# Table of Contents

INTRODUCTION .................................................................................................................. 5
PURPOSE OF THE HANDBOOK .......................................................................................... 5
MISSION AND VALUES STATEMENTS .............................................................................. 5
DIVERSITY INITIATIVE ....................................................................................................... 6
LESLEY UNIVERSITY HISTORY .......................................................................................... 6

INFORMATION ..................................................................................................................... 6
ACADEMIC CALENDAR ........................................................................................................ 6
HOLIDAYS ............................................................................................................................. 7
CONTACT NUMBERS ........................................................................................................... 7
LESLEY UNIVERSITY BLOCK SCHEDULE ........................................................................ 8

POLICY LINKS & CAMPUS RESOURCES ....................................................................... 9

UNIVERSITY POLICIES ........................................................................................................ 11
ACCEPTABLE USE OF TECHNOLOGY POLICY ............................................................ 11
ALCOHOL USE FOR LESLEY UNIVERSITY EVENTS ..................................................... 11
AMERICANS WITH DISABILITIES ACT AND REASONABLE ACCOMMODATIONS FOR
DISABILITIES ...................................................................................................................... 11
COMMUNITY STANDARDS OF CONDUCT ........................................................................ 11
CONFLICT OF INTEREST POLICY .................................................................................... 11
DATA SECURITY POLICY .................................................................................................... 11
DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE POLICY ................................ 11
EQUAL OPPORTUNITY AND INCLUSION POLICY .......................................................... 12
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ....................................... 12
INTELLECTUAL PROPERTY ................................................................................................. 12
PRIVACY POLICY .............................................................................................................. 15
PROHIBITION OF EMPLOYMENT OF STUDENTS FOR NON-ACADEMIC PURPOSES ....... 15
PROHIBITION OF FACULTY PROVIDING STUDENT MENTAL HEALTH COUNSELING POLICY ........................................................................................................................................ 15
PROHIBITION OF WEAPONS POLICY .............................................................................. 16
SAFETY ON CAMPUS ........................................................................................................... 16
SMOKE-FREE ENVIRONMENT ............................................................................................. 16
DRUGS AND ALCOHOL POLICY ....................................................................................... 16
SUSTAINABILITY STATEMENT ......................................................................................... 16
TRAVEL POLICIES AND PROCEDURES ........................................................................ 16
UNEQUAL CONSENSUAL RELATIONSHIPS ..................................................................... 16
UNIVERSITY TECHNOLOGY STANDARDS ....................................................................... 16
A. Professional Development Fund ................................................................. 96
B. University Grants ....................................................................................... 96
   Academic Technology Innovation Grant ....................................................... 96
   Cultural Literacy Curriculum Institute (CLCI) ................................................. 98
   Global Education Faculty Fellows .................................................................. 99
   The Summer Academic Technology Institute ................................................. 99

OFFICE OF GRANTS AND SPONSORED PROJECTS ............................................. 100
APPENDIX 1: FACULTY EVALUATION FORMS .................................................... 101
   Course Evaluations Completed by Students ................................................... 101
   Classroom Observation Summary .................................................................... 103

APPENDIX 2: Application for Review of Human Subjects Research .................. 104
INTRODUCTION

Welcome to the 2017-2018 Academic Year. This Adjunct Faculty Handbook provides a range of policies, resources, and processes that support faculty teaching and service. 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

and

Ellen R. Jackson
Special Assistant to the Provost for Faculty Affairs

PURPOSE OF THE HANDBOOK

The Office of the Provost maintains the Adjunct Faculty Handbook, as well as the Core Faculty Handbook and Management Faculty Handbook. This Adjunct Faculty Handbook is offered as a resource for adjunct 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.

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/](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:

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date/Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Labor Day</td>
<td>September 4</td>
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<tr>
<td>Fall Weekend</td>
<td>October 9</td>
<td></td>
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<tr>
<td>Veterans Day</td>
<td>November 10</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 22 – November 26</td>
<td>Admin offices close at noon on Wed.</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 22 - January 1</td>
<td>Admin offices close at noon on Fri.</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 15</td>
<td></td>
</tr>
<tr>
<td>Patriots’ Day</td>
<td>April 16</td>
<td></td>
</tr>
<tr>
<td>Commencement</td>
<td>May 19</td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 28</td>
<td></td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4</td>
<td></td>
</tr>
</tbody>
</table>

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
Social Sciences:
   Josh Baldwin
   Leela Tanikella

Graduate School of Arts and Social Sciences
Associate Dean: Sandra Walker
Counseling and Psychology: Sydney Trantham
Expressive Therapies: Interim Michaela Kirby
Global Interdisciplinary Studies: Meenakshi Chhabra
Mindfulness: Nancy Waring
MFA- Creative Writing: Stephen Haven

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

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

Capacity Per Classroom: 21 Courses
Overall Cambridge Capacity (All Classroom): 1,170 Courses
UG - 12 Courses, (2) Courses Meeting MW for 75 Minutes, (5) Courses Meeting TF for 75 Minutes, (2) Courses Meeting TH for 150 Minutes, (1) Admin / Info Activity 13k
- or Max of (10) 150 Minute courses with (2) 75 Minute Courses

Grad: (5) Courses Meeting One Evening per Week for 150 Minutes (or 75 Minutes with on line component), (1) Course Meeting TSSU

Optional (10) Graduate level courses meeting one time per week on a space available only basis
## POLICY LINKS & CAMPUS RESOURCES

<table>
<thead>
<tr>
<th>UNIVERSITY POLICIES</th>
<th>PHONE</th>
<th>EMAIL</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Assistance</td>
<td>911 / 617-349-8888</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General HR Policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL/OFFICE</td>
<td>PHONE</td>
<td>EMAIL</td>
<td>URL</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Center for the Adult Learner</td>
<td>617-349-8482</td>
<td><a href="mailto:lcal@lesley.edu">lcal@lesley.edu</a></td>
<td>Center for the Adult Learner</td>
</tr>
<tr>
<td>Certification Office</td>
<td>617.349.8427</td>
<td><a href="mailto:cert_off@lesley.edu">cert_off@lesley.edu</a></td>
<td>Certification Office</td>
</tr>
<tr>
<td>College of Art &amp; Design</td>
<td>617.349.8800</td>
<td></td>
<td>LUCAD</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
<td>617.349.8800</td>
<td></td>
<td>CLAS</td>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<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>
<td>Public Safety</td>
</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:

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 scholarly and artistic 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 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 therefrom.
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

VENDOR GIFT POLICY

WHISTLEBLOWER POLICY
ACADEMIC POLICIES

ACADEMIC POLICIES RESOURCES

For information regarding general academic policies and school specific policies, please refer to the following resources located at http://www.lesley.edu/student-life/handbooks-and-policies/

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 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 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 falsify attendance records 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 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):
### Deadline to Complete

#### 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 long-standing 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](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.

### Table

<table>
<thead>
<tr>
<th>Deadline to Complete</th>
<th>Deadline: Intent to Graduate</th>
<th>Date of Conferral/Graduation</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>February 9</td>
<td>January 2</td>
<td>February 25</td>
</tr>
<tr>
<td>May 14 by 5:00 p.m.</td>
<td>April 1</td>
<td>May 19, 2018</td>
</tr>
</tbody>
</table>
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.*

31
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>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>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
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<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

(Graduate)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</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
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.

