and when and where to meet, and each CTLS Grant is supported with a stipend of $400. Members agree to share their work in some way with the larger faculty community at Community of Scholars Day, Faculty Development Day, or other appropriate venue. A written report of the CTLS Grant work will be submitted to the Dean of Faculty.

Rationale: Faculty members are interested in engaging in a number of topics and skills that enhance teaching and research at Lesley. However, the complexities of programs, and varieties of faculty responsibilities make scheduling any one discussion or development series challenging. The CTLS Grant awards are designed to give faculty support to undertake these important discussions and learning opportunities in small groups that are self-organized with regard to topics and schedules.

Funding: The $400 includes a maximum of $100 for the faculty convener, and $300 to spend on books, other materials, or refreshments. Up to two CTLS Grants will be funded each semester.

Proposal Process: A group or an individual faculty member may submit a CTLS Grant proposal, which consists of a one-page narrative, including:
- Topic of study
- Study method (reading group, writing group, proposal development, etc.)
- Designated Convener
- Members designated (if known)
- Proposed meeting schedule
- Final product or CTLS Grant goal(s)
- Signature of convener

Decisions will be made by the Dean of Faculty and the Faculty Life and Development Committee, on the basis of:
- Clarity and appropriateness of topic
- Number of faculty involved (4-10)
- Convener designated and willing to hold responsibility for the group
- Clarity of CTLS Grant goal(s)

Proposal Timetable
Fall Semester:
Apply by September 30, 2017
Decision by October 12, 2017
Group meets October through December
Report due February 1, 2018 to Dean of Faculty

Spring Semester:
Apply by December 8, 2017
Decisions by December 21, 2017
Group meets February through April
Report due June 16, 2018 to Dean of Faculty
Note: All receipts are due to Dean of Faculty, with a copy to Susan Foley, within 60 days of the expenditure. Receipts received late may not be reimbursed.

**Development Grants**

Faculty Development Grants support research, scholarship, artistic creation and curriculum development leading directly to the applicant’s own professional development. Funding applications will only be considered if the activities relate to the applicant’s own professional development. Organizing a conference, arranging a lecture series, and providing mentoring are not funded through large and small grants, unless these activities relate to the applicant’s own professional development. These grants have become an important part of Lesley’s support for professional development and promotion through the faculty ranks. In recent years, funds have supported projects ranging from action research with student teachers, to curriculum evaluation and development, to a study of student attitudes towards incarcerated parents. Proposal topics may include, but are not limited to: 1) On-going research projects, 2) New research projects, 3) Campus or Community-Based Social Justice Initiatives, 4) Curriculum Development and Review. Other substantive areas will be considered, but should be explained by the applicant as to their relevance to their professional development.

**Eligibility:** Eligibility is broad for Faculty Development Grants and all contracted, core faculty members may apply. There will be separate funds and instructions available for management faculty. All grant applications require a proposal for a specific project or a discrete piece of a long-range project (See below for specific directions on small and large grants).

Preference is given to the following groups in descending order:

- Those who have never been funded
- Those who have not been funded within the past year
- Those who have not been funded with the past two years.

Funds must be used during the academic year for which they are awarded (July 1 – June 30). Grants may not extend beyond a one-year period and any funds not expended by that time will be lost. Under exceptional circumstances, however, an awardee may apply for an extension of the original grant by submitting a request on or before the annual deadline (mid-February) along with a letter to the Faculty Life and Development Committee explaining the factors that emerged during the year which prevented the funds from being expended. The letter should be accompanied by a work plan.

If applicants apply for Faculty Development money while on Sabbatical, a carefully documented case of need more than the sabbatical award must be made. Allowable expenses on sabbatical are travel to and from research sites and consumable supplies. Not allowable are cost of living expenses.

Applicants are required to indicate other sources of funding and other projects underway during the period for which the grant is intended. The Faculty Life and Development Committee will consider these activities in its deliberation on the feasibility of the proposed project.

Faculty Development grants are designed to provide funding and support to individual core faculty members and groups of core faculty members who wish to undertake an entire project or discrete pieces of larger projects. It is expected that faculty receiving these grants will provide an end-of-year summary reporting their progress and/or accomplishments along the lines of the original grant proposal and to be prepared to share their activities, if requested, at a Faculty Life and Development sponsored forum.
Types of Awards: The Faculty Life and Development Committee awards funding in two categories, which enable contracted faculty to apply for either large or small grants. Both types of grants are eligible to apply for financial support and/or a course release. The process is essentially the same for both, although more information is required for larger grants. See below for more specific details:

1) Financial Support: Each faculty member applying for either a large or small Faculty Development Grant may request financial support. The Large Development Grants include grants ranging from $2000 - $5000. The Small Development Grants include those up to $1999. These dollar amounts DO NOT include any course release request associated with the application.

2) Course Release(s): Each faculty member applying for either a large or small Faculty Development Grant may request a course release over and above the financial support they are requesting. Faculty may apply for one course release per grant application. If there are multiple faculty members listed as authors on a faculty development grant application, each faculty member may apply for a course release. Faculty will only be considered for one course release until all applications have been reviewed and decisions have been rendered. After the first round of reviews, if additional course releases remain available, faculty have applied for more than one course release will be considered.

Faculty Development Grant proposals will be submitted via dynamic forms through the online portal, by February 16, 2018. The Faculty Life and Development Committee will review the applications, and applicants will be notified of decisions by no later than, March 23, 2018. If there are additional funds and/or course releases available after the first review, an additional call will be made in an attempt to exhaust all funds and/or course releases.

Proposal Format and Content: Proposals will be submitted via dynamic forms through the online portal. The following will be categories on the dynamic forms for both large and small Faculty Development Grants:

1) Proposal Narrative: A clear description of the project’s purpose, plan, method, significance and, if appropriate, its relevance to prior work. Some mention should be made of how the project addresses professional development and serves the mission of the University or the needs of the applicant’s program.

2) Budget Narrative: A concise descriptive statement of the budget needs of the project. Any cost assigned should be clear from the narrative which will be evaluated in terms of its completeness, clarity, and detail.

3) Budget Summary: All faculty submitting a grant proposal will submit a summary of all expenses associated with their request. All amounts assigned in the budget summary should be clearly explained in the narrative. A summary will present the formulae for compensation calculations and specify types of materials, travel, etc. Alcohol and capital expenses, such as computer hardware and equipment, are not allowable expenses on these grants.

4) Course Release Consent: If a course release has been requested, the written consent of the School Dean and Division Chair is required.

5) Letters of Support: If the grant proposal is responding to the interests of the school or the program of the participant(s), the application should include the relevant letter(s) of support. Any other letter(s) of support that the applicant deems relevant can be included in this section.

6) Short Curriculum Vitae: Not to exceed three pages.
**Announcement of Awards:** The Faculty Life and Development Committee votes on funding awards and all applicants are notified in writing of final decisions. In some cases, funding may be awarded with some categories of the budget reduced at the Committee’s discretion.

Any questions should be directed to the Chair of the Faculty Life and Development Committee (Joshua Baldwin jbaldwi6@lesley.edu), and/or the Dean of Faculty (Amy Rutstein Riley, arutstei@lesley.edu).

**Faculty Development Grant Report:** Due November 15 of the fall semester following the grant year. Guidelines: Submit electronically to the Dean of Faculty a 1-2 page report, answer the following:

- How were your goals met?
- Summarize any financial implications.
- How has the grant served Lesley?
- What are the possible next steps for your professional development?

**C. UNIVERSITY GRANTS**

For information about university grants, please refer to Article 15, Section 1 (c) of the CBA.

The following professional development grants are available:

**Academic Technology Innovation Grant**

To support the effectiveness of using technology in teaching, learning and scholarship, the University sets aside dedicated funding each year to support faculty who are integrating innovative technology into their academic work.

**The intent of the grant program is to:**

- Develop new approaches to teaching, learning or scholarship using emerging technologies and tools that will enhance the educational experience of Lesley students.
- Promote innovation and experimentation with new tools and technologies.
- Support exploration of new trends for using technology within a field of study or course delivery format.

Funding is awarded to projects that bring new, innovative instructional and scholarly approaches to the use of technology that will impact students within an academic program at Lesley University.

Prospective applicants are encouraged to develop proposals that further their own professional development in using technology while also strengthening student learning outcomes via the new technologies or new uses for existing technology. Faculty who have never received technology funds and faculty collaborating with one another are especially encouraged to consider developing a project.

