Dean’s Guidelines for Department Chairs

2018-2019
This edition replaces all previous manuals
# Dean’s Guidelines for Department Chairs

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I. PLANNING CALENDAR FOR THE 2018-2019 ACADEMIC YEAR

July
- Incoming Department Chairs’ term begins (July 1)

August
- New Faculty Orientation (August 15-17)
- Advising for first-year students (August 20-21)
- Convocation (August 22)
- Fall semester classes begin (August 23)

September
- Chair receives tenure files from the Dean’s Office for departmental recommendation (September 1)
- Faculty Meeting (September 4)
- Last day to add a course, 2 PM (August 31)
- Last day to exercise credit/no credit option, 3 PM (September 14)
- Spring 2018 course schedule information due to Registrar’s Office (September 28)
- Submit names for possible promotions to Dean’s Office
- Department Chair Meeting (September 18)

October
- Tenure files and departmental recommendations to the Dean’s Office (October 1)
- Faculty Meeting (October 2)
- Chairs receive budget-planning information for the next fiscal year from the Business Office. Includes operating budget, equipment, computer requests, office improvements, adjunct, and nonacademic personnel requests (Early October)
- Fall recess begins, 4PM (October 10) Classes resume, 8 AM (October 15)
- Initial materials for tenurable position reappointments due from candidate to Dean’s Office (October 15)
- Last day to drop a course, 3 PM (October 17)
- Fall-coming and Family Weekend (October 25-28)
- Department Chair Meeting (October 16)

November
- Advising and pre-registration for the spring 2017 semester (November 1-16)
- Faculty Meeting (November 6)
- Deadline for departmental budget requests including operating budget, equipment requests, computer requests, office improvements, adjunct, and nonacademic personnel requests (early-November)
- Thanksgiving recess, 4 PM (November 16) Classes resume, 8 AM (November 26)

December
- Initial promotion materials due from candidate to Dean’s Office (December 1)
- Faculty Meeting (December 4)
- Department Chair Meeting (December 11)
- Final Examinations (December 10-14) GRADES DUE 72 HOURS AFTER EXAM

January
- Tenurable position reappointment file due from candidate to Dean’s Office (January 10); file conveyed to Chair
- Promotion file due from candidate to Dean’s Office (January 15)
- New student orientation (January 19-21)
- Spring semester classes begin (January 22)
- Last day for Seniors to declare a minor (January 30)
- Last day to add a course, 2 PM (January 30)
February
- Reappointment recommendations due from Chair to Dean’s Office (February 1)
- Annual review of tenured faculty for calendar year 2018 due to DOF (February 1)
- Last day to exercise credit/no credit option, 3 PM (February 8)
- Faculty Meeting (February 5)
- Sophomores declare concentration (February 11-15)
- Request for Staff and Administrators’ performance appraisals to Chairs
- Fall 2019 course schedule information due to Registrar’s Office (February 15)
- Department Chair Meeting (February 19)

March
- Names of tenure and reappointment candidates to Dean’s Office (March 1)
- Deadline for meeting between faculty member and Chair to discuss faculty annual report (March 1)
- Faculty Meeting (March 6)
- Last day to drop a course, 3 PM (March 15)
- Spring recess begins, 4 PM (March 15) Classes resume, 8 AM (April 1)
- Pre-tenure meeting with candidates, Chair of COA, and Associate Dean
- Final operating budget for next fiscal year sent to Chairs (late March)
- Staff performance appraisals due to Human Resources and Dean’s Office

April
- Requests for continuing faculty positions where vacancies will occur and for leave replacements due to Dean’s Office (April 1)
- Names of possible tenure reviewers due from Chair to DOF (April 1)
- Annual reviews due from department Chair to DOF (April 1)
- Promotion recommendations due from Chair to the Dean’s Office (April 1)
- Advising and registration for the Fall 2019 semester (April 1-26)
- Advising loads reallocated
- Faculty Meeting (April 2)
- Department Chair Meeting (April 16)

May
- Review catalog copy for upcoming year
- Names of faculty up for reappointment due from Chair to DOF (May 1)
- Graduation Certification due to the Registrar’s Office (May 12)
- Faculty Meeting (May 1)
- Class and Charter Day – classes end at 4 PM. (May 13)
- Final Examinations (May 15-19)
- Department Chair Meeting (May 21)
- Faculty Meeting (May 22)
- Commencement (May 27)

June
- Periodic Leave proposals for the 2019-2020 academic year due to Dean’s Office (June 1)
- Finalize details with the Associate Dean regarding departmental office space for upcoming year
- Reappointment files for renewable positions due to Dean’s Office (June 15)
- Chairs notified about equipment approvals for next fiscal year
- Departmental annual reports for 2018-2019 due to DOF (June 30)
- Outgoing Department Chairs’ term ends (June 30)
II. DEPARTMENTAL LEADERSHIP

Thank you for agreeing to serve in a leadership capacity on campus. As Department Chair, you are asked to manage the day to day resource and personnel issues (e.g. budgets, office space, recruiting, etc.) for your department. Among the many important roles that the Department Chair fills is managing and working with the Administrative Office Assistant (AOA’s) to ensure efficiency and consistency. For AOA’s who serve multiple departments, a supervisor is assigned among the Department Chairs and the role generally rotates on a schedule determined by those served. Please see appendix H. for an overview of AOA responsibilities and a mention of tasks that are outside the scope of their job responsibility.

The Chair’s role, however, also involves acting as a facilitator working for the collective good of the Department and the College. In that role, Department Chairs should, in discussion with their colleagues, set goals and objectives, perhaps establishing a three to five year plan that provide clarity and direction for a department’s decisions.

In leading a department, effective communication is critical to establishing your role as facilitator. The style and content of the conversations that you conduct can have a crucial impact on the culture of your department. You can help foster departmental collegiality by maintaining open communication at regular departmental meetings, circulating meeting agendas in advance, and setting agenda items that invite direct, frank and respectful discussions related to department policies, decision-making processes and collective vision. You should consider leading discussions related to:

**Students and Student Learning:** Establishing a departmental commitment to high standards for students, creating a student-friendly environment, evaluating and assessing the curriculum on an ongoing basis, coordinating course offerings with challenging courses for both majors and non-majors, providing good advising and mentoring of students, responding to student needs.

**Scholarship:** Encouraging department members to remain active in their fields by attending regional, national, and international conferences, presenting their research before their peers, and assisting them as needed in bringing their research to published form.

The Dean is available to you as a resource in working toward greater effectiveness. Please call if you need help.
III. FACULTY RECRUITMENT

A. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The primary goal in faculty recruiting is to bring to the College the best-qualified teacher-scholars while furthering the diversity of the faculty. Departments may set particular criteria with regard to academic specialization, but all concerned are committed to carrying out the recruitment of new faculty without discrimination on the basis of sex, race, color, religion, age, sexual and affectional preference, handicap, national or ethnic origin, or marital status, and with the belief that a diverse faculty is essential to our educational mission.

Affirmative Action Statement

Hamilton College seeks to act affirmatively to increase the number of faculty, administration and staff positions held by people of color and women. To that end we have instituted certain hiring procedures. Special attention will be paid to the following: definition of the position; advertising and other means of creating the widest possible pool of candidates; assessment of the adequacy of representation in the pool during the search; close attention to the decisions as to whom we interview; and substantial consideration of our objectives in the decision to offer the position. In addition, we will continue our efforts to ensure an environment that is conducive to the recruitment and retention of people of color and women, including working conditions, compensation, and opportunities for advancement.

Responsibility for the implementation of our efforts rests with the Office of the President. Administrative supervision of search procedures for faculty hiring rests with the Dean while day-to-day responsibility for implementing and monitoring the procedures is delegated to the Associate Deans of the Faculty, who are the designated Affirmative Action Officer for faculty hiring.

The Dean will assess each year the results of hiring for the previous year and report to the community.

B. HIRING PROCESS, INCLUDING AFFIRMATIVE ACTION POLICY PROCEDURES

A summary of steps in recruiting and hiring faculty members is included in Appendix B.

1) Authorization

All positions must be filled in accordance with Hamilton’s Affirmative Action Policy. All full-time faculty positions must be filled through a national search, although in some cases, after consultation with the Dean and the Affirmative Action Officer, visiting positions may be offered to faculty already at the College or by invitation to outstanding candidates when a diversity hiring opportunity arises, as described in Hamilton’s Affirmative Action Policy.

Authorization to open a job search is made by the Dean. After discussing the specific criteria of the position with departmental colleagues and consulting with the Dean about specific terms of the position (levels of experience, rank, salary range, tenurability, and any special conditions), the Department should submit a Request for Authorization to Open a Search form (Appendix C). This form, along with an electronic copy of an advertisement, should be returned to the Dean’s Office for approval of position criteria and Affirmative Action Policy procedures. The latter includes review of the job advertisement copy and articulation of a clear strategy by the chair of the search committee for recruiting candidates of underrepresented groups; the Director of Diversity and Inclusion and the faculty’s Affirmative Action Officer will work with department chairs to develop this strategy (see below).