**College of Art and Design Academic Review**

**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.

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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.

![Flowchart](image)

**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](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.

**Expeditied 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>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<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>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<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>
</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>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></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 this 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
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 syllabi 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>

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Instructor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours</td>
<td>Office Location</td>
</tr>
<tr>
<td>Telephone</td>
<td>Email</td>
</tr>
<tr>
<td>Course Title</td>
<td>Description</td>
</tr>
</tbody>
</table>

**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 : (please use this required language)

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
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](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
  - case studies
  - papers (written in APA style)
  - lab/field work
  - in-class assignments
  - lesson plans
  - projects
  - group presentations
  - oral reports
  - examinations/quizzes
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
1 Vice-Chair
8 School representatives, two from each School
3 Representatives to the Board of Trustees
1 Chair of the Faculty Affairs and Academic Policies Committee
1 Chair of the Budget and Planning Committee
1 Chair of Faculty Life and Development Committee
1 Chair External Affairs Committee
1 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 one 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 Provost or the Provost's designee serves as an ex-officio non-voting member. 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.
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.
ADJUNCT FACULTY EMPLOYMENT TERMS (CBA)

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

This Agreement is entered into as of the dates indicated below, with an effective date of July 1, 2015, 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”).

PREAMBLE

The Union and the University value and respect the role of the Adjunct Faculty covered by this Agreement as important contributors to a learning community. Our relationship is characterized by a spirit of professionalism, collegiality, and cooperation toward a common objective of providing an exceptional educational experience for the University’s students and to attract and retain quality students and employees.

The parties are committed to promoting an awareness, understanding, and respect of diverse interests, opinions, and experiences, and recognize the value such diversity has in providing a high quality education to every student. A culture that encourages collaboration and respect is vital to a positive work environment conducive to the success of the University’s students and those who provide for their education. This is in keeping with the University’s stated mission “to prepare socially responsible graduates with the knowledge, skills, understanding, and ethical judgment to be catalysts in shaping a more just, humane, and sustainable world.” http://www.lesley.edu/mission/

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-118179, the University hereby recognizes the Union as the sole and exclusive collective bargaining representative of all adjunct faculty employed by the Employer in the United States instructing in credit-bearing classes, labs, or lessons in all programs (whether degree-granting or not). Such instruction may occur through any delivery method/modality (including teaching credit-bearing on-line classes, labs or lessons).

Excluded are all other faculty. Also excluded are all other employees, whether or not they have teaching responsibilities, including deans, provosts, administrative employees, professional and non-professional employees, artists in residence, maintenance, confidential employees, graduate assistants, teaching fellows, department or program chairs, full-time coaches, and guards and supervisors as defined in the Act.

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

Article 2 - Management and Academic Rights

Section 1. Management of the University is vested exclusively in the University. Except as set forth in this Agreement, 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 decide who is taught, what is taught, how it is taught, when it is taught, and who does the teaching;

c. 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;

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

e. 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;

f. 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.

g. The right to privatize or contract out programs, services, and operations as deemed appropriate to maintain a well-coordinated and efficient system of the University.

Section 2. The above enumeration of management and academic rights is not exhaustive and does not exclude other management or academic rights not specified above. The exercise of any management or academic right or function in a particular manner shall not preclude the University from exercising the same in any other manner which does not violate this Agreement. The University’s failure to exercise any right or function reserved to it shall not be deemed a waiver of its right to exercise same.

Article 3 - Equal Employment Opportunity and Non-discrimination

Section 1. 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 found at www.lesley.edu/policies and 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 Procedure of Article 8, but will be handled in accordance with the procedures provided for all University employees.

Article 4 – Union Security and Check Off
Section 1. It shall be a condition of employment that all Adjunct 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 Adjunct 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 an Adjunct 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 Adjunct 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 an Adjunct 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 Adjunct 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 Adjunct Faculty member.

Section 7. Each payday, the University shall deduct from an Adjunct Faculty member’s wages a sum of dues and/or fees owed the Union and authorized under the Federal Labor Law, provided the Adjunct 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 Adjunct 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 Adjunct Faculty. However, the University shall cooperate with the Union in seeking compliance with this provision by notifying covered Adjunct 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 Adjunct 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 Adjunct Faculty member is not on the payroll of the University or
instruction to cease payroll deductions is given in writing by the Adjunct 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 Adjunct 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 Adjunct 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, a reason Union dues are not deducted.

Article 5 - 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 Adjunct 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 Adjunct Faculty orientation meetings in order to present information about the Union and Union membership.

Article 6 - Academic Freedom and Adjunct Faculty Rights and Responsibilities

Section 1. Adjunct Faculty enjoy the same rights and obligations of academic freedom as do all faculty at the University, as provided in the University’s Academic Freedom Statement, which may be found at www.lesley.edu/policies and as it may be amended from time to time.

Section 2. The Union acknowledges that, like other University employees, Adjunct 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, Adjunct 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 students and Adjunct 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. If there is a standard course syllabus or requirement, an Adjunct Faculty member who is teaching a course for the first time at the University shall receive from the Dean/Department Chair/Program Director or designee, at the time of his or her teaching assignment or as soon thereafter as practicable, a copy of the standard course syllabus or requirement to be used in the course. If the Adjunct Faculty member believes that the standard course syllabus should be modified, then the Adjunct Faculty member may discuss such proposed changes with the appropriate Department Chair, Program Director, or designee.

Section 4. If there is no standard course syllabus, the Adjunct Faculty member shall provide a new syllabus as soon as practicable to the appropriate Department Chair, Program Director, or designee. The Adjunct Faculty member shall meet to discuss the syllabus with the Department Chair, Program Director, or designee if requested.

Section 5. To the extent a department 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 Adjunct Faculty member at the time that the course is assigned or as soon thereafter as practicable.

Section 6. Adjunct Faculty teaching shall be guided by course descriptions and syllabi, requirements of each teaching modality, and adherence to academic and professional standards. Adjunct Faculty are responsible for the maintenance of good order and the observance of University policies in the classroom. Adjunct 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. Adjunct 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. Adjunct Faculty should discuss teaching expectations and related concerns with the Department Chair or Program Director.

Section 7. Adjunct 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. Adjunct Faculty shall participate or cooperate, as appropriate, in any resulting investigation.

Section 8. The University sends important information by email to Adjunct Faculty members’ University email addresses. All Adjunct 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 7 - Bargaining Unit Information

Section 1. The University will provide to the Union a list of all Adjunct 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: name, home address, phone number, Lesley University email, semester first taught at the University, length of current contract assignment, all courses taught by the Adjunct Faculty member during the semester, including course title, the date the course begins and ends, scheduled time and location of the course, department in which the course is offered, number of credits offered for the course, salary for the course, and number of students enrolled in the course or in each course section. The list will also indicate whether any courses or course sections scheduled to be taught by Adjunct Faculty were cancelled.