**A successful grant proposal will clearly describe:**

- Synopsis of the project and any internal or external collaborators if relevant.
- Significance of the project to a course, a program of study, a School or scholarly pursuit, including citations or examples from the field as appropriate.
- Relevance of the project to the current work and mission of the University.
- Clearly describe project goals and expected outcomes.
- Defined area of need that this grant will address.
• Provide evidence of backing by program chair or School Dean.
  o If this a collaborative project and the applicants work in different programs and/or schools, acknowledgement of support is still required from each respective Director.
• Detailed budget, including a narrative documenting how the award will allocate within the project and documentation of any expected matching funds.

The committee reserves the right to revise budgets as necessary, request evidence of benchmarking rates for services or outside consulting against market rates.

The grant cannot be used to purchase tools or resources considered standard within a program or that are widely available. Examples of technology that will not be funded include: Desktop computers, laptops, tablets (iPads), digital cameras, headset microphones, required software for a field of study or methodology, etc. These resources are to be purchased by schools or programs of study as appropriate.

**Sharing Outcomes:** By applying to the grant program, applicants agree to share the outcome of their grant projects to the Lesley University community during the academic year following their project.

**Sabbaticals:** If applicants apply for technology grant money while on Sabbatical, a carefully documented case of need in excess of the sabbatical award must be made.

**Eligibility:** All core faculty and adjunct faculty may apply with the support of their Program Director. Preference will be given to those who have not received an Academic Technology Innovation Grant in the past two years.

**Submission Deadline:** Rolling. Proposals are reviewed by the Teaching and Learning with Technology Committee (TL Tech). The committee meets monthly during the academic year.

**Submission Information:** Please submit your complete proposal including synopsis, rationale, learning objectives/goals, detailed budget and supervisor approval. Completed proposals should be submitted via email to: tech.grant@lesley.edu.

**Program Director and Dean Approval Form**

**Instructions:** Fill out this form completely and forward a digital copy of this to your Program Director or Dean. Please have your Program Director forward this document to the tech.grant@lesley.edu email address. The forwarding of this form will serve as their electronic signature and approval of your application.

Applicant’s Name(s):
Lesley Email Address:
Program/Department:
School:

**Proposed Technology Grant Project**

- Goals of Project:
- Description of Project:
- Impact to Teaching & Learning:
- Proposed Detailed Budget:
- Will additional resources or funds be required to complete the project beyond the grant proposal? ____Yes ____ No. If Yes, please explain what additional resources are required and where you will be receiving additional support from:
Are you applying for any other grants or sabbatical for next academic year? ___Yes _____No. If you answered yes, please list what other programs you have applied for funding from, and indicate if any are related to your proposed technology grant. Ex. "I plan to apply for either a Russell Fellowship or a Faculty Development grant in the 16-17 academic year, but this application will not be related to the proposed technology grant."

For the program Director and Dean:

By forwarding this form to the tech.grant@lesley.edu email address you have submitted your support and approval of this grant application. If you have any questions regarding the nature of project proposal or detail before approving, please contact the applicant(s) to further discuss.

**Cultural Literacy Curriculum Institute**

The Cultural Literacy Curriculum Institute (CLCI) is a special curriculum initiative, designed by faculty for faculty that is intended to enhance the faculty's knowledge and skills in supporting student development in cultural humility, and to increase student’s ability to participate in an ever-increasing global society. Each year, during the first week of June, faculty, staff, and administrators gather and spend three and a half days of interactive sessions with faculty colleagues from across the campus, an engagement with the Provost, a cultural focus (such as Native American or Muslim society), the time and space for introspective and reflective writing, an agreement to write a one-page paper on faculty member's CLCI experience and the influence on their teaching, and many other opportunities. Information about the application process will be announced in Spring 2018. In consultation with a committee consisting of one representative from each of the four schools, the Provost will award the CLCI grants.

**Global Education Faculty Fellows**

The Office of the Provost supports Global Education Faculty Fellows, a team of faculty who provide project-based leadership to cross-area collaborations in support of global engagement goals. An annual call for proposals asks for projects in the subsequent academic year for either stipends, unit releases or University-wide service recognition in projects toward the goals below:

- Recruitment and support of international students
- Increasing study abroad opportunities
- Curricular innovations for internationalization of Lesley curriculum and/or new international programs
- Partnerships with international institutions
- Grant writing and other fundraising activities for the Global Education Center

Applications can be submitted via a dynamic forms link circulated in early Spring. The number of projects supported annually varies based on nature and volume of requests. Typically, approximately 4-7 projects via stipend or unit release are awarded annually.

**The Summer Academic Technology Institute**

The Summer Academic Technology Institute is an opportunity for faculty to participate in a learning community across disciplines and schools engaged in an exploration of the effective uses of technology in teaching, learning, collaboration, and scholarship. This event is sponsored by the Office of the Provost and the Center for Teaching, Learning and Scholarship, and organized by eLearning and Instructional Support. Information about the application process will be announced in spring 2018.
All faculty — core or adjunct — are welcome to apply. Faculty who consider themselves basic technology users or who do not currently use technology in their teaching are especially encouraged to apply. Faculty selected through the application process receive a $500 stipend for participation in the institute.

The program features a 4-day institute in June, held at University Hall. Faculty engage in a rich mix of dialogue, hands-on practice, project-based learning, reflection, and application to explore innovative ways technology can be integrated into their teaching.

Examples of workshops from past Summer Tech Institutes include:
- Putting Technology in Its Place
- Designing Lessons for Engagement
- OneDrive: Collaboration Made Easy
- The Student Experience in Online Learning (panel)
- Designing and Facilitating Online Discussions
- Introducing Media Into Your Blackboard Course

**Expectations for Summer Academic Technology Institute Participants**

Faculty are expected to:
- Participate in all four days (~9am to 4 pm) of the institute: June dates TBD, 2018
- Develop a technology-enhanced learning activity for a 2018-2019 course
- Attend or participate in at least one professional development outreach activity during the 2018-19 school year

**D. RELEASE FROM WORKLOAD UNITS**

For information about release from workload units, please refer to Article 15, Section 2 of the CBA.

The following workload release units are available:

**Junior Faculty Fellowships**

**Description:** Junior Faculty Fellowships are designed to provide significant release time to eligible faculty members. These awards support junior faculty in the development of fundamental research goals, to extend and enhance participation, focus, and sense of balance in current creative activity and teaching efforts. The awards, officially launched in Spring 2012, are open to junior faculty members from all academic programs across the university. These fellowships are a significant component of the Center for Teaching, Learning, and Scholarship (CTLS), as the CTLS strives to promote dialogue and visible artifacts that represent innovation and impact across disciplines.

At the conclusion of the Junior Faculty Fellowship, recipients earn the rights, privileges, and responsibilities of a CTLS fellow for three years (details forthcoming).

**Eligibility:** Current full-time, core junior faculty members contracted at the Assistant Professor rank* are encouraged to apply for Junior Faculty Fellowships if they meet all of the following criteria:
- have taught for less than five years in an institution of higher education
- have taught at Lesley University for at least one year
- possess a terminal degree in one’s field

*Note: Junior faculty currently contracted at the rank of Instructor are eligible to apply if they are actively enrolled in a terminal degree program in their field (current transcript required) and meet all of the above criteria.
Requirements of Junior Faculty Fellows: The Junior Faculty Fellowships carry with them the expectation that fellows will:

- Present their current work at one of two biannual CTLS Fellowship lunch meetings
- Meet at least once with a representative from the Office of Grants and Sponsored Projects (OGSP), at the beginning of the fellowship year, to discuss funding opportunities
- Meet at least once with the Dean of Faculty and/or the Provost to discuss research and teaching goals, strategies, and aspirations, and to coordinate peer observation and coaching, if desired
- Produce evidence, by the end of the fellowship year, of a product (or significant progress toward product completion) made possible as a result of the Junior Faculty fellowship, consistent with scholarship language in the Faculty Handbook, (e.g., published research, artistic achievement, grants, and leadership in professional organizations)
- Mentor future Junior Faculty Fellows as fellows of the CTLS, meeting 1-2 times each semester to discuss work in progress

Note: As the Junior Faculty Fellowship program evolves, the fellows may meet as a seminar group, determine one fellow to act as coordinator of the group, and consider the time investment related to coordinating the fellows’ activities.

Award Amount: A Junior Faculty Fellow will receive 2-units of release time in the academic year following submission and acceptance.

Note: Units may be allocated at the discretion of the fellow, in discussion with Department/Division Chair and Dean of the relevant school(s).