In some cases, the Dean will discuss requests with the Committee on Academic Policy before giving
authorization to proceed. Except for leave replacements and certain other special appointments, a
decision on the request will be made in accordance with the procedures outlined in the section on
“Allocations.”

2) Job Definition/Advertisement/Search Strategies

Advertisement copy, placement, and other search strategies must be submitted to and approved by the
Affirmative Action Officer (see Appendix C).

Chairs should routinely contact the Affirmative Action Officer and the Director of Diversity and
Inclusion at the outset of their searches to discuss ways in which to develop a strong pool of women
and minority candidates.

Approval of ad copy for faculty positions will be based on careful attention to the potential impact of
the job definition and required credentials on the applicant pool. Ads should assure the widest possible
applicant pool within the technical requirements of the position. Sub-field specialties and rank of the
position, as they affect the possibility of the appointment of a person from an underrepresented group,
should be given special attention.

Search Advertisement Template

The Xxxx Department at Hamilton College invites applications for a tenure-track position at the
rank of [Instructor or] Assistant Professor, beginning July 1, 2019. We seek candidates to teach ..., 
..., and related courses. [In particular, we are seeking candidates who can contribute to our
college’s interdisciplinary program in (xxxxx Studies, Xxxxology, Yyyystics.)] We are seeking
candidates who can demonstrate their experience in teaching or working with diverse student
populations. Your cover letter should address the ways in which you would further the College's
goal of building a diverse educational environment. [OR: We are seeking candidates who can
demonstrate their experience in teaching or working with diverse student populations. Your cover
letter should address ways in which you raise issues of diversity in your teaching, scholarship,
and/or service.]

Candidates with ABD will be considered, although candidates with a Ph. D. are preferred. The
teaching load for this position is four courses during the first year and five courses thereafter.
Candidates should submit materials via interfolio at https://secure.interfolio.com/... Questions
regarding the search may be directed to Xxxxx Xxxxxx, Search Committee Chair, at
xxxxxxx@hamilton.edu. Our review of applications will begin on Xxxxx xx, 2018.

The College has adopted the following affirmative action statement that must be included in every
advertisement:

Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York.
Applicants with dual-career considerations can find other Hamilton and nearby academic job
listings at www.upstatenyherc.org, as well as additional information at http://bit.ly/1tAtCaB
(Opportunities for Spouses or Partners). Hamilton College is an affirmative action, equal
opportunity employer and is committed to diversity in all areas of the campus community.
Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher
education are especially encouraged to apply.

In paying special attention to advertising and other means to create the widest pool of candidates,
search committees should review the composition of the potential available pool of candidates through
the Survey of Earned Doctorates (NORC, U. Chicago) and composition of recent past searches, if
available. This information will be provided by the Affirmative Action Officer. Departments and
search committees are advised to advertise widely, especially to contact the appropriate professional
organizations for people from underrepresented groups related to their disciplines. The Affirmative
Action Officer and Director of Diversity and Inclusion can assist in identifying such organizations.
Advertisements may be placed in professional journals. All positions will be posted on the College,
Higheredjobs.com, and HERC websites by the Dean’s Office.

Chairs are further advised to use personal contacts or letters of inquiry and announcement, especially to professional colleagues at institutions that typically prepare significant numbers of members of underrepresented groups.

Whenever there is not a person of color or a woman on the search committee, Chairs are strongly urged to invite a faculty member from an appropriate related discipline to participate in the search. The presence of a woman or faculty member of color is especially important during the interviewing process, both on campus and at professional meetings.

Chairs, or their designees, may request authorization from the Dean to travel to professional meetings for the purpose of interviewing candidates. The Faculty Travel Funding Authorization Form (available online on DOF website) should be used for this purpose.

3) Assessment during Search of the Candidate Pool

Search committees will work with the Affirmative Action Officer and Director of Diversity and Inclusion in the gathering of assessment and statistical information for each search. Assessment of the pool of candidates will proceed using the demographic data provided by candidates when they apply via Interfolio. Interfolio will keep a complete roster of applicants, including all information available about their sex, race or ethnicity, which the Affirmative Action Officer and Director of Diversity and Inclusion can access.

The Affirmative Action Officer will confer with the search chair and the Director of Diversity and Inclusion concerning the number of people of underrepresented groups included in the candidate pool and advise the Dean on whether the search should proceed or whether the search committee should consider ways to further build the candidate pool. To ensure thorough consideration of all candidates and to encourage additional consideration when appropriate, the Director of Diversity and Inclusion and Affirmative Action Officer reviews the applicant pool when the application deadline has passed, when a short list of potential candidates is proposed to the Dean, and when the list of candidates for on-campus interviews is proposed.

4) Consideration of Candidates

In order to pay special and close attention to selection of whom to interview and to ensure substantial consideration of Affirmative Action objectives in the decision to offer the position, either the Director of Diversity and Inclusion or Affirmative Action Officer will participate as a non-voting member on the search committee.

The chair of the search committee shall submit to the Dean and the Affirmative Action Officer the names and vitae of those candidates the department wishes to invite for an on-campus interview. The chair should be prepared to discuss the applications of strong candidates from underrepresented groups should none be included among the top three.

5) On-Campus Interview Scheduling

Before invitations for on-campus interviews are considered, the Chair should ensure that the files of the selected interviewees are complete. In consultation with members of the department, the Chair is encouraged to use telephone interviews to answer questions about the candidates’ qualifications, levels of interest, etc. The number of candidates invited to campus should not normally exceed three, and it should be less if three interviews are not necessary to identify the strongest candidates. On-campus interviews with more than the three will be authorized by the Dean if necessary to give serious consideration to promising candidates from underrepresented groups.
Before finalizing interview dates, the Chair should provisionally schedule appointments with the Dean and Associate Dean (only the latter for visiting positions), the Director of Diversity and Inclusion (for tenure-track and renewable positions only), departmental colleagues, and other appropriate or interested parties. The meeting with the Director of Diversity and Inclusion provides an opportunity to discuss with the candidate the importance of diversity and inclusion at Hamilton, for candidates to ask any questions that pertain to Hamilton being an inclusive community (academically and personally), for identifying ideas regarding inclusion in the classroom, for identifying potential contributions to the community, and for understanding how candidates would handle adversity in the classroom.

Each interviewer should be given a copy of the candidate’s file, including the curriculum vitae and all letters of reference and supporting material. Whenever possible, the file should be accompanied by a full schedule of the candidate’s visit.

Each candidate is normally expected to provide a writing sample and give an oral presentation in her or his field to departmental faculty and students. Subsequently, the attending students should be asked for their opinions by whatever procedures are agreed upon by the faculty of the department. Should a candidate wish to discuss salary during the visit, the Chair should consult with the Associate Dean. Following the candidates’ visits, the Chair should consult with his/her colleagues and then with the Dean and Associate Dean for an evaluation and advice.

6) Appointment

Following the department’s or search committee’s deliberations, the Chair shall submit to the Dean and Associate Dean an unranked evaluation of the candidates who visited the campus that discusses the strengths and weaknesses of all the candidates, including their potential to contribute to the diversity of the faculty or of the academic environment, and indicates the level of agreement in the department about the candidates.

The Dean’s response to the departmental evaluation will be subject to the final approval of the President. When the Dean approves the hire of a candidate, he or she will instruct the Chair to make a provisional offer of appointment by telephone in accordance with the agreed-upon terms, as shared by the Associate Dean. The offer will include provisions for salary and moving allowance. In the absence of the Dean, the departmental recommendation may go directly to the President. The Dean will make the initial offer of appointment only in the absence of the Chair or at her or his request, and in neither case will the Dean do so without consultation with the Chair. In some cases, slight changes in the terms of appointment may be negotiated between the Chair and the candidate with the approval of the Dean.

The Dean will issue a formal letter of appointment as soon as possible after the Chair reports a provisional agreement has been reached with the candidate and has relayed a written statement of the terms of the agreement. The Dean rarely will make a formal offer prior to being informed that a verbal acceptance has been secured.

7) Employment of Non-U.S. Citizens

After an employment offer has been made and accepted, it is important to identify as soon as possible those individuals who may have to adjust their legal status in order to undertake the appointment offered. Employment authorization applications for certain categories of appointment are fairly straightforward and can be expected to be processed quickly. Other categories, or the individual’s particular circumstances, may require a more complicated and lengthy process that could delay his/her effective starting date. In most cases, applications to adjust status must be filed either wholly or in part by the College as the authorized employer. The Dean’s office will consult with the Director of Human Resources if the individual hired is not a U.S. citizen or permanent resident of the United States.
8) General Search Procedures and Responsibilities

The Chair of the department or search committee is responsible for supervising the conduct of a search; special care should be taken to ensure that all applicants for an advertised position, including internal candidates, are treated similarly at every stage of the process: from the submission of the initial letter of interest, through written acknowledgement, during the narrowing of the applicant pool, through the selection of conference and/or campus interviews, right up to the final recommendation of the search committee.