Article 8 - 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 Adjunct 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 Adjunct Faculty member and the University are encouraged to resolve disputes at Step 1, the Union may initiate a grievance on the Adjunct 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 Adjunct 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 Adjunct 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 Adjunct 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 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. 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 Adjunct Faculty members, or involving the discharge of an Adjunct 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 an Adjunct Faculty member must miss a class because he/she is required to attend an arbitration hearing, there will be no loss of compensation from the University for that Adjunct Faculty member. The Adjunct 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 9 - Access to Services – Departmental Support

Section 1. All Adjunct Faculty members will be provided the necessary (as determined by the Department Chair, Division Director, or Program Director and consistent with the Department, Division, Program, or University practice and available resources) supplies, materials, technologies, and other resources before the beginning of the course. These materials, technologies and other resources necessary for teaching the course will be consistent with, but not necessarily identical to those provided other faculty in the Department, Division, or Program. By way of example, the University will provide access to computers, but will not provide a computer to each Adjunct Faculty member.

Section 2. Adjunct Faculty members will be oriented into the logistical procedures in their departments and Lesley University that are reasonably necessary to do their jobs, including, but not limited to, Blackboard and Chalk &Wire, preparing materials for class, how to place book orders, submitting grades, and so forth.

Section 3. Any departmental Mission Statements and/or faculty handbooks, guidelines, or procedures shall be made available in writing (in paper copy, electronically by email, or on the University’s website) to the Adjunct Faculty member before the beginning of the Adjunct Faculty member’s first course, and annually thereafter with updates as available.

Section 4. The department shall make available to Adjunct Faculty members when possible pertinent information about the course, subject to the agreement of faculty members who previously taught the same course, including study materials from previous years, previous syllabi, and so forth.

Section 5. If the supplies, materials, and/or software needed to teach a course as set forth in Section 1 above are unavailable at the University, the Adjunct Faculty member shall obtain prior written authorization from the Department Chair, Division Director, or Program Director before incurring any out-of-pocket expense. Such
requests will be considered and permitted in a manner consistent with, but not necessarily identical to, other faculty in the Department, Division, or Program. If the Adjunct Faculty member is authorized in advance by the University to purchase supplies, materials, and/or software for a course, he/she will be reimbursed in accordance with the University’s reimbursement policy, upon submission of a receipt or other required documentation of the expense.

Section 6. All proposed course-related field trips, or any compensation or stipend for a guest speaker, must be approved in writing in advance by the relevant Department Chair, Division Director, or Program Director, and, if approved, Adjunct Faculty members must abide by applicable guidelines and policies relating to such. Related expenses, if approved, are subject to the provisions of Section 1 and Section 5 of this Article.

Section 7. Subject to the provisions of Section 1 of this Article, Adjunct Faculty members shall have access to the University’s photocopying center and/or college or school photocopiers and printers for photocopies and printing for a course (subject to department or program approval and use of proper budget code that will be provided to the Adjunct Faculty member), and Adjunct Faculty shall have access to Office of Information Technology for computer, internet, and audio-visual equipment support.

Section 8. Adjunct Faculty members shall have access to a University email address and free University Wi-Fi access on campus and shall be offered an online profile on the Lesley University website, provided the Adjunct Faculty member submits the text for the online profile and the Department, Division, or Program approves of the text. For Adjunct Faculty members who are not teaching in a semester but started a teaching assignment within the prior 24 month period, such access to email and Wi-Fi will be retained while the Adjunct Faculty members are not teaching.

Section 9. Adjunct Faculty members shall have access to the spaces dedicated to Adjunct Faculty in University Hall and shall have access to other appropriate space (including classrooms) subject to the University’s room reservation system to prepare for class and meet with and advise students. For Adjunct Faculty members who live in Massachusetts and who are not teaching in a semester but started a teaching assignment within the prior 24 month period, such access will be retained while the Adjunct Faculty members are not teaching.

Section 10. Adjunct Faculty members shall have equal access as core faculty to the University’s library services, including research databases and online services. For Adjunct Faculty members who are not teaching in a semester but started a teaching assignment within the prior 24 month period, access to the University’s library services will be retained while the Adjunct Faculty members are not teaching.

Section 11. Adjunct Faculty are encouraged to participate in University or School-wide orientation and training offered by the University related to employment at the University. The University shall make available training and/or guidance in teaching methods, grading criteria, and curriculum implementation. If an Adjunct Faculty member attends a University sponsored conference or institute, any registration fees shall be waived in the same manner that fees are waived for core faculty, subject to available space. Required trainings/courses will also be made available in the evenings, on-line or through web-based training, for those who teach after 5pm and on weekends and are unable to attend required trainings/courses during weekdays.
Faculty teaching LUCAD studio courses having at least 12 contact hours -- in each calendar year during the immediately preceding four calendar years, he or she shall be eligible to apply for a two-year appointment starting on July 1 of the following fiscal year. If an Adjunct Faculty member as taught courses pursuant to a “temporary faculty” appointment during such four year period, those courses shall be included in calculating the Adjunct Faculty member’s eligibility in a manner consistent with this Section 1. An Adjunct Faculty member may request to have the preceding eligibility criteria waived if, due to special circumstances, the Adjunct Faculty member taught at least 36 credits (or 48 contact hours for LUCAD studio courses) over the immediately preceding four calendar years and the Dean approves the waiver in writing.

In order to maintain eligibility for a two-year appointment, a two-year appointee must teach at least six credits (or eight contact hours for LUCAD studio courses) each calendar year, except in cases of leaves approved in advance by the Dean for reasons such as medical, or to pursue scholarship or creative work.

An Adjunct Faculty member who wishes to apply for a two-year appointment shall request a Comprehensive Review pursuant to Article 11 no later than October 1 in the year before his or her eligibility. Awarding a two-year appointment requires approval of the Dean.

Section 2. Adjunct Faculty on two-year appointments shall be offered courses having at least nine credits (or 12 contact hours for LUCAD studio courses) during each year of the two-year appointment period. The two-year appointee and the University (through the Dean) may, by mutual agreement, agree to an offer of eighteen (18) credit courses (or 24 contact hours for LUCAD studio courses) during the two – year appointment.

Section 3. The following actions (1) appointment or re-appointment of Adjunct Faculty to two-year appointments and (2) the assignment of available courses to two-year appointees and Adjunct Faculty who have taught for at least four semesters or four terms at the University, shall be subject to the following considerations (not listed in preferential or particular order):

a. The Adjunct Faculty member’s qualifications, including his or her role in designing the course;
b. The Adjunct Faculty member’s teaching performance and evaluations;
c. The Adjunct Faculty member’s disciplinary record;
d. The Adjunct Faculty member’s length of service at the University;
e. Serious financial considerations that warrant reduction in teaching staff;
f. Elimination or downsizing of a department or program; a reduction in the number of courses or sections offered; or other general curriculum and/or course modifications or needs;
g. The hiring of a core faculty member or professional staff member or the reassignment of course work to current core faculty members or professional staff members that has the effect of reducing the need for an Adjunct Faculty member’s services;
h. The Adjunct Faculty member’s special skills or expertise to contribute to the breadth of offerings at the University; and
i. The Adjunct Faculty member’s positive contributions to the department, program, or School/College needs, planning, and activities.

If the University offers courses to a two-year appointee but the two-year appointee does not agree to teach one or more of the courses, the University is not obligated to offer substitute course(s) to the two-year appointee.