Application Details: The CTLS Advisory Team will review all applications. Proposals must include:

- Cover sheet
- Research project narrative that describes 1) the nature and scope of the research, 2) timeline, and 3) the contribution that this research makes to the field and to the Lesley community (two pages maximum)
- Project budget, including a brief narrative (200 words maximum) and a detailed breakdown of costs
- Applicant’s current CV
- Supporting letters from the school dean(s) and department/division chair(s) of the applicant

Note: The Junior Faculty Fellowship provides significant release time, and no monetary compensation. The budget information is requested to inform the CTLS Advisory Team of any internal and/or external funding connected to the proposed research.

Submission: Applications will be submitted via dynamic forms through the online portal.

Application Deadline: Applications must be received before 5 pm ET on January 15, 2018. No exceptions will be made for late applications.

Senior Faculty Fellowships

Description: Senior Faculty Fellowships are designed to provide one unit of release time to eligible faculty at the Associate or Full Professor rank. These awards support senior faculty who have established records of scholarship in their primary fields or are exploring a new field of study. The awards, launching in fall 2014, are open to senior faculty members from all academic programs across the University. These
fellowships are a significant component of the Center for Teaching, Learning, and Scholarship (CTLS), as the CTLS strives to promote dialogue and visible artifacts that represent innovation and impact across disciplines.

At the conclusion of the year in which the Senior Faculty Fellowship is utilized, recipients earn the rights, privileges, and responsibilities of a CTLS fellow for three years (details forthcoming).

**Eligibility:** Current full-time, core senior faculty members contracted at the Associate and Full Professor ranks are encouraged to apply for Senior Faculty Fellowships if they meet all of the following criteria:

- Have taught for seven or more years in an institution of higher education
- Have taught at Lesley University for at least three years

**Requirements of Senior Faculty Fellowship recipients:** The Senior Faculty Fellowships carry with them the expectation that recipients will:

- Present their current work at one of two biannual CTLS Fellowship lunch meetings
- Meet at least once with a representative from the Office of Grants and Sponsored Projects (OGSP), at the beginning of the fellowship award year, to discuss funding opportunities
- Meet at least once with the Dean of Faculty and/or the Provost to discuss research and teaching goals, strategies, and aspirations, and to coordinate peer collaboration, if desired
- Produce evidence, by the end of the fellowship year, of a product (or significant progress toward product completion) made possible as a result of the Senior Faculty Fellowship, consistent with scholarship language in the Faculty Handbook (e.g., published research, artistic achievement, grants, leadership in professional organizations)
- Mentor future Junior Faculty Fellows of the CTLS, meeting 1-2 times each semester to discuss work in progress

Note: As the Junior Faculty Fellowship program evolves, Senior Faculty Fellowship recipients may meet with Junior Faculty Fellows as a seminar group, determine one fellow to act as coordinator of the group, and consider the time investment related to coordinating the fellows’ activities.

**Award Amount:** A Senior Faculty Fellowship recipient will receive one unit of release time in the academic year following submission and acceptance.

Note: Units may be allocated at the discretion of the recipient, in discussion with Department/Division Chair and Dean of the relevant school(s).

**Application Details:** The CTLS Advisory Team will review all applications. Proposals must include:

- Cover sheet
- Research project narrative that describes 1) the nature and scope of the research, 2) timeline, and 3) the contribution that this research makes to the field and to the Lesley community (*two pages maximum*)
- Project budget, including a brief narrative (*200 words maximum*) and a detailed breakdown of costs
- Applicant’s current CV
- Supporting letters from the school dean(s) and department/division chair(s) of the applicant
Note: The Senior Faculty Fellowship award provides significant release time, and no monetary compensation. The budget information is requested to inform the CTLS Advisory Team of any internal and/or external funding connected to the proposed research.

Submission: Applications will be submitted via dynamic forms through the online portal.

Application Deadline: Applications must be received before 5 pm ET on January 15, 2018. No exceptions will be made for late applications.

Global Education Faculty Fellows
See description above.

Endowed Grants
The University may also have the ability to award workload release units pursuant to the terms of endowed grants, such as the Russell and Miller grants. For more information about the endowed grants, please contact the Provost’s office.

Additional Workload Release Units
The University will grant twenty workload release units in fiscal year 2019. See section on The Faculty Life and Development Committee Development Grants for details and deadlines.

Sabbatical Leaves
For information, please refer to Article 15, Section 4 of the CBA.

OFFICE OF GRANTS AND SPONSORED PROJECTS

Purpose: Lesley established the Office of Grants and Sponsored Projects (OGSP) to support faculty who seek external funding through grants and contracts for projects that further the mission of the University in teaching, research, creative activities, and public service. Under direction of the Associate Provost for Academic Program and Resource Planning, the OGSP helps the faculty to identify funding opportunities, develop grant capabilities, and maintain compliance with federal, state, corporate, foundation, and institutional policies and procedures. The Grants Team includes Senior Grants Officer, Charles Eaton, who provides prospecting and grant submission support, and Director of Academic Systems and Planning, Sheryl Lewis who supports budget development and post-award budget assistance. OGSP works in collaboration with the Advancement Office’s Senior Grants Officer, Brad Clompus and with the Centers’ grants personnel. Annual workshops at Faculty Development Day and 1-1 support are provided by OGSP staff. Limited funding for external grants workshops and significant proposal development are available annually as determined through the University budgeting process.

Scope of Work
Pre-Award Services: assist faculty Principal Investigator (PI) in identifying funding opportunities that match University mission and priorities, in developing proposals and budget narratives (Office of Finance), in serving as liaison to funding agency funding program officers, and in submitting proposal applications (Deans, Office of Finance, and Provost).

Post-Award Services: assist PI with reporting on awards to funders and University administrators to ensure compliance with both the funder and the University’s guidelines (Deans, Office of Finance, and University Legal Counsel).

Goals:
Match academic priorities with opportunities for funding
Support faculty engagement in sponsored initiatives
Monitor compliance with funding regulations
Spotlight faculty accomplishments in sponsored projects

Grants development is a recognized professional contribution which a faculty member’s department chair and dean can support and advise. Ideas for potential grant-funded projects should be discussed with the appropriate chair and/or dean. All projects receive preliminary review via the Lesley University Preliminary Grant Approval Form. This form is part of a review process that helps to clarify the nature of a given project and any institutional resources required to support the activity.

Contact the OGSP Grants Officer, Charles Eaton, ceaton@lesley.edu, 617-349-8964, for further assistance.

**Policy for the Distribution of Indirect Costs and Workload** (adopted in 2011)

Indirect costs and their related distribution formulae for all grants, contracts and sponsored projects will be negotiated by the Principal Investigator/Project Director and the OGSP at the time that the proposal is submitted. When the grant award letter is received in the Finance Office, revenue accounts will be set up at the same time that the grant budget is established. The indirect cost revenue will be allocated as the expenditures occur and will not be available at the beginning of the grant period. For more information and related documents refer to the OGSP webpage.

---

**Preliminary Grant Approval Form**

Name (Principal Investigator): ________________

School: _______ Click here to enter text.__________________________

Campus Phone: __ Click here to enter text.________________________

Funding Source (gov’t agency or foundation): ________________

Amount of request from funding source: ______ $________
Due date for proposal submission: ___Click here to enter text._______

Project Title: ___Click here to enter text._____
Grants Officer: ____________Click here to enter text._____________________

Project Summary: (Please attach a clear statement of the proposed project, including some specific activities as well as the amount of funding requested.)

Are any University resources required for the project? ___NO      YES

_________________________________________  _Click here to enter text._
Signature of Project Director/Principal Investigator

(Reviewers: Please note comments or concerns regarding the proposed project.)

_________________________________________  _Click here to enter text._
Dean (required)  ____________Date

_________________________________________  _Click here to enter text._
Provost, VP for Academic Affairs (required)  ____________Date

Signatures approve permission for the faculty to pursue external funding.
This form can either be signed or approved in the in4grants system.

FACULTY LEAVE FROM CAMPUS POLICY
During an unpaid leave of absence from campus, a faculty member is not eligible to receive University benefits. The time on unpaid leave will not be counted toward determining eligibility for salary increase, promotion and sabbatical leave.

During sabbatical and paid leaves from campus, benefits are paid and the paid leave time will be counted toward determining eligibility for salary increase and eligibility for promotion.

FACULTY GRIEVANCE PROCEDURES
Revised by the Provost, August 28, 2017
Revised April, 2005
Approved by Board of Trustees, December 17, 1997
Approved by Academic Affairs Committee, November 5, 1997
Approved by Faculty Assembly, October 21, 1997
PURPOSE: The purpose of the University's grievance policy is to ensure that each Unit Core Faculty member, who is full time or pro-rata contracted, has access to the same process for appealing administrative decisions within the University that do not fall under the purview of the CBA. This policy has five steps: 1) a process for an informal resolution within the faculty member's school; 2) the submission of a written grievance and an initial review by the Grievance Committee; 3) formal review, deliberations, and recommendations by the Grievance Committee; 4) the Provost's review; and 5) an appeal to the President.