Currently, applicant files are submitted via Interfolio, which assembles and maintains the files. Any materials submitted directly to a department in support of a candidate should automatically become part of an applicant’s file, and should be considered by all members of the search committee.

Along with the Chair, the members of the department or the search committee are expected to maintain the highest level of professionalism in ensuring the integrity of the search. All discussions, conversations and exchanges among search committee members should be considered strictly confidential, unless indicated otherwise, and colleagues should comport themselves appropriately. Communications with prospective candidates should be made through the Chair. Any deviations from these guidelines should be brought to the immediate attention of the Dean.

The Dean will cooperate with Chairs to ensure that all candidates are treated with respect and fairness. On those occasions when candidates with current or prior Hamilton experience are under consideration, the Dean will clarify the relationship of the temporary or visiting position to the appointment for which the individual is being considered. The Dean will also address the status of any prior or existing professional and evaluative material compiled at Hamilton, and, when appropriate, invite the inclusion of such matter for consideration.

9) Recruiting/Hiring Records and Reports

In compliance with Government regulations, as well as our commitment to equal opportunity and affirmative action, and to assist the President in his or her annual assessment of hiring results, the College must keep detailed records of its recruitment activity and maintain these records for a period of three years. Following the completion or close of each search, the Chair of the department or search committee shall submit to the Affirmative Action Officer a report summarizing the hiring procedures and outcome.

10) Expenses

The cost of faculty recruitment is borne by the Dean’s Office. The College will reimburse visiting candidates for all reasonable expenses, including transportation, lodging, and meals. Chairs should forward to the Dean, or have candidates so forward, an accounting of their expenses along with receipts for all items. Authorization for reimbursement will be issued from the Dean’s Office to the Business Office.

Expenses incurred by Chairs and faculty colleagues, as consequence of recruitment will be reimbursed by the Dean’s Office upon receipt of a written account that includes the names of the individuals who attended, the nature of the expense, and the amount to be reimbursed. A limit of three faculty members per each candidate dinner will help maintain recruitment spending within reasonable limits, which normally should not exceed $150. Any amount over that limit will be borne by the department or individual incurring the costs.

11) Unsuccessful Candidates
The Chair should notify candidates who are not hired as soon as possible after a decision regarding their candidacy has been made. When necessary, applicants for advertised positions should be advised that the College’s internal grievance procedures apply only to personnel decisions involving reappointment, tenure and promotion. 

C. ADJUNCT HIRING

In general, DOF priorities for adjunct hiring are to:

1) meet our obligations to past retirement agreements,
2) meet emergency curricular needs (e.g., obligated needs occasioned by various types of leaves or over-enrollment in required courses that cannot be managed with continuing faculty),
3) increase elective breadth if funding is available.

We routinely support employee spouses/partners who are academics and qualified to teach courses at Hamilton through the above priorities and requests from departmental chairs.

The DOF office will contact department chairs in early spring semester to ask for requests for adjuncts for the following academic year. Please provide a rationale for your request, making specific reference into which of the above priority categories the request falls. To request an adjunct hire at some other time, please contact the Associate Dean of Faculty.

D. LEAVE REPLACEMENT HIRING

Replacement of individuals in tenurable positions due to short-term absences, such as occasioned by periodic or personal leaves (FH: IX.E.F.) or by resignations effective before re-allocation and permanent replacement recruitment, is based on a combined consideration of curricular integrity, instructional continuity, and fiscal responsibility. These replacement positions are governed by the Faculty Handbook under “Term positions” (FH: VI.A.3). Unlike “Renewable positions,” which are allocated by the CAP/DOF/President allocation process, there is not a six-year limit invoked in the Faculty Handbook for how long a Term position may be held by one individual; however, “the large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave” (FH: VI.A.3).

Leave replacement or Term positions are administered directly between departments and the DOF office.

1) From a budgetary standpoint, replacement of a continuing faculty member with a Term position normally occurs only when there is salary recoupment, i.e., when the continuing member is receiving less salary than normal during the period of absence.
   a. This typically occurs when faculty members take periodic leave for a full year at half salary, but can also occur when a faculty member retires or resigns unexpectedly, before allocation and search for a permanent replacement can be completed.
   b. Therefore, the college typically does not replace one-semester leaves.
      i. Exceptions to this are sometimes made when:
         1. The individual on one-semester leave comes from a very small department (e.g., one to three tenurable and renewable FTE), in order to maintain curricular integrity and instructional continuity.
         2. The individual on one-semester leave teaches a course that is required and cannot be covered by other department members.
            a. In the above cases, we first look to adjunct replacement of the two lost courses before considering a 50% (one-semester, full-time, three-course) replacement.
            3. An unusually high number of one-semester leaves or other absences without salary recoupment occur in a department simultaneously.

2) Both the Handbook statement and our practice is that “the large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave” (FH: VI.A.3).
a. Occasionally, individuals are appointed to subsequent one- or (with knowledge of upcoming leaves) two-year terms to meet additional replacement purposes.

b. Occasionally, an individual is appointed to full-year replacement positions within a department repeatedly, but not continually (i.e., episodically, when department members go on full-year leave and there is salary recoupment)

c. When predicted leave replacement needs and estimated accompanying salary recoupments warrant, we can consider, on departmental recommendation, appointment of an individual to a consecutive series of Term position replacement appointments at 50% or 60% part-time:

i. In departments with six Tenurable positions, on average one FTE is on periodic leave every year. Assuming half of these periodic leaves are full-year, half-salary (a generous estimate), the average leave replacement that would normally be authorized is a half-time leave replacement position annually.

ii. This is administered as a three-course load in one semester (50% part-time) or three courses over an academic year (60% part-time).

iii. Obviously, further replacement requests for the six tenurable members would not be considered, i.e., the department is leave-proofed for those six tenurable members.

3) Term “replacement” positions cover short-term absences of Continuing Faculty, and conversion from replacement to continuing (i.e., to a Tenurable or Renewable position) cannot happen by definition, and also because:

a. of the restriction of our Continuing Faculty slots, linked to student-faculty ratio, and

b. in times of fiscal crisis the college would cease the replacement of tenurable members while on short-term absences as a cost-savings measure (e.g., as happened in the 2008/9 downturn).
IV. ALLOCATIONS

The Faculty Handbook recognizes four types of positions: Tenurable, Renewable, Term, and Adjunct (FH: VI). Tenurable and Renewable positions together comprise the “Continuing Faculty” slots that uniquely contribute and are responsible for delivering our faculty-approved curriculum, and thus are allocated by the CAP/DOF/President annual allocation process. Renewable positions are allocated to departments in four-year increments.1

At time of writing, the College currently has 188 “Continuing Faculty” faculty slots: 170 Tenurable slots and 11 Renewable slots (i.e., not counting increases due to overlaps on phased retirements or shortfalls due to sudden retirements) (additionally, there are four post-doctoral positions that are linked to specific programs and departments which do not come before the allocation process). Addition to these numbers would have to be approved by the president, as is the case for non-faculty positions. Currently, this would only be considered if the student–faculty ratio moved out from 9:1.

The distribution of personnel resources among departments and programs is one of the most important annual tasks before the Dean and the Committee on Academic Policy. The Committee, with the full concurrence of the Dean, has adopted procedures to govern its annual advice to the Dean and President on the allocation and reallocation of faculty positions. Normally, search authorization requests from departments must first go through the allocation process before the Dean grants or withholds such authorization, with the exception of cases in which tenure was denied.

Current allocation process and guidelines of the Committee on Academic Policy can be found on the CAP website (https://www.hamilton.edu/CAP). Normally, proposals are due by late January, and the Committee on Academic Policy will make its recommendations to the Dean by April. The Dean will then forward these along with his or her own recommendations to the President, with final allocation decisions expected before July 1. Positions for which allocations are made will go through a national search the following academic year, with the positions commencing July 1 preceding the following academic year.

The evaluation criteria considered by the Committee on Academic Policy, ranked in order of importance, are:

1) Curricular Merit (CAP’s priority is curriculum)
   a. Department or program goals and rationale for how the requested position helps strengthen the program and attain goals.
   b. Careful examination of the nature and structure of the concentration, including comparisons to concentrations at other institutions and curricular trends in the field.
   c. Contribution to college-wide curriculum.
   d. Curricular coordination with other departments with similar curricular needs and interests
   e. Assessment of student outcomes

2) Personnel
   a. Demonstrated long-term personnel planning by department (retirements, possible shifts among current faculty)
   b. Retention and mentorship history for junior faculty
   c. Commitment to diversity

3) Supporting Data for Context (available from Planning Notebook on Office of Institutional Research website)
   a. Department or program Enrollment/FTE
   b. Department or program majors/FTE
   c. Comparisons of enrollments and curriculum at peer institutions with Planning Notebook peer group: Amherst, Bates, Bowdoin, Carleton, Colby, Colgate, Colorado, Connecticut, Davidson, Grinnell, Haverford, Lafayette, Middlebury, Mount Holyoke, Oberlin, Pomona, Skidmore, Smith,

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1 Note the distinction between Renewable positions and Term positions:
   1) Renewable positions: “A renewable position is a non-tenurable position to which reappointment for successive one- or two-year terms is possible…No renewable position may be held for more than six years.”
   2) Term positions: “A term position is created to meet a particular short-term need of the College. Appointment to it is made for a specified period of time. The large majority of term positions are visiting positions created for a term of one year to enable the College to appoint replacements for continuing members of the Faculty on leave.” (Term position leave replacement recruitment is described in the previous section of this guide.)

