

FORWARD

This handbook has been prepared for all faculty and professional staff. The information in this handbook represents policies and practices developed and agreed upon by both the administration and the College faculty and professional staff through the shared governance structures of the campus.

Where the policies in this handbook conflict with the State University of New York Policies of the Board of Trustees, the collective bargaining agreement between the State of New York and the Professional Bargaining Unit (i.e., the UUP), and/or applicable laws of the State of New York, they shall be null and void.

Additional policies of interest to the faculty and professional staff appear in the Human Resources Employee Policy Manual and the Student Handbook. Where possible these policies are referred to in this handbook, but they are not listed in full. Policies found in multiple handbooks are difficult to keep updated properly and thus a policy will appear in only one handbook and be referred to when necessary in the others.

The maintenance of this document is the responsibility of the Office of the Provost, the Office of Human Resources, and the College Senate. Each section begins with a summary of the section and a clear statement of which offices and committees have responsibility for that section. Where changes need to be made, the appropriate College Senate committees, the College Senate, and the administration need to approve the changes by following policy change procedures.

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SECTION I ABOUT MORRISVILLE STATE COLLEGE

This section of the handbook describes the mission and values of the College as well as the accreditations earned by the College and its programs. It also gives a brief history of the College and a summary of its current strategic plan. This section of the handbook is maintained by the Office of the Provost.

I.A. THE COLLEGE MISSION AND STRATEGIC GOALS

I.A.1 Mission

Morrisville State College is a public undergraduate institution which exists to offer a high quality educational experience for students leading to associate and baccalaureate degrees by utilizing cutting – edge technology, innovative methods of instruction and an entrepreneurial focus. The college is committed to providing students the knowledge and opportunity to grow intellectually and socially as citizens of the world community.

I.A.2. Our Core Values

These values reflect what we hope the Morrisville State College learning and working environment is and what it will continue to be:

STUDENTS: First and foremost, our commitment is to our students, who are the central focus of our mission.

LEARNING AND DEVELOPMENT: We will be dedicated to the lifelong task of discovering, disseminating, preserving and applying knowledge for the development of an educated citizenry. Additionally, we will strive to foster the opportunity for intellectual, physical, social, moral and cultural development of the whole person.

INNOVATION AND CREATIVITY: We will encourage creativity, entrepreneurialism and innovation in our employees, our students, and our partners.

EQUITY/DIVERSITY: We will strive to create an open and accepting environment free of bias or favoritism respecting the dignity and value of all individuals.

QUALITY: We will strive to measure ourselves by external standards whenever possible and to expect all individuals associated with the college to continually strive for excellence.

COMMUNITY AND FAMILY: We will strive to create an environment where the interests of the workplace are not in conflict, but in concert with community and family interests. We will strive to involve faculty and staff through open, honest communications.

HUMOR AND FUN: We will strive to create a “fun” working and learning environment.

INTEGRITY: We will strive to hold ourselves to the highest standards of honesty, fairness and professional and scholarly ethics.

ACCESS AND AFFORDABILITY: We will strive to promote access by working to eliminate financial barriers, distance barriers and readiness limitations.

DEBATE: We will strive to create an environment open to debate in our classrooms, our laboratories and our governance systems.

GRACIOUS AND FRIENDLY: We will strive to display a friendly, courteous and helpful attitude. We will strive to give students, faculty and our staff our individual attention.

CIVILITY: We are an organization which values differences and debate. Civil behavior, good manners and respect provide the lubrication necessary for productive discussion and harmonious interaction.

I.A.3. Goals

1. Educate individuals for immediate employment. Provide programs responsive to critical state manpower needs for current and emerging technologies.
2. Provide education in applied scientific theory and liberal arts compatible with baccalaureate education where “transfer” to an upper division program is a viable option.
3. Provide opportunities for individuals to update current skills and to continue their preparation for more advanced levels of employment.
4. Provide outreach programs for continuing education, upgrading training, and retraining in our various technological fields. Provide on and off campus instructional opportunities for continuing education.
5. Provide preparatory courses to develop the basic skills in communication, computation, problem solving and studying which are needed to perform satisfactorily in entry level courses in all curriculums.
6. Provide placement and career counseling services to advise students and alumni as they devise their educational career strategies.
7. Maintain a well-equipped library, instructional communication services, and computing services to provide access to the information necessary for the teaching and research activities of the students, faculty, and staff of Morrisville State College.
8. Provide programming to meet the educational, occupational, and personal self-developmental needs of citizens of all ages. Provide cultural, athletic, recreational, and residential life activities to promote student development in social integration and social interaction skills.

I.B. COLLEGE AND PROGRAM ACCREDITATION

All bachelor and associate degree curricula are registered with the State Education Department. Morrisville State College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 267-284-5000. The program in Mechanical Engineering Technology is accredited by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology. The Automotive program is accredited by the National Automotive Technicians Education Foundation. The associate degree Nursing program is accredited by the Accreditation Commission for Education in Nursing. The Dietetic Technician program is accredited by the Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics.

I.C. A HISTORY OF MORRISVILLE STATE COLLEGE

The history of Morrisville State College began when the county seat of Madison County moved from the village of Morrisville to Wampsville, New York in 1908. That move meant the county records building, the county court house, the county jail, and the county jailer’s home were now available for some other use.

At the same time in the history of New York State, there was a movement underway to establish state-supported Schools of Agriculture and Home Economics. The citizens of Morrisville seized the

opportunity to promote such a school in Central New York, using the former county buildings. On May 11, 1908, Governor Charles E. Hughes signed into law a bill establishing a School of Agriculture at Morrisville.

The first students were accepted in 1910 and the first class graduated 12 students in 1912. During the early years, the school at Morrisville offered programs in Agriculture and Home Economics and accepted students who had completed eight grades or more of education. Students were accepted for one, two, or three years of study, depending on their educational background.

The courses were practical in nature, designed to prepare young men for successful participation in agricultural vocations and to prepare young women to be successful homemakers. Through the years, programs such as teacher training, practical nursing, aircraft instruments curriculum, food processing technology, jewelry technology, laboratory technology, and others were added and deleted as the economic climate demanded specific skill-training programs and the economy shifted from an agricultural to an industrial base.

In 1937, the School became a Technical Institute and required high school graduation for matriculation. On April 1, 1948, the Institute, formally called the New York State Agricultural and Technical Institute, became part of the newly established State University of New York. In 1974, the College was renamed the State University of New York Agricultural and Technical College at Morrisville; and in 1987, the name was changed to the State University of New York College of Agriculture and Technology at Morrisville.

Morrisville State College was first authorized to grant an Associate Degree in Applied Science in 1951. As an integral part of the State University, Morrisville has been accredited by the Middle States Association of Colleges and Secondary Schools since 1952 and has been a member of the American Association of Junior Colleges since 1942.

For its first eighty years, Morrisville offered two-year degrees expanding to over fifty academic programs, each offering specialized instruction aligned largely to meet the needs of a dynamic New York workforce for technicians and operatives. Beginning in the 1990's, in response to the rising demand for supervisory and entrepreneurial talent in for New York's agriculture and technical sectors, Morrisville was authorized to offer bachelor degrees that were better aligned to meet these needs. While Morrisville has transitioned into a technologically advanced college with a rich diversity of both associate and bachelor degree programs, its core mission has remained steadfast throughout its history: the commitment to educate and prepare graduates as future leaders for their specialized professions and their communities.

This historic commitment to hands-on, applied education now involves a wide array of campus-based enterprises and institutes. These operations are campus-supported and integrated into aligned academic programs, with course outcomes requiring that students become engaged in the plans, operations, and sustainability of these enterprises. Examples include the Copper Turret (a full-service restaurant), the Dairy Complex with 200 milking cows, a methane digester and wind turbine, and Nelson Farms (which offers food processing services to over 100 food entrepreneurs with over two hundred products). Students in the degree programs of Residential Construction, Automotive, Dairy, Equine, Wood Technology, Restaurant Management, Diesel Technology, Travel and Tourism, Renewable Resources, Aquaculture and Horticulture all realize important career-ready experiences from these enterprises. That list represents a subset only of the College's associate degree programs with these enterprise-based institutes. For bachelor programs, the commitment to applied learning continues with 95 percent of these graduates completing a full-semester internship requirement for their capstone academic experience. Together these experiential learning opportunities offer diverse settings for students to create and innovate, design and build, cultivate and harvest, breed and rehabilitate, troubleshoot and repair, analyze and sustain, and diagnose and heal. It is no coincidence that many present-day learning outcomes can trace their origins to

those adopted at Morrisville a century ago to promote sustainable farms and communities.

SECTION II ADMINSTRATIVE AND GOVERNANCE STRUCTURE

This section of the handbook discusses the structure of governance including the administration, all the major campus committees and organizations, and the College Senate. This section of the handbook is maintained by the Office of the Provost.

II.A – THE COLLEGE COUNCIL

Section 356 of Article 8 of the Education Law defines the duties and powers of the College Council as follows:

Subject to the general management, supervision and control of, and in accordance with, rules established by the State University Trustees, the operations and affairs of each State-operated institution of the State University shall be supervised locally by a Council consisting of nine members appointed by the Governor and one member elected by and from the members of the student body. Within this framework, the College Council possesses the following powers:

- a. Recommends to the Board of Trustees of the State University of New York candidates for head of the College.
- b. Reviews plans of the administrative head and makes recommendations as it deems appropriate.
- c. Makes regulations covering care, custody and improvement of lands, grounds, buildings and equipment.
- d. Reviews proposed budgets as prepared by administrative head.
- e. Develops and appoints Advisory Committees.
- f. Names buildings and grounds.
- g. Makes regulations covering conduct of students.
- h. Supervises student housing and safety.
- i. Makes an annual report to the Board of Trustees of the State University of New York and any other necessary reports.
- j. Performs such other duties as may be authorized by the Board of Trustees of the State University of New York.
- k. Makes regulations for the College consistent with the Policies of the Board of Trustees of the State University of New York to carry out the foregoing powers and duties.

For the current membership, see http://morrisville.edu/college_council

II.B – ADMINISTRATIVE ORGANIZATIONAL CHART

II.C – ADMINISTRATIVE OFFICERS

Interim President – William Murabito

Assistant to the President – Jo Ann Godfrey
Chief of University Police – Enrico D’Alessandro
Assistant Vice President for Institutional Advancement and Executive Director of the Morrisville College Foundation – Sara Way
Assistant Vice President for Enrollment Management – Leslie Crosley
Director of Human Resources/Affirmative Action and Title IX Coordinator – Sarah Steele

Provost and Chief Information Officer – Dave Rogers

Vice President for Syracuse Educational Opportunity Center – Timothy Penix
Dean, School of Agriculture, Sustainability, Business, and Entrepreneurship – Christopher Nyberg
Dean, School of Liberal Arts and Associate Provost – Paul Griffin
Dean, School of Science, Technology, and Health Studies – Joseph Bulzarik
Associate Dean of Nursing – Kim Smith
Dean, School of General Studies – Jeannette Evans
Dean of Students – Geoffrey Isabelle
Executive Director, Norwich Campus – Jason Zbock
Director of Institutional Research and Effectiveness – Marian Whitney
Director of Athletics – Gregory Carroll
Director of Libraries – Christine Rudecoff
Network and Systems Manager – Matt Barber
Assistant Director of Technology Services – Jeffrey Gay

Vice President for Administrative Services and General Manager of the Morrisville Auxiliary Corporation – Glenn Gaslin

Assistant Vice-President for Business Affairs – Mary Ellen Burdick
Director of Physical Plant – Mark Grisi

See the Morrisville State College Organization Chart for additional clarification of the campus administrative reporting structure.

II.D. DEPARTMENT CHAIRS

II.D.1. Current Departments

School of Agriculture, Sustainability, Business, and Entrepreneurship

Agricultural Engineering Technology
Agricultural Science, Dairy Science, Agricultural Business
Business and Entrepreneurship
Environmental Science
Equine Science
Hospitality
Plant Sciences

School of Liberal Arts

Criminal Justice
Humanities
Journalism Technology
Social Science

School of Science, Technology and Health Studies

Automotive Technology
Biology / Chemistry
Computer and Information Technologies
Engineering Technologies
Massage Therapy
Mathematics and Computer Science
Mechanical Technology
Nursing
Nutrition and Dietetics
Wood Products Technology / Residential Construction

II.D.2. Appointment Procedures for Department Chairs

1. The Provost and the School Dean together will meet with all faculty members in the Department. The purpose of the meeting will be to consult with the faculty members regarding the Department Chair position.
2. Faculty members interested in being considered for the position will be asked to submit to the Dean a letter expressing his/her interest.
3. Candidates may also be solicited by the Dean.
4. Faculty members in the Department will have an opportunity to express their support in written form for the candidates. (This is understood not to be an election.)
5. Each candidate will be interviewed by the Dean and the Provost.
6. After the interview and consultation process is completed, the Provost and the Dean will review the materials on each candidate and the Dean will make his/her recommendation to the Provost.
7. The Provost will make his/her recommendation to the President for appointment. An annual performance evaluation of the Department Chair will be made by the Dean with input from the department faculty. Just prior to the completion of each term appointment, the incumbent will be contacted to determine his/her interest in continuing as Department Chair. If the Dean has been satisfied with the performance and the incumbent wishes to continue, the faculty in the department will have an opportunity for input regarding the performance and reappointment of an individual. If the incumbent chooses not to seek reappointment, procedures 1-7 will be followed.

The appointments (one, two or three years) will run from July 1 to June 30.

II.D.3. Responsibilities

1. In consultation with the faculty, prepares and recommends departmental goals to the Dean.
2. Assists the Dean in recruiting, interviewing and recommending personnel for appointment.
3. Conducts regularly scheduled department meetings and insures that minutes are taken and maintained.
4. In consultation with the Department faculty, prepares the annual budget request for submission to the Dean.

5. Supervises the use, care and control of equipment assigned to the department as well as suggests enhancements.
6. Coordinates advisory committee activities (if applicable).
7. Coordinates with the Dean teaching schedules and workloads for faculty and staff members, including recommendations for continuing education courses.
8. Responsible for monitoring and maintaining class and laboratory size (i.e., student numbers).
9. Coordinates and monitors the department budget.
10. Provides input to the Dean for promotion, reappointment and continuing appointment.
11. Identifies professional achievement of faculty and brings to the attention of the Dean.
12. Provides input to the Dean on the evaluation of departmental personnel.
13. Assists the Dean in establishing student recruitment procedures and plans for and participates in visitation and orientation days.
14. Coordinates the development and evaluation of instructional programs, courses and curricular matters.
15. Coordinates academic advisement within the department.
16. Establishes and maintains a good working relationship with the College community, the general public and business and industry.
17. Other duties as assigned by the Dean.

The Department Chair will be reviewed annually.

II.E. THE FACULTY

The term ‘faculty’ refers to the academic employees of the College as defined in Article II of the Policies of the Board of Trustees of SUNY. The faculty includes any employee holding an academic or qualified academic rank (*i.e.* those ranks containing the terms professor, instructor, lecturer, or librarian).

II.E.1. Organization

The Morrisville State College faculty is organized by school. Each school is composed of departments and each department has a chair.

The dean of each school is ultimately responsible for the affairs of the school and is assisted by department chairpersons as necessary. Faculty members work closely with department chairpersons and deans in all matters involving the school. Faculty members should work with the dean on matters needing consultation, but may consult the Provost or the President at any time without first consulting anyone else. It is suggested that the normal chain of command be followed whenever possible.

II.E.2. Faculty duties and responsibilities

The faculty of the college have the obligation to participate significantly in the initiation, development and implementation of the educational program.

Specific responsibilities include:

- Teaching and adequate preparation for assigned classes.
- Student advisement.
- Maintaining regularly scheduled office hours.
- Professional growth.

- Promoting the college with various external contacts.
- Additional duties as may be assigned or undertaken on a voluntary basis.

II.F. THE PROFESSIONAL STAFF

The professional staff (usually referred to as the ‘staff’ in this handbook) are the professional employees of the College as defined in Article II of the Policies of the Board of Trustees of SUNY. The staff includes any employee who is a part of the Professional Services Negotiating Unit who does not hold an academic or qualified academic rank.

II.G. THE COLLEGE SENATE AND SHARED GOVERNANCE

Morrisville State College embraces and strongly promotes the concept of shared governance. Faculty and professional staff are represented by the College Senate and its officers. See the College Senate webpage for further information at: <http://morrisville.edu/collegesenate>

II.H. SHARED GOVERNANCE AND POLICY REVIEW AND CONSULTATION PROCESS

The college has specific procedures for the review and approval of academic policies. See the webpage for the College Senate Academic Issues Committee for the review flowchart. <http://morrisville.edu/collegesenate>

II.I. MORRISVILLE ALUMNI BOARD

In 1912, an Alumni Board of Directors was founded to engage alumni, friends and the university in mutual service and communication to help ensure continued excellence in the life of Morrisville State College. Any graduate, present or retired faculty member of the college is considered a member of the Morrisville State College alumni family. As of 2008, Morrisville State College is represented by approximately 45,000 alumni – from towns and cities throughout the United States and in a number of countries throughout the world.

The Alumni Board of Directors is a 16-member advisory organization that works with the Alumni/Development office to fulfill the following objectives:

- Communication – Providing consistent communications between Morrisville State College and Alumni
- Fundraising – The Alumni Board helps to identify sources of private funding for their Alma Mater as well as contribute themselves
- Heritage – Maintaining the legacy of Morrisville State College and Alumni
- Relationship Building – Enhancing the involvement of Alumni with Morrisville State College, encouraging financial contributions to support the college’s mission
- Service to the Campus Community – Demonstrating and enhancing Alumni service to the campus community
- Visibility – Promoting awareness of Morrisville State College and other Alumni

Alumni/Development accomplishes its objectives through the following programs:

- Alumni Communications – the bi-annual “Alumni News” and online community inform and involve alumni both in print and electronic form
- Alumni Programming – Mustang Weekend and regional events provide opportunities for alumni

- to meet in person
- Revenue Development – the annual Phonathon helps generate funds for the Morrisville College Foundation; involvement with a variety of affinity programs provides benefits to alumni and generates revenue for alumni programs
- Career and Mentoring Network – this informal network provides alumni the opportunity to engage themselves with the campus and academic curriculum

II.J. MORRISVILLE AUXILIARY CORPORATION (MAC)

The Morrisville Auxiliary Corporation of the State University of New York College of Agriculture and Technology at Morrisville, Inc. (MAC) is a not-for-profit corporation which operates a wide range of services for the benefit of the college community.

At Morrisville State College, MAC operates the following facilities:

Dining Services	Cable Television
Seneca Dining Center	Vending
Mustang Alley	Trash and Cleaning
Smooth Jazzy Joz	Residential Washers & Dryers
Stix – IcePlex Snack Bar	Technology Center & ThinkPad Program
The Pit Stop	Agri-Business Center
Conference and Catering Services	ID Cards
Campus Store	Copper Turret Restaurant
Norwich Campus Store	Morrisville Commons I
Nelson Farms & Nelson Farms Training Institute	Morrisville Commons II
Nelson Farms Country Store	MAX Shuttle Service
Morrisville State College IcePlex	Honors House
IcePlex Pro Shop	Shop24

MAC is one of the largest employers in the Morrisville-Eaton community. MAC provides gainful employment, excellent benefits, and support to the community by employing a high number of local community members. MAC also equips and maintains all its facilities on the campus.

The auxiliary service corporation operates under the control of a board of directors. The trustees' guidelines indicate that this board shall consist of college faculty, students and administration members. No single constituency shall have more than 50% of the board membership nor shall the student constituency have less than one-third membership of the board. The Morrisville State College MAC by-laws call for a nine member board consisting of three administrators appointed by the President, three faculty members elected by the faculty congress, and three students elected by the student body.

The board of directors employs a General Manager, who is Chief Operating Officer of the corporation. This individual acts as the specific designee in all operational activities. This structure has been successful over the years in maintaining the goals of providing the highest level of service for the lowest cost to the student and college community. The Corporation is fiscally sound and has received unqualified annual audits from a private CPA firm. The corporation is subject to a periodic audit by the State Division of Audit and Control.

II.K. MORRISVILLE COLLEGE FOUNDATION, INC.

The Morrisville College Foundation, Inc. is the recognized United States Internal Revenue Service 501-C-3 tax exempt, gift-receiving entity of the institution. This educational, not-for-profit corporation is

registered with the New York State Secretary of State, with consent of the New York State Supreme Court, and the Commissioner of Education. It is subject to the SUNY Chancellor's guidelines. Incorporated in 1976, the autonomous Foundation encourages donations for use in meeting Morrisville State College's important campus needs, where state assistance is either inadequate or non-existent. The basic support for the College comes from public funds; support for enrichment must come from private sources of funding in order to build and maintain a greater institution than the state alone will sustain.

The functions, powers and purposes of the Morrisville College Foundation, Inc. include the allocation of funds, acting under the recommendations of the College administration to:

1. provide endowment dollars for scholarships to promising students;
2. serve the faculty via grants for innovative projects to improve teaching and learning;
3. enhance the quality of campus life by supporting co-curricular activities, library acquisitions, cultural events, classroom /laboratory enrichment, purchase of supplies, assisting campus publications, and helping with other features that enhance a college experience;
4. beautify surroundings and help preserve the historic quality of the campus; and
5. maintain true quality in programs and facilities—through the purchase of equipment and supplies for which other funding is unavailable.

In order to maintain the margin that provides excellence in our educational pursuits, and true quality of campus life, private dollars are vital to offset the shrinking percentage of college revenues supplied by the State of New York. In the future that margin of excellence at Morrisville State College will be sustained only by voluntary gifts through the Morrisville College Foundation, Inc. from the following constituencies: alumni, faculty/ staff, parents, students, corporate good neighbors, and foundations.

The Morrisville College Foundation's Board of Directors operates under Bylaws that provide for six to twenty-five members including the current Speaker of the Faculty Congress, the Student Government President, President of the Alumni Board, and Sr. Business Officer of the College. Organization includes: the Executive Standing Committee composed of the four officers; the Investment Committee; the Development/Planning Committee; and the Constitution/Bylaws Committee.

II.L. UNITED UNIVERSITY PROFESSIONS, INC.

The State, pursuant to the certification of the Public Employment Relations Board, recognizes United University Professions (UUP) as the exclusive representative for collective negotiations with respect to salaries, wages, hours and other terms and conditions of employment of employees serving in positions in the State University Professional Services Negotiating Unit (Taylor Law, 1967). The unit is comprised of all faculty and professional staff.