In the event the President is the person against whom a grievance has been filed, the Committee's report shall be sent to the chair of the Academic Affairs Committee of the Board of Trustees for its review. The decision by the Academic Affairs Committee of the Board of Trustees is final within Lesley University.

Since the primary goal of this policy is to resolve grievances within the University, neither the faculty member nor the person(s) whose decision(s) is being grieved may be represented or accompanied by an attorney at meetings in any stage of these proceedings. All matters related to a grievance are considered confidential.

DEFINITION OF A GRIEVANCE: A grievance is considered to exist if the faculty member believes that written policies, guidelines, or established practices of the University have been incorrectly or inconsistently interpreted or implemented by the person(s) holding supervisory authority. The grievance may not concern terms or conditions of employment because the grievance procedure under the CBA is the sole and exclusive procedure for resolution of grievances relating to any dispute concerning the interpretation, application, or claimed violation of a specific term or provision of the CBA. The University's grievance policy is also not a vehicle for challenging or establishing University policy itself, as such a challenge should be brought through the governance system.

An action can be grieved no more than 2 years after the date of the action, unless the grievant can demonstrate extraordinary circumstances.

Allegations of discrimination and harassment are covered by the University's Complaint Resolution Procedure.

Grievance Committee

The function of the Committee is to review information provided by the grievant, to gather additional information as necessary, and to arrive at a recommendation that is consistent with University policies. All Committee decisions will be made by majority vote.

The Grievance Committee is composed of elected faculty members from each of the Schools and at-large from the Faculty Assembly. At the beginning of each academic year the Schools and/or Faculty Assembly will elect members as needed. Within 30 days of the election the Committee must meet to elect the Chair of the Committee and to set the meeting dates for the academic year.

Faculty members from each of the schools will elect one faculty (1) representative to the Committee. The Faculty Assembly will elect at least one (1) and up to two (2) at-large members to insure an uneven number of voting members. The faculty are voting members who will serve three-year staggered terms. Eligibility to be elected to the Committee requires a minimum of 2 years of service as an on-campus core faculty member in order to have familiarity with University policies and procedures. An administrator will be invited by the Committee to serve as a non-voting ex-officio member. The role of the administrator on the Committee is to provide information to the Committee regarding relevant university policies, procedures and practices.

Grievance Procedures

An essential component of this Grievance Policy is adherence to the established time frames and all participants shall make every effort to meet them. There may be circumstances, however, when an extension for a reasonable period of time is warranted.

In the event that the grievant elects to pursue action against the University or any person holding supervisory authority relating to the subject matter of the grievance in some other forum (for example, in a court or an
administrative agency) while a grievance is pending, the President may direct the Committee to discontinue further processing of the grievance.

If the matter is resolved to the satisfaction of the grievant and the person(s) being grieved at any time during this process, all actions of the Committee regarding the grievance will cease.

**Step One:**

Informal resolution between faculty member and person(s) holding supervisory authority at the School Level

It always is hoped that differences between a faculty member and the person(s) whose decisions are being grieved can be resolved informally. As a first step, therefore, a faculty member who disagrees with a decision by a person(s) holding supervisory authority shall request a meeting with this person in an attempt to resolve the matter before initiating the formal grievance procedure set forth in Step Two.

If the matter is not resolved through this first meeting, the faculty member shall request a second meeting with the person being grieved and that person’s supervisor. In the case where this latter person is not the Dean of the School nor the person whose decision is being grieved, the faculty member will also notify the Dean of the School, who may be asked by the faculty member to participate in the meeting in place of the second level supervisor. This second meeting ordinarily will be held within 15 working days of the first meeting. The faculty member has the option of asking another faculty member to be present at this meeting.

**Step Two:**

Submission of a Written Grievance and Initial Review by the Grievance Committee

**The Written Grievance:** After attempting to resolve the matter informally, a faculty member may submit a written grievance to the chair of the Grievance Committee via the Office of the Provost. The written grievance shall include a statement of the faculty member’s efforts to resolve the matter through the informal steps outlined in this policy. In addition, the written grievance shall identify the written University policy, guidelines, or established practice at issue and state as succinctly as possible the basis for the grievant’s belief that it has been incorrectly or inconsistently interpreted or implemented. If the grievance involves an alleged failure to follow an established practice, the grievant shall provide evidence of the existence of the established practice and may not establish the existence of such a practice on the basis of an isolated case.

Within 10 working days of receipt of a written grievance that complies with the requirements set forth in the preceding paragraph, the Chair of the Grievance Committee shall provide notice with a copy of the grievance to the other members of the Grievance Committee and the person(s) being grieved and that person’s supervisor.

**Initial Review of the Grievance by the Committee:** Upon receipt of the grievance the Committee will determine if the written submission meets the definition of a grievance as set forth in this policy.

In making that determination, the Committee will consider whether the grievant has presented sufficient credible evidence to support a conclusion that the person(s) being grieved has incorrectly or inconsistently interpreted or implemented University policies or established practices. The Committee may request that the grievant supplement her or his written grievance by submitting further documentation or by appearing before the Committee.

The Committee will consider the nature of the policy or practice that is at issue. If the policy is written and specific in nature and the faculty member has presented information that suggests a deviation or misinterpretation of a policy, formal proceedings will usually be justified. If a faculty member contends that an unwritten practice has not been followed but does not offer any clear evidence of a consistently established practice and is instead simply disagreeing with a discretionary administrative judgment, the Committee shall decline to conduct further proceedings.

Within 20 working days following notification of the grievance to the person being grieved and that person’s supervisor, the Committee will determine whether or not further proceedings should be held. The Committee shall
issue a written statement identifying which University policies/practices were reviewed and the findings of the Committee. If the Committee decides that the grievance is not worthy of further proceedings, the decision will be considered final. The faculty member may file a new grievance, however, if new data are available.

**Step Three:**

Formal Review, Deliberations, and Recommendations of the Grievance Committee: At this final step of the Committee’s proceedings, members of the Committee will undertake a thorough review of the factual elements of the grievance and consider the interpretation or implementation of any University policies or established practices which may be applicable. Step Three of the proceedings will be completed within 20 working days following the determination required by Step Two, unless the Committee determines that additional time of up to 10 working days is needed.

If the Committee elects to conduct a hearing, both the grievant and the person(s) being grieved may provide information to the Committee that they believe to be pertinent. They may submit the names of individuals whom they want to have called as witnesses. The grievant and the person being grieved will be notified in advance by the Chair of the date, place, and time of any hearings. The chair will identify in the notification the witnesses who will be present at the hearing. The grievant and the person(s) being grieved will be invited by the chair to submit in writing, in advance, questions they want to have asked of the witnesses.

The committee will deliberate and make a recommendation based on all the information gathered and presented. A written report that sets forth its findings of facts and summarizes the Committee’s proceedings will be mailed to the grievant and the person(s) being grieved. If the resolution is accepted by the grievant and the person(s) being grieved, then the decision will be considered final within Lesley University.

If either the grievant or the person(s) being grieved does not accept the findings and recommendations, the Chair of the Committee will present its recommendations and a report of the Committee’s findings and proceedings to the Provost for review.

**Step Four:**

Review by the Provost: The Provost will review all documentation submitted to the Committee, the Committee’s findings and its recommendations. The Provost may request further information from the Committee, the grievant, and the person(s) being grieved as is deemed necessary. The Provost may accept or reject the recommendations of the Committee. If the decision of the Provost is not to follow the Committee’s recommendations, then the Provost shall state the reason(s) in writing, to the Committee, the grievant and the person(s) being grieved. The Provost’s review will be completed within 20 working days.

If the grievant and the person(s) being grieved accept the Provost’s decision, then it will be considered final within Lesley University.

**Step Five:**

Appeal to the President: If the faculty member or the person(s) being grieved does not accept the Provost’s findings and recommendations, then they may appeal the decision(s) to the President within 15 working days following receipt of the Provost’s review. In making a decision regarding the appeal, the President, or the President’s designee, will review all documentation submitted to the Committee, the Committee's findings and recommendations, and the Provost’s decision.

The President will present her or his written decision to the faculty member, the person(s) being grieved, the Provost and the chairperson of the Faculty Grievance Committee within 20 working days of receipt of the appeal.

Unless the grievance is filed against the President, the decision of the President is final within Lesley University. If the grievance is filed against the President, then the following review process shall apply.