Decisions based on subsections (a) through (d), (h), and (i) may not be made in an arbitrary and capricious manner. Decisions based on subsections (e), (f), and (g) are at the University’s sole discretion and are not subject to the grievance procedure set forth in Article 8.
Section 4. All Adjunct Faculty members who do not have two-year appointments or who have not taught for the University for at least four semesters or four terms, may be given or not given appointments and course assignments at the sole discretion of the University; such decisions are not subject to the grievance procedure set forth in Article 8.

Section 5. No Adjunct Faculty member may teach more than five courses or fifteen credits (or the equivalent of other instructional and non-instructional work), whichever is greater, in any calendar year, except under special circumstances and with the prior written approval of the relevant Dean.

Section 6. Adjunct Faculty members may submit to the department or program/division what courses s/he would like to teach and may also indicate to their Department Chair, Program/Division Director, or designee their availability to do so as to days of the week and times of the day. Departments, Divisions, and Programs may discuss with the Adjunct Faculty members tentative assignments as soon as courses for the fall, spring, or summer are decided upon. In the normal course, the University shall offer course assignments in writing to the Adjunct Faculty member at least two months before the start of a semester, one month before the start of a term, and one month before the start of a practicum supervision. Reasons for course assignments to be offered outside the normal notification period include (but are not limited to) changes in assigned Adjunct Faculty or core faculty availability or unexpected demand due to enrollment increase. In any event, course assignments must be offered no later than two weeks before the start of each semester and no later than one week before the start of each term. Nothing in this article shall preclude Adjunct Faculty members from being offered additional courses within two weeks or one week of the start of each semester or term.

An Adjunct Faculty member who is provided notice of course assignments for a semester or term shall notify the University of his/her acceptance of the assignment(s) within one (1) week of receiving notice of assignment.

Section 7. In making appointments and assigning courses, the University shall first consider student needs, the operational and pedagogical needs of the University, and the availability of core faculty, prior to appointing Adjunct Faculty terms or assigning courses or other work to Adjunct Faculty. In addition, the provisions of this Article 10 are subject to the provisions on under-enrolled and cancelled courses set forth in Article 12.

Section 8. As a special, one-time adjustment for the purpose of implementing this Agreement, the University will offer one-year contracts with an offer to teach at least six credits or eight contact hours for the period July 1, 2015 - June 30, 2016 to Adjunct Faculty who have (a) taught at least nine credits or twelve contact hours in each of the last four calendar years (2011-2014) and (b) student evaluations from that period that are reasonably satisfactory. Such Adjunct Faculty will remain eligible for consideration for two-year appointments starting on July 1, 2016, subject to the other provisions of this Article 10.

Section 9. Notwithstanding Section 2 and Section 5 of this Article 10, but subject to the other provisions of this Article 10, Adjunct Faculty who have taught 18 or more credits or 24 or more contact hours in each of the last four calendar years (2011-2014), if they are offered a two-year appointment subject to the provisions of this Article 10, will be offered to teach the average number of courses they taught in each of the last four calendar years (2011-2014).

Article 11 - Evaluations
Section 1. **Student Evaluations.** Every Adjunct Faculty member shall be evaluated by students in each class each semester/term, using University-approved course evaluation processes and forms. Departments, Divisions, and Programs may use different course evaluation forms. At the end of each semester/term, the Department Chair, Program/Division Director, or designee will review the course evaluations and shall provide timely feedback to the Adjunct Faculty member if there is evidence of unsatisfactory teaching performance.

Section 2. **Comprehensive Review.** An Adjunct Faculty member applying for two-year appointment pursuant to Article 10 shall request a Comprehensive Review in the year before he or she is eligible for such appointment. The Department Chair, Program/Division Director, or designee has overall responsibility for such Comprehensive Review, and the Comprehensive Review is subject to the review and approval of the Dean. This may include, but not be limited to, the following:

a. Reviewing all student evaluations (or aggregated summaries or ratings), syllabi and applicable course materials, examining assessment methods, and observing teaching to evaluate teaching effectiveness. Additionally, the Adjunct Faculty member may choose to submit a written narrative outlining his/her approach to teaching previously assigned courses. The Chair, Director, or designee may also take into consideration any student commendations and complaints, both written and oral, about an Adjunct Faculty member’s performance.

b. In order to assess teaching effectiveness, the Chair, Director, or designee may also visit the classes of, or view content and communications in online courses, for any Adjunct Faculty member under his/her supervision. The date and time of the classroom observation shall be decided in advance by mutual agreement between the Chair, Director or designee and the Adjunct Faculty member. The Chair, Director, or designee shall write a summary of any classroom visit and shall meet with the Adjunct Faculty member in order to provide a copy of the written summary and review his/her observations. The Adjunct Faculty member may request an additional classroom observation by a different member of the core faculty, and such request shall not be unreasonably denied. The Adjunct Faculty member is free to add his/her own comments about the observation summary. Such summary by the Chair, Director, or designee, as well as any comments by the Adjunct Faculty member, shall become part of the Adjunct Faculty member’s personnel file.

c. Adjunct Faculty on two-year appointments will not be reviewed annually but may undergo Comprehensive Reviews at the discretion of the Department Chair, Program/Division Director, or designee. It is anticipated that Adjunct Faculty on two-year appointments who receive multiple re-appointments will be evaluated every few years. However, the Department Chair, Program/Division Director, or designee will still review student evaluations each semester/term for such Adjunct Faculty members per Section 1 above and still maintain the right to visit the classroom of such Adjunct Faculty members per the provisions of Section ‘b’ above.

Section 3. **Adjunct Faculty on Term or Semester Appointments.** Adjunct Faculty on term or semester appointments may undergo Comprehensive Reviews at the reasonable discretion of the Department Chair, Program/Division Director, or designee. It is anticipated that Adjunct Faculty who receive multiple re-appointments will be evaluated every few years. However, the Department Chair, Program/Division Director, or designee will still review student evaluations each semester/term for such Adjunct Faculty members per Section 1 above and still maintain the right to visit the classroom of such Adjunct Faculty members per the provisions of Section 2(b) above.

Section 4. **New Adjunct Faculty.** It is the expectation of the University that all new Adjunct Faculty members will be evaluated during their first year of teaching. This evaluation may not necessarily be a Comprehensive Review but may include a classroom visit and review of course materials (or a review of content and communications in online courses).
Section 5. All evaluations shall be in conformity with department, College/School, and University standards, practices and criteria. Colleges/Schools will meet with Adjunct Faculty members to describe the Colleges'/Schools' criteria for evaluations conducted under the above terms.

Article 12 - Class Size and Course Cancellations

Section 1. A course may be cancelled by the University if the student enrollment for the course is fewer than ten (10) students. The Dean of the College or School, or his/her designee, may decide to continue to offer a course with an enrollment of fewer than ten (10) students, in which case payment shall be made to the Adjunct Faculty member as follows: for seven (7) to ten (10) students, full pay for the course; for fewer than seven (7) students, pro rata payment based on the number of students enrolled in the course. For these purposes only, the pro rata payment shall be determined by dividing the fee for the course by seven (7) and then multiplying the result by the number of students actually enrolled in the course. GSASS Clinical Supervision courses in the Expressive Therapies and Counseling and Psychology Divisions with a specified maximum enrollment of eight students per course shall be paid at the full course rate when four or more students are enrolled in the course. In GSOE degree programs that are held off-campus and in an in-person “cohort” model, Adjunct Faculty will be paid at the full course rate even if fewer than ten students are enrolled in a course after the first semester or term in the degree program.