Membership in the UUP is not mandatory. However, it is required that all employees in the Professional Services Negotiating Unit pay an agency fee (State Legislature, 1974). This fee is equal to the United University Professions member dues.

United University Professions (UUP) is also recognized as the bargaining agent for professional staff and faculty at all units of the State University of New York. UUP negotiates with the State of New York on all terms and conditions of employment and represents faculty and staff both with local and central administration.

Locally, UUP is represented on campus by the Morrisville Chapter officers who are elected according to the procedures of the Chapter constitution. UUP State officers and Executive Board members are elected by and from the UUP Delegate Assembly according to UUP constitutional procedures. The Delegate

Assembly is the highest governing body of UUP and is responsible for establishing the UUP policies which are subsequently implemented by the UUP Executive Board. Members of the Delegate Assembly are duly elected by their respective chapters.

A chapter office is located on the Morrisville Campus in Brooks Hall, Room 112.

II.M. INSTITUTIONAL REVIEW BOARD

An Institutional Review Board (IRB) is a federal/state requirement whenever human subjects are used in a project destined for a final report, publication, presentation, or shared information. The goals are to provide the Principal Investigator (PI) with IRB support through the reviewing process and to protect the rights of the human subjects involved. These goals require the following:

1. Participants must have reached the age of consent – in NYS that is 18 years or older - or a signed Informed Consent form must be submitted by the parent/guardian.
2. Participation must be voluntary.
3. Written Informed Consent must be obtained from the participants and maintained by the campus Human Subjects Administrator for three years. Risks to participants must be made clear to them. (Note: Anonymity or coding instead of names greatly reduces risk.)
4. Participants need to represent random selection. That is, a target population cannot assume risks by being in a project that is designed to benefit a larger population.
5. Part-time faculty members and student investigators require a member of the full-time faculty to be their sponsor.
6. The IRB does not meet in the summer or during breaks and requires three weeks lead time to process an Application for Review.

For additional information on how to select the proper category for your Application – exempt, expedited, or full review- contact the Office of the Provost.

SECTION III APPOINTMENT AND EMPLOYMENT

The section of the handbook details appointment and employment regulations laid out by contract, State and Federal Law, or those otherwise outside of the scope of Faculty/Staff governance. Most of this section will refer to policies found in the Human Resources Employee Policy Manual. This section is maintained by the Office of Human Resources.

III.A. APPOINTMENT OF EMPLOYEES

Faculty and professional staff are appointed in a variety of ways. The President, after seeking consultation, may appoint, reappoint, or recommend to the Chancellor for reappointment or promotion as appropriate, those persons who in his/her opinion are best qualified. Consultation is defined as consideration of recommendations of academic or professional employees, search committees, or other appropriate sources. See Article XI Policies of the Board of Trustees for additional information.

III.A.1. Continuing Appointment

Continuing appointments are made to positions of academic rank which are unaffected by changes in rank and continue until resignation, retirement or termination. Continuing appointments are made by the Chancellor upon consideration of the recommendations of the President. Continuing appointment as a Professor, Associate Professor, Librarian or Associate Librarian may be made at any time or after initial appointment provided that after three consecutive years of service any further employment must be on a continuing basis. The Master's degree is the minimum credential for continuing appointment to the teaching ranks at the College. Continuing appointments as Assistant Professor, Instructor, Senior Assistant Librarian or Assistant Librarian may be made by the Chancellor following seven years of service provided, however, that further employment following seven years of service in a position of academic rank must be in a continuing appointment basis. Service credit, up to three years, for any satisfactory full time experience in academic rank at any accredited academic institution of higher education, may be granted by the President or designee, after written request by the employee not later than six months after the initial appointment.

III.A.2. Permanent Appointment

Permanent appointments are made to professional titles, except those titles that are listed in Appendix A of Article XI of the Policies of the Board of Trustees, and continue until a change in title, resignation, retirement or termination.

Permanent appointments are made by the Chancellor upon consideration of recommendations by the President. Professional employees are eligible for permanent appointment, except as indicated below, after completion of seven consecutive years of service, the last two of which have been in the professional title to which permanent appointment may be granted. Up to three years of service credit for service in a professional title at another SUNY unit may be granted at the discretion of the President, after written request by the employee no later than six months after the date of initial appointment.

- a. Upon completion of three consecutive years of full-time services as a professional employee at that College, the last year of which has been in that professional title, a professional employee in either a SL-1 or SL-2 ranked position may request early consideration for permanent appointment. Such request must be in writing and submitted to the President of the College no later than nine months prior to the date upon which such employee would otherwise receive written notice that a term appointment is not to be renewed upon expiration. In the event the

President of the College grants the employee's request for such early consideration, any further employment of that employee after completion of five consecutive years of full-time services as a professional employee at the College, the last two years of which have been in that professional title, must be on the basis of permanent appointment; provided, however, that such appointment shall not be effective until made so by the Chancellor.

- b. Upon completion of four consecutive years of full-time service as a professional employee at the College, the last year of which has been in that professional title, a professional employee in either a SL-1 or SL-2 ranked position may request early consideration for permanent appointment. Such request must be in writing and submitted to the President of the College no later than nine months prior to the date upon which such employee would otherwise receive written notice that a term appointment is not to be renewed upon expiration. In the event the President of the College grants the employee's request for such early consideration, any further employment of that employee after completion of six consecutive years of full-time service as a professional employee at the College, the last two years of which have been in that professional title, must be on the basis of permanent appointment; provided, however, that such appointment shall not be effective until made so by the Chancellor.

III.A.3. Term Appointment

Term appointments may be granted to any person serving in a position in the Professional Services Bargaining Unit and are for a specified period of time up to three years. In the event a term appointment is not to be renewed upon expiration, the appointee will be notified not less than:

- a. Three months prior to the end of a term expiring at the end of the employees first year of uninterrupted service, but not later than March 31 for terms ending June, July or August:
- b. Six months prior to the end of a term expiring after the completion of one but not more than two years of uninterrupted service, but not later than December 15 for terms ending in June, July or August:
- c. Twelve months prior to the expiration of a term after two or more years of uninterrupted service.

III.A.4. Five Year Term Appointments

Five year term appointments may be granted to persons serving in titles listed in Appendix A Title XI of the Policies of the Board of Trustees and are subject to the same appointment and renewal procedures as term appointments:

III.A.5. Part-Time Service Term Appointments

A term appointment may be given to any person appointed to or serving in a position designated as being in the Professional Services Negotiating Unit. In the event a part-time term appointment is not to be renewed upon expiration, the employee will be notified not less than 45 calendar days prior to the end of a part-time service appointment.

Further employment at any college of an individual who has been employed at that College on a part-time basis for six consecutive semesters in a position designated as being in the Professional Services Negotiating Unit shall be on the basis of a term appointment. In computing consecutive semesters of part-time service for the purposes of appointment or reappointment under this subdivision, periods of leave of absence at partial salary or without salary shall not be included, but shall not be deemed an interruption of otherwise consecutive service. An individual who has been granted term appointment but for whom classroom enrollment is inadequate shall have no entitlement to salary, benefits, or any other

rights or privileges.

In the event the service of such an individual is interrupted for a period of four consecutive semesters or more, the Chief Administrative Officer of the College may grant the employee any type of appointment as in his judgment is appropriate.

III.A.6. Temporary Appointments

Temporary appointments may be given to any person serving in a position in the Professional Services Bargaining Unit and are made by the President. Temporary appointments may be terminated at any time and are normally given when service is part-time, voluntary, anticipated to be for a period of one year or less and in situations where appointment is made to a position vacated by a professional employee serving a probationary appointment.

III.B. ATTENDANCE AND LEAVE

For institutional accountability and protection of the employee, any absence from campus, on college business, requires the completion of an application for absence form. This form should be submitted to and approved by the immediate supervisor no later than three (3) days prior to absence and may be required for all absences in certain instances.. In addition, all employees must complete a monthly record of attendance form which must be returned to the Human Resources Office no later than two (2) weeks following the end of the month. (see Article XIII SUNY Policies of Board of Trustees)

III.B.1. Sick Leave

All members of the Professional Services Negotiating Unit accrue sick leave on a monthly basis for any month in which they are in full pay status for more than half of the month. Full time employees hired prior to July 1, 1982 accrue sick leave at the rate of 1.75 days for each month of their professional obligation. Full time employees hired on or after July 1, 1982 accrue sick leave at the following rate:

<u>Years of Service</u>	<u>Monthly accrual rate</u>
0-1	1.25 days
2	1.33 days
3, 4, 5	1.50 days
6	1.67 days
7	1.75 days

Sick leave may be accumulated up to a maximum of 200 days.

Part-time employees accrue sick leave as follows:

Academic employees who teach:	receive:
1 course	¼ day per month
2 courses	½ day per month
3 courses	1 day per month
Professional employees who earn:	receive:
up to \$12,483	¼ day per month

\$12,484 to \$18,835	1/□ day per month
\$18,836 to \$25,186	1 day per month
\$25,187 or higher	1 ¼ day per month

Sick leave may be used for any temporary mental or physical impairment of health which disables an employee from the full performance of duty. The President may require an employee to provide suitable medical evidence from the employee's physician to substantiate a claimed temporary disability.

Sick leave, up to a maximum of thirty days and subject to the approval of the President, may be utilized for absences necessitated by a death or illness in the employee's family.

Additional sick leave may be granted at the discretion of the President following the exhaustion of available sick leave accruals.

III.B.2. Sick Leave Monitoring Program

The College routinely monitors the amounts of sick leave utilized, as well as the way it is utilized, as a part of a sick leave monitoring program for all employees. One purpose of the program is to reduce excessive absenteeism and to help identify patterns of potential abuse. Another purpose is to assist employees in understanding the significant benefit of sick leave towards the cost of retiree health insurance and in the benefits of paid time off during a time of extended illness.

III.B.3. Maternity Leave

Disabilities arising from pregnancy or childbirth are treated the same as other disabilities in terms of eligibility for sick leave with and/or without pay. Employees may charge any absence during the period of medical disability prior to and after birth to accumulated sick leave. Other leave credits may be utilized after the period of disability, subject to the approval of the President.

III.B.4. Vacation Leave

Professional staff accrue vacation leave on a monthly basis for any month in which they are in full pay status for more than half the month. Full time employees hired prior to July 1, 1982 accrue vacation leave at the rate of 1.75 days for each month of their professional obligation. One additional day of annual leave is accrued on January 2. Full time employees hired on or after July 1, 1982 accrue vacation leave at the following rate:

<u>Years of Service</u>	<u>Monthly accrual rate</u>
0-1	1.25 days
2	1.33 days
3, 4, 5	1.50 days
6	1.67 days
7	1.75 days

Vacation leave may be accumulated up to a maximum of 40 days. Part time employees accrue vacation leave as follows:

<u>Professional employees who earn:</u>	<u>receive:</u>
up to \$12,483	¼ day per month

\$12,484 to \$18,835	1/□ day per month
\$18,836 to \$25,186	1 day per month
\$25,187 or higher	1 ¼ day per month

The use of vacation leave requires the prior approval of the immediate supervisor.

III.B.5. Holiday Leave

Professional staff are eligible to observe the following state holidays:

New Year's Day	Labor Day
Martin Luther King Day	Columbus Day
Lincoln's Birthday	Election Day
Washington's Birthday	Veteran's Day
Memorial Day	Thanksgiving Day
Independence Day	Christmas Day

In the event one of the listed holidays falls on a Saturday or an employee is required to work on a holiday, compensatory time is granted. Compensatory days off must be scheduled at times mutually convenient to the employee and the College within three months from the day they are granted.

III.B.6. Sabbatical Leave

Academic employees having continuing appointment may be granted a sabbatical leave, for professional development, which shall have an objective of increasing an employee's value to the College and thereby improving or enriching its programs. Sabbatical leave must be approved by the President. Sabbatical leaves may be granted for periods of one year at a salary rate that does not exceed one half of the employees basic annual salary or one half year at a salary rate which does not exceed full annual salary. Employees must file a statement indicating that they will continue as a member of the professional staff at the College for a minimum of one year following a sabbatical leave. Vacation and sick leave credits are not accrued or used during a sabbatical leave.

III.B.7. Disability Leave

An employee discontinued from service as a result of a disability which prevents performance of his/her duties, will be granted a leave without pay until the disability ceases, the employee reaches age sixty-five or death, whichever occurs first.

III.B.8. Family and Medical Leave

The Family and Medical Leave Act (FMLA) allows eligible employees to take up to 12 weeks of unpaid job protected leave, in a designated year, for certain family and medical reasons. During a period of FMLA leave employees may continue health coverage at the normal group rate.

An FMLA leave may require advance notice by the employee. Questions may be referred to the Human Resources Office.

III.B.9. Other Leaves

The President may recommend to the Chancellor other leaves of absence at full or reduced salary or without pay, for academic or professional staff for the purpose of professional development, acceptance

of assignments of limited duration with other universities or colleges, governmental agencies, foreign nations, private foundations, corporations and similar agencies, as a faculty member, expert, consultant or for any other purposes consistent with the needs and interests of the College.

III.C. FRINGE BENEFITS

III.C.1. Health Insurance

Because circumstances and situations differ, employees are offered a choice between two health insurance options, either the Empire Plan or participation in a variety of Health Maintenance Organizations (HMO's). The cost of coverage is dependent upon the plan chosen and whether individual or family coverage is selected.

The Empire Plan is a comprehensive health benefit package which features:

Blue Cross hospitalization which provides 365 days of paid-in-full inpatient hospital coverage plus a wide range of other paid-in-full hospital benefits.

A two-part Medical Expense Benefit Plan, underwritten by United Health Care

1. A Participating Provider Program which offers paid-in-full benefits when covered medical services are rendered by a Participating Provider (employee co-payment required).
2. A Major Medical Program which reimburses for the reasonable and customary charges for covered services rendered by non-participating providers subject to deductible and coinsurance.
3. Other parts include:
 - A mental health and substance abuse program,
 - Prescription drug coverage with an employee co-payment
 - Home care services, skilled nursing services, and durable medical equipment and supplies
 - Chiropractic treatment and physical therapy

HMO's are a form of prepaid medical care which place an emphasis on preventative care while providing a wide range of health services from routine office care to medical treatment and hospitalization as well as prescription drug coverage.

Both health insurance options require a 42-day waiting period.

III.C.2. Retirement Plans

There are three retirement programs available to faculty and professional staff.

1. New York State and Local Employees' Retirement System (ERS)
2. New York State Teachers' Retirement System (TRS)
3. Optional Retirement Program (Aetna, Met Life, TIAA/CREF, ING, and Valic)

All three retirement systems require a 3% contribution by the employee. Retirement option election is permanent and must be made within 30 days of the effective date of appointment. If timely election is not

made, the employee is automatically enrolled in TRS.

ERS and TRS are called “defined benefit” plans. Both ERS and TRS provide a specific or defined retirement pension based on a formula which includes years of service and final average salary in the pension calculation. Employees in tiers 2, 3, and 4 are vested (guaranteed rights to a pension or annuity) after they have accrued 5 years of service credit. Employees in tier 5 are vested after they have accrued 10 years of service credit.

The ORP is called a defined contribution plan. Under this program the University makes a specific or defined contribution to employee ORP contracts. Retirement benefits are based upon the value of the contracts at the start of retirement. Employees are vested in ORP as soon as they own the ORP contracts. New employees, who do not already own contracts, are required to serve thirteen months before contracts are issued.

III.C.3. Disability Insurance

The SUNY Group Disability Insurance Program is designed to protect the income and retirement benefits of employees who incur total disabilities which are expected to last six months or more. The program supplements several other programs and benefits which often provide other means of compensation or income during periods of disability. Group disability insurance benefits together with benefits from other university, state and federal programs, if applicable, insure a replacement of a substantial part of income during normal working years and during subsequent retirement. Employees are covered on the first day of the month coinciding with or next following completion of one year of service. The entire cost of the program is assumed by SUNY.

III.C.4. Financial Services

Employees may join the Mohawk Valley Federal Credit Union or the United States Savings Bond payroll deduction program and have a fixed amount of money deducted from each bi-weekly pay check. Employees may also participate in tax deferred annuity programs, and in the New York State Deferred Compensation Program.

III.C.5. Direct Deposit

Your check can be automatically deposited into your checking and/or savings account at virtually any bank or credit union in the United States.

III.C.6.. Long Term Care

New York State offers two long-term care insurance plans thru MedAmerica Insurance Company. Medical underwriting is not required in the first 60 days of employment.

III.C.7. Tuition Assistance

Members of the Professional Services negotiating unit may enroll in one course per semester at any SUNY unit on a space available basis. When space is available, employees may enroll in a course on a tuition free basis. (See Article 49 UUP Agreement)

Additional tuition funding is available for use primarily at SUNY Units. Tuition funding granted is subject to the availability of funds in a particular year.

Further information and required forms are available in the Human Resources Office, 4th Floor,

Administration Building.

III.C.8. Approval Proces for Full-Time Employees Enrolling in College Credit Courses

Following is the policy to be followed when employees wish to enroll in college credit courses.

Any employee enrolling in college credit courses requesting tuition reimbursement must have the approval of their immediate supervisor, and/ or the Vice President for Academic Affairs.

Any employee requesting more than a total of six hours of college credit per semester must have the approval of their immediate supervisor, the Vice President for Academic Affairs, and the President.

Employees will not be permitted to take more than one three-credit course during regular work hours each semester, and they will only be approved for this release time after careful review of their work station.

Request for release time is not covered by any union agreement, and approval should not be automatic. Employees should be approved only at the convenience of the College.

Any questions relating to this policy should be referred to the Director of Human Resources.

III.D. EVALUATION OF FACULTY

III.D.1. Purpose

Authority to conduct faculty evaluations is granted to the President in the Policies of the Board of Trustees. (See Article XII) The actual evaluation methodology utilized is left to the discretion of each college. The faculty evaluation procedure for this college is as follows:

It shall be the policy of the College to periodically evaluate the academic faculty. The results of such evaluation may be used to aid the faculty member in developing a planned program of professional development, aid in the planning of faculty development activities campus wide, aid the faculty members in efforts to improve instruction and to aid administration in personnel decisions.

At the time of the initial evaluation, the supervising Administrator* shall prepare an evaluation folder. The contents of the folder shall be dated and placed in chronological order. Except when being used as part of the evaluation process or in making recommendations, the evaluation folder shall be placed in the official personnel file. Included will be evaluation reports completed by the initiating officer and other components of the evaluation system selected by the faculty.

The faculty member may include in his/her folder any supporting documentation compiled from evaluative tools mutually agreed upon by the faculty member and the supervising administrator. It is not intended that any single evaluation report be used as the sole basis of judgment. The faculty member may place a response to any evaluation report in the folder.

Evaluations shall be completed by December 1 and March 1 for first year faculty and then annually for non-tenured faculty. A faculty member can request more frequent evaluations at any time.

* Management / Confidential Employee

III.D.2. Evaluation Components

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All of the evaluations shall be included in the folder. Of the following components, a faculty member must select number one and two and a minimum of one of the remaining items to be included in the evaluation. These will be identified by the faculty member at the beginning of the academic year he/she is being evaluated.

1. Evaluation by the Dean or Associate Dean (Nursing Division) or Head Librarian.
2. Student evaluations.
3. Peer evaluations.
4. Self-evaluations.
5. Evaluation by Alumni and/or professionals in the field.
6. Other as agreed upon by the faculty member and the Dean.

The evaluations (with the exception of numbers two and five) shall include, but may not be limited to mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness of University service, and continuing growth. The form (s) to be used will be mutually agreed upon by the faculty member and his/her supervisor.

The evaluation folder shall be available to the faculty member, Associate Dean, School Dean, Vice President for Academic Affairs and the President. The supervising administrator shall be responsible for removing materials more than eight years old and returning them to the faculty member. Any further access to the folder will be only by written permission of the faculty member involved.

III.D.3. Supervisor's Evaluation (Dean, Associate Dean, or Head Librarian)

The evaluation by the supervising administrator will be completed on a form to be mutually agreed upon by the supervising administrator and the faculty member. The supervising administrator will meet with the faculty member before the evaluation is written to discuss the individual's strengths and those areas needing improvement. After this meeting, the evaluation will be written and a signed copy given to the faculty member and the original placed in the personnel file.

III.D.4. Peer Evaluations

If the faculty member chooses to use Peer Evaluation, the supervising administrator will request written comments from faculty members in the evaluatee's department. The evaluatee may also identify other faculty from whom the administrator will request written comments.

III.D.5. Student Reactions

If the faculty member chooses to use student reactions, they shall be the responsibility of the supervising administrator and should be conducted by prearrangement with the evaluatee. The evaluatee shall not conduct the survey. All students currently enrolled in the evaluatee's classes shall have the opportunity to participate in the survey. The student reaction survey shall be conducted prior to exam week.

An analysis of the student reaction survey, written by the faculty member, shall be placed in the faculty member's folder after the faculty member has studied the results, in consultation with the supervising administrator.

III.D.6. Self-Evaluation

If a faculty member chooses to use self-evaluations, he/she will prepare a self-assessment of his/her

professional strengths and areas needing improvement. The faculty member may also indicate plans for professional growth and identify possible resources that the college might provide.

III.D.7. Evaluation by Alumni and/or Professionals in the Field

If the faculty member chooses to use alumni and/or professionals in the field, he/she should select a minimum of twenty alumni representing more than one graduating class or five professionals in the field. A faculty member may also select a combination of alumni and professionals in the field to fulfill the requirements for this component.

III.D.8. Review Board for Faculty Evaluations

If a faculty member wishes to appeal an evaluation or any disagreement with a supervisor about the process and forms, he/she may do so to the Review Board. The Review Board shall be comprised of a faculty member selected by the individual who is appealing the evaluation, a faculty member appointed by the President or his designee, and a faculty member appointed by the Speaker of Faculty Congress. The faculty member appointed by the Speaker will serve as Chairman of the Review Board. The Review Board will have a maximum of thirty days to report their findings and make their recommendation to the President.