4) The above should make reference to the most recent departmental review when appropriate. In addition to balancing the College’s needs, CAP expects a rigorous assessment of the department/program through the periodic review process when considering allocation requests.

A more thorough description of evaluation criteria should be consulted on the CAP website.

Before submitting these arguments, chairs are encouraged to consult with colleagues so that as complete a case as possible may be made. While there are a limited number of positions to allocate in any given year, the Committee on Academic Policy nonetheless encourages departments to make requests, to help the committee and the Dean plan for future needs even if the requests cannot be fulfilled in the current year.
V. FACULTY PERSONNEL PROCEDURES

A. REAPPOINTMENT, TENURE, AND PROMOTION

The College’s procedures for preparing recommendations on personnel actions are specified in the Faculty Handbook. (Refer to Appendix E in the Dean’s Guidelines for Department Chairs for a calendar of dates for personnel actions, and Appendix F for Basic Principles for Faculty Evaluation.)

The Department Chairs’ role is to clarify the tenure process by bringing a sense of order and understanding to this review period. Chairs, along with the Dean and the Committee on Appointments, must recognize that the tenure process is long and at times difficult and trying for many candidates. It should not be so impersonal or mysterious as to discourage faculty from asking questions or expressing concerns.

For other reappointments, the following text is provided as a supplement to the Faculty Handbook:

1) Chairs should take the initiative to inform candidates for reappointment or promotion that they have the responsibility to provide the Dean with materials that will be helpful to an adequate consideration of their cases, including a personal statement on teaching, scholarship, and service and any additional relevant information or documents. (See Reappointment Checklist, Appendix G.)

2) In cases of assistant professors who have not yet reached the stage of being reviewed for tenure, it is sometimes the case that the department will wish to recommend positively but retains reservations about committing the institution to another three-year contract and a terminal year thereafter. In such relatively rare cases, a Chair may wish to explore with the Dean the possibility of scheduling a review earlier than the third year of the reappointment period. The Dean will agree to such mid-term reviews only in exceptional circumstances and only on the understanding that the candidate will be warned at the time of reappointment of the reservations that have led the department to act on such a review.

3) The Dean is obligated to provide candidates for reappointment with a clear assessment of their teaching, scholarship, and service. The Dean may consult with the Chair about the evaluative paragraph before sending it to the faculty member, but the more interpretation and evaluation of the candidacy the Chair provides, the more likely she or he is to influence the evaluative statement.

4) The Faculty Handbook states “all voting department or program colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor’s knowledge and mastery of the discipline” (FH: VI.F.1). The first part of this statement requires team-teaching, videotaping, or a departmental visitation program.
   a. The Chair is strongly advised to adopt a standard and periodic visitation policy in which each of the courses a candidate is teaching is observed by at least one tenured colleague at least once a semester. The class or classes visited should be agreed upon between the Chair and the faculty member, and the day of the visit should be agreed upon in advance. The visitor should discuss the class with the faculty member at an early opportunity after the visit, and a written evaluation should be provided to the Chair and the faculty member for the latter’s departmental file.
   b. Chairs are expected to discuss the substance of the evaluation with the candidate (including possible ways to improve or strengthen teaching) and to include the faculty member’s written response in his or her file.
   c. Chairs should feel free to ask members of other departments or programs to serve as visitors when the department contains no suitable visitors. Normally, those to be observed should be consulted about non-departmental visitors.

5) The Chair should consult with candidates for reappointment regarding academic program committees that should be asked to evaluate aspects of the candidacy and pass such information to the Dean.

B. PROMOTION TO ASSISTANT PROFESSOR: COMPLETION OF PH.D. REQUIREMENTS

Faculty who have not completed their doctoral or other appropriate terminal degree are hired at the rank of instructor. Once the degree requirements are complete, the Chair must notify the Dean’s Office before any change in rank or possible salary adjustments can be made. Notification includes official documentation from the degree granting institution stating the candidate has fulfilled all of their requirements.
VI. ANNUAL DEPARTMENT REPORTS

A. FACULTY ANNUAL REVIEW PROCESS

Tenure-track and tenured faculty members are reviewed by the department chair on a calendar-year annual basis. The annual report is used to evaluate career development, progress toward tenure or promotion, and annual merit increases to salary. The reports are due electronically to the Dean of Faculty Office by February 1. The DOF Office will in turn provide electronic copies to chairs.

The annual report consists of web-form completion of the “Summary of Activities” and electronic submission of a current vita and a personal statement addressing teaching, scholarship, service, and other considerations regarding the past year’s activities. The personal statement normally should not exceed two single-spaced pages. It is expressly understood that annual reports are confidential documents that will be held in the offices of the Dean and the President. The Committee on Appointments and Appeals Committee may ask to see annual reports in the course of their deliberations.

Department chairs are reviewed by the most senior member of the department, following the same timetable as other reviews. For reviews of senior colleagues in a department that is chaired by an associate professor, the chair will recruit another senior colleague in the department (or, in consultation with the Dean of Faculty, a full professor from a closely-related department if necessary).

During the month of February, faculty will meet with their chair and discuss the contents of the annual report. These meetings are mandatory for tenure-track faculty, and recommended for tenured faculty. By April 1, chairs and program directors will file their reports on each faculty member with the Dean’s office, and provide a copy to the faculty member. Members of the department who will be voting members for the next reappointment, tenure, or promotion review should also sign this report to indicate that they have seen it and have been consulted about its contents.

Throughout the month of April, the Dean will review the materials and arrange meetings with chairs to discuss the reports. The Chair is responsible for assessing the overall performance of each colleague in teaching, scholarship, and service to the College, and for indicating to the Dean whether in his or her opinion each is deserving of an above average, average, or below average rating. The annual reports will be a reference for the Dean in merit considerations.

Instructions and links to the appropriate form can be found at https://my.hamilton.edu/offices/dof/faculty-review-development/guidelines-for-review-process

B. DEPARTMENTAL ANNUAL REVIEW

The departmental annual report, due on June 30 of every year, is an important tool in Hamilton’s assessment of student learning and, in turn, of our accreditation process through Middle States Commission on Higher Education. Discussion of this can be found on the departmental annual report website, at: https://my.hamilton.edu/academic-department-annual-reports.

The annual report requires a summary of curricular assessment and revision, and on personnel issues, with optional opportunity for additional narrative and supplement file input.

These annual summaries of student learning and revision of curricula informs department and interdisciplinary program periodic external reviews and faculty allocation requests. As such, they are shared with the Committee on Academic Policy and Committee on Appointments as appropriate. All departmental annual reports contribute to a broad and long-term view of curricular development and planning across the college.
The Dean of Faculty will share the curricular part of this report with the Committee on Academic Policy and the personnel part with the Committee on Appointments.
VII. BUDGET PROCEDURES

A. PREPARATION

In October each year the Dean will ask each Chair for a preliminary budget request. The Business Office will enable Chairs to input budget recommendations on-line for line items covering regular instructional costs. Using the appropriate forms provided by the Business Office, Chairs may also propose expenditures for the renovation of facilities or for non-recurring items such as equipment. The specific deadline for preliminary budget requests will be provided in the budget materials, which are due in the Dean’s Office in early November.

Chairs may be asked to meet with the Dean or the Director, Academic Finance and Resources to discuss requests if such discussions have not been part of the annual report. Since the Dean will ultimately have to speak to the merit and feasibility of every proposal, Chairs may be asked to provide additional information in support of their requests.

The Dean will combine the departmental and program budgets to provide the Vice President for Administration and Finance with a total proposed instructional budget. The instructional budget is reviewed by the Seniors Officers and the President in the context of the entire institutional budget. The Vice President for Administration and Finance normally presents the preliminary budget for the whole College to the Board of Trustees at its December meeting and makes further adjustments prior to the Board’s action on a final budget at the March meeting. As soon as possible after Board approval is secured the Dean will provide each Chair with a copy of the departmental budget for the coming fiscal year.

B. BUDGET ADMINISTRATION

It is the responsibility of the department through its Chair to keep expenditures under each line item within the total amount allocated. In no case may total expenditures exceed the total budget.

The Chair supervises all departmental accounts unless alternate stipulations are made after consultation between the Chair and the Dean. The Chair alone is authorized to incur financial obligations on behalf of the department. To enable the Chair to view her or his expenditures regularly, Chairs have access to their respective accounts on-line. See Appendix D for instructions on using the budget tool. It is most important that a record of commitments to future expenditures is maintained for use in conjunction with the information on prior expenditures so that a holistic view of expenditures is available at all times. You are expected to keep your colleagues fully informed of your department’s expenses and allocations.