Section 2. If an Adjunct Faculty member has a course canceled by the University within three (3) weeks of the start of the semester or within two (2) weeks of the start of the term, the Adjunct Faculty member shall receive a course cancellation payment of fifteen percent (15%) of the fee that would have been earned for the semester or term. Alternatively, the Program/Division Director or Department Chair may invite the Adjunct Faculty member to work on another project, by mutual agreement, in order to receive the full semester's or term’s pay.

Article 13 - Discipline and Discharge

Section 1. Discipline may include written warnings, unpaid suspensions, or discharge. An Adjunct 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 Adjunct Faculty member must comply.

Section 3. Discipline for purposes of this Article shall not include performance reviews and shall not include non-reappointment for teaching or other work in any subsequent semester.

Section 4. At the discretion of the University, an Adjunct 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. An Adjunct Faculty member may request that a Union representative be present at any investigatory meeting that the Adjunct 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 14 - Opportunities to Fill Core Faculty Positions

Section 1. The University shall notify Adjunct Faculty members of open core faculty positions by email to the Adjunct Faculty member’s Lesley University email address at the time the opening is announced. The University, in its reasonable discretion, shall have the right to determine the qualifications for the core faculty position and determine whether an applicant meets the qualifications for the position.

Section 2. Adjunct Faculty may apply for an open core faculty position and will be given the same good faith consideration as other candidates provided they meet the minimum qualifications of the position.

Article 15 - Compensation

Section 1. The rank of Adjunct Professor or Adjunct Clinical Professor will be assigned to all Adjunct Faculty. The title of Adjunct will be replaced by Lecturer and Senior Lecturer after the Adjunct Faculty member has taught for at least five consecutive years at the University and has taught at least ten courses at the University. The following categories apply to pay grades and outline minimum qualifications:

Step 1: An individual hired to teach on a per-course basis who possesses at least a Master’s Degree, has recognized expertise in the area to be taught, and has taught up to 12 credit hours at Lesley University.

Step II: Same criteria as for Step 1 and has taught for more than 12 credit hours at Lesley University and has demonstrated excellence in the classroom over a sustained period of time as reflected in classroom and student evaluations.

Step III: Possession of a terminal degree, significant professional recognition in her/his academic area of expertise, and has taught up to 12 credit hours at Lesley University.

Step IV: Same criteria for Step III and has taught for more than 12 credit hours at Lesley University, demonstrated excellence in the classroom over a substantial period of time as reflected in teaching evaluation, student, peer, and supervisory review, and participation in the academic life of the University.

Adjunct Faculty who, prior to the date of this Agreement, were assigned consistently to a higher step than the criteria would otherwise warrant, shall continue to be paid at that higher step and receive compensation increases applied to that step. Such Adjunct Faculty shall move to a higher step based on meeting the additional criteria described above. All other Adjunct Faculty shall be assigned to steps based on the criteria described above.

Section 2. The fiscal year 2015 compensation rates for instructional work for three-credit courses and studio art courses are set forth on Attachment 1.

Section 3. The compensation rates for instructional work will be increased as of July 1 in fiscal years 2016, 2017, and 2018 in accordance with Attachment 1 as follows:
a) Three-credit courses (except studio art courses) will be paid in accordance with Table A on Attachment 1. Courses bearing fewer or greater amounts of credit (other than studio art courses) will be paid on a pro rata basis from the three-credit course rate, except that (i) GSASS clinical supervision seminar courses, CLAS clinical supervision courses, and GSOE practicum and supervision courses will be paid at the rate of a three-credit course, and (ii) CLAS seminar supervision courses in the education division will be paid at a pro rata rate of a two-credit course.

b) Studio art courses taught by any Adjunct Faculty member who taught a studio art course between July 1, 2013 and June 30, 2015 (the “Current Studio Art Adjunct Faculty Member”) will be paid at the rates set forth on Table B on Attachment 1.

c) Studio art courses taught by any Adjunct Faculty member who is not a Current Studio Art Adjunct Faculty Member will be paid at the rates set forth on Table C on Attachment 1.

d) An Adjunct Faculty member who taught a course in the LUCAD MFA Visual Arts Program between July 1, 2013 and June 30, 2015 (the “Current MFA Visual Arts Adjunct Faculty Member”) will be paid for teaching a course in the MFA Visual Arts Program the amount that is the greater of (i) his or her previous payment of either $9,426 or $10,518, and (ii) the rates set forth on Table D on Attachment 1. These rates will go into effect starting with compensation for the June residencies in 2015, 2016, and 2017.

e) Courses in the LUCAD MFA Visual Arts Program taught by any Adjunct Faculty member who is not a Current MFA Visual Arts Adjunct Faculty Member will be paid at the rates set forth on Table D on Attachment 1. These rates will go into effect starting with compensation for the June residencies in 2015, 2016, and 2017.

f) Adjunct Faculty teaching in the GSASS MFA Creating Writing Program will be paid at the rates set forth on Table E on Attachment 1. These rates will go into effect starting with compensation for the June residencies in 2015, 2016, and 2017.

Section 4. Notwithstanding the foregoing, Adjunct Faculty who teach courses or perform other work pursuant to government-funded grants that exist as of the date of execution of this Agreement will be compensated at the rates contemplated in connection with those grants.

Section 5. Independent study assignments shall be paid at the equivalent of ten percent (10%) of the regular per course amount that the Adjunct Faculty member is paid for a full course, unless the independent study assignment is the result of a low enrolled course in which case the compensation shall be established in accordance with Article 12, Section 1.

Section 6. Adjunct Faculty members shall continue to receive compensation for travel, in accordance with University travel policies, including but not limited to mileage and tolls.

Section 7. Adjunct Faculty members shall receive compensation for additional work as set forth on Attachment 2.
ARTICLE 16 - HEALTH INSURANCE AND OTHER BENEFITS

Section 1. Adjunct Faculty members who meet the eligibility criteria set forth on Attachment 3 shall be eligible for the health insurance and other benefits listed on Attachment 3, as such benefits are described on the University’s Human Resources Intranet webpage and modified on Attachment 3. Except for the eligibility criteria and modifications set forth on Attachment 3, the benefits shall be administered for Adjunct Faculty in the same manner as other employees at the University.

Section 2. The University will offer health insurance to any Adjunct Faculty member who (a) during the prior “measurement period” worked an average of 17.5 or more hours per week or (b) is a newly hired employee and is anticipated to work at least an average of 17.5 or more hours per week, in each case as calculated in accordance with the University’s current policy as described in the memorandum and information sheet dated October 2014 and set forth as Attachment 4.

ARTICLE 17 - PROFESSIONAL DEVELOPMENT

Section 1. The University shall create a Professional Development Fund through which an Adjunct Faculty member may apply for reimbursement for professional development opportunities or resources related to his/her scholarship, artistic or professional practice which will contribute to the improvement of teaching.