III.E. EVALUATION OF PROFESSIONAL STAFF

It is the policy of the State University of New York to evaluate the performance of all professional employees in the Professional Services Negotiating Unit. The guidelines for the system of evaluation are outlined in the 1981 Memorandum of Understanding between SUNY and UUP. The following outlines the evaluation process at this campus:

III.E.1. Purposes

1. Provide the college president with consultation in making a decision to renew or non-renew a professional employee's appointment.
2. Provide a basis for performance improvement.
3. Serve as a guide to reevaluate job functions.
4. Provide the college president with consultation in a decision as to promotions and discretionary salary increases.
5. Provide a basis for career growth.

III.E.2. Performance Program

Prior to the preparation of a performance program, the immediate supervisor should meet with the employee for the purpose of discussing:

1. The nature of the professional employee's duties and responsibilities;
2. Supervisory relationships;
3. Functional relationships;
4. Immediate and long-term objectives;
5. Criteria for evaluating achievement of objectives;
6. Secondary sources to be consulted.

The consultation between the employee and the supervisor provides the basis for the performance program.

The program shall identify each of the major areas of assigned responsibility, performance objectives for the evaluation period, and criteria for evaluating the employee's performance. The criteria may include, but are not limited to the following:

1. Effectiveness performance;
2. Mastery of specialization;
3. Professional ability;
4. Effective in University services;
5. Continuing growth.

Once the completed performance program has been reviewed, the form should be signed by the employee and distributed as indicated. If the employee and supervisor do not concur on the performance program, the employee may attach a rebuttal.

III.F. DISCRETIONARY SALARY INCREASES

The terms of the negotiated agreement between the State and the bargaining agent for faculty and professional staff have traditionally provided for a pool of funds over and above across the board percentage salary increases for eligible employees. This pool of funds is distributed to eligible employees at the discretion of the Board of Trustees of the State University of New York.

Procedures

1. A faculty member who desires to be considered for discretionary pay is free to submit written support as to his/her meeting of the established criteria: mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness of university service, and continuing growth. This written document would be given to the department chairperson for his/her perusal. This person would then discuss the document with the School Dean and leave it with the School Dean for his/her review. The department chairperson would be encouraged to submit his/her own written support for discretionary pay to his/her school dean. The written supports would be retained by the School Dean and not forwarded with his/her recommended list unless requested.

Faculty members and department chairpersons could also request an interview with the School Dean to orally support their bids for discretionary pay, with or without the written support document. In addition, School Deans would be encouraged to consider personnel for discretionary pay who submitted no support, either written or oral, on their own behalf.

2. Professional employees would follow similar procedures so that their written and/or oral bids for discretionary pay would reach their supervising personnel.
3. School Dean and other supervising personnel may make available to their personnel the names of their recommended candidates after their selection.

The School Deans and other supervising personnel should be available to discuss with individuals who were not recommended by them for discretionary pay the areas where improvement could lead to future discretionary increases.

4. Appeals of the supervisor's recommendation by a faculty or staff member should begin with the Vice President for Academic Affairs, Dean of Students, and Vice President for Administrative Services. If the faculty or staff member is not satisfied and wishes to seek further redress, then he/she should appeal the decisions to the President.

**SECTION IV
CONTINUING/PERMANENT APPOINTMENT AND PROMOTION**

This section lays out the procedures and criteria for faculty (both librarian and non-librarian) and professional staff to earn both continuing/permanent appointment and promotion. This section is maintained by the Office of the Provost and the College Senate Academic Issues Committee.

IV.A – CONTINUING APPOINTMENT PROCEDURES- FACULTY (NON-LIBRARIAN)

The procedures listed here are effective Fall 2016 for all faculty members. The criteria listed in IV.A.6 are effective for all faculty members as of Fall 2018. Faculty members seeking continuing appointment before Fall 2018 are encouraged to meet these criteria.

YEAR OF SERVICE	FACULTY PROFESSIONAL DEVELOPMENT TIMELINE	CONTINUING APPOINTMENT/ PROMOTION TIMELINE
1	Work with the faculty mentor (Section V.B.1)	
2	Portfolio Year- Prepare a portfolio (Section V.B.2)	
3		Preliminary Review- Feedback from the School Review Committee on progress towards continuing appointment based on portfolio (Section IV.A.1)
5	Portfolio Year- Prepare a portfolio (Section V.B.2)	
6		Apply for Continuing Appointment- Review of portfolio (Section IV.A.2) based on established criteria (Section IV.A.6)
7		Promotion to Associate Professor (Section IV.C.3)
13	Portfolio Year- Prepare a portfolio (Section V.B.2)	
14		Apply for Promotion to Professor based on established criteria (Section IV.C.4)
		After 5 years as a Professor, eligible for Distinguished ranks (Section IV.C.1)

IV.A.1 – Preliminary Review Timeline

The goal of the preliminary review is threefold: 1) it encourages the creation of a continuing appointment portfolio, 2) it serves as evidence of “Professional Growth”, one of the five evaluation areas, and 3) it provides formal peer feedback on the candidate’s progress towards continuing appointment. This review in no way replaces the annual administrative reviews or other contractual requirements.

Faculty whose appointments begin at the start of an academic year will follow the timeline below during the third year of employment. Those hired mid-year should consult with their School dean to determine the deadlines. (See Section IV.A.3 for other ways the timeline may be adjusted.)

- February 1st The faculty member will submit a preliminary continuing appointment portfolio demonstrating progress towards meeting the criteria in each of the five areas and submit the portfolio to their School office by February 1st of their third year on the tenure track. The portfolio will be passed on to the School Review Committee for review. (See Section IV.A.4)
- April 1st The School Review Committee will meet with the faculty member by April 1st to discuss their progress towards continuing appointment.
- May 1st The School Review Committee will produce a written assessment of the progress made by the faculty member towards continuing appointment. This assessment will be forwarded to the faculty member, their department chair, and their School dean. This review is designed to aid faculty members in setting goals over the next few years that will enable them to meet the criteria for continuing appointment.

IV.A.2 – Continuing Appointment Timeline

Faculty whose appointments begin at the start of an academic year will follow the timeline below during their sixth year of employment. Those hired mid-year should consult with their School dean to determine the deadlines. ((See Section IV.A.3 for other ways the timeline may be adjusted.)

- September 15th The faculty member will submit a continuing appointment portfolio demonstrating how well they have met the criteria in each of the five areas and submit the portfolio to their School office by September 15th of their sixth year on the tenure track.
- October 1st The dean of the School will forward the portfolio to the School Review Committee by October 1st. The committee will review the portfolio based on the continuing appointment criteria and an interview with the faculty member.
- December 1st The School Review Committee (Section IV.A.4) will forward a written recommendation based on their evaluation of the portfolio to the School dean by December 1st. The recommendation should note how the faculty member has been rated in each of the five areas and the committee's recommendation for or against continuing appointment.
- January 31st The School dean will forward the candidate's portfolio, the findings of the School Review Committee, and the dean's own written recommendation for or against continuing appointment based on the established criteria by

January 31st to the Office of the Provost. A copy of this recommendation and the findings of the School Review Committee will be sent to the candidate at this time.

February 15th The provost will forward the portfolio along with the recommendations of the School Review Committee and the School dean to the College Senate Continuing Appointment and Promotion committee.

May 1st The College Senate Continuing Appointment and Promotion Committee will review the findings of the School Review Committee to affirm that criteria were applied consistently and that the appropriate processes and procedures were followed. (See Section IV.A.5) The findings of the Committee will be forwarded to the Office of the Provost by May 1st.

May 31st The provost will make a recommendation to the president based on the recommendation of the School dean and the findings of the two committees by May 31st. A copy of this recommendation will be sent to the faculty member and the School dean. The portfolio will be transferred to the Office of the President.

August 31st The president shall review the various recommendations and make the final decision for or against continuing appointment. The president shall notify the faculty member, the dean, and the provost of the decision to be forwarded to the Board of Trustees. The portfolio will be returned to the faculty member.

IV.A.3 – Adjustments to Continuing Appointment Timelines

There are three primary reasons the timelines in IV.A.1 and IV.A.2 may be adjusted: 1) due to a leave of absence, 2) due to being hired on the tenure-track in the middle of an academic year, or 3) due to receipt of prior service credit for prior academic employment.

IV.A.3.a – Effects of a Leave of Absence

Faculty members receiving an approved leave of absence should work with the provost to determine whether the leave of absence would interfere with the ability of the faculty member to meet the continuing appointment criteria in a timely manner. If it is determined the leave would have a negative effect, the faculty member should be given additional time before going through the preliminary review or before applying for continuing appointment. This delay should meet the requirements of the *Policies of the Board of Trustees 2001*, Article XI, Title B. Section 3.d.2.

IV.A.3.b – Faculty Hired Mid-Academic Year

The timeline for the preliminary review and for the continued appointment review are designed for faculty members who are hired at beginning of the academic year. Faculty members hired in the middle of the academic year should consult with their School dean regarding how the

timelines will apply to them. Where possible, addressing this issue with prior service credit is encouraged.

IV.A.3.c – Prior Service Credit

In accordance with the *Policies of the Board of Trustees 2001*, Article XI, Title B, Section 3.d.1, credit towards continuing appointment can be granted to a faculty member previously employed full-time while holding an academic rank at an accredited institution of higher education. Faculty members may receive up to three years of credit. Where possible, faculty should address this issue prior to signing their employment contract. If it is not settled before the signing of the contract, faculty should make a written request for credit to the provost after consultation with their School dean, and within six months of the date of initial appointment at the College.

A faculty member receiving two years of credit would be required to submit a preliminary portfolio in their first year of employment. Faculty members receiving three years of credit are not exempt from the preliminary review and would also need to submit a preliminary portfolio in the first year of employment which would be officially their fourth year with such credit.

IV.A.4 – School Review Committees

The faculty members of each School will elect a committee of five faculty members with continuing appointment to serve for 3 year terms. The elections will be handled by the College Senate Nomination Committee in accordance with the standard procedures laid out in the College Senate by-laws. Each committee will elect a chair for a one year term who will coordinate the meetings and correspond with the School dean.

The School Review Committee is tasked with reviewing continuing appointment portfolios for faculty members in the third or sixth year on the tenure track.

For the preliminary reviews, the committee reviews a preliminary portfolio and offers advice as to what goals the faculty member should set in order to meet the continuing appointment criteria in each of the five areas.

In the case of the sixth-year review, the committee makes a recommendation for or against continuing appointment based on their evaluation of how well the candidate has met the criteria in each of the five areas.

IV.A.5 – Role of the College Senate Continuing Appointment and Promotion Committee

The College Senate Continuing Appointment and Promotion Committee serves as an internal review committee making sure the criteria for continuing appointment are being applied consistently across all Schools and that the procedures are being properly followed. The committee reviews continuing appointment portfolios and School recommendations to make this determination. The committee reports its findings to the provost.

The committee should work with the provost and the president of the College Senate in cases where the procedures are not being followed or the criteria are not being applied consistently to determine what action, if any, is necessary. This may include: remanding the portfolio back to the School Review Committee for a reevaluation, reassessment of the criteria, or other actions as agreed to between the committee and the provost. The committee should also make recommendations to the College Senate on modifications to the procedures or criteria where necessary.

IV.A.6 – Continuing Appointment Criteria – Faculty (Non-Librarian)

Candidates for continuing appointment must demonstrate a mastery of their subject matter, their effectiveness in teaching, their effectiveness in professional service, their scholarly and professional ability; and their commitment to professional growth as explained below.

Master of Subject	Met or Not Met
Teaching Effectiveness	Effective or Ineffective
Professional Service	Effective or Ineffective
Scholarly and Professional Ability	Effective or Ineffective
Professional Growth	Met or Not Met

IV.A.6.a – Mastery of Subject

Faculty members are expected to be masters of their subject matter. Requirements in this area are set at the time of hire in the hiring letter. Expectations that a faculty member will earn a specific degree by a specific deadline, gain or retain professional certifications or licenses, or any other requirements will be clearly laid out in the hiring letter and each subsequent annual reappointment letter.

Faculty members are evaluated in this area as either having met or failed to meet these criteria. Successful candidates must meet the criteria in this area. It is the responsibility of the candidate to explain how the evidence shows they have met the criteria established.

A narrative of not more than one page should explain how the candidate meets the criteria. The narrative should reference evidence included in this section of the portfolio.

Suggested Evidence

- Yearly appointment letters showing any expectations such as earning a certain degree in a certain time period or the maintenance of professional certifications or licenses.
- Official transcripts showing the completion of the necessary degree or degrees.
- Evidence of professional certification or other requirements.

IV.A.6.b – Teaching Effectiveness

Teaching is the primary responsibility of the faculty at Morrisville State College. Effective teaching involves effective interaction with students in the classroom, in the lab, on-line, or

during any other learning activity. It also includes advising, the development of curricula and other teaching materials, assessment of course and program learning outcomes, and remaining current in the faculty member's discipline and in the pedagogy of that discipline.

While there is no one measurement of effectiveness, in general, an effective teacher should:

- design well-organized courses that challenge and encourage students to think about and engage with appropriate course material.
- create and revise appropriate course materials in support of instruction.
- develop appropriate assessment instruments to measure student mastery of the course content as well as to assess course and program outcomes
- display concern for student mastery by using proven and appropriate teaching methodology as well as being available to students for consultation outside of the classroom.
- advise students appropriately on course selection and career paths in the discipline.
- revise appropriate curricula to keep courses and programs in line with current disciplinary and pedagogical expectations and develop new curricula as necessary.
- adapt and enhance courses and content delivery based on feedback from student, peer, and administrative assessments as well as from self-assessments.
- attend or present at teaching-related conferences, presentations, or workshops on- or off-campus to continue professional development.

Faculty members with prior service credit should include evidence of teaching effectiveness from the period of that prior service.

Faculty members are evaluated in this area as either being effective or ineffective. Successful candidates must be effective. It is the responsibility of the candidate to explain how the evidence shows they have met the criteria established.

A narrative of not more than three pages should explain how the candidate has demonstrated effective teaching. The narrative should reference evidence included in this section of the portfolio.

Suggested Evidence

- A teaching narrative. The portfolio may include a discussion of the candidate's strengths as a teacher and comment on any areas identified for improvement from various evaluations. This could include a discussion of teaching philosophy or methodology and any efforts in course design or teaching methods seeking to assist students of diverse cultural backgrounds and differing abilities to master the faculty member's discipline.
- An outline by semester of courses taught, including prefix, course number, title, and credit hours. The outline should identify courses taught over the standard teaching load and any course taught for the first time. Any course releases received by the candidate should also be identified as well as special projects, paired courses, or other non-standard teaching assignments.
- Annual or bi-annual administrative evaluations of teaching effectiveness (by a dean or chair)

based on classroom observations.

- Peer evaluations based on classroom observations from the period of evaluation.
- Student evaluations for all courses taught, or a representative sample in the case of a promotion portfolio. Faculty should present an analysis of the applicable data and comments as part of the teaching narrative.
- Samples of syllabi, assignments, and other teaching materials, especially those showing innovative assignments or other creative teaching methodologies. Those created in response to specific problems or comments in teaching evaluations should be highlighted.
- Teaching-related awards
- Letters of support from students
- Letters of support from alumni
- Letters of support from librarians, professional staff, or from faculty who have not observed the candidate teaching a class.
- Self-evaluations- journal entries or notes involving self-reflection on teaching. This could also refer to the professional growth section of the portfolio and the goals laid out in the annual faculty activities report.
- Evidence of attendance at workshops, conferences, or other meetings related to the candidate's professional development as a teacher.
- Other evidence the candidate feels demonstrates their teaching effectiveness.

IV.A.6.c – Professional Service

While teaching is the primary focus of a faculty member's responsibilities at Morrisville State College, faculty members are also expected to provide effective professional service outside of the classroom on- and off-campus.

Effective service is generally defined as five significant examples of service over at least two of the following areas:

Service to the department/school – Examples include: service on department/school committees, department or school-level projects, program reviews, accreditation, search committees, advising student clubs/activities, or other relevant activities at the department or school level. This is generally work outside of teaching responsibilities that aids in the operation of the department or school.

Service to the campus – Examples include: service on campus-wide committees; faculty/staff governance; participating in or organizing campus-wide projects, workshops, or symposia; search committees for campus-level officials; advising campus-wide student clubs or activities; or other activities beyond the level of the department or school. This is generally work outside of teaching responsibilities that aids in the operation of the campus. It should involve interaction with substantial numbers of people outside of the faculty member's school or department.

Service off-campus – Examples include: service in SUNY-wide organizations such as the University Faculty Senate, service in discipline-based national or regional organizations, or other service related to the faculty member's role at the College. This is generally work outside of teaching responsibilities that involves off-campus service where the faculty member is acting in

their capacity as a disciplinary expert.

In general, a significant example of professional service should involve some substantial commitment of time over the course of the service (i.e., a committee that meets once for an hour would probably not be considered significant).

Faculty members with prior service credit may include evidence from other institutions, but are strongly advised to meet most, if not all, the service requirements with examples from their time at Morrisville State College. Evidence from prior service should clearly explain how the prior experiences shaped the effectiveness of the faculty member's service at this College.

Faculty members are evaluated in this area as either being effective or ineffective. Successful candidates must be found to be effective. It is the responsibility of the candidate to explain how the evidence shows they have met the criteria established.

A narrative of not more than two pages should explain how the candidate has demonstrated effective professional service. The narrative should reference evidence included in this section of the portfolio.

Suggested Evidence

- A list of service activities used to meet the requirements, noting the length of time of the service activity and the general role of the faculty member.
- Documentary evidence for each service activity used to meet these criteria. For example, service on a College Senate committee might be documented by a letter/e-mail from the committee chair. Such letters/evidence do not need to be formal letters of support, but need only confirm service.
- Letters of support discussing the candidate's involvement in any service activities
- Other evidence the candidate feels demonstrates effectiveness in professional service.

IV.A.6.d – Scholarly and Professional Ability

While teaching is the primary focus of a faculty member's responsibilities at Morrisville State College, faculty members are also expected to demonstrate scholarly and professional ability.

An effective level of scholarly and professional ability is defined as one example in any one of the following areas:

Formal academic publications – articles, papers, books, artistic performances, exhibitions, etc. appropriate to the faculty member's discipline/profession. This involves the publication of new findings or the integration of the findings of others into the discipline/profession such as in book reviews.

Presentations – presentations at professional conferences, workshops, seminars, etc. appropriate to the discipline/profession. This would involve both research in and teaching of the discipline or profession. These could include presentations at the campus Professional Development

Conferences.

Formal Research Projects – planning and carrying out of research projects appropriate to the discipline or profession. Faculty are encouraged to involve students.

Consultation/Work – continued experience working as a professional or acting as a consultant, where appropriate to the discipline or profession.

Grants – application for and receipt of grants appropriate to the discipline or profession.

Examples may vary by discipline, but in general, appropriate examples are published, either in written format or presented orally in a way that is open to peer review or critique.

Presentations on teaching experiences, methodology, or assessment at the campus professional development conferences are especially encouraged to meet the criteria in this area.

Faculty members with prior service credit may include evidence from prior service, but must meet the criteria with examples from their time at Morrisville State College.

Faculty members are evaluated in this area as either being effective or ineffective. Successful candidates must be found to be effective. It is the responsibility of the candidate to explain how the evidence shows they have met the criteria established.

A narrative of not more than two pages should explain how the candidate has demonstrated their scholarly or professional ability. The narrative should reference evidence included in this section of the portfolio.

Suggested Evidence

- A list of evidence to be counted in this section of the portfolio.
- Evidence for each activity counted in this section such a conference schedule.
- Letters of support discussing the candidate's scholarly or professional work
- Other evidence the candidate feels demonstrates scholarly and professional ability.

IV.A.6.e – Professional Growth

Faculty members are expected to demonstrate their commitment to continued professional growth as a faculty member by participating in the professional development program as well as by setting goals and reflecting upon both annual activities and career goals. Faculty may choose to include in this section any additional training received, skills developed, or continuing education credits earned outside of those required by the annual appointment letter (and thus, included under Mastery of Subject).

Faculty members are evaluated in this area as either having met or failed to meet these criteria. It is the responsibility of the candidate to explain how the evidence shows they met the criteria established.

A narrative of not more than one page should explain how the candidate has demonstrated professional growth. The narrative should reference evidence included in this section of the portfolio.

Suggested Evidence

- Faculty Annual Reports from each year showing goals and accomplishments.
- Preliminary Review Report from the School Review Committee [Not included in a promotion portfolio]
- Annual or Bi-Annual Administrative reviews from their chair or dean (may also appear in teaching effectiveness, if the reviews are also based on a teaching observation)
- Evidence of Continuing Education credits, skills, or other training.
- Other evidence the candidate feels demonstrates professional growth.

IV.A.7 – The Continuing Appointment Portfolio

Required narratives should be used to argue how the faculty member meets the criteria for each section.

Section 1 – INTRODUCTION

- letter requesting consideration for continuing appointment summarizing key things to look for in the portfolio
- current curriculum vita

Section 2 – MASTERY OF SUBJECT AREA

- a short narrative (1 page maximum) explaining how the faculty member meets the criteria
- a list of the supporting evidence
- supporting evidence as listed above

Section 3 –TEACHING EFFECTIVENESS

- a short narrative (3 page maximum) explaining how the faculty member is an effective teacher.
- a list of the supporting evidence
- supporting evidence as listed above

Section 4 – PROFESSIONAL SERVICE

- a short narrative (2 page maximum) explaining how the faculty member has been effective in professional service
- a list of the supporting evidence
- supporting evidence as listed above

Section 5 – SCHOLARLY AND PROFESSIONAL ABILITY

- a short narrative (2 page maximum) explaining how the faculty member has demonstrated their scholarly and professional ability
- a list of the supporting evidence
- supporting evidence as listed above

Section 6 – PROFESSIONAL GROWTH

- a short narrative (1 page maximum) explaining how the faculty member meets the criteria
- a list of the supporting evidence
- supporting evidence as listed above

IV.B. CONTINUING APPOINTMENT (FACULTY, LIBRARIAN)

IV.C – PROMOTION PROCEDURES- FACULTY (NON-LIBRARIAN)

The procedures and rank definitions listed here are effective Fall 2015 and cover all faculty members. The criteria listed in IV.C.5 are effective for all faculty members seeking promotion as of Fall of 2016.