C. SUPPLEMENTARY REQUESTS

The College holds only limited funds in reserve to meet unforeseen requirements or to cover emergencies. Chairs are encouraged to bring requests for budgetary supplements to the Dean at any time. However, supplementary expenditures will be approved only if funds are available and if the circumstances are extraordinary.
VIII. FACULTY LEAVES AND COURSE RELEASES/CREDITS

A. POLICIES

The Faculty Handbook provides detailed information regarding requests for personal and professional leaves (without pay) as well as College-supported periodic leaves. The following information is intended to supplement the Faculty Handbook’s description of the policies and procedures regarding Hamilton’s periodic leave program.

Eligibility for periodic leaves is determined by the number of semesters of full-time teaching. Tenured faculty are eligible to request, through application to the Dean and the Committee on Appointments, a one-term leave at full salary or a one-year leave at half salary, after each ten semesters of teaching at the College. Tenure-track faculty are eligible to request periodic leaves on the same basis after their first six semesters of teaching at the College. The eligibility and scheduling of leaves for faculty who come to Hamilton with prior teaching experience will be determined at the times of appointment. All leaves should be taken in the two-course term of an annual five-course faculty teaching load.

Request for Hamilton leaves should be accompanied by a written statement from the Chair of the department in which the faculty member holds appointment. The Chair is expected to evaluate the proposal, make a recommendation to the Dean, and make clear how, if the leave is granted, the Department intends to staff its instructional program.

B. APPLICATIONS FOR FACULTY LEAVES

Applications should be submitted to the Dean no later than June, and at least one full calendar year in advance of the beginning of the academic year for which the leave is sought.

No form for the application is specified, but Chairs should ensure that applicants have provided the following for the consideration of the Dean, the Committee on Appointments, and the President:
1) The terms (fall, spring) for which the leave is sought
2) The year of the last College leave held while at Hamilton
3) A comprehensive and substantive statement about the goals, methods, and intended results of the study and research
4) An account of any special facilities or resources that will be required in its support
5) Copies of any prior publications upon which the proposed project is based
6) An explanation of the way in that it fits in the previous work and with the applicant’s long-term teaching, scholarly, and creative plans
7) Name of outside sources or agencies to which application also has been or will be made
8) An estimate of funds, if any, besides salary that are needed for the successful completion of the project
9) A letter of support from the department chair; or, if the applicant is the chair, a senior member of the department.

Proposals for College leaves should approximate in detail and substance the submission of applications for outside funding.

Chairs are encouraged to help members of their department, particularly newer colleagues, plan and apply for periodic leaves by encouraging them to submit thoughtful and detailed proposals. Chairs are also encouraged to draw their colleagues’ attention to fellowship opportunities like those of the Guggenheim Foundation, NEH, ACLS, NSF, NIH, and others funded from outside the College. Chairs should familiarize themselves with the sections of the Faculty Handbook that cover the means by which colleagues may seek leaves on their own charges for personal reasons or for purposes of professional growth. In all areas of faculty development, including the planning of leaves, the Dean stands ready to advise Chairs or the members of their departments.
If a chair is scheduled for a sabbatical leave, the chair may by agreement with the Dean continue to serve as chair during the sabbatical and would receive the full amount of the chair stipend for that year. If the chair is instead receiving a course release for that year, the chair would teach two courses (instead of the expected three courses) during the semester not on leave. If the chair does not continue as chair during the sabbatical leave, then one-half of the chair stipend will be shared with the colleague serving as acting chair during the sabbatical. Someone serving as acting chair for a semester does not receive a course release.

C. MATERNITY, ADOPTION, AND PARENTAL LEAVE

The Faculty Handbook (FH: IX.F.3.) describes the terms and process for requesting maternity, adoption, and parental leaves. Faculty members anticipating the birth of a child or requesting an adoption or parental leave “should discuss their plans with the Dean as soon as possible so that the range of options can be fully explored and arrangements approved. The arrangements approved by the Dean shall be communicated to both the faculty member and Department Chair or Program Director in writing.”

D. COURSE RELEASES AND SENIOR THESIS TEACHING CREDIT

Course releases for chairing a department/major committee or for a special project approved by the Dean of Faculty should be taken during the academic year when the work justifying the release is being done.

Teaching credit for senior thesis work should normally be claimed when the requisite minimum number of six (6) theses for one course teaching credit is reached. A delay of one year in claiming the teaching credit may be employed to manage departmental curricular offerings; further accumulation of thesis credit may not occur until the teaching credit is claimed. Teaching credit for the senior project should be integrated into design of curricular offerings and claimed concurrently insofar as is possible.
IX. FUNDS FOR PROFESSIONAL ACTIVITIES

A. TRAVEL AND RESEARCH

The College supports the professional development of the faculty by providing grants for travel to professional meetings from the DOF faculty travel funds and for research purposes from endowed or grant activity funds. Applications for support, with the endorsement of the departmental chair, should be submitted to the Associate Dean managing these funds well in advance of proposed expenditures. Applications will be considered on a rolling basis.

Chairs are expected to offer advice and counsel to colleagues regarding the nature, significance, and appropriateness of such requests. If you have any questions concerning the professional criteria to be used, please consult the Associate Dean.

Applicants will be informed of the decision as soon as possible after submission.

Applications for travel funds to be used primarily for recruitment will be funded out of other sources than faculty professional travel.

Guidelines for professional travel and research expenses are included in the Red Book and on the Dean of Faculty website. Please consult that statement or contact the Dean’s Office.

B. FUNDS FOR INDIVIDUAL FACULTY GRANT PROPOSALS

The Dean of Faculty office has an annual grant activity budget for support of individual faculty (rather than institutional) grant proposals to external grant agencies. The purpose of the fund is to encourage proposal development, strengthen submissions, demonstrate institutional support for proposed activities, and increase funding rates. The fund offers several broad categories of support:

1) Proposal development support
   a. Proposal-writing workshop attendance
   b. Consultations and collaborations on proposal development
   c. Preliminary data collection and analysis (may include stipends)

2) Cost-sharing - Up to 30% (unless agency-specific otherwise) in cost-sharing on specific non-salary expenses/requests (e.g., equipment, supplies, travel)

3) Indirect costs redirection - For grants that reimburse the college for indirect costs (e.g., NSF and NIH grants with salary and wages), the equivalent of 10% of those costs may be requested for project/grant development-related (non-salary) expenses

4) Internal project awards - for individuals who have demonstrated "strenuous effort" in seeking grant support but not secured funding, despite strong proposal submissions, substantial support may be provided towards moving the proposed project forward

Application for any of the above should be made early in the academic year when possible to the Associate Dean of Faculty, from whom more details are available. Overall support for a particular project will be limited, and so a plan for proposal development, pre-award commitments, and post-award support should be considered together. Note that faculty support for securing outside funding is available from Jeff Ritchie, Director of Sponsored Program Grants, and Krista Campbell, Director of Corporate and Foundation Relations. In addition grant development support, and general guidelines on proposal submission are available at the Office of Foundation, Corporate, and Government Relations.

5) Supplemental salary - Subject to available funding, the college can provide supplemental salary and benefits ("top-up") on external awards for one-year periodic leaves.

For individuals who have demonstrated “strenuous effort” in seeking grant support (i.e., three to four recent grant proposals, or two to three, if at least one is a major proposal):
For the first semester of your leave you will receive half of your annual pay, as is standard. For the second semester of your leave and because you have been actively seeking external grant support, the college might be able to pay you, from the Grant Activity Fund, up to one-quarter of your annual pay if you are an assistant professor, up to one-fifth of your annual pay if you are an associate professor, or up to 15% of your annual pay if you are a full professor. This will be reported to you in the next salary letter that you will receive, in the June that follows your application for this supplemental salary support. Summer salary awards are not included in this consideration.

The total of the salary support from external funding and the support from the Grant Activity Fund is limited to half of your annual salary. So, if you are awarded external funding and if the amount of salary support from this external funding together with the salary supplement from the Grant Activity Fund exceeds one-half of your annual salary, then your salary letter will be revised to reduce the draw from the Grant Activity Fund.

Faculty members who are considering an application for supplemental salary support should notify the Associate Dean of the Faculty by November 1 of their intent to apply (as this will facilitate budget planning by the Dean's office). Final application for supplemental salary support must be received by the Associate Dean by December 31 of the academic year that precedes the academic year during which the leave is to be taken. Applicants must also provide a statement to the Associate Dean that certifies “strenuous effort” that details external funding efforts. Such statement must be made in conjunction with the Director of Sponsored Program Grants and/or the Director of Corporate Foundation Relations.

Overall support for a particular project will be limited, and so a plan for proposal development, pre-award commitments, and post-award support should be considered together. Additional grant development support, and general guidelines on proposal submission can be found at https://www.hamilton.edu/offices/ofcgr/submitting-your-proposal-at-hamilton.
X. COLLEGE SPEAKER FUNDS

A. PURPOSE

Funding for college speakers is entirely supported by endowed funds and is intended to bring to bring to the College scholars from outside the Hamilton community to address faculty and students in their particular discipline.