Section 2. Effective July 1, 2015, the University shall contribute twenty-five thousand dollars ($25,000.00) each fiscal year. Any unused funds in one fiscal year shall not roll over to the next fiscal year.

Section 3. To be eligible for Professional Development funds, an Adjunct Faculty member must have three (3) years of teaching experience at the University and teach a minimum of two (2) courses or its equivalence during the year in which the Adjunct Faculty member applies for Professional Development funds. In order to receive funding, eligible Adjunct Faculty members shall submit a request stating the expenses for which they are requesting reimbursement and how the opportunity or resource will enhance pedagogy at the University. Each Adjunct Faculty member may be approved to receive up to five hundred ($500.00) in a fiscal year.

Section 4. Requests for funds shall be submitted to the Adjunct Faculty member’s Division Director or Department Chair. If the Division Director or Department Chair supports the request, he or she shall forward the request, together with his or her recommendation for approval, to a committee. The committee shall be composed of one Adjunct Faculty member from each of the Schools and Colleges, each to be selected by the Adjunct Faculty in each of her or his respective Schools and Colleges. A representative from the Provost’s Office will attend meetings of the committee to consider requests for funds. If the committee supports the request, the committee shall forward the request, together with the Division Director or Department Chair’s recommendation and the committee’s recommendation, to the Provost’s Office, with a copy to the relevant school or college Dean. The Provost’s Office shall decide whether to approve or reject the request for funds.

Article 18 - Labor-Management Committee
Section 1. 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 Adjunct 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 19 - Inclusion

Section 1. University Council The Adjunct Faculty in each School and College shall elect one (1) Adjunct Faculty member from such School or College to participate as full members of the University Council.

Section 2. Faculty Assembly The Adjunct Faculty in each School and College shall designate two (2) Adjunct Faculty members from each College to participate as non-voting members of the Faculty Assembly.

Section 3. Meetings and Other Committees

a. Adjunct Faculty shall be notified and offered the opportunity to voluntarily participate in regular School-wide or College-wide meetings, and department or program meetings with which they are affiliated, except for those parts of the meeting(s) in which personnel matters are discussed.

b. Each School and College shall hold at least one meeting for Adjunct Faculty teaching in that School or College each semester.

Article 20 - Personnel Files

Section 1: An Adjunct Faculty member may review his/her personnel file by appointment with the Human Resources Department of the University. Upon his/her request, the Adjunct Faculty member will be given a photocopy of any item(s) in such file(s).

Article 21 - Payday

Section 1. An Adjunct 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 he/she performed, provided the Adjunct 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 Adjunct Faculty member’s bank account.
Section 2. Adjunct 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 22 - 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 Adjunct 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 Adjunct 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 23 - Savings Clause

Section 1. 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 24 - Waiver

Section 1. 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 25 - Entire Agreement; Amendment

Section 1. This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and replaces and supersedes all prior agreements or understandings between the parties, including any proposals which may have been submitted by either party. No amendments or modifications of this Agreement will be made or deemed to have been made unless in writing and executed by both parties to this Agreement.
Article 26 - Term of Agreement

Section 1. This Agreement shall be in full force and effect from July 1, 2015 to and including June 30, 2018 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.
## Attachment 1 to Article 15 (Compensation Chart)

### CURRENT FY14-15 RATES

<table>
<thead>
<tr>
<th>3-Credit Course (1 unit)</th>
<th>CURRENT FY14-15 RATES STUDIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 contact hours (1 unit)</td>
</tr>
<tr>
<td></td>
<td>3 contact hour studio (1.5 credits)</td>
</tr>
<tr>
<td></td>
<td>4.5 contact hour studio (3 credits)</td>
</tr>
<tr>
<td></td>
<td>6 contact hour studio (3 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,056</td>
<td>$3,344</td>
<td>$3,224</td>
<td>$3,800</td>
<td>$4,096</td>
<td>$4,588</td>
<td>$3,323</td>
<td>$4,588</td>
</tr>
</tbody>
</table>

### TABLE A

<table>
<thead>
<tr>
<th>FY16 e-credit rates</th>
<th>FY16 Studio Rates for Current Studio Art Adjunct Faculty Member</th>
<th>FY16 Studio Rates for all others</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Credit Course (1 unit)</td>
<td>4 contact hours (1 unit)</td>
<td>3 contact hour studio (1.5 credits)</td>
</tr>
<tr>
<td>Step 1</td>
<td>Step 1</td>
<td>Step 2</td>
</tr>
<tr>
<td>$3,056</td>
<td>$3,344</td>
<td>$3,224</td>
</tr>
<tr>
<td>$3,356</td>
<td>$3,477</td>
<td>$3,000</td>
</tr>
<tr>
<td>$3,624</td>
<td>$3,624</td>
<td>$3,624</td>
</tr>
<tr>
<td>$3,962</td>
<td>$3,962</td>
<td>$3,962</td>
</tr>
</tbody>
</table>
### FY17 3-credit rates
<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,656</td>
<td>$4,024</td>
<td>$3,923</td>
<td>$4,362</td>
</tr>
</tbody>
</table>

### FY18 3-credit rates
<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,956</td>
<td>$4,424</td>
<td>$4,223</td>
<td>$4,762</td>
</tr>
</tbody>
</table>

### FY17 Studio Rates for Current Studio Art Adjunct Faculty Member

<table>
<thead>
<tr>
<th>4 contact hours (1 unit)</th>
<th>3 contact hour studio (1.5 credits)</th>
<th>4.5 contact hour studio (3 credits)</th>
<th>6 contact hour studio (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,611</td>
<td>$2,708</td>
<td>$4,062</td>
<td>$5,416</td>
</tr>
<tr>
<td>$4,200</td>
<td>$3,150</td>
<td>$4,725</td>
<td>$6,300</td>
</tr>
<tr>
<td>$4,363</td>
<td>$3,272</td>
<td>$4,908</td>
<td>$6,544</td>
</tr>
<tr>
<td>$4,988</td>
<td>$3,741</td>
<td>$5,612</td>
<td>$7,482</td>
</tr>
</tbody>
</table>

### FY18 Studio Rates for Current Studio Art Adjunct Faculty Member

<table>
<thead>
<tr>
<th>4 contact hours (1 unit)</th>
<th>3 contact hour studio (1.5 credits)</th>
<th>4.5 contact hour studio (3 credits)</th>
<th>6 contact hour studio (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,744</td>
<td>$2,808</td>
<td>$4,212</td>
<td>$5,616</td>
</tr>
<tr>
<td>$4,400</td>
<td>$3,300</td>
<td>$4,950</td>
<td>$6,600</td>
</tr>
<tr>
<td>$4,496</td>
<td>$3,372</td>
<td>$5,058</td>
<td>$6,744</td>
</tr>
<tr>
<td>$5,188</td>
<td>$3,891</td>
<td>$5,837</td>
<td>$7,782</td>
</tr>
</tbody>
</table>