YEAR OF SERVICE	FACULTY PROFESSIONAL DEVELOPMENT TIMELINE	CONTINUING APPOINTMENT/ PROMOTION TIMELINE
1	Work with the faculty mentor (Section V.B.1)	
2	Portfolio Year- Prepare a portfolio (Section V.B.2)	
3		Preliminary Review- Feedback by the School Review Committee on progress towards continuing appointment based on portfolio (Section IV.A.1)
5	Portfolio Year- Prepare a portfolio (Section V.B.2)	
6		Apply for Continuing Appointment- Review of portfolio (Section IV.A.2) based on established criteria (Section IV.A.6)
7		Promotion to Associate Professor (Section IV.C.3)
13	Portfolio Year- Prepare a portfolio (Section V.B.2)	
14		Apply for Promotion to Professor based on established criteria (Section IV.C.4)
		After 5 years as a Professor, eligible for Distinguished ranks (Section IV.C.1)

IV.C.1 – Full-Time Faculty Rank Definitions

Lecturer - A full-time faculty member not on the tenure track. This rank is classified as a ‘qualified academic rank’ under the *Policies of the Board of Trustees*, Article II, Section 1(k).

- must have at least a bachelor’s degree in the appropriate discipline or in a professionally equivalent field from a regionally-accredited institution.
- is not eligible for continuing appointment.
- is expected to be an effective teacher.

Instructor – A full-time faculty member on the tenure-track who has not yet met the degree requirements for assistant professor. This rank and all subsequent ranks are classified as an ‘academic rank’ under the *Policies of the Board of Trustees*, Article II, Section 1(j).

- must have at least a bachelor's degree in the appropriate discipline or in a professionally equivalent field from a regionally-accredited institution.
- is not eligible for continuing appointment until meeting the degree requirements for assistant professor. The timeline and requirements will be clearly stated in the hiring letter and in each annual appointment letter.
- time in rank counts towards continuing appointment.
- is expected to be an effective teacher and advisor.
- contributes to the institution through professional service activities.
- demonstrates scholarly or professional ability as applicable in their discipline.
- shows a commitment to continual professional growth.

Assistant Professor - A full-time faculty member on the tenure-track.

- must have a minimum of a master's degree in the discipline being taught or in a professionally equivalent field from a regionally-accredited institution. The minimum degree should be set in the hiring letter and in all subsequent appointment letters, and may be a doctoral-level degree as determined at the time of hire. Expectations for the completion of any additional degrees or certifications must be clearly stated in the hiring letter and subsequent appointment letters.
- is expected to be an effective teacher and advisor.
- contributes to the institution through professional service activities.
- demonstrates scholarly or professional ability as applicable in their discipline.
- shows a commitment to continual professional growth.

Associate Professor – A full-time faculty member holding a continuing appointment.

- has met the criteria for continuing appointment and has been recommended for such by the president of the College.

Professor – A full-time faculty member who has demonstrated significant leadership in teaching, service, or scholarly/professional ability.

- has 7 years of experience as an associate professor at the College.
- has met the criteria for promotion by a demonstrated record of effective teaching, professional service, scholarly/professional ability, and a commitment to professional growth.
- has demonstrated leadership on campus as an exemplary teacher, an outstanding scholar/professional, and/or through their extensive service activities.

Distinguished Professor- A full-time faculty member who demonstrates significant contributions to the SUNY system as a teacher, scholar, or in service to the system.

- meets requirements as set out by SUNY.

- See http://www.suny.edu/provost/academic_affairs/ for information.

IV.C.2 – Promotion to Assistant Professor

Faculty members hired with the rank of instructor hold a temporary position giving them time to complete degree requirements laid out in the hiring letter. The timeline and requirements should be clearly stated in each annual appointment letter.

Upon meeting the degree requirements, the faculty member should present evidence of such to the provost. The provost will review the evidence and make a recommendation for promotion to the president, who will make the final appointment.

IV.C.3 – Promotion to Associate Professor

If a faculty member meets all the requirements for the rank of associate professor, promotion to the rank of associate professor is achieved upon the recommendation of the president to the Board of Trustees that the faculty member be granted continual appointment.

Faculty members who earned continuing appointment prior to the Fall of 2015 may petition the provost for promotion to associate professor under the new guidelines. This petition should include a summary of activities since receiving continuing appointment. The summary of no more than two pages should highlight key accomplishments the areas of teaching effectiveness, professional service, and scholarly/professional ability. The provost will review the petition and make a recommendation to the president, who will make the final decision. Under this grandfathering clause, faculty members who do not receive promotion as a result of this petition may reapply the following year.

IV.C.4 – Promotion to Professor

September 15th In any year that a faculty member meets the years of service requirements for the rank of professor, a faculty member may prepare a promotion portfolio. The portfolio must be presented to the faculty member's School dean by September 15th. The School dean will review the portfolio and forward it to the provost with a written recommendation for or against promotion by October 1st.

October 15th The provost will forward the portfolio, with the School dean's written recommendation, to the College Senate Continuing Appointment and Promotion Committee for review by October 15th.

January 31st The College Senate Continuing Appointment and Promotion Committee will review the portfolio based on the promotion criteria, the dean's recommendation, and an interview with the faculty member. The portfolio and the recommendation of the committee will be forwarded to the Office of the Provost by January 31st.

April 15th The provost will make a recommendation to the president based on the recommendation of the dean and the findings of the College Senate

Continuing Appointment and Promotion Committee. The portfolio will be transferred to the Office of the President.

June 30th The president shall notify the faculty member, the dean, and the provost of the outcome of the process. The portfolio will be returned to the faculty member.

IV.C.5 – Criteria for Promotion to Professor

Faculty members seeking the rank of professor must demonstrate that they meet the criteria below through a portfolio showing achievements in the five areas: mastery of subject, teaching effectiveness, professional service, scholarly/professional ability, and professional growth. The portfolio should show relevant activities since the faculty member earned promotion to associate professor.

The evaluation of this portfolio is based upon the same criteria and evidence as explained in the criteria for continuing appointment in Section IV.A.6 namely:

Mastery of Subject: The faculty member must continue to meet these criteria.

Teaching Effectiveness: The faculty member must continue to be an effective teacher.

Professional Service: To be considered effective, the faculty member must give six significant examples of service over at least two of the areas (department/school, campus at-large, off-campus, see section IV.A.6.c)

Scholarly/Professional Ability: To be considered effective, the faculty member must give two examples of scholarly and professional ability.

Professional Growth: The faculty member must continue to meet these criteria.

In addition to being an effective faculty member, the candidate for promotion to full professor must demonstrate that they are highly effective in either teaching, professional service, or scholarly ability. In general, being highly effective means demonstrating substantial and consistent leadership.

Examples of leadership may involve, but are not limited to:

Teaching - Adopting new or innovative teaching methods
 - Presenting workshops on new or innovative teaching methods
 - Leadership involvement in off-campus teaching organizations
 - Curricula design
 - Teaching awards

Service - Serving as department chair
 - Chairing search committees

- Chairing significant campus-wide or College Senate committees
- Service as an officer of College Senate
- Service in SUNY-level governance
- Service in the leadership of discipline-based organizations
- Receipt of grants
- Program development

Scholarly and Professional Ability

- Serving as a chair or commentator at a scholarly conference
- Organizing scholarly conferences
- Scholarly publication
- Receipt of grants

IV.C.6 – The Promotion Portfolio

Required narratives should be used to demonstrate how the faculty member meets the criteria for each section. The narratives for teaching, service, and scholarly/professional ability should emphasize the candidate's leadership in each area. Ideally, letters of recommendations should also address leadership.

Section 1 – INTRODUCTION

- letter requesting consideration for promotion summarizing key things to look for in the portfolio
- current curriculum vita

Section 2 – MASTERY OF SUBJECT AREA

- a short narrative (1 page maximum) explaining how the faculty member meets the criteria
- a list of the supporting evidence
- supporting evidence

Section 3 –TEACHING EFFECTIVENESS

- a short narrative (3 page maximum) explaining how the faculty member is an effective teacher.
- a list of the supporting evidence
- supporting evidence

Section 4 – PROFESSIONAL SERVICE

- a short narrative (2 page maximum) explaining how the faculty member has been effective in professional service
- a list of the supporting evidence

- supporting evidence

Section 5 – SCHOLARLY AND PROFESSIONAL ABILITY

- a short narrative (2 page maximum) explaining how the faculty member has demonstrated scholarly and professional ability.
- a list of the supporting evidence
- supporting evidence

Section 6 – PROFESSIONAL GROWTH

- a short narrative (1 page maximum) explaining how the faculty member meets the criteria
- a list of the supporting evidence
- supporting evidence

IV.D. PROMOTION (FACULTY, LIBRARIAN)

IV.E. PERMANENT APPOINTMENT (PROFESSIONAL STAFF)

I. Background Policies

The appropriate Policies of the SUNY Board of Trustees specify the guidelines that must be followed in awarding permanent appointments to professional staff members at each unit of SUNY Article XI, Title C of the Policies of the Board of Trustees may be used as a reference.

II. Morrisville State College Procedure for Designating Permanent Appointments for Professional Staff Members

- A. Since service credit may be awarded for satisfactory full-time prior service in a professional title at any one college of the University may, at the request of the professional employee and in the discretion of the Chancellor, or designee, be credited as service, up to a maximum of three years.
- B. Eligibility and timing for initial permanent appointments. See Article XI, C, 4, (a), (b), (c) of the Policies of the Board of Trustees.
- C. Eligibility for permanent appointment upon change in professional title. See Article XI, C, 5, (a), (b) of the Policies of the Board of Trustees.

III. Review Procedure for Faculty Eligible for Continuing Appointment

- A. Each department shall develop its own policies and procedures concerning the permanent appointment process.
- B. Each department shall place on file with the Vice President for Academic Affairs or the Human Resources Office, their policies and procedures. Policies and procedures shall be filed no later than October 1.
- C. Operation of the permanent appointment committees. The committee shall be called together for its organization meeting by the department head not later than 18 months prior to the anticipated permanent appointment date. The committee shall elect its own chairperson at this meeting and determine a timetable for operation.
- D. Professional employees shall provide the permanent appointment committee with

- supporting documentation for their review. Employees may submit copies and maintain original documents for their records.
- E. The recommendations and supporting documentation of the permanent appointment committee shall be forwarded to the appropriate Vice President through the department head for review and transmittal to the President for final action. The recommendation must be based upon and address the criteria in Article XII, Title C in the Policies of the Board of Trustees. Recommendations shall be filed with the appropriate Vice President not later than one year prior to the anticipated permanent appointment date.
 - F. All documents in the permanent appointment folder will be permanently maintained by the Office of the Vice President for Academic Affairs or the Human Resources Office. The employee may come to the appropriate office and make copies of any of the materials retained.
 - G. In cases where permanent appointment is denied, the President shall inform the professional staff member of the reasons in writing. Appeal procedures are available to professional employees who wish to challenge the denial through established SUNY Policies.

IV.F. CONTINUING APPOINTMENT (FACULTY, NON-LIBRARIAN PRE-FALL 2015)

A National Commission on Academic Tenure has determined that tenure's value in protecting academic freedom is too important to higher education to allow tenure to be abolished, as some critics have urged. Thus, the panel has advised against such alternatives as renewable contracts.

At the same time, it has proposed steps to make faculty members more accountable for their teaching effectiveness and conduct, and to help institutions improve their policies on staff planning.

I. Background Policies

The appropriate Policies of the SUNY Board of Trustees specify the guidelines that must be followed in awarding continuing appointments to faculty at each unit of SUNY Article XI, Title B of the Policies of the Board of Trustees may be used as a reference.

II. Morrisville State College Procedure for Designating Continuing Appointments for Academic Faculty

- A. Since service credit may be awarded for satisfactory prior service at other accredited academic institutions of higher education, the precise terms and conditions of each faculty appointment should be stated in writing and on record with both the college and the faculty member before the new appointment is finalized. Statement should cover the requirements expected for the achievement of a continuing appointment and be agreed to by both parties.
- B. Eligibility and timing for continuing appointments. See Article XI, B, 3, (a), (b), (c) of the Policies of the Board of Trustees.
- C. Annual evaluation. In order to monitor the eligibility of non-tenured faculty for consideration of a continuing appointment, each non-tenured faculty member must receive an annual written review from his/her Dean (twice during the first year). A copy of the review will be given to the individual faculty member and a copy retained in his/her personnel file in the Office of the Vice President for Academic Affairs.

The annual reviews shall be based on the criteria for academic promotion as contained in the Policies of

the Board of Trustees, Article XII, Title A, and the Morrisville State College Promotion and/or Tenure Committee Procedures. Supporting documentation should be used where possible and the evaluation might usefully include student and faculty evaluations, completion of advanced degrees, creative or scholarly production, and such information as the faculty member concerned believes relevant to the continuing appointment decision. It is expected that Forms A and B of the Promotion and/or Tenure Committee might be revised to serve the tenure review process as well. If the academic school has specialized areas of competence that should be emphasized in the professional development of non-tenured faculty, these should be clearly stated.

The annual review should be concluded with a statement indicating whether current performance would normally lead to a recommendation for a continuing appointment.

The notice of non-reappointment or of not intending to recommend reappointment shall be given as called for in Title D, Term Appointment, Article XI of the Policies of the Board of Trustees.

III. Review Procedure for Faculty Eligible for Continuing Appointment

- A. Each academic department shall deliberate and formulate its own policies and decisions in accordance with basic democratic procedures of open discussion concerning continuing appointment.
- B. Each academic department shall place on file with Faculty Governance, the Union, and the Vice President for Academic Affairs, their policies and procedures. Policies and procedures shall be filed no later than October 1.
- C. Operation of the continuing appointment committees. The committee shall be called together for its organization meeting by the dean not later than October. The committee shall elect its own chairperson at this meeting and determine a timetable for operation.
- D. Faculty shall provide the continuing appointment committee with Forms A & B and supporting documentation for their review. Faculty may submit copies and maintain original documents for their records.
- E. The recommendations and supporting documentation (tenure file) of the continuing appointment committee shall be forwarded to the Vice President for Academic Affairs through the School Dean for review and transmittal to the President for final action. The recommendation must be based upon and address the criteria in Article XII, Title A in the Policies of the Board of Trustees. Recommendations shall be filed with the Vice President for Academic Affairs no later than May 1.
- F. All documents in the tenure folder will be permanently maintained by the Provost's Office. The faculty may come to the office and make copies of any of the materials retained by the Provost office.
- G. In cases where a continuing appointment is denied, the President shall inform the faculty member of the reasons in writing. Appeal procedures are available to faculty members who wish to challenge the denial through established SUNY Policies.

IV.G. PROMOTION (FACULTY, NON-LIBRARIAN, PRE-FALL 2015)

Eligible faculty members who wish to be considered for promotion by the College Promotion Committee will submit the Forms A & B and all supporting information to the Office of the Vice President for Academic Affairs by the scheduled deadline. The promotion materials shall be submitted by the candidate in a folder or binder organized according to the five categories contained in Form A. An explanation of the five categories can be found in the appendix of the Faculty/Staff Handbook.

Form A (Faculty Information Sheet) and Form B (Summary of Preparation and Experience) may be

obtained from the Office of the Vice President for Academic Affairs. Additional information and letters of recommendation may be added by the candidate as desired to document his/her bid for promotion by the scheduled deadline.

IV.G.1. Time Schedule

All Deadlines – Friday at 5 P.M. (unless otherwise noted)

WEEK (fall semester)	ACTIVITY
3	Office of the Vice President for Academic Affairs will publish the list of eligible candidates by rank. Persons who consider themselves eligible and who do not appear on the eligibility list should contact the Office of the Vice President for Academic Affairs.
5	Letter of Intent for consideration of promotion by interested candidates submitted to the Office of the Vice President for Academic Affairs.
6	School/Division Promotion Committee is formed.
7	School/Division Promotion Committee begins review of candidate’s promotion materials and makes recommendations to candidate. Review may begin at the beginning of week
10	School/Division Promotion Committee submits promotion materials to the Office of the Vice President for Academic Affairs. No changes can be made to the materials after this date.
11	College Promotion Committee begins review and deliberations.

February 1 Deadline for College Promotion Committee’s submission of recommendations to the President.

IV.G.2. Interpretation Regarding Qualifications for Academic Rank

Instructor:

1. Bachelor’s Degree – no area specified

Assistant Professor (after at least three years of successful experience as an Instructor at Morrisville State College):

1. Master’s Degree – no area specified

OR

2. Bachelor’s Degree and a minimum of 150 hours of college credit. No requirement as to area, but it is recommended that the 150 hours should include substantial progress toward a Master’s Degree in an appropriate field of specialization. Four years of professional experience (teaching or other professional work experience).

Associate Professor (after five years of successful experience as an Assistant Professor at Morrisville State College, and continuing appointment status):

1. Master's Degree in the field of specialization and a minimum of 180 hours of college credit.

OR

2. Bachelor's Degree and a minimum of 180 hours of college credit with at least 30 semester hours of graduate credit in the field of specialization.

OR

3. Professional diploma. Six years of professional experience, some of which must be successful teaching at the college level. Full-time employment in work related to the field of specialization after acquiring the Bachelor's Degree is regarded as professional work experience (each situation should be individually evaluated).

Professor (after seven years of successful experience as an Associate Professor at Morrisville State College, and continuing appointment status):

1. Doctor's Degree with at least 30 semester hours will be in the field of specialization at the graduate level.

OR

2. Master's Degree and a minimum of 200 hours of college credit with
 - a. 60 hours must be at the graduate level.
 - b. 30 semester hours must be graduate credit in the field of specialization.
 - c. Eight years of professional experience, some of which must be success full teaching at the college level.

IV.G.3. School/Division Promotion Committee

Functions

Serves in an advisory capacity to the candidate, the College Promotion Committee and the School Dean.

1. Assists the candidate in preparing promotion materials.
2. Reviews candidates from this school/division.

Organization

Each School/Division will organize its committee(s) as it deems appropriate to best serve the interests of its candidates. All promotion materials shall be sent to the Office of the Vice President for Academic Affairs. Review of the materials will take place in that office by the College Promotion Committee.

Procedures

1. Form a committee.
2. Assist the candidate by

- a. Reading the promotion materials and suggesting ways to improve clarity or highlight strengths.
 - b. Looking for omissions in the promotion materials and suggesting additions.
3. Each School/Division Promotion Committee will function as a reviewing committee, assisting the candidate in preparing their material. This committee does not rank the candidates.

IV.G.4. College Promotion Committee Functions

Serves in an advisory capacity to the President to:

1. Review promotional materials submitted by the candidate.
2. Make annual promotion recommendations.
3. Assure equitable consideration of all candidates for promotion.
4. Develop a time schedule for College Promotion Committee operations.
5. Advise candidates who are not “Recommended” for promotion.

Organization

The committee shall consist of seven (7) faculty members, one from each of the four schools, a representative from the Library, and two at-large members. No school shall have more than two members on this committee. The Vice President for Academic Affairs shall serve as a non-voting member and permanent secretary of the committee. The voting members of the committee shall elect the chairperson of the committee.

Faculty Eligibility

A faculty member is eligible to serve on the College Promotion Committee if that individual is on a full-time appointment and has completed one academic year of employment at Morrisville State College.

A faculty member is deemed ineligible to serve on the College Promotion Committee when:

1. That individual is being considered for promotion.
2. Another individual from his or her School/Division is presently on the College Promotion Committee, with the exception of at-large members.
3. That individual is on a School/Division Promotion Committee.

Terms of Office

All elected College Promotion Committee members will serve a three-year term, unless they are completing an unexpired term. A faculty member may succeed her/himself.

Election

Each of the four schools shall elect one voting member. In addition, the Speaker of Faculty Congress shall supervise the election, by secret ballot, of the at-large member(s).

Functions of the Chairperson

(Elected by the College Promotion Committee members for a one-year term)

1. Organizes an evaluation schedule.

2. Makes certain that the established time schedule and procedures are followed.
3. Coordinates activities of the College Promotion Committee.
4. Transmits all promotion recommendations to the President.
5. Informs each candidate of the College Promotion Committee's recommendation with copies to the candidate's Dean and to the Provost.

Functions of the Secretary (permanent)

1. Custodian of all confidential records assembled for the use of the College Promotion Committee. Such records will not be removed from his/her jurisdiction by committee members.
2. Handles confidential correspondence necessary for the proper functioning of the College Promotion Committee.
3. Holds promotion materials for evaluation by the College Promotion Committee.
4. Keeps a permanent record of College Promotion Committee actions.
5. Publishes the list of candidates who have been promoted by the President after the candidates have been notified.

IV.G.5. Procedures to Carry Out Committee Functions

1. The College Promotion Committee will develop a time schedule for its operations.
2. The Vice President for Academic Affairs will determine and publish a list of faculty members eligible for promotion according to the time schedule.

Any faculty member whose name does not appear on the list who feels he or she is eligible should contact the Office of the Vice President for Academic Affairs.

Eligibility for rank is based on the section of these guidelines entitled: Interpretation Regarding Qualifications for Academic Rank.

3. The College Promotion Committee begins reviewing promotion materials after the candidate's deadline for submitting his or her promotion materials to the Office of the Vice President for Academic Affairs.
4. The candidate's personnel file is excluded from review by the College Promotion Committee. The candidate may include copies of items from their personnel file with their promotion materials.
5. The College Promotion Committee will ensure equitable consideration of all candidates for promotion by:
 - a. Reading the promotion materials submitted by the candidates.
 - b. Providing time for an introduction with both the candidate and the Dean followed by a private interview with the candidate.
 - c. Individually assessing the performance of each candidate under each of the 5 categories contained in Form A: Mastery of Subject Matter, Effectiveness in Teaching, Scholarly Ability, Effectiveness in University Service, and Continuing Growth. Given that teaching is central to most of the faculty, the Effectiveness in Teaching category will usually carry double the weight of the remaining areas.
To aid in this assessment, each member shall categorize the candidate as excellent, good, fair, or poor for each category. Those who receive an overall rating of "excellent" are

considered to be “Recommended”. This means that in the quality and quantity of his/her contributions, the candidate meets the high standards set forth in the SUNY Policies of the Board of Trustees. The candidate should therefore be promoted with all deliberate speed. Those who receive an overall rating of “good” are considered to be “Eligible with Suggestions”. The candidate shows consistent effort and progress toward excellence in a number of areas. He/she may be promoted. Those who receive a rating of “fair” or less are “Not Recommended” for promotion.