B. REQUESTING FUNDING

All faculty, departments, programs, and academic offices wishing to invite a speaker to campus for a public event must complete a Request for Public Speaker Form before making a commitment with their guest. If only a classroom visit is planned and no funding is requested, a form is not needed.

1) Requests must be submitted at least 2 weeks prior to the scheduled visit. This gives the DOF Office time to process the paperwork and to confirm that we have funds available to support the event. Please check the master calendar to avoid competing events on the same day. Submitting the form does not authorize actual payment of funds.

2) When completing the Request for Public Speaker form, please specify the topic of the talk so that we can match it with requirements of our endowed funds.

3) Deadlines - The submission deadline applies only to events with an overall budget greater than $1500. The deadline is intended to encourage better planning and allocation of resources. Different deadlines will apply to fall and spring term events.
   a. If the estimated budget is above $1500 the submission deadline for fall events is April 1.
   b. The submission deadline for large-budget spring events is November 1.
   c. If the estimated budget is below $1500 we will continue to handle requests on a rolling basis with the minimum 2-week lead time before the scheduled event.
   d. Departments/Programs with regular colloquia series may bundle smaller requests together to submit by the deadline to secure funding.

Faculty should request speaker funding from the Dean using the College Speaker Fund form. The online link is https://my.hamilton.edu/offices/dof/handbooks-and-forms/request-for-public-speaker-form

C. ESTIMATING EXPENSES

1) Honoraria. Documentation of a guest speaker's credentials/affiliation should accompany requests to justify the requested honorarium (e.g., vita, resume, or website link). This is mandatory for honoraria requests of over $1000. Please forward materials to the Associate Dean of Faculty.
   a. Low: up to $300 - one day visit by local speakers, recent alums, collaborators/colleagues from other institutions, guests as part of regularly scheduled department colloquia
   b. Medium: up to $1000 - publicly recognized visitors, who are on campus for more than one day, contributing to multiple speaking and/or classroom events.
   c. High: over $1000 - big named, nationally/internationally publicly recognized academics, writers, or artists

2) Travel Expenses. We will reimburse for travel expenses: mileage or coach travel by air/rail. When booking travel, please try to make arrangements at least 30 days in advance to obtain the best rates on fares. Upgrades from coach seats to business class or priority seating do not qualify for reimbursement.

3) Lodging: Usually $150/night

4) Guest Meals: $100 maximum to cover meals while traveling or meals during the visit that are not part of the main public event.

5) Reception/Dinner: For visitors on campus for more than one day, the maximum expense for food/entertainment is $250 for dinner/reception on the first day. The maximum expense for food/entertainment for subsequent days is $150.
a. Exceptions to this policy are the annual Plant and Tolles lectures. Other exceptions must receive prior approval from the DOF office. When possible we will permit one exception per year for a keynote speaker in an annual speaker series.

b. If students are included in on-campus meals with the visitor, we ask that departments collect meal card numbers to offset the expense of the meal. When dining off-campus please submit original itemized receipts and list those in attendance on the back of the receipt. Children and partners do not qualify for reimbursement by the College.

c. DOF funds will not cover alcohol at events that include students.

C. REIMBURSEMENT

For payment of the honorarium and speaker expenses, please submit original receipts with a Request for Check Form. Honoraria will not be processed until we receive a completed check request form. A W-9 will be required in order to process the payment and international speakers will need to have the additional forms listed on the website under Payment to Foreign Speakers completed. For all expenditures, please attach receipts/bills to the check request.

For international speakers, please note that there are special procedures and regulations that govern payment of their honoraria. For instance, there may be withholding taxes deducted from any such payment. Information on working with international visitors is available on the Business Office website: https://my.hamilton.edu/business/payroll/policies/payments-to-foreign-visitors
XI. LIBRARY & INFORMATION TECHNOLOGY SERVICES (LITS)

A. RESEARCH AND INSTRUCTIONAL DESIGN SUPPORT

The Research & Instructional Design team provides research assistance to faculty and students, and facilitates the use of technology in the teaching and learning process. Educational technologists and research librarians provide specialized instruction on topics such as library research, evaluation of information, poster design, audio and video creation, survey tools, website design, gaming, mapping tools, citation management, and more. We also welcome the opportunity to discuss how we might be able to assist faculty in all of their research and publishing endeavors. For more information, please contact Lisa Forrest (lforrest@hamilton.edu), Director of Research & Instructional Design.

B. BUILDING THE LIBRARY’S COLLECTIONS

In collaboration with the staff of the Library, it is the responsibility of Chairs or their designates to assist the College with its acquisitions by recommending materials deemed appropriate to the development and maintenance of a balanced collection that is actively used to support the teaching and research needs of the students and faculty. The Library recognizes that the type and variety of materials needed (e.g., journals, monographs, databases or other electronic resources, and AV materials) will vary by discipline.

Requests for Library purchases can be submitted in a number of ways (see: www.hamilton.edu/lits/rc/policies-recommend-a-library-purchase).

If an item is to be placed on reserve, the requester should indicate the semester, course name, and course number. Items for reserve are always handled on a rush basis. When the material has been received and cataloged, the requester will be notified that the title is available. If the requested material is already held by the Library, the requester will be notified.

For more information, please contact Beth Bohstedt (bbohsted@hamilton.edu), Director, Access Services and Collection Strategies.
XII. VEHICLE RESERVATION AND USE: POLICIES AND PROCEDURES

1) Hamilton College has specified vehicles available for scheduling college-related trips and can be requested by all authorized college departments and organizations. A fleet of nine 12-passenger vans are categorized into three priority groups, with three vans in each grouping: Academic, Athletic (including Varsity sports), and Student Activities (including all recognized student groups and clubs). These departments have priority over their van group up to 14 days before departure. For advance reservations (when requests are submitted before it is two weeks from the event date), valid van requests will be promptly confirmed and will utilize a van available within the correct priority grouping.

   a. If the requesting organization does not fall within one of the priority groupings, or if all vans are already reserved within the appropriate priority grouping, then the request will remain on hold until it is within 14 days of the event date. Once within 14 days of the departure date, any available van can be reserved regardless of priority grouping, using a first-requested, first-served policy. Note that the request date is the date that all required information was fully and accurately submitted as a Van Reservation Request in the 25Live system. Groups are encouraged to request vans as far in advance as possible.

2) Confirmed vehicle reservations will not be “bumped” or pulled, except in the event of mechanical difficulties that make the vehicle unavailable, or in the event of emergency and/or weather-related events that make the trip inadvisable. Please remember that the vans may be scheduled for multiple trips on the same day, and groups are to avoid any foreseeable delays in departure or return times. Groups must also immediately notify Physical Plant if they wish to cancel a reservation.

3) All van requests should be coordinated by individual departments/organizations and submitted online in the 25Live event calendar by the responsible person(s) within each department. Physical Plant is responsible for processing all submitted van requests. The requestor is responsible for providing accurate information regarding the event dates, the account to be charged, the authorized driver, and other information as required. Any request, and the information contained within, must be approved by the faculty member or administrator responsible for the activity. If the travel will be beyond a 25-mile radius from the college, the requesting organization or group should consider filling out a trip plan for adequate planning.

4) College-owned vehicles are for College use only and provide support for academic, student activity, and intercollegiate programs. Faculty and administrative use of College-owned vehicles is authorized while on College business. A charge of the standard federal mileage rate, and the cost of driver time where applicable, will be made to the authorized departmental/organizational account as submitted with the vehicle request.

5) Faculty and staff, who hold valid driver’s licenses, may drive College-owned vehicles for College purposes. An undergraduate must be certified as an authorized driver; the certification process includes the completion of driver safety training, the completion of a driving test, and a motor vehicle records check to ensure that the license holder has had no moving violations for the prior three years. Requests for student driver certification can be directed to Auxiliary Services or the Director of Environmental Protection and Safety. Faculty and staff spouses may be authorized to drive College-owned vehicles for College purposes. A copy of the spouse’s driver’s license should be submitted to the office of Auxiliary Services at least 48 hours prior to the trip. A motor vehicle license check will be conducted to confirm that the license is valid and that the driver has a safe driving record (no moving violations for past three years). Auxiliary Services is required to notify the College’s auto insurance carrier when a non-employee/non-student driver has been authorized to drive a College-owned vehicle.

6) Van requests will be reviewed while considering the general policies for van use. These policies have been developed to enhance the safety of each trip, and are to be enforced by the organization, faculty, administrator and/or student driver requesting and operating the van. Specific information regarding vehicle check-out/in procedures, vehicle emergency actions and accident reporting procedures, and the
12-passenger van safety program, are available on the Physical Plant webpage and on the 25Live Van Scheduling page.
APPENDIX A.  AFFIRMATIVE ACTION CATEGORIES

Candidates of color should be identified in relation to the five racial/ethnic categories used for federal reporting purposes.