Grievances filed against the President: The Academic Affairs Committee of the Board of Trustee will review all documentation submitted to the Grievance Committee including the Grievance Committee's findings and recommendations, copies of which will have been given to the Provost and President.
The Academic Affairs Committee of the Board of Trustees will present its written decision to the faculty member, the person(s) being grieved, the Provost, the President and the chairperson of the Faculty Grievance Committee following its review.

The decision of the Academic Affairs Committee of the Board of Trustees is final within Lesley University.

**Confidentiality of Proceedings**

Minutes of all meetings, in summary form, will be kept at the Office of the Provost and will be available to the grievant and person(s) being grieved solely for the purpose of preparing subsequent presentations to the Committee. The Chair of the Committee will either prepare the summary of the minutes or delegate the preparation to another Committee member. All meetings and summary minutes are confidential and may not be disclosed.

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**APPENDICES**

**APPENDIX 1: FACULTY DEVELOPMENT APPLICATIONS**

**Conference Presentation or Moderation Form**

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<th>Status (circle):</th>
<th>FACULTY</th>
<th>ADMINISTRATOR</th>
</tr>
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Applicant’s Name: ________________________________________________________________
Name of Conference: _____________________________________________________________
Location of Conference: __________________________________________________________
Date of Conference: __________________________ Role at Conference: ____________________

**FUNDING REQUEST**: Please attach a conference brochure that indicates conference costs and fees and indicates your role at the conference. A letter of invitation may also be attached which outlines your role.

Have you already received travel funding within the current year (July 1 - June 30)?
If so, when? _______________ From whom? _______________ and how much? _______________

**SUPPORT FOR THIS APPLICATION**

**SCHOOL DEAN**
I do/do not support this request: _____________________________ Date: ______________
I can provide funding in the amount of: _______________________ Budget #: ___________________

**OFFICE OF THE PROVOST**
Funding provided: _______________ Signature: __________________________ Date: ______________

**FUNDING SUMMARY**
TOTAL REQUEST:

TOTAL FUNDING PROVIDED: ________________________________________________
(To be completed by the last office to deal with the request)
Faculty Development Grant Budget Summary

Applicant: ________________________________________________________________
School:  _______________________________________________________________________
Program:  ______________________________________________________________________
Title of Project:  _______________________________________________________________
Course or unit release*  ________________
Stipends or honoraria for investigators: _____________________________
Salaries for assistants or consultants: _____________________________
Supplies and materials (books, software, etc.): __________________________________________
Services (photocopying, long distance telephone, postage): _______________________________
Other:  _________________________________________________________________________

TOTAL FUNDS REQUESTED:  _______________________________________________________

___________________________________________________
______________________________________________

*Signature of School Dean if course replacement is requested.
# Faculty Development Grant Evaluation Guidelines

Applicant: ______________________________________________________________

Grant Title: ____________________________________________________________

Amount: ______________________________________________________________

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**Basic Idea/Hypothesis**

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**Contribution to Field**

1 2 3 4 5

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**Contribution to Personal and Professional Development**

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**Contribution to College Mission**

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Completion of Project w/ in Timeframe

Resources and other commitments

Comments:

Realistic Budget

Comments:

Committee Member: _________________________________ Date: ____________
APPENDIX 2: HANDBOOK ON PROMOTION IN RANK AT LESLEY UNIVERSITY

Revised August 2017 to reflect the Collective Bargaining Agreement with SEIU dated November 2016

Promotion Procedures – Rank and Promotion Committee

This document describes the current operating procedures of the Rank and Promotion Committee and offers guidelines for candidates who are putting together applications for Rank and Promotion consideration. Lesley University’s Board of Trustees adopted the Collective Bargaining Agreement (CBA) with the Service Employees International Union (SEIU) for core faculty in November 2016. Descriptions of rank, performance standards, the promotion process, and the grievance process are set forth in the CBA. All instances of faculty advancement in rank must conform to the policies and procedures as specified by the CBA and, for purposes of the Rank and Promotion Committee work, this Handbook on Promotion in Rank.

These guidelines were developed by the first faculty Rank and Promotion Committee in 1987-88, and they have been reviewed and revised by successive Committees.

Committee Composition

The Committee is comprised of 9 faculty members elected as follows: 2 representatives from the Graduate School of Education; 2 representatives from the College of Liberal Arts and Sciences; 2 representatives from the Graduate School of Arts and Social Sciences; 2 representatives from The Lesley University College of Art and Design, and one seat at-large. Members are elected for 3-year terms. In order to be eligible for election, a faculty member must hold Associate Professor or Professor rank and be contracted to work on a full or pro-rated basis. Applicants for promotion cannot serve as Committee members. The Provost and the Dean of Faculty serve in ex-officio, non-voting capacity, contributing only to clarify policies and procedures.

Committee Procedure

The Committee evaluates the candidate’s professional accomplishments holistically; it views sustained achievement in the categories of teaching/instructional activity, service, and scholarship as important for promotion. "Sustained achievement" suggests to the Committee that one’s academic accomplishments should be neither episodic nor maintained at a peak rate of performance for all areas. Although “a peak rate of performance for all areas” is not required, each candidate’s applications must demonstrate the level of accomplishments in teaching, service and scholarship that is consistent for promotion to the new level of rank.

As the Committee reviews each application, it takes into consideration the following areas: education, relevant experience, instructional activity, service, and scholarship. The Committee's deliberations represent a blend of objective criteria, a listing of strengths and weaknesses identified in each application, extensive discussion and pooled judgment regarding these criteria. The review process follows:

All Committee members read each applicant’s file. Before discussion of a candidate begins, two members of the committee are selected to serve as the Presentation Team, consisting of a recorder and a reporter. The reporter presents the candidate's file, highlighting the ways in which a candidate meets the criteria as well as areas of concern. Other members then add further information that comes out of the information in the box until they collectively decide that the candidate's application has been fully and fairly represented. Information not contained in the box cannot be considered with the following exception: a member of the committee has verifiable evidence of inconsistency or misrepresentation of materials in the box. The recorder takes notes on the discussion.

The Committee votes on one rank at a time, considering the lower ranks first. Each member of the Committee votes on the applicant immediately after the discussion of said candidate. After all applicants for the rank have been completed, the rank is reviewed to make sure the Committee applied the criteria equitably across the rank. Committee members must be present for the entire discussion of a candidate’s application to be eligible to vote on that candidate’s request for promotion. If the application is subject to review, all members present at that time are eligible to vote.
When all members are satisfied that discussion is complete, the Committee votes by secret ballot. A 2/3 vote to recommend promotion in rank is required. The Provost and the Dean of Faculty are aware of the vote. The Committee’s actions on candidates are communicated by the Provost to the President and to the School Deans. The Deans know whether the vote is clear or divided, but not the actual count. The exact vote is communicated by the Provost only to the President. Committee members have agreed not to communicate the vote to anyone outside the Committee.

Following the resolution of all applications before the Committee, the reporter and the recorder for each applicant prepare the first draft of the letter to the President, and send that draft to the Chair for the Chair to review and finalize. The Chair sends the letter recommending for or against promotion to the President. At the same time, a copy of the letter is sent to the applicant’s Lesley email address with a copy to his/her campus mailbox, stating the Committee’s recommendation.

In reporting the Committee’s reasoning to the President, the Presentation Team explains the process and describes how the current Committee saw the issues, applied the criteria, and viewed the application. While this process is meant to help the candidate with future applications, there is no guarantee that promotion will result when a newly configured committee deliberates on the candidacy in the future.

**Suggestions for Preparing an Application**

**Introduction**

These general suggestions are offered as a result of the Committee’s experience with the form and substance of the promotion applications. They are offered to assist applicants; however, individuals should feel free to develop and present materials as they deem appropriate. Candidates for promotion in rank are required to attend one of the workshops led by members of the committee in the Spring and Fall semesters prior to submitting their application. If unable to attend a scheduled workshop, candidates should contact the committee chair to arrange for an individual meeting. Once the material has been submitted, however, Committee members may not discuss the application.

Please note that current Committee members may not write letters of support. If a Committee member is the immediate supervisor, however, see “Supervisor’s Recommendation” section below for the exception to this rule.

Carefully read the guidelines. Consider the CBA description of each rank, and the Promotion Application Checklist (Appendix B). Note the promotion timeline (see Appendix A), which is also distributed to all faculty at the start of each academic year.

Discuss your possible application with your academic supervisor and School Dean. Such consultation should assist you in identifying areas of strength, in determining the level of support for your application, and in constructing the evidence and rationale for the application.