- d. After reading and reviewing all promotion materials, each College Promotion Committee member shall reassess and finalize in his/her own mind the categorization of each candidate in the five categories.
 - e. After the compilation is complete, the College Promotion Committee will meet to discuss and reconsider among themselves any glaring differences in categorization of candidates. In light of committee discussions, individual members may choose to reevaluate their initial judgments.
 - f. The categorization will be used by the members of the College Promotion Committee to help them:
 - 1) Prepare their lists of candidates. College Promotion Committee members will be guided solely by the qualifications of the candidates and by no other factors.
 - 2) Suggest areas of improvement for candidates who are not “Recommended”.
6. The College Promotion Committee will make annual promotion recommendations:
- a. The College Promotion Committee chairperson shall forward in written form the final recommendations for promotion to the President and copies to the candidates, College Promotion Committee members, School Deans, Division Chairpersons, and the Speaker of Faculty Congress. The College Promotion Committee Secretary shall publish the list of candidates who have been promoted by the President after the candidates have been notified.
 - b. The College Promotion Committee may be convened at the request of the President during his or her decision-making process.
 - c. The College Promotion Committee suggests that all candidates who were not “Recommended” for promotion meet with the Vice President for Academic Affairs as soon as possible after receiving notification of the recommendations of the College Promotion Committee. The College Promotion Committee will provide the Vice President for Academic Affairs with constructive suggestions about promotion materials, activities, or qualifications which may help the candidates who were not “Recommended”, to improve their qualifications for future consideration. The Vice President for Academic Affairs will guarantee the confidentiality of these suggestions and will destroy any written record if such action is requested by the candidate. Similarly, the committee suggests that “Recommended” candidates, who were not promoted, meet with the President soon after the promotion list is published.
 - d. Candidates who have been placed on the “Recommended” list shall remain on that list three additional years after being recommended. Such candidates would only have to update their promotion materials yearly with any new material to receive administrative consideration.
 - e. The candidate’s promotion materials will be returned to the candidate. Copies of Form A and Form B will be retained by the Vice President for Academic Affairs to be placed in the candidate’s personnel file.
 - f. The College Promotion Committee will recommend procedural changes by holding a final meeting(s) to review procedures and then will submit written proposals to Faculty Congress.

IV.G.5. Field of Specialization

The field of specialization is interpreted, by the Vice President for Academic Affairs, to be a cluster of courses closely related to the subject matter being taught. In considering the 200 hours of college credit required for Professor, 140 hours can be undergraduate; 60 hours are required to be graduate, with one-half of these hours in the field of specialization. The purpose of this 30-hour block is to provide for a strong preparation in the subject matter field. It is in this area that non-credit courses and work experience credits can be applied. Credits earned from an undergraduate course needed for preparation can also be applied in this area by obtaining prior approval from the In-Lieu-of-Credit Committee.

IV.G.6. Education Courses

It is possible that education courses may not be considered to be in the field of specialization. However, such courses should be submitted to the In-Lieu-of-Credit Committee for probable credit.

IV.G.7. Non-Credit Courses—Equivalent Credit

Non-credit courses may be substituted for not more than 15 semester hours of college credit at the level of assistant professor, 20 at the level of associate professor, and 30 at the level of professor. A full-time, week-long course would be equivalent to one hour of credit. Non-credit courses can be allowed as graduate credit in the field of specialization. It is assumed that acceptable non-credit courses could be sponsored by other than accredited educational institutions.

All non-credit courses must be certified by the In-Lieu-of-Credit Committee to determine that each course will make a significant contribution to the professional competence of the person involved.

Request for non-credit courses should be made in advance of the course work, and must have the prior approval of the School Dean, or the Department or Division Chairperson before consideration for credit will be given.

IV.G.8. Work Experience Equivalent Credit

Under certain conditions, work experience may be allowed as equivalent credit. All experiences of this type must be examined very closely to be certain that it makes a definite contribution to the competence of the instructor. Such competence must be related to a specific course or courses. The probable value to the person concerned must be comparable to time spent in taking formal courses.

Request for approval of work experience must be made in advance and must have the prior approval of the School Dean, or the Division or Department Chairperson and the In-Lieu-of-Credit Committee before the consideration for credit is given.

IV.G.9. Changes in Minimum Requirements for Promotion

If a faculty member has completed existing requirements and is waiting for promotion, s/he should not have to requalify under future changes in minimum requirements for academic rank.

IV.G.10. Qualifications and Periods of Appointment

Policies of the Board of Trustees, Article XI, Titles A-H, may be found in this handbook under “Appointment of Employees.”

SECTION V PROFESSIONAL DEVELOPMENT

This section details the professional development procedures, expectations, and policies, both in terms of supporting continuing/permanent appointment and promotion processes, but also in regards to continual growth as a professional staff member, teacher, and scholar. This section is maintained by the Office of the Provost and the College Senate Professional Development Committee.

V.A. PROFESSIONAL DEVELOPMENT

The College has set aside funds for faculty/staff professional development. The purpose of the Professional Development Fund is to give faculty and professional staff an opportunity to participate in activities that will enhance them professionally and that support the College planning goals and mission. Preference will be given to those requests that are supported financially by the individual and the School/Department/Division, and also to those requests that include written comments by the Department Chair and Dean for teaching faculty and by the appropriate supervisors for professional staff. While not a requirement, the Professional Development Committee would encourage a minimum of a 10% contribution from the individual requesting Professional Development Funds and a 20% contribution from the School (for faculty) or Department (for professional staff). Also, with regards to travel costs, state cars should be used if at all possible. If air travel is necessary, quotes from the Morrisville State College Travel Office *are required*.

The Application for Faculty/Staff Professional Development Funds must be completed and sent to the Vice President for Academic Affairs. A committee comprised of faculty and staff will review all requests for funds. The committee will meet during the first week in September through December, and February through May to review applications. Therefore the Vice President for Academic Affairs must receive all applications no later than the first day of the month.

V.A.1. Faculty /Staff Applied Research Program

The purpose of the Faculty/Staff Applied Research Program is twofold: provide faculty members with funding sources to conduct applied research directly related to classroom instruction, and improve the quality of education to Morrisville State College students. Abstracts for this program are collected during the Spring semester, and selected projects are announced during the end-of-year faculty meeting.

V.A.2. Morrisville State College Alumni Board for Instructional Improvement

Grants are provided to members of the College community to develop and implement projects which lead to the direct improvement of instruction on campus.

V.A.3. NYS/UUP Joint Labor / Management Committee

The committee is established in the current agreement between the State and UUP. The committee administers staff development funds through a number of award programs.

V.A.4. Individual Development Awards Program

Sponsored by the joint NYS/UUP Labor Management Committees, the Individual Development Awards Program is designed to support a variety of professional development activities by employees in the Professional Services Bargaining Unit. Awards of up to \$1,000 are made to support a variety of activities such as, but not limited to, the following:

- Research
 - Curriculum or Instructional Material Development
 - Workshops, Seminars, Conferences
 - Tuition
 - Grant Proposal
 - Preparation of material for publication

V.B – FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

The goal of the professional development program is to provide opportunities for non-librarian faculty to develop as a colleague, scholar, and mostly importantly, as a teacher at Morrisville State College. This program is supportive of the continuing appointment and promotion processes. It involves peer support, self-evaluation, and opportunities to learn from and share with other faculty members. As such, it is designed to be carried out in the spirit of collegiality. It does not replace existing administrative review nor any contractual requirements.

YEAR OF SERVICE	FACULTY PROFESSIONAL DEVELOPMENT TIMELINE	CONTINUING APPOINTMENT/ PROMOTION TIMELINE
1	Work with the faculty mentor (Section V.B.1)	
2	Portfolio Year- Prepare a portfolio (Section V.B.2)	
3		Preliminary Review- Feedback from the School Review Committee on progress towards continuing appointment based on portfolio (Section IV.A.1)
5	Portfolio Year- Prepare a portfolio (Section V.B.2)	
6		Apply for Continuing Appointment- Review of portfolio (Section IV.A.2) based on established criteria (Section IV.A.6)
7		Promotion to Associate Professor (Section IV.C.3)
13	Portfolio Year- Prepare a portfolio (Section V.B.2)	
14		Apply for Promotion to Professor based on established criteria (Section IV.C.4)
		After 5 years as a Professor, eligible for Distinguished ranks (Section IV.C.1)

V.B.1 – Faculty Mentor

In the first year of employment, new faculty members will work with the faculty mentor. The faculty mentor is a faculty member with continuing appointment whose duties include helping all first year faculty adjust to employment at Morrisville State College. The mentor will be given a course release for at least one or two semesters during each academic year to carry out the duties listed below. This course release will be based on the number of new faculty each year and the faculty's member teaching load (number of courses, number of preparations, total students, etc.). The mentor will be responsible for:

- 1) coordinating a new faculty/professional staff orientation day in cooperation with the Office of the Provost.

- 2) meeting regularly (every three to four weeks) with each new faculty member over the course of the academic year to discuss issues and problems faced by new faculty,
- 3) meeting regularly (as determined by the mentor) with the new faculty as a group over the course of the academic year to provide presentations and discussions on topics specific to the needs of new faculty members such as advising, grading, and continuing appointment procedures and expectations. In particular, the peer mentor will help faculty with their Faculty Annual Report (FAR) and in preparing faculty for their first portfolio year,
- 4) providing at least one peer teaching observation for each new faculty member,
- 5) arranging presentations or presenting at the campus professional development conferences on issues of interest to new faculty, or otherwise working with the College Senate Professional Development Committee to arrange appropriate presentations for new faculty at these conferences.

V.B.1.a – Appointment of the Faculty Mentor

Every two years, the Professional Development Committee will solicit applications from interested faculty by March 1st. The committee will review the applications and make a recommendation to the Provost, who will appoint the faculty mentor for a two-year term. The Faculty Mentor should work closely with the College Senate Professional Development Committee in planning and assessing the mentoring program.

V.B.1.b – Assessment of the Faculty Mentor Program

The faculty mentor will be asked to assess their mentoring activities and provide a comprehensive report every year by May 1st. The report should be forwarded to the chair of the Professional Development Committee, the President of the College Senate, and the Provost.

V.B.2 – Portfolio Years

As part of the faculty professional development program, faculty are encouraged to take advantage of the portfolio years as follows:

Year 2 – The faculty member should prepare a preliminary continuing appointment portfolio for the third year review following the established criteria. It is understood that the faculty member will not yet meet the criteria for continuing appointment, but the portfolio should demonstrate the progress made to this point. The portfolio will be reviewed by the School Review committee which will make suggestions and comments. Criteria and timelines can be found in Section IV.A.

Year 5 – The faculty member should prepare a final continuing appointment portfolio following the established criteria. The portfolio should demonstrate that the faculty member has met those criteria. The portfolio will be reviewed by the School Review Committee which will evaluate the portfolio against the criteria and forward their findings to the School dean. Criteria and timelines can be found in Section IV.A.

Year 13 – The faculty member should prepare a promotion portfolio following the established

criteria in the year prior to applying for promotion to the rank of professor. The portfolio should demonstrate that the faculty member has met those criteria. The portfolio will be reviewed by the College Senate Continuing Appointment and Promotion Committee which will make recommendations to the provost. Criteria and timelines can be found in Section IV.C.

In general, during a portfolio year, faculty members are encouraged to consult with supportive colleagues who should comment on the portfolio, provide peer observations of teaching, and write letters of support.

V.B.3 – Faculty Annual Report (FAR)

Each year faculty members are asked to report on their annual goals in the three main areas of assessment (Teaching Effectiveness, Professional Service, and Scholarly/Professional Ability). The end of the year report will also contain goals for the following year. The report should be sent to the faculty member's department chair by the announced deadline. The FAR form is located on the webpage of the Office of the Provost and on the College Senate Professional Development Committee webpage.

V.B.4 – Professional Development Conferences

One or more times a year, the College Senate Professional Development Committee will organize a professional development conference around items of concern to the faculty and professional staff. Attendance is encouraged, especially for those without continuing or permanent appointment. Presentation at the conferences are encouraged.

V. C – SABBATICAL LEAVE POLICY

Sabbatical leaves for professional development may be made available to members of the faculty who meet the requirements set forth below. The objective of such leave is to increase an employee's value to the College and thereby improve and enrich teaching and learning for the benefit of our students. Such leave shall not be regarded as a reward for service, nor as a vacation or rest period occurring automatically at stated intervals. The number of sabbatical leaves awarded each year will be determined according to the number of sabbatical applications received and the anticipated ability of College resources to fund the approved sabbaticals.

V.C.1 – Purpose and Eligibility

Sabbatical leaves shall be granted for planned travel, study, formal education, research, writing or other experiences of professional value that will enhance college programs and the experiences of our students.

Faculty are eligible for a sabbatical leave if they: 1) have continuing appointment, 2) have completed at least six consecutive years of service with the College, and 3) have completed at least six consecutive years of service with the College since the date of return of their last sabbatical leave. In computing consecutive years of service for the purpose of this section, sick leave with salary shall be included. Unpaid leaves of absence and part-time employment shall

not be included, but shall not be deemed an interruption of otherwise consecutive service.

V.C.2 – Terms and Conditions

Sabbatical leaves may be granted for periods of one year at one-half the base annual salary rate or for periods of one-half year (fall or spring semester) at the full base annual salary rate.

Eligible employees on sabbatical leave may, with the prior approval of the provost, accept fellowships, grants-in-aid, or other earned income to assist in accomplishing the purposes of their leaves. In such cases, the Provost may adjust the sabbatical leave salaries to reflect such income. At no time shall the total salary received from both the College and the additional funding sources fall below that which the faculty member would have normally received as determined above.

Sick leave credits shall not be accrued or used during sabbatical leave.

V.C.3 – Application and Approval Process

Application for sabbatical leaves shall be submitted according to the timeline laid out in V.C.4. Late applications will not be considered.

Each application shall follow the procedures for applying for sabbatical leave and shall include a statement outlining the program to be followed while on sabbatical leave, indicating any prospective income, stating that the applicant will continue as a member of the faculty for a minimum of one year on return and stating that upon return, the applicant will submit to the Provost a detailed report of professional activities and accomplishments while on sabbatical leave. Faculty members are encouraged to present the findings, results, or other outcomes of their sabbatical leave at a professional development conference.

Consistent with provisions of this policy, the provost may recommend each application to the President as he or she deems appropriate. The president has the final authority to grant sabbatical leaves. Such leaves shall be reported to the SUNY chancellor.

The forms for this process – a request for sabbatical leave and an application for sabbatical leave – can be found on the Professional Development Committee page of the College Senate website.

V.C.4. – Application and Review Timeline

At the opening faculty/staff meeting, the provost notifies the faculty of the deadline for sabbatical leave proposals and gives the faculty an idea of the number of leaves available for the following academic year.

September 1st	The faculty member will file a <u>request for sabbatical leave</u> with his/her department chair and dean by September 1st. The chair and dean will determine the feasibility of the leave in terms of timing and the curricular needs of the faculty member's program. The chair and dean should work
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with the faculty member to develop a plan to make the leave possible.

October 1st	The <u>request for sabbatical leave</u> will be returned to the faculty member by October 1st. If the request for leave is denied, the denial should explain the denial and suggest as to how a sabbatical leave might be possible in the future or how the faculty member may meet his/her goals in other ways. If the request for leave is approved, the chair and dean are welcome to provide feedback on the preliminary proposal.
November 1st	A faculty member with an approved <u>request for sabbatical leave</u> will have until November 1st to develop a detailed <u>application for sabbatical leave</u> and to submit it to his/her chair and dean for approval.
December 1st	The dean and chair after meeting with the faculty member will forward the approved <u>application for sabbatical leave</u> to the Office of the Provost by December 1st. The applications are forwarded to the College Senate Professional Development Committee for review.
January 30th	The College Senate Professional Development Committee will review the applications based on their consideration of how the sabbatical leave will enhance the professional development of the faculty member in a way that will improve and enrich programs and student experiences on campus. The applications will be returned to the provost in ranked order by January 30th.
February 15th	Taking the recommendations of the Professional Development Committee into consideration, the provost will forward recommendations to the president for final approval by February 15th

The president will announce the leaves to the campus and at a Faculty/Staff meeting. This should be done by the beginning of March.

V.D. GRANTS

The Morrisville College Foundation Office works closely with faculty/staff to assist in seeking outside funding sources for prospective projects, writing and submitting proposals and coordination activities of funded projects.

All grant applications must be submitted to the Executive Director of the Morrisville College Foundation for approval with the following:

A cover letter to be signed by the Executive Director and Chair of the Board of Directors.

The Narrative: The narrative should briefly and clearly describe the proposed project with the following components:

1. Describe the need or problem your proposal seeks to address.
2. Describe the target population (i.e. by geographic area, age, etc.) and the agency / organization's experience dealing with the target population.

3. Discuss the project's objectives.
4. Describe what you believe would constitute success for the project.
5. Discuss the activities, strategies and/or methodology for achieving the project's objectives and success.
6. Detail the expected outcomes (i.e. what will change as a result of your work) and be as specific as possible.
7. Detail your plan for monitoring and evaluating the proposed project.
8. Provide a proposed work-plan. Be specific about who will do what, making sure that the activities connect clearly to your objectives and outcomes. Also, please be sure that your work plan offers a time frame for when activities will be started/completed and clearly indicates project benchmarks.
9. If the proposed project entails a collaboration, please indicate the collaborative partners and the nature of the collaboration (i.e. describe how this collaboration is more than a cooperative effort).
**Please include any required detailed Letters of Agreement signed by the appropriate college representatives. PLEASE NOTE: the Letters of Agreement must be specific to this project (please do not use Letters of Agreements from previous projects). Also, Letters of Agreement are NOT LETTERS OF SUPPORT. Rather, Letters of Agreement detail the roles/responsibilities of the collaborative partners, documenting how those involved in the collaboration will be held accountable.
10. The Budget: On a separate page, present a line-item budget reflecting all expenses and income for the project. Clearly identify how the funds will be used. Please also note other sources of funding that are being pursued.

SECTION VI FACULTY AND PROFESSIONAL STAFF AWARDS

This section details the policies and procedures connected to awards for which faculty and professional staff are eligible. This includes the Chancellor's Awards and the local distinguished faculty award. This section is maintained by the Office of the Provost and the College Senate Awards Committee.

VI.A. CHANCELLOR'S AWARDS

VI.B. DISTINGUISHED FACULTY AWARD

The Distinguished Faculty Award recognizes librarians and tenured faculty who have made a long-term positive contribution to the overall excellence of Morrisville State College. The award may be given to one faculty member or one librarian each year. The name of the winner will be kept confidential until Academic Excellence Week. The winner will function as the Grand Marshall of the graduation procession. A citation and \$1000 check will be presented to the winner during or near Academic Excellence Week.

VI.B.1. The Faculty Awards Committee

The committee shall consist of seven voting faculty and/or staff members and four voting student members. There shall be one faculty member elected by the members of each school. The remaining faculty/staff members shall be at-large members with a total of no more than two members from any school. The member-at-large elections shall be supervised by the Speaker by secret ballot. The student members shall be elected by the members of each school they represent. The voting members of the committee shall elect a chairperson.

VI.B.2. Initial Nominations

Nominations for the Distinguished Faculty Award may be offered by a colleague, by a student, or by a group of colleagues and/or students. Self-nominations are also encouraged. The nominee does not have to give his/her permission to be nominated at this stage.

The following individuals are ineligible for the award:

- members of the Awards Committee,
- the Speaker of Faculty Congress, and
- anyone who has already won the award.

The deadline for initial nominations is the 3rd Tuesday in November of the Fall Semester. Nominations consist of a 1-page letter to the awards committee. This letter should address in brief the four areas of evaluation (see below). The awards committee will review these letters and select finalists who will be asked to submit supporting materials by a specific deadline determined by the committee.

Nominated individuals have the right to accept, decline, or defer their nomination. Individuals who accept the nomination but do not receive the award maintain eligible nominated status for the two successive years. Individuals who decline the nomination one year are eligible for nomination in any following year. Individuals who defer their nomination do not submit a support file for that current year, but maintain eligible nominated status for the two successive years.

VI.B.3. The Evaluation of Finalists

Finalists will be evaluated according to the following criteria; the finalist with the highest overall score will be that year's recipient. A maximum of five supporting letters may accompany the file. These letters may address any number of the areas of evaluation and criteria. The areas to be considered, the applicable criteria, and the maximum number of points to be given are as follows:

(Note: The criteria listed under these areas should not be taken to exclude any evidence of meritorious accomplishment not specifically mentioned.)

1. A written summary of growth as a teacher (overall 20 points)

(10 points) Teaching Skills—as evidenced by quantitative summaries of student evaluations, letters from colleagues and supervisors, etc.

(5 points) Curriculum Development and Innovation

(5 points) Advisement and Counseling

OR

A written summary of growth as a librarian (overall 20 points).

(15 points) Librarian Skills—as demonstrated in letters from colleagues, students, or supervisors describing contributions made to library service through collection development, bibliographic work, public relations, exhibits, or surveys.

(5 points) Innovation in library service.

2. A written summary of cumulative progress in institutionally relevant professional development (10 points).

Criteria: research, artistic achievements, consultative work, travel/study relevant to teaching or library assignment, presentations of papers and research reports, publications, editorial service for scholarly journals, reviews of manuscripts and books in discipline, grant awards and fellowships, participation in proceedings of learned societies, and service to professional and learned societies.

3. A written summary of cumulative growth in providing service to the College (10 points).

Criteria: work with student organizations, institutional research and innovation, special projects or assignments, administrative work, and faculty governance.

4. A written summary of other relevant work and/or achievements that do not fall under any of the previous three categories (5 points).

Criteria: community service, charity work, volunteer service, awards, etc.

Note: Nominees who have been through the promotion process are allowed to submit Form A and Form B for their nomination file.

It is preferred that support files are organized as per the four criteria as listed above, with no more than one page of descriptive text devoted to each of the categories. A separate cover letter from the candidate may be included and is appreciated.

Completed support files are to be submitted to the Awards committee chair by the candidate prior to a deadline occurring early in the Spring Semester, as determined and posted by the Awards Committee.

All deadlines established are absolute, regardless of circumstance.

The support file for each nominee will be read and scored by each member of the committee. These scores will be tabulated and added to determine the nominee's final score. A spread of 5 or more points in the scoring of any one support file must be resolved by those committee members involved before total scores are determined.

In the event of a tie for first place, the appropriate support files will be re-scored by all committee members.

All deliberations of the Awards Committee are totally confidential.