1) American Indian or Alaskan Native: a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

2) Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, people from China, Japan, Korea, the Philippine Islands, American Samoa, India and Vietnam.

3) Black, non-Hispanic: a person having origins in any of the black racial groups of Africa, except for those of Hispanic origin.

4) Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

5) White, non-Hispanic: a person having origins in any of the original peoples of Europe, North Africa, the Middle East, except for those of Hispanic origin.
APPENDIX B. FACULTY RECRUITMENT CHECKLIST

This list is a reminder of the steps in faculty searches that will help ensure good communication between the Dean of Faculty’s office and departments throughout the search process. The Associate Dean of Faculty (ADOF) manages faculty searches and serves as a point person in the Dean of Faculty’s office for department and search chairs; s/he is also the Affirmative Action Officer for faculty and will provide you with information regarding your candidate pool along the process. The Director for Diversity and Inclusion (DDI) also works with departments in developing search strategies to enhance diversification of the faculty for tenurable and renewable searches. The Dean of Faculty (DOF) has final approval on all aspects of recruitment.

1) Discuss recruitment plan and strategy with ADOF, DDI, and DOF as appropriate. This step is required for all tenure-track and renewable hires.
2) Complete the search authorization form and submit with an electronic copy of the job ad to ADOF.
3) Ads for all positions must contain the following statement at the end of the ad: “Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org as well as additional information at https://www.hamilton.edu/offices/dof/faculty-support-resources/resources-for-prospective-or-new-faculty/opportunities-for-spouses-or-partners (Opportunities for Spouses or Partners. Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.”
4) For tenure-track and renewable positions, advertisements must include one of the following statements, which have proved helpful in building a diverse applicant pool. Alternative wording can be considered but must be approved by the DOF office:
   a. “We are seeking candidates who can demonstrate their experience in teaching or working with diverse student populations. Your cover letter should address the ways in which you would further the College's goal of building a diverse educational environment.”
   b. “We are seeking candidates who can demonstrate their experience in teaching or working with diverse student populations. Your cover letter should address ways in which you raise issues of diversity in your teaching, scholarship, and/or service.”
5) All searches are for entry-level positions—instructor (ABD) or assistant professor rank—unless the DOF grants an exception for particular circumstances.
6) Once the position and ad are approved by DOF office, the department’s Academic Office Assistant (AOA) sets up the search on Interfolio, the first step of which is to generate your search-specific application link, which should be included in the ad.
7) The ad will be placed on the Hamilton, higheredjobs.com, and HERC websites by the DOF office; job ads are placed in disciplinary media by the chair or department AOA.
8) For tenurable and renewable positions, The ADOF provides information on the expected race/ethnicity and sex diversity of your applicant pool based on national data from the Survey of Earned Doctorates.
9) The DOF office has set some default parameters on Interfolio for all searches (e.g., Affirmative Action statement, Affirmative Action questions) that may not be modified by AOA/Chair.
10) The chair/AAO notifies search committee members when candidate files are open for review on the Interfolio site.
11) For tenurable and renewable positions:
   a. Departments should develop criteria to guide their evaluation of applicants.
   b. Once applications are received, the ADOF will provide information about the diversity of the overall pool and discuss whether, in comparison with SED expectations, the search can proceed or whether further recruitment to the applicant pool is necessary.
   c. If approved to proceed, the department should review the overall pool and develop a short list of candidates (e.g., 8–15 candidates) that you wish to consider more thoroughly. This list will be reviewed by the ADOF to determine if the diversity of your short list approximates the overall pool and the national Ph.D. pool. Submit this unranked list to the ADOF who will share it with the DDI and DOF.
   d. If approved to proceed, the department should decide on three candidates for on-campus interviews and submit their names to the DOF office in unranked format for approval by ADOF/DDI/DOF. Additional candidates may be approved after discussion with the DOF office.
   e. If approved to proceed, the department should invite the three candidates to campus.
f. During the on-campus interviews all candidates for tenurable and renewable positions meet with the ADOF, DOF and DDI; senior hires meet also with President.

g. The department should submit its assessment of the candidates to the DOF and ADOF. The assessment should include a narrative evaluation of the strengths and weaknesses of each of the final candidates in reference to the criteria developed to guide the evaluation process, as well as a recommendation on which candidate(s) should be made an offer. (Avoid reliance on numerical ratings as summaries of evaluation.) The level of agreement within the department about its recommendation must be included.

12) For term (leave replacement) positions, the department should:
   a. Submit a list of 3–4 names of candidates to the ADOF in a ranked order.
   b. Once the list is approved, invite the first-ranked candidate to campus for a visit. The candidate should meet with the ADOF during the visit.
   c. If the first candidate is not acceptable, discuss now to proceed with the ADOF, anticipating an interview of the next candidate.
   d. If a candidate is acceptable, seek approval from ADOF to make an offer.

13) Final decision on offers and authorization to extend same to candidates rests with the Dean. The department chair makes a verbal offer to the candidate having received offer details from the ADOF.

14) Once an offer has been verbally accepted, the DOF office will generate and send an appointment letter that will be contingent upon verification of credentials and a felony background check.

15) Notification is sent to unsuccessful candidates by AOA via Interfolio.
APPENDIX C. REQUEST FOR AUTHORIZATION TO OPEN A SEARCH

The request form is a fillable form that can be found on the DOF website (https://www.hamilton.edu/documents/Search-Authorization-Form-revised-091317Fill-in.pdf) and is copied below for your reference.

Department: ___________________________ Field: ___________________________

Rank: Instructor □ Assistant Professor □ Associate Professor □ Professor □

Type: Tenure Track □ Visiting: renewable □ Visiting: leave replacement □

New OR replacing (name): ____________________________________________ Length of term: ______

Please attach a copy of the advertisement. The following statement must be included in all ads: “Hamilton is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community.”

Closing date for applications: __________________________________________

Dates for skype / conference interviews: ________________________________

Approximate dates for on-campus interviews: __________________________

Search committee members: ____________________________________________

Publications in which ad will be placed: _________________________________

Other potential sources of applicants (conferences, letters to graduate schools, etc.): __________________________

__________________________________________ Date

Department Chair

I hereby authorize a search for this position in accordance with the Hamilton College Affirmative Action Policy and coordinated by the Affirmative Action Officer for faculty hiring.

__________________________________________ Date

VP for Academic Affairs and Dean of the Faculty

I hereby confirm that the advertising and descriptions of this position comply with the guidelines of the Hamilton College Affirmative Action Policy.

__________________________________________ Date

Associate Dean of the Faculty/AA and EO Officer for Faculty
APPENDIX D. HAMILTON COLLEGE ONLINE FINANCE TOOLS

As Department Chair, you will be granted access to the general ledger accounts for your department as well as to any gift or endowed funds. For questions about using the budget tool or for access please contact the Director of Academic Finance and Resources. Below is an overview and common uses of the budget tool.

Deciphering account numbers – each account number is comprised of four fields and 13 digits. The basic construct is XX-X-XXXXXX-XXXX. Each field has a unique purpose as follows:

Field #1, fund field, (XX) – identifies whether the account is an operating account, in which case the first two digits are 10, or an endowed/gift account, in which case the first two digits are 11.

Field #2, program field, (X) – Identifies the broad category for financial reporting purposes. The most common for academic affairs are 1 (instruction), 2 (research), and 4 (academic support).

Field #3, department/unit field, (XXXXXX) – the first three digits of this field are unique to each department and generally begin with a 3. The second three digits encompass a subset of the department. For most departments there are no subsets, and the last three digits in this field are 001.

Field #4, object code, (XXXX) – expense line. The object code determines the type of expense, for example student help, printing and duplicating, and entertainment.

Using the budget tool – The tool can be accessed via My Hamilton -> Tools -> Budget Center Home -> Budget Reports. Once the tool is open, accounts can be displayed by entering the account number in the “Filter Results” box in the upper left corner. Note that a shortcut is to populate only the department field since the department number is unique to each department.

Once the filter fields have been populated click on “Submit” and the screen will display all of the line items for your department. Both the original budgeted amount and the total current spending are displayed. In order to see additional detail, click on the individual line and a new screen displays the detailed spending.

BUDGET REQUESTS
In the fall each year the Business Office sends out detailed instructions for the annual budget, or planning cycle. Department Chairs need to enter the requested budget amounts for the subsequent year in the Budget Request Tool. Instructions for entering the data is included in the mailing, and example of which can be found at https://my.hamilton.edu/documents/2018-19_Operating_Budget_Guidelines.pdf.