### FY17 Studio Rates for all others

<table>
<thead>
<tr>
<th>4 contact hours (1 unit)</th>
<th>3 contact hour studio (1.5 credits)</th>
<th>4.5 contact hour studio (3 credits)</th>
<th>6 contact hour studio (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 $3,656</td>
<td>Step 2 $4,024</td>
<td>Step 3 $3,923</td>
<td>Step 4 $4,362</td>
</tr>
<tr>
<td>Step 1 $2,742</td>
<td>Step 2 $3,018</td>
<td>Step 3 $2,942</td>
<td>Step 4 $3,272</td>
</tr>
<tr>
<td>Step 1 $4,113</td>
<td>Step 2 $4,527</td>
<td>Step 3 $4,413</td>
<td>Step 4 $4,907</td>
</tr>
<tr>
<td>Step 1 $5,484</td>
<td>Step 2 $6,036</td>
<td>Step 3 $5,885</td>
<td>Step 4 $6,543</td>
</tr>
</tbody>
</table>

### FY18 Studio Rates for all others

<table>
<thead>
<tr>
<th>4 contact hours (1 unit)</th>
<th>3 contact hour studio (1.5 credits)</th>
<th>4.5 contact hour studio (3 credits)</th>
<th>6 contact hour studio (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 $3,956</td>
<td>Step 2 $4,424</td>
<td>Step 3 $4,223</td>
<td>Step 4 $4,762</td>
</tr>
<tr>
<td>Step 1 $2,967</td>
<td>Step 2 $3,180</td>
<td>Step 3 $3,167</td>
<td>Step 4 $3,572</td>
</tr>
<tr>
<td>Step 1 $4,451</td>
<td>Step 2 $4,977</td>
<td>Step 3 $4,751</td>
<td>Step 4 $5,357</td>
</tr>
<tr>
<td>Step 1 $5,934</td>
<td>Step 2 $6,636</td>
<td>Step 3 $6,335</td>
<td>Step 4 $7,143</td>
</tr>
</tbody>
</table>
## Attachment 1 to Article 15 (Compensation Chart) cont.

### TABLE D

<table>
<thead>
<tr>
<th>MFA Visual Arts</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low residency payment per semester</td>
<td>$5,200</td>
<td>$5,408</td>
<td>$5,624</td>
</tr>
<tr>
<td>Per advisee per semester</td>
<td>$1,040</td>
<td>$1,082</td>
<td>$1,125</td>
</tr>
</tbody>
</table>

### TABLE E

<table>
<thead>
<tr>
<th>MFA Creative Writing</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per student assigned in low res semesters 1, 2, &amp; 3</td>
<td>$2,525</td>
<td>$2,675</td>
<td>$2,825</td>
</tr>
<tr>
<td>Per 4th semester student assigned</td>
<td>$2,606</td>
<td>$2,756</td>
<td>$2,906</td>
</tr>
<tr>
<td>Thesis reader</td>
<td>$223</td>
<td>$233</td>
<td>$243</td>
</tr>
<tr>
<td>Per student assigned per residency</td>
<td>$238</td>
<td>$263</td>
<td>$288</td>
</tr>
<tr>
<td>Additional residency seminar</td>
<td>$284</td>
<td>$294</td>
<td>$304</td>
</tr>
<tr>
<td>Per application writing sample</td>
<td>$64</td>
<td>$68</td>
<td>$72</td>
</tr>
<tr>
<td>Per panel participation in residency</td>
<td>$104</td>
<td>$108</td>
<td>$112</td>
</tr>
<tr>
<td>Genre Chair per year</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

### TABLE F

<table>
<thead>
<tr>
<th>EMERITA/US FACULTY</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-studio rates for Current Emerita/us Faculty Member</td>
<td>$4,676</td>
<td>$5,076</td>
<td>$5,476</td>
</tr>
</tbody>
</table>
Attachment 2 (Article 15) - Other Compensation

The primary obligation of Adjunct Faculty is teaching. There may be occasions, however, where the Dean or designee may ask the Adjunct Faculty member to undertake an assignment in addition to teaching. The Adjunct Faculty member shall be under no obligation to take such assignment. If the Adjunct Faculty member chooses to undertake the assignment, the College/School will determine the appropriate compensation for such work. The following assignments will be paid at the rates listed below:

- **CLAS Honors advising**: $50 per honors student per class enrolled.
- **Education Fieldwork Supervision (undergraduate and graduate) site visits**: $120 per visit or $360 per supervisee.
- **MTEL workshop**: $150 per workshop hour.
- **Clinical Supervision GSASS**: For on-campus meetings of clinical supervisors, stipends of $28 per hour. Off-site supervisors receive (1) $60 per student per site visit or (2) $75 for two students per site visit at the same site.
- **eLIS online course stipend**: $3,000 for developing a new course or $1,500 for revision.
- **Curriculum development**: Ranges from $300 for syllabi revision to e.g., one course equivalent for semester-long program redesign or major curriculum project.
- **Studio supervision**: $1,500 for supervision of print studio per semester; $2,500 for ceramics studio per semester.
- **LUCAD portfolio reviews**: $150 per admissions event.
- **Doctoral Committee**: One time $200 honoraria for serving as a 2nd or 3rd member of a doctoral student committee prior to student’s passing Qualifying Paper or Exam; additional one time $300 honoraria for serving after student passes above.
## Attachment 3 (Article 16) - Health Insurance and Other Benefits

<table>
<thead>
<tr>
<th>Type of Benefit</th>
<th>Category One</th>
<th>Category Two</th>
<th>Category Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Benefit</td>
<td>Category One</td>
<td>Category Two</td>
<td>Category Three</td>
</tr>
<tr>
<td>All Adjunct Faculty in Step 1 and Step 3</td>
<td>All Adjunct Faculty in Step 2 and Step 4</td>
<td>Adjunct Faculty who are working pursuant to a one-year appointment in accordance with Article 10, Section 8 or a two-year appointment in accordance with Article 10</td>
<td></td>
</tr>
<tr>
<td>Sick Leave (calculated and capped in accordance with new Massachusetts law)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>FMLA</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Long-Term Disability Insurance</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Employee Assistance Program</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dependent Care Flexible Spending Account</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Life Insurance</td>
<td>No</td>
<td>Yes (if minimum compensation $5,000/year)</td>
<td>Yes (if minimum compensation $5,000/year)</td>
</tr>
<tr>
<td>Voluntary Supplemental Life Ins.</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Voluntary Vision Benefits</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td>Yes, employee elective/voluntary contributions only</td>
<td>Yes, employee elective/voluntary contributions only</td>
<td>Yes, employee elective/voluntary contributions and matching contribution from university as follows: 3% employee contribution → 3% university contribution</td>
</tr>
<tr>
<td>Transportation Benefits*</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Attachment 4 (Article 16) - Health Insurance and Other Benefits**

**Information Regarding Health Insurance Eligibility for Adjunct Faculty for Calendar Year 2015**

Effective January 1, 2015, the Patient Protection and Affordable Care Act (the “ACA”) requires most employers to offer employer-sponsored health insurance to all employees who work an average of 30 hours or more per week. An employee’s eligibility for health insurance may be established by calculating the employee’s hours worked during a “look-back” period selected by the employer. For purposes of health insurance coverage for calendar year 2015, Lesley University’s “look-back” period is January 1 - November 30, 2014.