SECTION VII ACADEMIC POLICIES

This section details general academic policies not directly concerning the structure of the curriculum (i.e., individual degrees or degree requirements). This includes classroom policies, the academic honesty code, syllabus requirements, and grade policies. This section is maintained by the Office of the Provost and the College Senate Academic Issues Committee.

VII.A. STATEMENT OF ACADEMIC FREEDOM

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching, and research. In the exercise of this freedom the faculty member may, without limitation, discuss his/her own subject in the classroom; he/she may not however, claim as a right the privilege of discussing in the classroom controversial matter which has no relation to the subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their roles as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokes persons. (See Article XI Policies of the Board of Trustees)

VII.B. ACADEMIC INTEGRITY POLICY (EFFECTIVE FALL 2015)

VII. B.1 – The Code of Academic Integrity

VII.B.1.a – Responsibilities.

The Code of Academic Integrity promotes the academic and professional success of the student. Maintenance of the academic integrity of the learning experience at Morrisville State College is the responsibility of all members of the college community. Integrity in the form of academic honesty is necessary for learning and is a condition for all classroom/laboratory activities, learning experiences, and evaluations. All forms of academic dishonesty, including unauthorized collaboration, copying, cheating, fabrication, and plagiarism as well as the facilitation of any of these are violations of the Code of Academic Integrity and the Student Code of Conduct. Academic dishonesty may result in penalties as severe as a failing grade in the class or even dismissal from the college.

VII.B.1.b – Plagiarism.

1. Any submitted course assignment, whether orally presented or in written or digital formats, must be of original authorship and follow prescribed citation guidelines. It should also follow any additional integrity guidelines unique to the course as explained in assignment instructions or the course syllabus (e.g., use of papers written for other courses, alteration to standard citation guidelines, etc.). Representation in any form of another's work as a student's own shall constitute plagiarism and be a violation of this code.

2. Any charge of plagiarism must be substantiated by a direct correlation in wording, ideas, and/or organization between the original and plagiarized copy.

VII.B.1.c – Examination Process.

1. All examinations must be taken according to prescribed procedures as determined by the instructor in charge of the course or learning experience. Failure to follow these procedures in a way suggesting the intent to cheat shall constitute a violation of this code.

2. Any form of unauthorized written or electronic material used by a student or evident on his/her person or electronic device during or directly following an examination shall be deemed to be evidence of intent to cheat and constitute a violation of this code.

VII.B.1.d – Other Instances of Dishonesty.

1. Unless specifically allowed by the instructor in charge of the course or learning experience, any unauthorized correspondence between/among students during any examination or during the preparation of submitted work, which can be substantiated by physical proof or eye-witness verification shall constitute a violation of this code.

2. In cases where infractions of the code appear to have occurred, but where the specific violator(s) cannot be determined, the instructor may require all involved student(s) to be retested, or to resubmit a comparable assignment with proof of its originality.

3. The listing in this code of ways to cheat or to otherwise engage in academic dishonesty are not meant to exclude forms of dishonesty that are not listed or which may become possible in the future. It is the intention of this code to encourage students to engage in ethical and professional behavior that will reflect positively on them and the College.

VII.B.2 – Procedures in the Event of Violations of the Code of Academic Integrity.

VII.B.2.a – Reporting Violations.

1. Violations of the code shall be determined by the instructor in charge of the course or learning experience in which the alleged violation reportedly occurred and shall be reported at his/her discretion.

2. Copies of the evidence, or of other supporting materials, as well as the names of student(s) involved in a violation of the code, shall be forwarded to the student's academic dean. When possible, the instructor will first discuss the violation of the code with the student(s) prior to this notification.

3. Upon notification of a violation, the dean of the student's School will discuss the case with the instructor.

4. If the dean agrees that a violation has occurred, the School office will officially notify the student that a violation of the Code of Academic Integrity has occurred and that a sanction, as determined below, is being imposed. The student will also be notified of their specific rights to appeal as laid out below. This notification shall be sent to the student's local address and via electronic mail to the student's campus e-mail account.

5. The instructor will also receive a copy of the letter officially notifying the student of the violation.

6. Faculty Appeal Procedure: Should the dean disagree with a faculty member that a violation of the code has occurred, the faculty member may appeal in writing to the provost within ten business days of being notified that the violation will not be pursued. The provost will make the final determination as to whether the case will be officially pursued. The faculty member should be aware that should the student appeal the violation, the dean has final say on whether the violation occurred in the case of the first and second official violations of the code.

VII.B.2.b – The First Violation of the Code.

1. The penalty for the first violation of the code shall be the total loss of credit (a ‘0’) for the assignment, project, or examination or similar penalties for any other type of learning experience(s). This penalty may result in a student failing the course or other learning experience(s).

2. Student Appeal Procedure: A student wishing to challenge the sanction shall be entitled to make a written appeal to their dean within ten business days from the date of notification of the decision. The dean will review the appeal in consultation with the instructor in charge of the course or learning experience in which the violation occurred. The dean will respond in writing to the student’s challenge of the sanction within ten business days. The dean has the final right of determination in this matter.

VII.B.2.c – The Second Violation of the Code.

1. The penalty for a second violation of the code shall be the earning of a grade of ‘F’ in the appropriate course or similar penalties for other learning experiences. The second violation of the code need not happen in the same course or learning experience. Students will not be allowed to drop the course to avoid this penalty.

2. Student Appeal Procedure: A student wishing to challenge the sanction shall be entitled to make a written appeal to their dean within ten business days from the date of notification of the decision. The dean will review the appeal in consultation with the instructor in charge of the course or learning experience in which the violation occurred. The dean will respond in writing to the student’s challenge of the sanction within ten business days. The dean has the final right of determination in this matter.

VII.B.2.d – Subsequent Violations of the Code.

1. The penalty for subsequent violations of the code shall be the earning of a grade of ‘F’ in the appropriate course or similar penalties for other learning experiences. Reported violations of the Code of Academic Integrity beyond the second become a serious breach of the Student Code of Conduct.

2. Upon receiving a report of any violations of the code beyond the second, the student's academic dean shall forward the case including all supporting information and the names of the student(s) involved to the Dean of Students for review by the College Judicial Board in accordance with published College Judicial procedures. For review of these violations, the Dean of Students will assemble a Board consisting of faculty only to hear the case.

3. Student Appeal procedure: Student appeal of subsequent violations will follow Judicial Board appeal guidelines.

VII.C. THE SYLLABUS.

In order to avoid difficulties (legal or otherwise) in dealing with students, instructors should distribute a copy of their syllabus in each class during the first week of the semester.

Below are some items you should include in your handout:

Attendance

- Do you expect regular attendance and promptness?
- Do you require that students report to you before or after absences?
- How can absentees make up work missed?
- Do you notify school deans of excessive absences?

Tests and Quizzes

- Are these announced, unannounced or a combination? How many?
- Will you give a final? How long? What type – objective, essay, or both?
- What will each examination cover?
- How do you handle dishonesty? (See college “Code of Academic Honesty”)

Grading

- How do you calculate final grades?
- What percentage or weight is given to written work, speeches, reports, term paper, tests and/or final examination?
- Do you provide for effective class participation? How?

Writing Standards

- Is written work evaluated on content alone? Combination?
- If mechanics are important, what constitutes an acceptable paper mechanically?
- If a term paper is required, do you provide a style sheet or refer students to a specific style manual?

Make-Up Work

- What provision do you make for class work or tests missed?
- Do you schedule make-up sessions for groups? Individuals?

Penalties

For late work? For other deficiencies? What will they be?
(Note that college regulations state that a grade cannot be lowered solely on the basis of absences)
For plagiarism? (This must be very clear and conform to college “Code of Academic Honesty”)

Instructor Absences or Tardiness

What should students do if you do not appear for a class?
Do you request that they wait if you are late? How long?
Where can students learn of your absence? (You should notify the school office, which will then initiate announcements on campus radio, on TV monitors and on classroom blackboards.)

In all your requirements, be fair, be reasonable, be specific and be consistent with general college regulations.

ITEMS TO BE INCLUDED ON A SYLLABUS

Because a syllabus is understood to be a contract with a student, at the start of each semester during the first week, faculty will submit to their school office and distribute in each of their classes copies of syllabi for each course they have been assigned to teach.

Each syllabus will include or account for the following:

- Semester the syllabus applies
- Course Description, matching what is in the current college catalog with course prefix and number, course name, and including the number of credits and pre- or co-requisite(s), if applicable
- Instructor contact information: office location and office hours; email address; phone number; faculty mailbox location
- Required textbook(s) and other materials
- Instructor’s attendance/lateness policy
- How the final grade is calculated (e.g. 30% quizzes, 50% exams, 20% class participation) and what grade ranges are (A=93+, A-=90-92, B+=88-89, etc.)
- Statement on Students with Disabilities
If you are a student with a documented disability who wishes to use academic accommodations, you should do the following:
 1. Speak with your instructor during the first two weeks of class;
 2. Talk with David Symonds, Coordinator of Services for Students with Disabilities, to arrange your test accommodations. You may reach Mr. Symonds at 315-684-6349 or E-mail symondda@morrisville.edu

If you wish to use test accommodations for an exam, please speak with the instructor the class **before** each exam. Doing this will help to accommodate you. All tests must be completed the same day the test is scheduled. Any other arrangements must be made by agreement between the student and the instructor.

The two week time frame is to encourage students to arrange accommodations early in the semester. Students with disabilities may use accommodations at any point during the semester.

Statement on Academic Assistance

Updated May 2016

The Academic Enrichment Center (AEC) is a resource available to all students who need assistance with their coursework. The AEC offers peer tutoring in most subjects as well as professional tutoring in math, reading, and English/writing. Supplemental instruction is also available in a number of courses. The tutors and professional staff at AEC can also assist students with general study skills such as note-taking, test-taking, time management, and critical thinking. The AEC is located in the Library and can be reached at 315-684-6075 or e-mail lawhorsl@morrisville.edu.

- Academic Honesty Policy
- Topical outline of activities, assignments
- Measurable Course Outcomes

Faculty may include the following items, but these are at the discretion of the instructor:

- Alternate instructor contact information (home email/phone, et al.)
- Instructor's expectations (cell phone use, civility, preparedness, etc.)
- Policy regarding papers, exams, quizzes, etc.
- Policy regarding late work, make-up work, extra credit, etc.
- Campus policies related to academics (e.g. field trip policy)
- Et al., as necessary for or appropriate to the course

VII. D. ACADEMIC ADVISING

VII.D.1. Definition and Importance of Academic Advising*

“Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations.”

Academic advising is a multifaceted activity. Academic advising should assist individual students to realize the maximum educational benefits available to them. It accomplishes this by:

1. Helping students to clarify their values, goals, and better understand themselves as persons
2. Helping students to understand the nature and purpose of higher education.
3. Providing accurate information about educational options, requirements, policies, and procedures.
4. Planning an educational program consistent with a student's interests and abilities.
5. Assisting students in a continual monitoring and evaluation of their educational progress.
6. Integrating the many resources of the institution to meet the student's special educational needs and aspirations.

Some specific activities and responsibilities which will help the faculty advisor realize the above goals are these:

1. Acquaint advisees with the general and departmental educational requirements, college regulations, services, and opportunities.
2. Help advisees understand their past educational achievements and how they are related to their present educational goals.
3. Increase advisees' awareness of abilities and talents through the use of placement test results and other data (advisors may prefer to refer advisees to the Academic Support Center for test interpretation).
4. Help advisees plan each semester's program of courses and, as soon as possible, a degree

program. It is suggested that each advisee complete a Graduation Requirement Worksheet and that both advisee and advisor keep a copy.

5. Assist advisees when they are not achieving in accordance with their abilities, helping them plan activities to correct their difficulties.
6. Refer advisees as needed to other persons and services.
7. Be aware of each advisee's progress in his/her various pursuits by sufficient contact and the keeping of accurate records.

Good academic advising involves the ability of the advisor to help a student define and develop realistic goals, accurately perceive the needs of a student, and then successfully match these needs with available institutional resources in a meaningful manner. This process is carried out in an atmosphere of a caring and trusting relationship.

In brief, the academic advisor serves as a coordinator of the student's educational experience. Some of the benefits students derive from an effective advising program include:

1. Successful attainment of their educational/career objectives.
2. Achievement of GPA's consistent with their ability.
3. Higher retention rates.
4. Satisfaction with the process and development of a positive attitude toward the institution.
5. Development of a meaningful relationship with their advisor.

*Reprinted from materials provided by The American College Testing Program.

VII.D.2. Advisor Role and Responsibility

Develop a Personal Relationship

One of the factors frequently mentioned by students as being important to them in the advising process is whether or not an advisor shows concern for them as individuals. Students who feel that their advisor cares for them as a person are more likely to value their advisor's advice, and are more likely to return to their advisor when they are experiencing difficulties. Advisors can develop the relationship with their advisees by:

1. Becoming familiar with the student's personal, educational and career goals.
2. Having some knowledge of the student's academic ability and background (Use of advisement folder material, transcripts, grade reports, etc.)
3. Asking about the student's progress and determining whether or not they need assistance.

Be Available

Being available is the key to developing a positive relationship with advisees, and in being able to help them. It is a faculty member's responsibility to post a reasonable number of office hours and to be available during the semester to meet their advisee's needs. Questions regarding office hours should be addressed to your school dean. During the course selection / registration period when academic advisors must be available, an appointment sheet is sometimes helpful to both the student and the advisor.

Provide Accurate Information

Students expect authoritative information about their programs and requirements from their advisor. It is important that the advisor be:

1. Totally familiar with their own program requirements.

2. Knowledgeable about general education requirements, academic policies, and campus-wide academic procedures.
3. Aware of other courses and academic programs offered at the college.
4. Aware of campus programs and services available to students (counseling, career planning and placement, college skills, etc.) and be able to refer students to these services when it seems appropriate.

Provide Program Planning

The advisor should confer with each advisee at least once each semester to accomplish the following tasks:

1. To assist advisees in identifying their interests, and educational or career goals.
2. To assist advisees in planning their academic programs. This process can be facilitated if the advisor is properly prepared by having and reviewing:
 - a. the registration procedure, locations and schedule.
 - b. access to the Master Schedule of Courses on the College website.
 - c. the current College Catalog and Faculty Handbook (both available on the web).
 - d. a sample curriculum outline for each major offered by the department.
 - e. the student's advisement folder.
3. Give advice regarding the student's academic program and graduation requirements. Advisors should:
 - a. be careful to explain which courses are required and which are recommended.
 - b. be sure that the student has had adequate preparation for courses which are recommended. (If necessary, the advisor should consult grade reports, or the student's transcript.)
 - c. be alert to specific course sequences which are required in the student's major program, particularly those taught by other departments.
 - d. help students to understand their total program, and how they should plan their course.
 - e. assist students in deciding how to utilize their elective courses to best meet their goals. The advisor should not mandate how a student must use electives but rather, should make recommendations as to the most desirable courses, given the student's interests and abilities. The advisor can only require those courses specified by the department as being required. Advisors should keep in mind that the choices belong to the student and that the advisor's only responsibility is to give accurate information and advice. If the advice is not taken, the advisor is not responsible.

Advisor Role in Scheduling Courses

The student should be advised and helped in the selection of courses. A copy of the courses selected should be filed in the advisee's folder. The advisor should then supply the student with the label containing the student's Web and Advising PIN's (personal identification numbers), which allow the student to access Web for Students and schedule their classes.

Record Advisee Information

The advisor should record information in the advisee file which may be helpful in future advisement sessions with the student, and for possible use by other advisors in case of referral or change of major. The advisor should also keep a record of those courses which the student was advised to take, and a record of the student's final selections.

Make Appropriate Referrals

Advisors are not expected to know everything and should not lead students to believe that they do. When faced with a situation which requires additional information or other campus resources, the advisor should be knowledgeable enough of the support services on campus to call, or refer the student to another office.

It is of course desirable that the advisor not refer too quickly, but rather take the time to fully understand the student's concern, and to determine the best course of action. Often the additional information can be obtained by using the telephone or e-mail.

When it is determined that a referral is in order the advisor should:

1. Help the student to understand why the referral is being made.
2. Explain what kind of service is offered and what the student should expect from the referral service.
3. Help the student to make the appointment. Whenever possible the referral should be made to a specific person rather than to a "service." A phone call or e-mail to set up the first appointment is the most effective way of ensuring that the student will make the all-important first contact with the referral service.

If confidentiality permits, it is a good idea to follow-up on referrals with both the student and the referral source. This allows the advisor to evaluate how useful the referral service has been, to determine what progress the student is making, and to determine whether or not to use that service again in the future.

VII.D.3. School Role and Responsibility

Assignment of Academic Advisors

1. Upon entering the college, or upon changing majors, each student should promptly be assigned a permanent academic advisor
2. Requests for a change of advisor should be honored if students feel it is in their best interest to work with a different faculty member.
3. If a student's advisor leaves the campus, the student should promptly be assigned a new advisor. Every effort should be made to inform the student of this change.

Maintaining Academic Information

The school should maintain the following academic information for distribution to students and faculty.

1. An up-to-date listing of curriculum requirements.
2. A course description for each course offered by the department.

Advisee Folder System

The school should have a system for:

1. Starting an advisee file for each new student. (Advisee files for students who change majors should be forwarded from the student's old school.
2. Seeing that the following academic information is properly on file for each student.

Curriculum worksheet	Student Contracts
High school/transfer transcript	Course waivers
Midterm and semester grades	Attendance notification

- | | |
|------------------------------|--|
| Course placement materials | TOEFL scores |
| Notes on advisement sessions | ACT/SAT scores |
| Student Goals | GED |
| Dual major forms | Student Permanent Record Change Form A |
- Forwarding the student's advisee file to a new advisor if that student should change major or advisor.

Evaluation of Credit

The school should be able to provide a new student, or a student changing majors, with an evaluation of previous credit, a check against graduation requirements, and a formal list of courses remaining for graduation.

VII.D.4. Student Role and Responsibility

Students have an important responsibility in the advising system and should take the initiative of seeking advisement and for developing close relationships with their advisors. In order to do this effectively, students should:

- Learn the name and location of their academic advisor early in the semester.
- Schedule early appointments during the course selection/registration period, and be prepared for advisement (students should review a copy of the master schedule on the college website, and have an idea of the courses they plan to take).
- Attempt to clarify their interests, personal values and goals with their advisor.
- Become familiar with general education requirements, graduation requirements, and program requirements.
- Consult with their advisor concerning changes in their approved schedule (i.e., after being closed out of course, during add/drop, etc.).
- Consult with their advisor when they are in academic difficulty.
- Inform their advisor before changing majors, transferring to another college, or withdrawing from college.
- Accept responsibility for making their own decisions.

VII.E. STUDENTS AND DISABILITIES

The Office of Disability Services promotes both physical and programmatic access to the entire Morrisville State College Community. This is accomplished by providing information, training, and advocacy about disability related issues to students, faculty/staff, along with other members of the college community.

The Office of Disability Services has locations at both the Morrisville, and Norwich Campuses.

Contact Information

Main Campus:

Butcher Library Room 202. Hours Monday – Friday 8:30 – 4:30 Phone 315-684-6349

Norwich Campus:

Follett Hall Room 211 Hours Monday – Friday 8:00 – 4:30 Phone 607-334-5144

Additional information and resources for faculty and staff may be found at www.morrisville.edu/disabilityservices

VII.F. STUDENT RETENTION

The ultimate goal of campus-wide retention efforts is to increase the academic achievement, satisfaction and persistence rate of students.

The responsibility of faculty and staff members in general is to:

1. Be sensitive to the legitimate needs and interests of students.
2. Involve students, expect much of them, and provide them with frequent, specific and appropriate feedback about their activity.
3. Identify students whose legitimate needs and interests we seem not to be meeting.
4. Become knowledgeable about campus resources for meeting a variety of students needs and interests, and cooperate with other members of the faculty and staff to use such resources on behalf of dissatisfied or uninvolved students.
5. If Morrisville really is academically the wrong place, or, if now is really the wrong time for attending college, wish students well and assist them in exploring alternatives.

VII.G. FERPA AND MAINTAINING CLASS RECORDS

- a. If the faculty member and all of a class agree, the hour of meeting for that class may be changed for one session. This practice is to be discouraged, however, especially before vacations, and should not be repeated unless absolutely necessary.
- b. Students should not be left alone in a laboratory unless there is adequate faculty supervision in the building. If there is a dangerous situation in the laboratory, the faculty member must be in the room.
- c. Admissions data and test scores are available to any faculty member in the office of the school in which the student is enrolled.
- d. A blank copy of all tests should be kept. Any examination or test paper not returned to the student should be kept for one year. See that all tests are shredded rather than just discarded.
- e. All course grade books shall be kept by the faculty member until such time as he/she shall leave the college, when they should be turned over to the Dean along with any other materials containing information the Dean might need in the future. Course grade books may be discarded after keeping them for ten years.

NOTE: Family Educational Rights and Privacy Act of 1974.

The intent of the law is essentially that each student has a right to examine his/her records, and no records may be given out except upon consent of the student, with certain limited exceptions. The new version of the law makes it clear that all students, past and present, are covered so long as their records are kept.

Records

The definition of the documents covered by the law has been radically changed. Records over which students may exercise their rights now include all “records, files, documents, and other materials which 1) contain information directly related to the student; and 2) are maintained by an educational agency or institution.” A student may inspect, challenge, and refuse to release to third parties all those records

which fall within this broad category.

The amendment excludes certain records from the student's right of access and challenge, while generally preserving privacy.

1. Institutional records which are in the sole possession of the maker, and which are not accessible to any other person except a substitute;
2. certain security force records which are segregated from other student records, to which only law enforcement personnel have access, and provided the custodian law enforcement personnel do not have access to other educational records of a student;
3. employee records of non-student employees;
4. medical or para-medical records used only for treatment purposes and not available to third parties.

Teaching outside of regular school

When faculty members are teaching a course outside of their assigned School, they should consult the Dean of the School for which the course is taught; an understanding on procedures for conducting the class should be reached between the individual faculty member and the Dean.