The Committee looks holistically at the application in the context of your academic trajectory and career focus. In your narrative, state your case concisely but with appropriate depth and considerable reflection. Merely stating that you deserve promotion does not convince the Committee. It is important to present evidence that supports your contention. Strive for a tone that is neither defensive nor stridently self-congratulatory. The candidate should clearly explain how he or she met the qualifications in all three areas of teaching, service, and scholarship.

Share information about your education and relevant work experience. Clearly explain this information for committee members who may not be familiar with your line of work or your field and discipline. Organize the remainder of your presentation according to instructional activity, service, and scholarship.

Preface the presentation with a reflective narrative summary that gives an overview of the material to follow. The entire narrative must not exceed 25 pages, (spaced at 1.5) and all statements in the narrative should be supported by evidence in the file box. You should provide information that will assist the Committee in making a judgment that you merit promotion through your discussion. Explain the status of scholarly work, such as a journal/article, book, publisher, gallery/exhibition, or organization to provide context for the committee. For example, if you made a
presentation at a national organization in your discipline, please include a statement about the call for proposals and selection criteria. Discuss your professional development career path, core values and insights gleaned as a reflective practitioner. It is the candidate's responsibility to provide all relevant information. The Committee bases its deliberations solely on the materials presented in the box as submitted. The applicant may not add materials after the deadline. The box should only include materials that pertain to the current application and should not include any materials that were included in your prior application for promotion in rank. Make sure each item referenced in the narrative is among the materials submitted for consideration. Please be aware that the committee is carefully reviewing each applicant’s file for the period under consideration.

Address the Criteria
In assessing whether a candidate has met the degree requirements and performance standards for rank, the Committee will refer to the standards set forth in the CBA. Below are guidelines for addressing those criteria, and please see Appendix B (checklist) for a listing of documentation for each of the categories.

1. Education
A transcript of your highest degree on file in the appropriate office and reference to such documentation on your resume will provide sufficient documentation. The prevailing practice in higher education acknowledges the doctorate as the terminal degree in many specialties; the MFA is acknowledged as the terminal degree for those teaching in the areas of visual arts, creative writing, filmmaking, dance, theater, and performing arts. Other professional degrees often acknowledged as terminal include the MBA with an additional credential such as a CPA, and the MSW. Individuals offering a master's degree as the terminal degree should submit a rationale for such an equivalency and, if relevant, evidence of the acceptability of that degree as terminal. Such evidence may include statements from the accrediting organizations pertinent to the field of specialty; documentation from two or more comparable higher education institutions that accept the master’s degree as a terminal degree in the field; or documentation from the pertinent professional organizations that recognize the master’s degree as a direct equivalent to the terminal degree.

2. Teaching
Your application should include a reflective statement of your philosophy of education and documentation of teaching excellence. Please reflect on your style of teaching as it relates to the types of teaching experiences and the syllabi in your box. Include a list of all the courses taught in the previous year. Applicants must include all evaluations from the preceding academic year, including all sections of all classes taught. Please include a representative sample of all courses taught prior to the previous academic year. The sample should represent the range of the time period you are covering. Submit qualitative and quantitative versions of evaluations. The committee pays very close attention to student evaluations and are looking for excellence in both the quantitative and qualitative measures. A representative sample could include the same course in several formats or the development of one course over time. Other instructional activities should also be documented through such evidence as student feedback, study plans, portfolios, and theses.

In documenting your case, please include a statement that assesses your strengths in teaching and describes the efforts you are making to improve your teaching. If there is a thread in course evaluations that is on the negative side, speak to it in this document. Address efforts to change this negative trend.

In addition, statements of peer support or evaluations, unsolicited student letters, a representative sample of course syllabi, and other relevant evidence of teaching accomplishments may all serve as documentation. The academic supervisor and School Dean should address in detail your achievements in teaching.

3. Service in University Community and Larger Professional Community
Your narrative must include a description of your service within the following: your department, your school within the university, cross-university committees/activities, and the external community (if applicable) – e.g., board membership, leadership in professional organizations, and pro bono consulting (NOTE: paid consulting is not considered service, but it may be considered in the “scholarship” section of your narrative.). Your narrative for this section should go beyond a simple list of your service activities. Please state explicitly where and when you have assumed leadership roles and have provided service to the Lesley community and your broader professional
community. All applicants applying for promotion should take care to differentiate service from contractual expectations. Present challenges and accomplishments and their relevance to your career. Reflect on the rationale and context of your service activities.

You should include such items as letters of appointment to committees, letters from colleagues and from the professional community that attest to your accomplishments, and letters of acknowledgement expressing appreciation for service. Letters from people outside the University and Lesley-based referees prominent in your field or specialty serve as important documentation. Reviews and unsolicited written comments are also helpful. The recommendation from the academic supervisor and School Dean should address this category in detail.

4. Scholarship
Your resume and application narrative must address your scholarly work. Please refer to the definition of “scholarship” and the characteristics of scholarship, discussed by the Faculty Assembly (see Appendix C). A record of high quality scholarly work is an important qualification for advancement in rank. Documentation for this area should include evidence of scholarship since your last promotion, including research articles, books, or monographs that are either already in print or in press. Please indicate the status of these documents and include letters and/or contracts for publications or exhibits, if possible. Documentation of scholarship may also include conference presentation documentation, photos of artistic productions, exhibition documentation, a portfolio (if you have one), a video, media presentation, or other evidence of artistic achievements, if relevant. When addressing grants, contracts, and fellowships, be specific about your specific role, the impact of the opportunity on your discipline, and your department/division/school.

In your narrative, list your scholarly activities. Reflect on the theoretical frameworks of your scholarship (e.g., what has informed your scholarship, how your theoretical orientation influences your teaching), the relevance of your scholarship to your discipline, and its influence on the field (local, regional, national, and international impact), and how it informs your current teaching. Collaborative work is valued; however, the documentation should allow the Committee to assess your contribution to collaborative work. If you are listed as one of two or more authors, please clarify your role and contribution to the project/product. Identify your contribution and your role in detail.

It is possible that members of the committee will not be familiar with your particular field. Please define it or provide a context for your work in the narrative and provide letters of support from people who are recognized as leading scholars or practitioners in that field. Reviews and unsolicited written comments are also helpful. If you have conducted national workshops, include evaluations if available. If much of your evidence relates to professional activity at the regional or national or international level, letters from distinguished colleagues active in the profession are essential.

Your recommendations from your academic supervisor and School Dean should address this category in detail as well.

Academic Supervisor’s Recommendation
The Committee carefully considers letters from academic supervisors. Those supervisors who are Committee members in the year you are a candidate must write letters of recommendation, but will then absent themselves from Committee discussion and vote. If your academic supervisor does not support you, it would be helpful to address the reasons given by the supervisor for non-support. The Committee would not read such comments as defensive. Simply address the issues at stake.
Appendix A to Handbook on Promotion in Rank for Core Faculty at Lesley University

Rank and Promotion Timeline 2017-2018

Candidate attends the Promotion Workshop offered during Faculty Development Day. This step is required for the acceptance of the Application/Box by the Committee. Late spring or early fall, the candidate meets with Program Director and Dean, informing on the intent to apply for promotion.

Candidate submits Application box to Academic Supervisor/ November 17, 2017

Candidate meets with Supervisor/ Between Nov 17 and Dec 1, 2017

Written recommendation from Supervisor to Dean, with copy to Candidate (Supervisor forwards application box to Dean)/ December 8, 2017

Written response from Candidate (if any) to Supervisor and Dean/ December 15, 2017

Candidate meets with Dean /Between December 8, 2017 and January 5, 2018

Written recommendation from Dean to R&P Committee, with copy to Candidate and Provost (Dean forwards application and recommendations to R&P Committee)/ January 12, 2018

Written response from Candidate (if any) to Dean and R&P Committee/ January 19, 2018

R&P Committee begins evaluation process / January 22, 2018

Written recommendation from R&P Committee to President, with copy to Candidate (R&P Committee forwards application and recommendations to President)/ March 23, 2018

Written response from Candidate (if any) to R&P Committee and President/ March 30, 2018

President decision and sends letter to Candidate, with copy to Supervisor, Dean, R&P Committee, and Provost/ April 20, 2018
Appendix B to Handbook on Promotion in Rank for Core Faculty at Lesley University

Checklist for Rank and Promotion Application

When you apply for promotion in rank, present materials in a user-friendly and orderly fashion, filed by section in a box labeled with your name.