**Who is eligible to participate in the University’s health insurance plans?**

Lesley University will offer health insurance to more employees than those who satisfy the ACA minimum of an average of 30 hours per week. Specifically, Lesley adjunct faculty who worked an average of 17.5 hours or more per week during the look-back period are eligible to participate in the University’s health insurance plans in calendar year 2015 while they remain employees of Lesley. The calculation of hours worked is based on both instructional and non-instructional work. Lesley will also extend the offer of health insurance to any adjunct teaching seven or more

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Lesley</th>
<th>ACA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Remission for Employees, Spouse and Spousal Equivalents, and Eligible Dependents</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tuition Exchange Programs</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Voluntary Long-term Care Insurance</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Parenting Leave</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Personal Leave</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Bereavement Leave</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Jury Duty/Court Duty</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>Yes, 17.5 hours/week or more</td>
<td>Yes, 17.5 hours/week or more</td>
</tr>
<tr>
<td>Dental Insurance</td>
<td>Yes, 17.5 hours/week or more</td>
<td>Yes, 17.5 hours/week or more</td>
</tr>
</tbody>
</table>

*Transportation benefits are pre-tax purchases of MBTA/bus/commuter rail passes and Adjunct Faculty rates for University parking lots.*
courses during the look-back period.

If you are eligible to participate in Lesley’s health insurance plans, you may also enroll eligible family members (your spouse and/or dependent children, in accordance with the health plan provisions).

**Will Lesley contribute to the cost of health insurance?**

Lesley University will contribute to the cost of health insurance. The amount of the University’s contribution varies by type of plan and employee coverage category (i.e., employee only, employee plus dependent, and employee plus family). In addition, the University contributes at different percentage rates depending on whether an employee worked an average of 17.5 hours or more each week, 21 hours or more each week, 25 hours or more each week, or 28 hours or more each week.

The University’s contribution percentage is based on the adjunct faculty member’s average hours worked during the look-back period in 2014, not the average hours expected in calendar year 2014.

**How will I know if I am eligible?**

*All eligible adjunct faculty who meet the above criteria* should receive a letter from Lesley Human Resources via U.S. mail by November 5, 2014. This letter will confirm eligibility and state the average number of hours worked per week during the look-back period.

If you do not receive a letter of eligibility by November 5th but believe you have met the eligibility criteria, please contact Human Resources at hr@lesley.edu by November 7, 2014 so that your situation can be reviewed in a timely manner.

If eligible, you will be provided with information about the various plan options with further instructions for enrollment.

**How long will I be able to remain in a selected health plan?**

Adjunct faculty who are determined to be eligible for health insurance based on the eligibility criteria described in this communication may remain covered through all of calendar year 2015 to the extent required by the ACA, as long as they remain an employee of Lesley University. Health insurance coverage for calendar year 2016 will be based on hours worked for Lesley during the look-back period that Lesley elects to use for 2016.

**How does my teaching and other work translate to hours to determine eligibility for health insurance?**

Eligibility to participate in Lesley’s health insurance plans in 2015 can be achieved in one of two ways:

- **Courses Taught:** You taught or will teach seven or more courses during the January 1, 2014 to November 30, 2014 look-back period. These courses could be taught in any combination during
the spring, summer or fall semesters or terms.

- **Work Hours:** You worked an average of 17.5 hours or more per week during the look-back period. Work hours are based on instructional work (e.g., standard, studio, or capstone courses) and non-instructional work (e.g., advising, curriculum development, supervision, or portfolio review). The chart below provides examples of the hours calculated for various courses.

**What are the hourly calculation equivalents?**

**Instructional:**
The University relied on guidance in the ACA implementing regulations to calculate hours for instructional work. Work relating to each course includes the following:

- Actual hours teaching in the classroom or studio (studio contact hours);
- Hours outside the classroom or studio performing tasks such as class/studio preparation, grading exams/papers or other evaluations; these hours are calculated at the rate of 1.25 hours per each credit hour per week (e.g., a 3 credit hour course equals 3.75 non-class/studio hours); and
- One additional hour per week to account for required time that may not be adequately recorded or reported elsewhere.

Courses were converted to hours using a combination of scheduled in-class hours, out-of-class hours (based on the number of course credits), and multiplied by a standard 15-week semester. Courses taught during an eight week term, or in an online/hybrid format, were calculated based on the same total hours per course as the standard 15-week version.

**Standard Classroom and Studio Course Hours**

<table>
<thead>
<tr>
<th>Course Credits per Term</th>
<th>Scheduled Weekly Class/Studio Hours</th>
<th>Non Class/Studio Hours</th>
<th>Additional Hour</th>
<th>Course Hours per Week</th>
<th>Course Hours* per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3.75</td>
<td>1</td>
<td>7.75</td>
<td>116.25</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>150.00</td>
</tr>
<tr>
<td>1.5</td>
<td>3</td>
<td>1.88</td>
<td>1</td>
<td>5.88</td>
<td>88.13</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3.75</td>
<td>1</td>
<td>8.75</td>
<td>131.25</td>
</tr>
<tr>
<td>3</td>
<td>4.5</td>
<td>3.75</td>
<td>1</td>
<td>9.25</td>
<td>138.75</td>
</tr>
<tr>
<td>3</td>
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<td>10.75</td>
<td>161.25</td>
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*(116.25 hours x four 3-credit courses)/15 week session = an average of 31 hours per week.

In addition, the University added any additional hours required by the school, program, or division that related to the course taught.

**Non-Standard Classroom and Studio Course Hours**

- Low Residency Courses (MFA and PhD)
- Hours taught include hours during the low residency plus additional hours per semester of post-residency.

- **Special Considerations for Independent Studies and Low-Enrolled Courses**
  - Independent studies enrolling one to six students are allocated hours based on an equivalency of a class of ten independent study students or the work of a standard three-credit course.
  - Low enrolled courses of seven to twelve students receive the same number of hours as a fully enrolled course.

- **Capstone Courses**
  - Capstone courses include the six-credit practicum at GSOE, clinical supervision at GSASS, and the MFA studio seminar course.
  - Capstone courses were credited with the same number of non-class/non-studio hours as three-credit courses.

**Non-Instructional**

- Hours worked for assigned non-instructional work are calculated based on hours worked for assignments such as advising, curriculum development, supervision, and portfolio review, as determined by Lesley.
ADJUNCT FACULTY INFORMATION

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.

**ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT**

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 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. The Dean of Faculty collaborates with the Special Assistant to the Provost for Faculty Affairs/Adjunct Faculty Recruiting to support adjunct faculty development initiatives.

**A. Professional Development Fund**

For details, see Article 17 of the CBA and the Adjunct Faculty Development Community in myLesley.

**B. University Grants**

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. (Applies to Core/Management Faculty only).

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 (CLCI)

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.

98
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 University may award Global Education Faculty Fellowships, in the form of workload release units or stipends, to individual management faculty members in its sole discretion from time to time.

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

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. See [Grants Office](#) for more information.
APPENDIX 1: 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.

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<tr>
<th></th>
<th>Seldom</th>
<th>Less than Average</th>
<th>Average</th>
<th>More than Average</th>
<th>Almost always</th>
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<tr>
<td>The course enriched my understanding of the subject.</td>
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<tr>
<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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<td>The course addressed these objectives.</td>
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<td>The readings and/or assignments were relevant.</td>
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<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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<td>Constructive feedback was provided.</td>
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<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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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 2: 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 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.