VII.H. THE GRADING SYSTEM AND ACADEMIC HONORS

1. Grades

a. Grades are recorded on the following scale:

- A, A- Signifies superior knowledge of a body of material, its function and interpretation.
B-, B, B+ Signifies above-average knowledge of a body of material and its function.
C-, C, C+ Signifies average knowledge of a body of material.
D, D+ Signifies minimum knowledge of a body of material.
S Satisfactory – not computed in grade point average.
F Signifies failure to attain minimum knowledge of a body of material.
I Incomplete – indicates student has not completed all required coursework. An incomplete grade must be completed by the end of the 13th week of the following semester.
W Withdrew from College.
WP Withdrew from College passing course.
WF Withdrew from College failing course.
P Passed; satisfactory; not computed in GPA.
NP Not passed; unsatisfactory; not computed in GPA.
NR Not reported.
X Withdrew from course.
(I) Grades followed by (I) are imputed and do not earn college credit.

b. Credit Points:

<u>Grade</u>	<u>Grade Point</u>
A	4.0 for each credit hour
A-	3.67 for each credit hour
B+	3.33 for each credit hour
B	3.0 for each credit hour
B-	2.67 for each credit hour

C+	2.33 for each credit hour
C	2.0 for each credit hour
C-	1.67 for each credit hour
D+	1.33 for each credit hour
D	1.0 for each credit hour

Grades I, X, S, P, F, W, WP, WF, NP, and NR do not yield quality points.

2. Pass-Not Pass Option Course

This option should be considered by a student who wishes to explore an area of interest outside his/her current major degree requirements without such a course affecting the GPA, and only in consultation with their advisor and college Dean.

- a. The rules for the selection of the Pass-Not Pass option are as follows:
 1. it is the responsibility of the student to make sure s/he selects P-NP courses within the rules of this college and with the approval of the advisor and Dean.
 2. no more than one lower division and one upper division course of four hours or less may be selected, for a total of one course for an Associate's degree program and two courses for a Bachelor's degree program. Only one course may ever be taken P-NP within a minor. (Some courses are offered only on a Pass-Not Pass basis; such courses would not prevent students from selecting this additional course on a Pass-Not Pass option.)
 3. grade for P-NP courses will be "P" for pass, "NP" for not pass.
 4. a grade of "P" will earn regular credit toward graduation but will not be included in calculation of the cumulative average.
 5. a grade of "NP" will be recorded on transcript but will not be included in calculation of the cumulative average.
 6. the course must be selected by the student before the end of the 20th day of each semester; the P-NP option form (Student Permanent Record Change Form B) must be submitted to the Registrar's office before the end of the 25th day of instruction each semester.
 7. once the form is filed in the Registrar's office, the student may not change back to a conventional grade (A-F) for that course, nor may s/he change from a conventional grade to a P-F option.
 8. the P-NP option is not available for imputed credit courses or courses which are designated to be graded S/F. This is effective beginning the spring semester 1994.
- b. Procedure:

3-part forms necessary to implement the system are available in the School offices. This form must be:

 1. filled out and signed by the student and advisor.
 2. the space provided under "Advisor Comment" is to be used by Advisors to indicate their views concerning the P-NP selection.
 3. the form should be sent to the proper School office to be reviewed and signed by the Dean. It will be filed in the student's folder and forwarded to the Registrar's office. Once processed, copies of the form should be sent to the appropriate people (as indicated at the bottom of the form).
- c. Notification
 1. Faculty will be notified as to which students are taking their course under the P-NP option not later than one week before Mid-semester.

3. Dropping Courses

A student may delete or add a course during the first 4 class days of a semester without an "X" grade

appearing on the transcript. Upon securing the counsel of his advisor, course instructor, and his/her School Dean, a student may drop a course at any time following the delete-add period providing he/she initiates the procedure by noon of the last instructional day of the tenth week of the semester. These individuals shall then indicate that the student has discussed with each his/her intent to drop the course by designating in writing their approval or disapproval. The student's transcript will then show a grade of "X." The "X" grade identified only as withdrew from course. Courses receiving the grade of "X" would not be included in the grade point average calculations.

After the first two weeks of classes, a student will be charged \$20 per form for a student initiated course drop, add, or delete.

4. Transfer Credit

Transfer credit will be granted on a course-for-course evaluation basis. "D" grades are generally not transferred and no transfer grades are computed in the Morrisville grade point average. Students transferring from one school to another within the college carry grades and grade points for courses transferred to the new school. These are computed in the overall average.

5. Credit by Examination

LOCAL EXAMINATION

The School Dean approves the minimum grade required on a local proficiency examination to support course credit or exemption.

EXTERNAL EXAMINATIONS

The School Dean approves the minimum grade required on the following examinations to support course credit.

- A. New York State Education Department Examinations
 - 1. Regents External Degree Examination (REDE)
 - 2. College Proficiency Examinations (CPE) – This test may be taken outside of New York State under the title of American College Testing Proficiency Examination Program (ACT PEP) and (CPEP).
- B. College Entrance Examination Board (CEEB) Examinations
 - 1. College Level Examination Program (CLEP)
 - 2. Advanced Placement Examination (AP)
- C. Defense Activity for Non-traditional Education Support (DANTES) Program DANTES Subject Standardized Test (DSST)
- D. Others
 - 1. American Chemical Society Examinations
 - 2. California State University and Colleges (CSUC)
 - 3. Foreign Service Institute (FSI) Oral Proficiency Language

6. Waivers

OTHER REQUIRED COURSES

A student may challenge the need to take a required course by contacting his/her Dean. The Dean may waive a required course based on transfer courses, credit by examination, or waiver by examination. See CREDIT BY EXAMINATION. See CREDIT FOR NON COLLEGIATE TRAINING. Waiver by examination means that a student displays sufficient skills as measured by a local examination to exempt a

lower level course but in the judgment of the Dean, does not deserve college credit.

7. Courses Repeated and Course Substitutions

- A. A student may repeat most courses to attempt a higher grade. This should be done with consent of the student's advisor. Exception, a grade of P or S cannot be raised.
- B. A student may request to replace a required course which was failed or dropped in his/her major. This may be done by repeating the course on campus or transfer of another course from another college in substitution of the campus course.
- C. A student may request to replace a course which is required for graduation by substituting another course for it. The course which is to be substituted may be taken on campus or from another college, and must have the approval of the student's advisor and Dean.

8. Rules for I, W, X, S-F Grades

A. RULES FOR I GRADE

- 1. An incomplete may be given only when circumstances leading to a student's failure to complete course requirements are known to be beyond the student's control. "I" may be given for extended illness, incapacity due to accident or situations producing unavoidable periods of absence from class or final exams. The form to be completed for an I grade is available in each Dean's office.
- 2. Student must meet requirements for the I graded course by the end of the 14th week of the following semester. If not made up it becomes an "F." Extensions may be granted with agreement of Faculty member and approval of the Vice President for Academic Affairs.
- 3. "I" grade is not computed in the Grade Point Average.
- 4. Students with "I" in courses graded A-F are ineligible for honors, Dean's List, President's List.
- 5. "I" will be assigned automatically by the computer center if no grade is reported by the faculty.
- 6. An "I" grade which does not reflect the student's actual achievement may be changed at a later date, thus qualifying the student for Dean's List status. At this time, a retroactive Dean's List letter should be issued.

B. RULES FOR W GRADES

- 1. Registrar's Office assigns W, WP, WF grade to all courses when student is properly withdrawn from college.
- 2. Students withdrawing prior to the drop deadline for courses will receive a grade of "W" for all courses. Students withdrawing after the drop deadline for a course will receive grades of "WP" (withdraw passing) or "WF" (withdraw failing) as assigned by the faculty.
- 3. If a student's name appears on your final electronic grade list, any other legitimate grade may be given. Registrar's Office will automatically change that grade to W once the student has properly withdrawn.
- 4. If a student withdraws after completing a course of less than 15 weeks, the student's Dean shall send a CHANGE OF GRADE to the Registrar after the end of the semester, in order to change the W grade back to the earned letter grade for the completed course.

C. RULES FOR X GRADES

- 1. The student may request a course drop after the fourth instructional day and before noon of the last instructional day of the 10th week of the semester.
- 2. A course drop will result in an X grade on the student permanent record.
- 3. A dropped course is not counted in total credits or in the calculation of grade point average.

D. RULES FOR S-F GRADES

1. Courses which may be graded either S (Satisfactory) or F (Failure) are designated as such when the course is proposed and approved.
2. S-F courses are not calculated in the GRADE POINT AVERAGE.
3. S-F courses with a grade of S are added into total credits earned for a degree.
4. A grade of F in a S-F course does not disqualify the student from Dean's or President's List.

9. Academic Warning

A full-time student will receive academic warning when one or more of the following conditions occur:

- a. The student attains less than a 2.0 cumulative grade point average.
- b. The student attains less than a 2.0 semester average.
- c. The student fails or drops a required course that in the judgment of the School Dean or faculty advisor will significantly affect the student's target graduation date.

Implementation:

1. The student will be given the specific reason for academic warning by letter, signed by the School Dean, along with a copy of the student's academic record. A copy of the letter will be forwarded to the student's advisor.
2. The letter will instruct the student to contact his/her advisor or School Dean as soon as possible. The advisor or School Dean will take appropriate action to assist the student.

10. Satisfactory Academic Progress

An Academic Review Committee of faculty, in consultation with the Dean of each School, will evaluate students experiencing academic difficulty at the end of each semester on a case-by-case basis. A student whose cumulative or semester Grade Point Average falls below a 2.0, or who has dropped a required course, or who has failed a course will be subject to dismissal or academic warning, at the discretion of the Academic Review Committee. In such instances where an academic warning is deemed appropriate, a conditional semester, with terms determined by the faculty, may be granted and dismissal may be deferred for one semester contingent upon a follow-up discussion of the Academic Review Committee at the conclusion of the conditional semester. The student will receive written notification of all decisions from the Dean of his/her School, along with a copy of the student's academic record, and alternate choices for readmission to Morrisville, if any are applicable or necessary.

The maximum permissible credit load for students completing a conditional semester will be 15 credit hours. (This is to include courses which are being repeated to raise a C-, D, D+ or F grade.)

When repetition of a grade is required, students completing a conditional semester are encouraged to repeat any C-, D, D+ and F grades at the first available opportunity.

A student completing a conditional semester is expected to schedule regular conferences with his/her advisor and course instructors. The student should also take full advantage of other services available such as the Academic Support Center and Career Development.

11. Interim Grades

Interim grades are date assigned at the six week point of a semester. Interim grades will be given, but there will be no academic warning or Dean's list. Students with low grades at interim are encouraged to meet with their academic advisor.

12. Restrictions

Students on academic warning may participate in extra-curricular activities. The extent of participation should be determined in consultation between the student and advisor.

Student organizations may continue to place their own restrictions upon members who are on academic warning.

VII.H.1. Early Dismissal

A student may be dismissed from the campus, without refund, for poor academic progress.

Poor academic progress is defined as:

- having a mid-semester GPA of 0.5 or less OR
- having a pattern of excessive absences in a majority of the courses a student is currently

taking

VII.H.2. Academic Honors

Presidents and Dean's List

Students who earn a grade point average of 4.0 and complete a minimum of 12 semester hours of course work will be placed on the Presidents List. Students who earn a minimum grade point average of 3.0 and complete a minimum of 12 semester hours of course work will be placed on the Dean's list.

- The 12 semester hours of course work must be graded A-F and not include imputed credit courses or courses graded P/NP or S/F.
- Grades of "I" (incomplete), "NR" (not recorded), or "F" (failing) in courses graded A-F, and A-F imputed and P/NP or S/F, will disqualify a student from the list.
- A grade of "A" in all courses graded A-F, and A-F imputed is necessary to qualify a student for the President's List.
- Part time students are eligible after each 12 credit hours accumulated.

An "I" or "NR" grade which is subsequently changed may qualify the student for Dean's list status. At this time, a retroactive Dean's list letter will be issued by the Dean's office upon receipt of a new transcript for the affected student from the Registrar's office.

An "I" or "NR" grade which is subsequently changed may qualify the student for President's list status. A retroactive President's list letter will be issued by the President's office upon receipt of a new transcript for the affected student. The transcript is to be forwarded to the President's office by the Dean's office upon receipt from the Registrar.

Honors' List

Only graduating seniors are eligible and they must have a cumulative average at Morrisville of 3.0 or greater.

Phi Theta Kappa List

This list is produced by a signal that is entered by the Registrar at the directive of the Phi Theta Kappa advisor.

Graduation Honors

Morrisville State College graduates will receive an honors designation on their diploma and transcript for recognition of superior academic achievement with the following cumulative GPA ranges.

Recognition of baccalaureate graduates is given using the following designations:

Summa cum laude (3.80 to 4.00 GPA)

Magna cum laude (3.65 to 3.79 GPA)

Cum laude (3.50 to 3.64 GPA)

Recognition of associate graduates is given using the following designations:

Highest honors (3.80 to 4.00 GPA)

High honors (3.65 to 3.79 GPA)

Honors (3.50 to 3.64 GPA)

VII.H.2. The Grading System

Letter grades are used to evaluate student success in achieving the specific purposes of a course. The grading system designates: A, superior; B, above average; C, average; D, passing but unsatisfactory; F, failure; I, incomplete; W, withdrawal from college; WP, withdrawal from college passing; WF, withdrawal from college failing; P, passing; X, withdrawal from course; S, satisfactory; NP, not passing; NR, grade not reported by faculty.

Grade Point Average

The grade point average (g.p.a.) is a measure of academic performance, based on the following:

<u>Grade</u>	=	<u>Quality Points</u>
A	=	4.0
A-	=	3.67
B+	=	3.33
B	=	3.0
B-	=	2.67
C+	=	2.33
C	=	2.0
C-	=	1.67
D+	=	1.33
D	=	1.0
F	=	0

The grade point average is determined by dividing the number of quality points earned by the number of credit hours completed, as indicated by the following example:

CourseHours	Credit		Grade/Quality	Points	Quality Points
				Earned	
Bio	4	X	A (4)	=	16
Eng	3	X	B (3)	=	9
Art	3	X	C (2)	=	6
Psych	3	X	D (1)	=	3
Math	<u>3</u>	X	F (0)	=	<u>0</u>
Totals	16				34

Quality Points Earned (34)
 ----- = 2.13 Grade Point Average
 Credit Hours Completed (16)

Courses graded I, X, S, P, F, W, NP, and NR do not yield quality points. Credits for these courses should not be added into the divisor in the GPA calculation.

The grade point average is computed each semester to determine GPA. After the first semester, the cumulative GPA is computed by dividing the total number of quality points earned to date by the total number of credit hours completed to date. The GPA is computed only on credits earned at Morrisville. Transfer credit from other colleges is not included in the computation.

Grade Reports

Grade reports are produced at the six (6) week interim period and at the end of each semester and record the student's performance. Copies of the grade report are available to academic advisors on "Web for Faculty" at the Interim (6 week) point in the semester and at the end of the semester. Academic advisors should review interim grades with their advisees during the course selection period.

Change of Grades

Note: Four week and interim grades do not appear on student permanent record; therefore, grade changes are unnecessary.

- I. Incomplete grades that Computer Services Center has automatically changed to F. See RULES FOR I, W, X, S-F Grades.
 - A. Computer Services changes I grade to F for all courses which have not been completed from the end of the preceding term to the end of the 14th week of classes in the current term.
 - B. Registrar sends individual notices to Dean at beginning of 9th week of classes for each preceding term student who will have I changed to F.
 - C. Dean distributes notices to appropriate faculty members.
 - D. Faculty reviews status of each student's course work and verifies F grade or changes F to some other grade. The faculty member may request and justify an extension of the I grade. Faculty signs the notice and returns it to the Dean.
 - E. Dean reviews the notice, signs it and returns to Registrar.
 - F. Registrar forwards petitions for extensions of I grade to the Provost and Vice President for Academic Affairs for approval.
 - G. Registrar enters other changes from F to A, B, C, D, P, NP to student permanent record.
- II. Other Grade Changes
 - A. Student or Faculty member notifies Dean of incorrect grade.

- B. Dean acquires “Student Permanent Record Change” Form and fills in student name, major, student ID #. Dean or faculty member fills in the “Grade Change” line by listing course alpha prefix and course number, course reference number (CRN), course title, semester and year that course was taken, old grade and new grade. DO NOT ISSUE A “STUDENT PERMANENT RECORD CHANGE” FORM WITH A GRADE CHANGE TO A STUDENT!
- C. Instructor and Dean of Instructor’s school sign form and send it to the Registrar.
- D. Registrar signs and enters all grade changes for current or preceding term. Registrar sends grade change requests for courses taken prior to the preceding term (for courses taken at least two terms previously) to the Vice President for Academic Affairs for approval.
- E. Vice President for Academic Affairs acts on request and returns to Registrar.
- F. Registrar enters change and/or returns form to Dean of instructor’s school. If grade is changed, Registrar sends copy of change form to Dean of student’s school.

Withdrawal from College

1. Policy

Students may withdraw from college through the last day of classes.

- A. Students are not allowed to withdraw from the current semester after the final day of classes.
- B. Students withdrawing prior to the drop deadline for courses will receive a grade of “W” for all courses.
- C. Students withdrawing after the drop deadline for a course will receive grades of “WP” (withdraw passing) or “WF” (withdraw failing) as assigned by the faculty.
- D. Any student withdrawing after the 10th week of the semester will be unable to attend Morrisville State College the following semester unless the Vice President for Academic Affairs approves the re-admittance.

II. Procedure

- A. A student withdrawal may be initiated in one of the following ways:
 - 1. Student expresses desire to depart by reporting to Dean’s Office.
 - 2. Student departs without notice and later requests an official withdrawal.
 - 3. Student is dismissed for disciplinary reasons.
 - 4. Student is dismissed for non-compliance with immunization requirements.
- B. The Dean assists the student to fill out “Student Departure Form” when departure for remainder of term is deemed unavoidable. The actual departure date should be recorded on the date line at the upper right corner of the form.
- C. The student hand carries the “Student Departure Form,” if possible, and secures signatures as indicated on the form. A properly withdrawn student will have a W grade on all courses for the semester. If the student has financial obligations to the college, the concerned office will place a “Hold” on the student’s transcript using the SOAHOLD screen and remove the hold when appropriate.
- D. The last office listed on form is responsible for sending the form to Registrar’s Office.
- E. The Registrar enters withdrawn status and reason on student permanent record. Registrar sends copy of “Student Departure Form” to School Office. Registrar submits list of departed students for campus-wide communication.

Add/Delete a Course

I. Terminology – A course is deleted by completely removing it from the student permanent record. Adding a course is simply the process of entering it on the student schedule.

II. Notes

- A. During the first four class days of the semester, the student may add and/or delete courses using their Web for Students account.
- B. A course may be added on and after the fifth class day when the student's academic advisor considers it appropriate. See course drop/add below.
- C. A course may be deleted on and after the fifth class day when the student's academic advisor or dean certifies that the delete is required by administrative adjustment or error. See III below.
- D. The student should be advised that deleting a course may:
 - 1. not allow him/her to meet graduation requirements.
 - 2. seriously jeopardize veteran's benefits and financial aid. In some cases, repayment of benefits or aid is required by the federal government.

III. Procedure for Course Delete After the 5th Class Day

- A. Student, academic advisor or dean identifies error or administrative need to delete a course.
- B. Student must complete a Student Permanent Record Change Form (available in the Registrar's Office and all school offices). Student is responsible for securing all signatures required on the form.
- C. A delete/add fee will be charged per form, unless waived by the student's academic dean.
- D. If the fee is not waived, the student takes the completed form to the Student Accounts Office to pay the drop/add fee.
- E. The student delivers the Student Permanent Record Change Form and a copy of their receipt (if necessary) to the Registrar's Office.
- F. The Registrar processes the add / delete as indicated and distributes copies of the form to the appropriate offices.

Add/Drop Course

I. Terminology – A course drop results in an X grade being recorded on the student permanent record for the course. Adding a course is simply the process of entering it on the student schedule.

II. Notes

- A. During the first four class days of the semester, the student may add and drop (or delete) courses using their Web for Students account.
- B. After the fourth class day and until noon of the last instructional day of the 10th week of the semester, the student may request a course drop. See III below
- C. A course which is graded X to signify that the student dropped the course is not included in total credits or GRADE POINT AVERAGE.
- D. The student should be advised that dropping a course may:
 - 1. not allow him/her to meet graduation requirements.
 - 2. seriously jeopardize veteran's benefits and financial aid. In some cases, repayment of benefits or aid is required by the federal government.

III. Procedure for Course Drop/Add

- A. Student initiates course drop/add with his/her academic advisor. .
- B. The student completes the Student Drop/Add Course Form (available in the registrar's office and all school offices) securing all the required signatures.

- C. A drop/add fee will be charged per form, unless waived by the student's academic dean.
- D. If the fee is not waived, the student takes the completed form to the Student Accounts Office to pay the drop/add fee.
- E. The student delivers the Student Drop/Add Course form and a copy of their receipt (if necessary) to the Registrar's office.
- F. The Registrar processes the add/drops as indicated and distributes copies of the form to the appropriate offices.

VII.I. CLASS ATTENDANCE POLICY

1. Students are expected to attend all scheduled classes and laboratories. However, special circumstances such as illness, religious holidays, travel difficulties, family emergencies and active participation in college-sponsored events may make certain absences unavoidable. In such instances, students should notify instructors of these special circumstances.
2. Each instructor will distribute an attendance policy statement, defining excessive absences, the first week of classes each semester. These will be approved by the appropriate Dean to assure no conflict between individual attendance policies and college policy; copies will be on file in the instructor's school office. Students are responsible for understanding the attendance policy (including procedures for making up missed work) of each of their instructors.
3. When, in the opinion of the instructor, absences have placed a student in potential academic jeopardy, the instructor will notify the student's Dean, who will issue a warning to the student. An instructor may initiate discussion to determine the advisability of the student's dropping or continuing the course in which excessive absences have occurred.
4. A faculty member can suspend a student from class or laboratory for disruptive behavior, that is, for actions which interfere with the orderly conduct of the session or which threaten bodily harm to others. All such cases must be referred immediately to the student's Dean, with a full report. If the student cannot be reinstated in the class or laboratory within one week of the day of suspension, the case must be referred to the Vice President for Academic Affairs for resolution.
5. Extended, unavoidable absences will usually result in student withdrawal from college. However, in unusual situations where the student indicates a desire and an ability to complete course work even though away from campus, he/she may petition his/her Dean for permission to continue academic work. The Dean will then consult with the student's instructors and, on the basis of these consultations, advise the student to withdraw from college, to drop courses, or to finish courses under the supervision of consenting instructors.
6. Although regular class attendance will not guarantee passing grades, irregular attendance will usually have an adverse effect upon them. Because final student evaluation is based upon measurable academic achievement, however, instructors will not lower final grades solely on the basis of absences.