GENERAL LEDGER TRANSFERS
Occasionally you may need to reallocate spending across budget lines for accounts under your control using the General Ledger Transfer option in the Budget Tool. Examples of circumstances needing a transfer are:
- Items miscoded to the wrong account line (e.g. printing expense that was charged to office supplies)
- Funding that you are using to support a project or lecture
- Movement of funds from a gift account to the operating account to support a project

To access the General Ledger Transfer tool, go to My Hamilton -> Tools -> Budget Center Home -> Transfers -> GL Transfer Request and follow the instructions. You will receive a confirmation/approval from the Business Office, usually within 24 hours.
APPENDIX E. CALENDAR OF DATES FOR PERSONNEL ACTIONS

Reappointment for renewable (term) positions
May 1*  Chair provides list of those for whom reappointment is pending in the upcoming year
June 15*  Student names due from candidate
August 15*  File due from candidate
October 15*  Recommendation from Department
November 7*  Recommendation from COA
December 15*  Reappointment conveyed to candidate by DOF/President

Reappointment for tenurable positions
May 1*  Chair provides list of those for whom reappointment is pending in the upcoming year
October 15*  Student names due from candidate
January 10*  File due from candidate
February 1*  Recommendation from Department
March 1*  Recommendation from COA
March 15*  Recommendation sent to President
April 15*  Reappointment conveyed to candidate by DOF/President

Tenure
March 1*  Chair provides list of those scheduled to stand for tenure in the upcoming year
April 1*  Chair provides a list of at least two outside scholars to whom Dean can send materials for evaluation. Candidate provides initial set of materials - CV, paragraph statement of teaching/scholarship, and student names due from candidate.
June 1*  File due from candidate and sent to outside evaluators
September 1*  File to Department
October 1*  Recommendation received from Department
November 1*  Recommendation received from COA
December 15**  Recommendation sent to President
February 1*  Tenure recommendation conveyed to candidate by DOF

Promotion
November 1*  Dean notifies candidates nominated to stand for promotion
December 1*  CV, paragraph statement of teaching/scholarship, possible reviewer names, and student names due from Candidate. Names of possible reviewers from Department Chair.
January 15*  File due from candidate and sent to outside evaluators
March 1*  File to Department
April 1*  Recommendation received from Department or Program
May 1*  Recommendation received from COA
May 15**  Recommendation sent to President
June 15*  Promotion recommendation conveyed to candidate by DOF/President

One-year and minor two-year/four year reappointments (Physical Education)
January 15*  CV, personal statement and candidate file. Recommendation received from Department.
February 15**  Recommendation received from COA
March 1**  Recommendation sent to President
March 20**  Reappointment recommendation conveyed to candidate by DOF

Major two-year/four-year reappointment/promotion (Physical Education)
October 1*  Chair provides list of those scheduled for promotion/reappointment in the academic year
October 15*  Chair provides Dean with outside peers to evaluate knowledge and activity
January 15**  CV, personal statement, student names and candidate file
Recommendation received from Department
Recommendation received from COA
Recommendation sent to President
*Dates from *Faculty Handbook*

**Target dates implied by DOF office**
APPENDIX F. PRINCIPLES FOR FACULTY EVALUATION

Evaluating Teaching

1. When evaluating teaching, start by defining the characteristics of good teaching. Then use the evidence to determine if that person has those characteristics. Do not allow student evaluations to define good teaching exclusively. Student evaluations can provide evidence on a number of dimensions of teaching quality, but not all of them. A good evaluation process will have multiple types of evidence for as many characteristics as possible so that comments in student evaluations (good or bad) can be corroborated with other types of evidence.

2. When examining student evaluations, corroborate numerical evaluations with written comments.

3. Peer visits should also include review of teaching materials. Feedback should be given after the visit and written reports should be shared with the person being evaluated. Feedback from peer visits should relate directly to criteria for good teaching established in departmental guidelines. All voting members of a department should observe teaching after consulting with candidate about appropriate classes to ensure that a candidate’s full range of teaching is observed.

4. Consider contextual issues in classes when interpreting student feedback (e.g., class size, level of class, required course, time of day)

5. Discuss evidence of possible bias in student evaluations.

Evaluating Scholarship

1. Communicate any signals of scholarship quality to individuals (e.g., peer-review, importance of coauthors, importance of press or journal quality, relevance of policy reports or public scholarship). If press or journal quality is important, how is it determined? Does your discipline value different types of scholarship differently (e.g., sole-authored books vs. edited volumes, journal articles vs. books)? In providing this guidance, keep in mind that both internal and external reviewers evaluate scholarship. If you give advice that is not a disciplinary norm, the departure from disciplinary norms should be clearly acknowledged in departmental guidelines.

2. Consider if there are other appropriate metrics of scholarship that broaden the traditional prestige-based measures.

3. When selecting external reviewers, look for qualified reviewers at a broad range of institutions. Departments should put in context any comments of external reviewers resulting from ideological or methodological differences.

Evaluating Service

Communicate service expectations and the role that service plays in tenure and promotion decisions. Provide feedback on the amount of service an individual is performing relative to those expectations. Be aware that there can be differential service loads arising from a variety of factors, including department size, gender, or race of the individual.

Writing and Delivering a Review

The purpose of a personnel review is to help a person improve performance. It can be an anxiety-producing event for the person being evaluated; however, focusing the conversation on what a person needs to do and what resources or assistance the College might provide to help that person meet expectations can help to reduce anxiety. Be helpful and positive about the person’s ability to meet expectations in the future, but do not provide inaccurate assessments.
or make predictions about future success or failure. Constructive criticism about behaviors that need to be improved is very helpful. Giving a false sense of security is not helpful.

To help reduce anxiety and provide constructive criticism in the most effective way, be sure to:

1. Evaluate behavior, not attitude or an assumed level of effort. Positive or negative comments should be grounded in specific observations about the individual’s behavior or achievements relative to expectations as articulated in departmental guidelines.

2. Focus all comments on the individual, not the evaluator. For example, write that a person has achieved specific expectations, but don’t write about the evaluator’s emotional reaction to the performance (e.g., that the evaluator is “encouraged/discouraged” or “pleased/displeased” by an individual’s performance.) Delivering constructive criticism is much easier when you have set up a dynamic in which individuals expect observations about behavior that they have the ability to change.

3. Allow all senior department members to have input into reviews of tenure-track assistant and associate professors. This eliminates the need for the person being evaluated to have multiple reviews by different department members.

4. Provide guidelines that will be used to evaluate a faculty member well in advance of any review to avoid surprises during the review. Ideally, they should be provided to faculty at the time of hire.

5. Make an appointment with the person being evaluated in advance of the evaluation. Do not surprise a person with a personnel review. Send the written comments in advance to the individual.
APPENDIX G. REAPPOINTMENT CHECKLIST

This is a summary of the materials that must be included in reappointment files. The candidate will submit the required materials through the College’s Interfolio System. A file will be created for each candidate. Please refer to the Faculty Handbook and the Chairs Guidelines for details.

1) Current curriculum vitae from the candidate.

2) Personal Statement on teaching, scholarship, and service from the candidate; may include:
   a. discussion of new courses developed and old courses revised;
   b. innovative teaching methods;
   c. participation in departmental/program curricular offerings;
   d. work in interdisciplinary courses;
   e. guidance of independent studies;
   f. teaching philosophy.
   These issues also should be discussed in the departmental/program recommendation as part of the assessment of teaching.

3) Syllabi and related course materials from the candidate.

4) Copies of scholarly works - publications, portfolio, works in progress, etc., from the candidate.
APPENDIX H. Administrative Office Assistant (AOA) role

The Academic Office Assistant plays a crucial role in the smooth operation of every department. As Department Chair it is important to understand the responsibilities of the AOA and to know that while s/he has a lot of responsibility, s/he has no real authority. For that reason the AOA depends on the support of the Department Chairs to help them fulfill the requirements of their jobs.

AOA responsibilities and priorities include:

Running the office
- Supplies - Inventory and ordering
- Mail – pick up and distribution
- Offices - assisting with assignments, and office moves; arranging for phone set up, work orders etc.
- Student workers – supervising and helping to track time worked
- Direct support for Dept Chairs – may include calendar, meetings, schedules, deliverables

Departmental initiatives and projects
- Employment searches
- Senior presentations and projects
- Course scheduling assistance (with department and with registrar)
- May include planning and budgets

Classroom
- Guest speakers
- Course preparation
- Field trip assistance
- Supplies

Only after the above priorities are addressed will the AOA have the capacity to assist with individual faculty needs and requests. Such requests may include
- Work related to faculty committee work and deliverables
- Reimbursements for work related travel
- Purchasing/POs

It is very important to understand that the demands placed on the AOA’s generally exceed the time that they have available in their day. However, the AOA will work with individual faculty members to suggest ways that faculty members might fill unmet needs (use print shop for copying, leveraging other on-campus services, etc.) The AOAs are a rich resource for all faculty and are adept at navigating Hamilton.

Areas that are not within the scope of the AOAs role include:
- Administrative support for individual scholarship
- Administrative support for Emeriti unless it is in support of Hamilton related needs (e.g. employment recommendations for former students)
- Any manipulation or reproduction of artwork or text that violates copyright laws
- Running errands or performing tasks of a personal nature
- Consistent with Hamilton’s employment policies, any activity that causes general discomfort on personal, ethical, or legal grounds, as determined by the individual AOA.