Your table of contents will let reviewers know exactly where they can find each piece of information. It is helpful if the first item following the table of contents is a copy of your full curriculum vitae to ground your readers in an overview of who you are as a professional. We suggest that you divide your narrative into the 3 main promotion criteria – Teaching, Service, Scholarship - each with supporting documentation and information. For example, the teaching section must demonstrate excellence in teaching and include statements on your philosophy and pedagogical approach along with the syllabi and evaluations required as documentation for that area. Do not include materials that relate to the previous promotion in rank.

**Remember to document, reflect, and analyze!**

The following checklist will help you prepare a thorough application for promotion in rank.

**Teaching** Documentation for this area includes:

- All of the past year’s syllabi and course evaluations (qualitative and quantitative)
- Samples of prior years’ syllabi and course evaluations

Your narrative should include the following information:

- A description of your workload
- Two additional copies of your curriculum vita and your narrative
- Student advisement, including specific information regarding the nature of advisement in your department and the number of advisees with whom you work
- Introduction to your teaching and educational background, including degrees, past years of teaching, number of years in current rank, and years at Lesley University
- Your philosophy of education and how this influences your pedagogical approach
- Reflections on your style of teaching as it relates to different delivery models and types of teaching experiences
- Reflections on your instructional impact and student feedback, addressing both quantitative and qualitative data. Comment in detail in the narrative on the lessons learned from both positive and difficult teaching experiences. Respond to specific student comments that are in the box.
- Reflect on documents that support your teaching ability, such as classroom observations, peer reviews, and student letters.

Make sure to clarify any terms specific to your field/discipline that may be unfamiliar to a committee member from another field/discipline.

**Service and Leadership:** Documentation for this area includes:

- Documents related to service, such as letters that acknowledge committee membership (Include dates of activity)
- Correspondence that attests to your level of contribution to committees
• Letters of acknowledgement - e.g. a memo expressing appreciation for attending Open House
• Curriculum development
• Course and adjunct faculty mentoring
• Academic support/administrative activities. Please indicate whether your achievements were in the context of compensated activities (by way of stipends or unit releases) or non-compensated activities.

Your narrative in this section should go beyond a simple list of your service activities. Present challenges and accomplishments and their relevance to your career. Reflect on the rationale and context of your service activities, being sure to separate those from contract responsibilities. Be sure to specify your role within various service activities and why you have selected these activities. Be explicit about the role you played on committees and in other service activities. Your narrative must include a description of your service activities since your last promotion within the following:

• Your department
• Your school within the university
• Cross-university committees/activities
• The external community (if applicable) – e.g. board memberships, pro bono consulting (paid consulting is not considered service), participation in legislative policy related to one’s field/discipline, review work for journals and organizations, advocacy work

Scholarship: Documentation for this area includes:

• Evidence of scholarship since your last promotion, including research articles, books, or monographs that are either already in print or in press; photos of artistic productions; exhibition documentation; or conference presentation documentation. For upcoming presentations, in press publications, or future exhibitions/performance, be sure to include letters of acceptance. If a project is collaborative, be specific about your role and contribution to the project.
• Please contextualize your scholarship within your field
• Letters and/or contracts related to scholarly activities
• Evidence of memberships and leadership in professional organizations
• A portfolio, if you have one
• A video, a media presentation, or other evidence of artistic achievements, if relevant
• If you have a coauthored publication, please delineate your role as author in the publication

In your narrative, list your scholarship activities. Reflect on the theoretical frameworks of your scholarship, its relevance to your discipline, and its influence on the field (local, regional, national, and international impact) and how it informs your teaching. If you are listed as one of two or more authors, you should clarify your role and contribution to the project/product.

Scholarship includes:

<table>
<thead>
<tr>
<th>Published research</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>Fellowships</td>
</tr>
<tr>
<td>Artistic achievement</td>
<td>Contracts</td>
</tr>
<tr>
<td>Leadership in professional organizations</td>
<td>Video</td>
</tr>
<tr>
<td>Websites</td>
<td>Software/Technology</td>
</tr>
<tr>
<td>Blog</td>
<td></td>
</tr>
<tr>
<td>Curriculum for school district or large audiences</td>
<td></td>
</tr>
</tbody>
</table>
Documents for state or governing organizations/policy at state level

Additional Supportive Documentation that must be included:

• Diploma/transcripts (or note on where they are in the university)
• Letter from your immediate supervisor
• Letter from the Dean of your school
• Peer evaluations
• Solicited letters from internal and external colleagues who can comment on your professional contributions
• Unsolicited letters from students, colleagues, etc.
• Your annual reports since last promotion/ any other supervisor assessments
• Your professional development plans since last promotion

Note: Do not include materials that reflect work and accomplishments related to your previous promotion in rank.

Scholarship at Lesley

Lesley University places a high value on scholarship that informs teaching and learning at the University, as well as the liberal and professional fields of study in which our faculty and graduates participate. This document acknowledges three key criteria of scholarly work and defines “scholarship” within current literature.

Characteristics of Scholarship

According to Shulman (2000), “For an activity to be designed as scholarship, it should manifest at least three characteristics: it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community.” The parameters of scholarship are broad and inclusive; yet, they share a common bond: the “products” of scholarly endeavors must meet these three characteristics in order to be considered scholarship.

The three characteristics of Shulman’s scholarly work can be interpreted in many ways. It is beyond the scope of this document to quantify each term. It is well known within academia that professional journals, artistic exhibitions, conference presentations, and so forth, are judged by each discipline on a continuum from less selective to highly selective, less competitive to highly competitive, and so forth. Faculty who are applying for promotion, contract renewal, and sabbatical must make the case that s/he has met Shulman’s characteristics of scholarship and must clearly articulate the “merit/status” of the scholarship within his/her field.

Defining Scholarship

Scholarship at Lesley University is informed by the work of Ernest Boyer (2016). Boyer’s four categories of scholarship and creative expression represent the breadth of scholarship and creative expression that take place at Lesley University. Faculty and students are encouraged to pursue the “Scholarship of Discovery,” “Scholarship of Integration,” “Scholarship of Application,” and “Scholarship of Teaching,” as well as the “Scholarship of Creativity.”

The Scholarship of Discovery, comes closest to what is meant when academics speak of “research.” No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead (p 69).
[Through] the Scholarship of Integration, we underscore the need for scholars who give meaning to isolated facts, putting them in perspective. By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too. In calling for a Scholarship of Integration, we do not suggest returning to the “gentleman scholar” of an earlier time, nor do we have in mind the dilettante. Rather, what we mean is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research (p 70).

The Scholarship of Application of knowledge moves toward engagement as the scholar asks, “How can knowledge be responsibly applied to consequential problems?” To be considered Scholarship, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor – and the accountability – traditionally associated with research activities (p73).

The Scholarship of Teaching. ... Teaching is also a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught. Educator Parker Palmer strikes precisely the right note when he says knowing and learning are communal acts (p 74, cites Palmer, 1983).

“The Scholarship of Teaching must be distinguished from teaching itself. The Scholarship of Teaching involves the disciplined discovery, evaluation, and transmission of information about the learning process” (Ithaca College…). In order for teaching to be “scholarship,” all three of Shulman’s characteristics must be met. “Teaching, in contrast, involves the application of that information through actual instruction” (Ithaca College…)

In addition, Lesley values the scholarship of creativity, meaning artistic products in visual, literary, and performance arts; for example, public performances and public exhibitions.

It is important to note that “scholarship” in each of these five categories presupposes the creation of something that did not formerly exist. Scholarship is not the mere reproduction or rearrangement of extant works; rather it is the production and contribution of new understanding to one’s field.

This document does not attempt to define where particular disciplines (arts, literature, science, social sciences, and so forth) fit within Boyer’s categories, for to do so would limit our definition of scholarship: no one discipline fits neatly into any one category; rather, every discipline fits into every category depending on the nature of one’s scholarly work. Furthermore, this document does not attempt to define where particular products (such as, but not limited to, publications, presentations, artistic exhibits and performances, development and publication of instructional materials, and so forth) fit within Boyer’s categories, since it could be argued that each type of product could also justifiably fit into each category. The following example makes explicit the distinctions made in our definition of scholarship: A member of the faculty has become interested in finding an answer to a course-based problem he has been struggling with for several semesters. He creates a comprehensive survey for his students to complete. An analysis of the data collected reveals some significant results, which he uses to redesign his course. This is an example of the overlap between discovery, application, and teaching, but it is not yet an example of scholarship. In order for this work to become scholarship, the instructor must present his work in some form to make public (i.e., beyond his classroom), must make his work susceptible to critical review and evaluation, and must provide a means for the work to be accessible for exchange and use by other members of one’s scholarly community.
### APPENDIX 3: FACULTY EVALUATION FORMS

**Course Evaluations Completed by Students**

Proposed by Faculty Affairs and Academic Planning Committee (FAAP) March 2016  
Endorsed by Academic Advisory Committee (AAC) April 2016  
Revised by FAAP May 3, 2017  
Voted affirmatively in Faculty Assembly May 16, 2017 as a two year pilot.  
Endorsed by AAC and Task Force for Social Justice in Teaching and Learning May 2017

The instrument set forth is a revised faculty evaluation document to be used as a pilot for two years, beginning FA 17 and ending FA 19. At the termination of the pilot period, feedback from faculty and students will be gathered and used in the construction of an instrument going forward. During the pilot phase, results of open ended comments three and four will not be included when being considered for reappointment nor promotion.

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Seldom</th>
<th>Less than Average</th>
<th>Average</th>
<th>More than Average</th>
<th>Almost always</th>
</tr>
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<tbody>
<tr>
<td>The course enriched my understanding of the subject.</td>
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<td>The course challenged/engaged/deepened my thinking.</td>
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<td>The course was well-organized.</td>
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<td>The objectives of the course were clear.</td>
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<tr>
<td>The course addressed these objectives.</td>
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<tr>
<td>The readings and/or assignments were relevant.</td>
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<tr>
<td>The assignments were relevant to course objectives.</td>
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<tr>
<td>The methods of assessment/grading were clear and matched to course objectives.</td>
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<tr>
<td>Constructive feedback was provided.</td>
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<tr>
<td>The instructor provided support, assistance and consultation as needed.</td>
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<tr>
<td>The instructor facilitated a respectful and inclusive learning environment.</td>
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</table>
Open ended comments:

1. Please comment on the overall quality of the course.

2. Please comment on the overall quality of instruction.

3. In what ways did the instructor help students to interpret course content from the perspectives of members of different social identity categories (including, but not limited to: culture, race, ethnicity, religion, gender and gender identity, sexual orientation, political view, social class, language, etc.)? Please comment on the quality of instruction specifically with regard to the above question.

4. What specific course activities or materials (i.e. artistic/designer presentations, the critique process, lectures, demonstrations, readings, written assignments, group projects, class discussions) did you find most valuable? Why?

5. What recommendations would you make to the instructor to strengthen their teaching and/or add value to the course?

6. Additional Comments:
**Classroom Observation Summary**

Report of Classroom Visit

Faculty Member Observed ____________________________ Date of Visit ___________________

Observer ____________________________ Observer’s Title/Role ___________________

Course Title ____________________________ Course # ___________________

Summary of Observation (Use additional sheet if needed.):

Faculty Response:

________________________________________________________________________________

Signature of Academic Supervisor or Designee

Date

________________________________________________________________________________

* Signature of Faculty Member

Date

* The faculty member’s signature acknowledges that she or he has reviewed the Classroom Observation Summary Form and all documentation. The faculty member’s signature does not indicate agreement or disagreement with the results of the evaluation.
APPENDIX 4: APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH

Date Submitted ___________________

Application for: _____ Exemption from IRB Review _____Expedited Review _________ Full Review

Lead Researcher *: Name, Address, Phone, email

Faculty Supervisor* (only if student researcher): Name, Address, Phone, Email

*Faculty Supervisor is the official Principal Investigator under Federal Regulations

Investigator(s) status – check all that apply:

_____ Faculty _____Staff _____ Graduate student(s) _____Undergraduate

Title of the Project:

Proposed Project Dates:

Type of Project: check one

_____Faculty research _____Thesis/Dissertation _____Independent Study _____Other (please describe)

1.1 Briefly describe the purpose of the study

1.2 Provide the number of adults, and the number and ages of minors

1.3 Briefly describe the project design (e.g., experimental, ethnographic, etc.):
1.4 Indicate whether the study involves any of the following:

____ Case Studies  ____ Experimental intervention  ____ Task performance

____ Educational tests  ____ Standard psychological tests  ____ Survey or questionnaire

____ Interviews  ____ Observations  ____ Analysis of existing data

1.5 How will subjects be recruited?

1.6 Do subjects risk any stress or harm by participating in this research? If so, why are they necessary? How will they be assessed? What safeguards minimize the risks? [It is not necessary to eliminate all risks, only to be clear and explicit about what the risks may be. The IRB is alert to any tendency to suggest that risks are lower than they may actually be.]

1.7 Describe the data that will be collected:

1.8 Describe the steps to be taken to respect subject’s rights and expectations of privacy, confidentiality and anonymity:

1.9 Will subjects’ identities or private information be revealed if this study be reported through publication or public presentation?

If this application is seeking an exemption from IRB Review, please check the policy in the Faculty Handbook. Please see the worksheet on the criteria for an exemption. If you believe that the proposed research qualifies for an exemption, you may end the application here and submit these two pages to irb@lesley.edu. You will be notified whether your application for exemption has been approved. If it is not approved, you will be asked to complete the remaining sections of this application.
Applicants seeking either expedited or full IRB review are required to complete the remainder of this form.

2.1 Identify the institutional affiliation of the Principal Investigator (including School, Division, Center or Office). Also identify the affiliation and status of the co-investigator who is a student.

2.2 Identify the institutional affiliation of other participants on the project who are not members of the Lesley University community.

2.3 If the principal investigator is not a member of the Lesley community, then a Lesley faculty or staff must be a co-sponsor of the research project. Please identify that person.

2.4 Identify the funding source and any relevant restrictions on the research, if applicable.

2.5 If the proposed project involves collaboration with another institution, please identify and indicate if IRB review from that institution and been sought and granted. Include the IRB review number. Include relevant contact information.

2.6 Location(s) of the research activity:

3.1 Provide further details on the characteristics of the human subjects. Please describe in greater detail the numbers of subjects, the range of ages, gender, and other relevant demographic characteristics that may define the sample being studied.

3.2 How are subjects to be chosen or recruited? Describe sampling procedures.
3.3 What will subjects be asked to do, what will be done to them, or what information will be gathered? (Append copies of interview guides, instructions, tests, or questionnaires.)

3.4 If interviews are planned, identify the interviewers and how will they be trained?

3.5 If an intervention is planned, please describe and include the number of times intervention will be made and over what period of time (see policy guidelines for the definition of ‘intervention’):

4.1 How do you explain the research to subjects and obtain their informed consent to participate? (It is essential to allow participants to ask questions at any point.) Be sure to append your Informed Consent Form.

4.2 If subjects are minors or not competent to provide consent, how will parent or guardian permission be obtained? How will verbal assent of the participants be obtained?

4.3 How will subjects be informed that they be can refuse to participate in aspects of the study or may terminate participation whenever they please?

4.4 If subjects are students or clients, how will you protect them against feeling coerced into participation?

4.5 Are subjects deliberately deceived in any way? If so, provide rationale. Describe the deception, its likely impact on participants, and how they will be debriefed upon completion of the research.
4.6 How might participation in this study benefit subjects?

4.7 Will participants receive a summary of results? If yes, please describe.

5.1 How will the following be protected?

a. Privacy: Protecting information about participants.

b. Anonymity: Protecting names and other unique identifiers of participants. Names should not be attached to the data, unless subjects choose to be identified, and the identification of subjects is essential to the proposed project.

c. Confidentiality: Protecting data about participants. How is access to data limited? Consider how coding will be kept separate from information obtained; how data will be stored and when will it be destroyed; whether data will be used in the future and, if so, how permission for further use will be obtained.

5.2 Are there any other procedures or details of the study the Human Subjects Committee should use to assess how your study protects human subjects?

Attachments (Please include all attachments in one file labeled by the author’s last name, as shown below):

Written Informed Consent Form. The consent form must include contact information for the applicant, the faculty supervisor (if the applicant is a student), and the IRB co-chairs, either Robyn Cruz (rcruz@lesley.edu) or Terry Keeney (tkeeney@lesley.edu). Include this text:

There is a Standing Committee for Human Subjects in Research at Lesley University to which complaints or problems concerning any research project may, and should, be reported if they arise. Contact the Committee Chairperson at irb@lesley.edu
Recruitment letters or flyers
Instructions to informants
Interview Guide
Compensation information
Data collection instrument, e.g., test
List of all co-investigators (including contact information)
Description of any experimental manipulation
Information sheets or debriefing method
Letters of IRB approval from cooperating institution(s)

Send the completed form as an email attachment to irb@lesley.edu.

Applicants are requested to send the application electronically, with all accompanying documents, in one file, with the following format for the file: Last Name of Applicant IRB Application Date Submitted.

The email that accompanies the application will serve as an electronic signature.