VII.J. CLASS CANCELLATION POLICY

The college has developed a web based class cancellation system which will provide faculty the ability to communicate a cancellation to their students by directly posting a class cancellation notices on the Morrisville website. The system does not diminish or replace the need for faculty to communicate a planned or otherwise unavoidable absence to their School Dean even if alternative arrangements have been made. This system is intended for *class* cancellations only and should not be used for other purposes.

1. You are now able to log in to the cancellation system (located at <http://cancellations.morrisville.edu>) and post your own class cancellations. Your campus username and password (used for networking and email) should be used to log in.

2. Once you log in, a web form will request some basic information about your cancellation (your school, the date of the cancellation, and which classes are being cancelled). If you wish, you may also post a public note to your students which will appear on the website and a private note which will be emailed to your school office, your dean, and the ICS department.
3. When your cancellation is ready, press the “submit” button and it will be entered in to the system to be posted on the website.
4. Classes posted through this system will be automatically displayed on the college website (<http://www.morrisville.edu/cancellations>) on the date for which they are scheduled. Cancellations posted on the same day for which they are scheduled will appear on the website immediately.
5. When you submit a cancellation, an email will be generated to your school office, your dean, and the ICS department. This email will serve as a notification to the school office that you have submitted a cancellation, and will serve as a notice to the ICS office that your cancellation should be added to the Information Channel (Channel 2).
6. Please note that this system is not intended to be a substitute for any additional required paperwork or notifications that your school office may require.
7. If you do not have access to an internet connection or are otherwise unable to use this system yourself, you should call your school office, and they will be able to post the cancellation for you.

A link to the cancellation system has been placed in the “Web for Faculty” area. This link serves as a secondary means of reaching the cancellation system in case you are unable to recall the direct address.

VII.K. MID-TERM EXAMS AND GRADES

The interim marking period normally comes at the end of the sixth week of classes each semester. Whether or not a special interim examination is to be given is left to the discretion of each instructor; regular class time is to be utilized for this purpose.]

VII.L. 15th WEEK POLICY

The end of the academic term provides an opportunity to bring learning activities to closure. A last unit/hour exam may be given during the 14th week of the semester only if a comprehensive final exam is given during the 15th week. Each course should have an appropriate summative activity during the 15th week. This policy would not apply to exams where special facilities are required (i.e., lab practicals, horse riding evaluations, etc.) These unique cases should continue to be scheduled as facilities permit, adhering to the above whenever possible. As we implement this new policy, requests for exceptions should be directed to the Dean’s office and may be passed on to the Provost’s office when necessary.

VII.M. ACADEMIC GRIEVANCE SYSTEM

The student academic grievance system provides responsible institutional alternatives for the student who has a legitimate complaint to make against a member of the faculty. The grievance system is intended primarily to safeguard the rights of students, but also to protect the faculty from complaints that are unsupported or insubstantial. The grievance system is not intended either to change existing academic or

college policy or to persecute, penalize or in any way diminish the academic freedom of individual faculty members.

Section I – Scope

- A. For the purposes of this proposal, a grievance shall be a complaint of the following:
1. A violation, misinterpretation or inequitable application of an academic rule, regulation, or policy of the college, school, or curriculum.
AND/OR
 2. Unfair or inequitable treatment by reason of any act or condition which is contrary to established policy or practice governing or affecting a student of this college.
AND/OR
 3. Prejudiced, capricious, or manifestly unjust academic evaluation.
- B. To facilitate this procedure the following general guidelines are provided:
1. A grievance complaint must be initially presented within 21 calendar days of the alleged grievance excluding any intersession and/or vacation.
 2. A grievance complaint must be initiated by the individual affected.
 3. Any student may present a grievance complaint, subject to these guidelines.
 4. If any grievance complaint originates at the department level or higher, an informal settlement should be attempted at that level with subsequent appeals to be made in accordance with the procedures outlined below.

Section II – The Grievance Structure

- A. Step 1 – The Department Level (It is recognized that many grievances are merely faculty-student misunderstandings and can be settled at this level. Therefore, in the interest of informal settlement, this step has not been significantly altered from the present system.)
1. In the case of grievance a student has with a faculty member, the student should attempt an informal settlement with the faculty member. There may be instances when the student feels that s/he needs to involve his advisor or department chairperson in a specific case.
 2. If no mutually satisfactory informal settlement can be reached with the faculty member, then the student may file a written statement of his grievance with the chairperson of the department in which the grievance occurred. The chairperson shall hold an informal meeting with the student and the faculty member, and make a decision within one week after the meeting.
 3. If either party is dissatisfied with the decision made by the chairperson, it is the responsibility of the chairperson to inform both parties of the next possible recourse, namely, to appeal the decision to the Dean of the school in which the curriculum is located. Intent to appeal should be filed, in writing, in the office of the School Dean within 10 days after receipt of the department chairperson's decision.
 4. If the grievance is initially with a department chairperson, then the student should attempt an informal settlement with that individual. If no mutually satisfactory decision can be reached, then the grievance should be filed with the School Dean as outlined above.
- B. Step 2 – The School Level
1. Should either party be dissatisfied with a decision at the department level, the grievance may be brought, in writing, to the office of the School Dean in which grievance occurred, within 10 days after receipt of the department chairperson's decision. The chairperson should make available all information relating to the case, his/her decision regarding the case and reasons for the decision, and forward statements, arguments, etc., from both parties involved in the case.

2. The School Dean should convene a special hearing for the case with all involved parties present, within 10 days of the written presentation of the grievance subject to the availability of the parties involved. There may be cases when it is mutually agree-able to both parties involved to have a less formalized settlement than a hearing such as this. If this is the case, the grievance should be handled in some other mutually acceptable manner. It shall be the responsibility of the School Dean to make these alternatives known to all parties involved in the case.
3. Either party involved in a grievance case may have someone (such as a student's advisor or a faculty member's colleague) present to provide them with assistance. Choice of assistance of this type would be left to the individual parties involved, but s/he or she must be a member of the Morrisville State College Community.
4. After hearing all facts and opinions relevant to the case, the School Dean shall make a decision regarding the specific grievance. S/he shall notify, in writing, all parties involved within one week.
5. A copy of the decision and all pertinent materials shall be kept in the student's file in his/her School Dean's office at least one year after the student has graduated or left school.
6. Should either party be dissatisfied with the decision, it is the responsibility of the School Dean to inform all involved parties of the next step, which is to appeal the decision to the Academic Grievance Tribunal.

D. Step 3 – The Academic Grievance Tribunal

1. Should either party be dissatisfied with the decision at the school level, the grievance shall next come before the Academic Grievance Tribunal.
2. Notice of intent to appeal should be filed in the office of the Vice President for Academic Affairs, within one calendar week after receipt of the decision of the School Dean.
3. Composition
 - a. Faculty – There shall be three faculty members chosen by the faculty member involved in the dispute from a list of 20 faculty members supplied by the Vice President for Academic Affairs of the College.
 - b. Students – There shall be three student members chosen by the student involved in the dispute from a list of 20 students supplied by the Provost and Vice President for Academic Affairs of the College.
 - c. Administrator – The Vice President for Academic Affairs shall be the administrative representative on the Tribunal. The administrative representative shall also serve as chairperson of the Tribunal. The chairperson will have a tie-making or breaking vote.
4. Procedures
 - a. In all cases arising from an appeal, the appellant shall submit written arguments within ten days of the filing of his notice to appeal.
 - b. A copy of said arguments shall be filed with the Vice President for Academic Affairs and a copy sent to the respondent.
 - c. The respondent then may file written arguments within ten days of receipt of the appellant's arguments, one copy to be submitted to the Vice President for Academic Affairs, and one copy to the appellant.
 - d. Upon being notified by the Vice President for Academic Affairs of a pending appeal, the School Dean shall forward all records of his findings and recommendations, and the reasons for the decisions, to the Vice President for Academic Affairs.
 - e. The Vice President for Academic Affairs shall invite both the appellant and the respondent to choose the faculty and student membership for the Academic Grievance Tribunal. Both the appellant and the respondent shall have the opportunity to challenge any member of the Tribunal and to have that individual removed from the Tribunal if cause can be

established. The Vice President for Academic Affairs or the President of the College shall determine whether or not cause has been established in each case.

- f. Once the appellant and the respondent agree upon a seven member Tribunal, the Vice President for Academic Affairs shall schedule the hearing within two weeks.
- g. At said hearing, both the appellant and the respondent shall be given the opportunity to make any oral arguments. Either party may again have someone present to provide them with assistance, as described above in Section II, B-3. Provision shall be made for other regular hearing procedures, e.g., calling and cross-examining of witnesses, etc., and other provisions as found necessary by this Tribunal in its operations.
- h. In cases involving charges of discrimination on the basis of race, color, national origin, religion, age, disability or marital status, the Campus Affirmative Action Officer shall sit with the Tribunal in an advisory capacity during the review and deliberations.
- i. The Tribunal shall then render its decision which shall be final. In the event of a tie the grievance shall be submitted to the President of the College whose decision shall be final. Copies of the decision shall be sent to the appellant, the respondent, and the Vice President for Academic Affairs within one week of the decision. The Vice President for Academic Affairs will be responsible for this decision being carried out.
- j. Copies of the decision and all pertinent materials shall be kept in the student's file located in his/her School Dean's office for at least one year after the student has graduated or left school.

VII.N. COURSE AUDIT

Course auditing consists of class attendance and participation at a cost of \$50.00 per course with no academic credit to the auditing student. A \$50.00 fee will be charged for each course audited. Auditing of courses is allowed by permission of the School Dean and course instructor. Auditing privileges shall not deny enrollment to regularly enrolled students. Per SUNY policy, senior citizens (age 60 or above) may audit courses on a space available basis.

Neither adherence to normal academic requirements nor grades are required for course auditors. Restrictions on admission to courses with educationally necessary prerequisites and with extensive laboratory or individualized studio activities are subject to the discretion of the School Dean and the course instructor.

VII.O. SPECIAL PROJECT GUIDELINES

Students taking "Special Project" courses may earn up to three credit hours for courses designated as Special Projects in their associate degree and an additional three hours credit for Special Projects in their baccalaureate program.

A total of six Special Project credits may be awarded in a baccalaureate program with three credits coming at the lower division level and three from the upper division level. Students at the associate's level will not be given credit for upper division level Special Projects.

Students registering for three one credit Special Projects must do so by the end of the first week of the semester; students registering for two one credit Special Projects must do so by the end of the fifth week of the semester; and students registering for a single one credit Special Project must do so by the end of the tenth week of the semester.

First semester students are not restricted from registering for a Special Project. However, this course offering assumes that the student possesses a certain degree of academic maturity. For some students, it may not be in their best interest to register for a Special Project during their first semester of study.

Students who are not in their first semester of study must have maintained an overall GPA of 2.0 or better in order to register for a Special Projects course. Students are required to work at least 45 hours per credit hour. This will include any formal meetings with the instructor, any lab related work and any outside work. This should be clearly stated in the description of the Special Project course offering in the course catalog.

No non-faculty may offer a Special Project without the direct advisement and approval of faculty members from the school in which the course is being offered.

Any faculty offering a Special Projects course must submit written documentation at the conclusion of the project that describes the goal, activities, and outcome of the project. This documentation must be included in the student's permanent file.

A similar form will be used for all schools. The form will require five signatures: the student, advisor, faculty supervisor, Dean of the student's school, and the Dean of the crediting school.

There is no restriction on the number of special projects students a faculty member may have during a particular semester.

VII.P. CONTINUING EDUCATION

The College offers continuing education courses during the fall, winter, spring, and summer semesters at both the main and Norwich campuses. For information on continuing education or summer courses, contact either the Registrar's office or the Norwich campus.

Campus faculty interested in teaching a continuing education or summer or winter school course should notify their Dean. They will be given first consideration to teach through the Norwich Campus, or summer school. The appropriate academic deans will review all requests for employment in continuing education or summer school and recommend those to be employees to the Vice President for Academic Affairs.

VII.Q. RESIDENCY REQUIREMENTS.

VII.Q.1. Associate Degree Programs

All students in two-year programs shall complete a minimum of 30 credit hours at Morrisville.

- The following types of successfully earned credits shall contribute toward a student's residency requirement:
 - Any Morrisville credits earned from courses taught on or off the campus
 - Any distance learning courses originating or received at Morrisville

- The following types of credits will not contribute toward a student's residency requirement:
 - Credits transferred from another institution
 - Credit awarded for successful completion of a course examination

- Specific program majors may require up to 15 of the 30 credits in selected Morrisville courses

- Students entering the RN program with previous LPN status are required to complete a minimum of 21 credit hours at Morrisville.

VII.Q.2. Baccalaureate Degree Programs

All students shall complete 30 credits of upper-division course work at Morrisville.

- The following types of successfully earned credits shall contribute toward a student's residency requirement:
 - Any Morrisville credits earned from courses taught on or off the campus
 - Any distance learning courses originating or received at Morrisville
- The following types of credits will not contribute toward a student's residency requirement:
 - Credits transferred from another institution
 - Credit awarded for successful completion of a course examination
- Upper division courses include 300 to 400 level designated courses

VII.R. STATUTE OF LIMITATIONS ON DEGREE COMPLETION.

Return After an Absence from the College:

Any student may return to the college to satisfy degree requirements within a seven year period after matriculation in a degree program. The student may need to enroll or re-enroll in additional coursework to complete degree requirements and must satisfy residency requirements set forth in policies #6201 and/or #6202. In particular, in the event that the requirements for a program change while a student is separated from the college, the student may be required to enroll in coursework that satisfies the new program requirements, subject to the approval of the Academic Dean after consultation with the appropriate faculty.

Transfer Courses from Another College:

A student may satisfy degree requirements at Morrisville State College by taking courses at another college and transferring those credits back to Morrisville within a seven (7) year period following matriculation at this college (subject to residency requirements). The courses to be transferred shall have prior approval of the appropriate academic dean. Further, any student not completing his/her prescribed degree program within seven years after matriculation at Morrisville State College may need to enroll or re-enroll in additional course work because of changes in the curriculum, subject to the approval of the Academic Dean after consultation with the appropriate faculty.

SECTION VIII CURRICULAR POLICIES

This section concerns policies directly concerning the development and review of the curriculum including the creation of new courses and programs, alteration of the current curriculum, and state and local curriculum requirements (ABC-list, General Education). This section is maintained by the Office of the Provost and the College Senate Curriculum Committee.

VIII.A –DEGREE REQUIREMENTS

All degree programs must meet the following:

- 1) Credit Hour Requirements (Section VIII.A.1)
- 2) Transferability Requirements (Section VIII.A.2)
- 3) Liberal Arts and Sciences Requirements (Section VIII.A.3)
- 4) General Education Requirements (Section VIII.A.4)

Credit hour requirements and liberal arts and sciences requirements are set by the New York State Board of Education (NYSED). Transferability and general education requirements are set by the Board of Trustees of the State University of New York (SUNY).

VIII.A.1 – Credit Hour Requirements

VIII.A.1.a – Requirements for Associate and Bachelor Degrees.

A minimum and maximum number of credit hours have been established by NYSED for each degree type. Associate degrees should have a minimum of 60 credit hours and a maximum of 64 credit hours. Bachelor degrees should have a minimum of 120 credit hours, maximum of 126 credit hours. To facilitate student degree completion, SUNY strongly recommends designing programs so students can complete them in two or four years of full-time study. Degrees not meeting these guidelines need to seek a waiver from SUNY administration.

VIII.A.1.b – Additional Requirements for Bachelor Degrees

SUNY requires that all Bachelor degree programs must have at least 45 credit hours of upper-division courses (i.e., those at 300-level or above), with 24 credit hours of upper-division courses in the major.

VIII.A.2 – Transferability Requirements

To maximize the ability of students to transfer between programs and between SUNY colleges, the following transferability requirements have been developed by SUNY. Transfer paths have been developed in consultation with faculty across the system and are subject to change based on faculty review at the system level. Pathways can be found by searching for them on the suny.edu website. Not all programs have a transfer path.

VIII.A.2.a – Associate Degree Programs

For Associate of Arts and Associate of Sciences degrees where a transfer path exists, a program must include the core courses as laid out in the transfer paths. These courses have been set by system-wide faculty consultation and have been designated as core courses. The pathway will insure students will have the ability to transfer into a similar program at another SUNY college and to complete a bachelor's degree

in the same area in a reasonable time period, regardless of which institution at which they pursue the degree.

VIII.A.2.b – Bachelor Degree Programs

For Bachelor degrees where a transfer path exists, programs must include sufficient foundational courses in the first 60 credits of the degree as detailed in the transfer paths to enable students to transfer to and complete a similar program at another SUNY college in a reasonable time period.

Programs, especially unique programs such as those offering a bachelor of technology degree, may seek a waiver from SUNY for these requirements,

Bachelor’s degrees should be designed so the general education requirements can be completed in the first two years of the program.

VIII.A.3 – Liberal Arts and Sciences Requirements

VIII.A.3.a – Credit Hours Required

Liberal Arts and Sciences (LAS) courses are a key part of each degree program. They aim to provide all students, regardless of specialization, a broad education in college level writing, reading, and communications skills via courses in various liberal arts disciplines. Each type of degree has a minimum requirement for the number of credits hours required.

Associate of Applied Science (A.A.S.)	20 credit hours
Associate of Science (A.S.)	30 credit hours
Associate of Arts (A.A.)	45 credit hours
Bachelor of Technology (B.T.)	30 credit hours
Bachelor of Business Administration (B.B.A.)	30 credit hours
Bachelor of Science (B.S.)	60 credit hours

For degrees requiring 30 credit hours of LAS courses, the program should simply meet the general education requirements laid out in VIII.A.4 below. This will fulfill both requirements.

For degrees requiring under 30 credit hours of LAS courses, the program should meet general education requirements (VIII.A.4) in basic communications plus four other areas, as determined by faculty in the discipline, for a total of 20 credit hours. Programs are encouraged to meet requirements in mathematics, natural science, social science, and humanities.

For degrees requiring over 30 credit hours of LAS courses, the program should meet the general education requirements (VIII.A.4) and draw additional courses from among the general education courses to fill out the LAS requirements. The general education lists represent all available LAS courses.

To facilitate transferability and student completion as well as to simplify course scheduling, it is suggested that programs avoid designating specific courses to fulfill LAS requirements. It is best to leave students a variety of choices. This is also in-line with the spirit of the LAS requirements which is to provide students with a breadth of knowledge to supplement the major focus of their degree.

VIII.A.3.b – Liberal Arts and Sciences Courses

NYSED lays out the following definition of LAS courses in their Policy Statement on Liberal Arts and

Sciences:

The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.

Examples of course types that are considered within the liberal arts and sciences:

Humanities

English—composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
Fine arts—art appreciation, history or theory
Foreign languages—composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
Music—music appreciation, history or theory
Philosophy—comparative philosophy, history of philosophy, logic, schools of philosophy
Religion—comparative religion, history of religion
Theater—dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting

Natural Sciences and Mathematics

Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
Mathematics—calculus, mathematical theory, statistics
Computer Science—broad survey/theory courses

Social sciences

Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology
Criminal justice—introductory and broad survey courses
Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

Examples of course types that are not considered within the liberal arts and sciences:

Agriculture
Business—administration, finance, human resources, management, marketing, production
Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
Health and physical education
Home economics
Education and teaching methods
Library science

Music—studio, performance, practice courses—voice, instrument, direction, conducting
Office technologies and practice
Performing and related arts—acting, costume design, dance, direction, lighting, production, scene construction, sound production
Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
Studio art—drawing, painting, ceramics, sculpture
Technology/technician fields—construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
Television and radio production
Theology—pastoral counseling, ministry

VIII.A.4 – SUNY General Education Requirements

SUNY has defined ten areas and two competencies as part of the General Education requirements for all SUNY degrees. SUNY General Education requirements are designed to provide students a basic core of courses emphasizing citizenship, tolerance, and self-understanding through exposing students to multiple perspectives and points of views. The outcomes of these requirements overlap with the liberal arts and sciences (LAS) requirements and as such, provide students with an exposure to the disciplines of mathematics and science, the social sciences, and the arts and humanities. The General Education requirements in concert with the LAS requirements provide students with opportunity to learn how to learn, while developing skills in critical thinking, speaking, reading, and writing.

SUNY guidelines call for the completion of all general education requirements in all Associate of Arts and Associate of Science degrees. In addition, all Bachelor degree programs should be designed so that students can complete the general education requirements in the first two years of the program. This is to ensure maximum transferability with the SUNY system for our students.

VIII.A.4.a – General Education Requirements

All Associate of Arts and Associate of Science degrees as well as all Bachelor degree programs are required to complete the following:

- 30 credit hours of general education courses in seven of the ten SUNY general education areas.
- Of the seven areas completed, two must be mathematics and basic communications with natural science, social science, and humanities strongly encouraged in order to give students maximum flexibility in transferring.
- Bachelor degrees should be designed so the general education requirements can be completed in the first two years of the program.

VIII.A.4.b – General Education Areas and SUNY Learning Outcomes

Area 1 – MATHEMATICS

Students will demonstrate the ability to:

- interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
- represent mathematical information symbolically, visually, numerically and verbally;

- employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
- estimate and check mathematical results for reasonableness; and
- recognize the limits of mathematical and statistical methods.

Area 2 – BASIC COMMUNICATION

Students will:

- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts;
- research a topic, develop an argument, and organize supporting details;
- develop proficiency in oral discourse; and
- evaluate an oral presentation according to established criteria.

Area 3 – HUMANITIES

Students will demonstrate:

- knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

Area 4 – THE ARTS

Students will demonstrate:

- understanding of at least one principal form of artistic expression and the creative process inherent therein.

Area 5 – FOREIGN LANGUAGE

Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

Area 6 – NATURAL SCIENCES

Students will demonstrate:

- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; **and**
- application of scientific data, concepts, and models in one of the natural sciences.

Area 7 – SOCIAL SCIENCES

Students will demonstrate:

- understanding of the methods social scientists use to explore social phenomena, including

observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and

- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

Area 8 – AMERICAN HISTORY

Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- understanding of America's evolving relationship with the rest of the world.

Area 9 – WESTERN CIVILIZATION

Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

Area 10 – OTHER WORLD CIVILIZATIONS

Students will demonstrate:

- knowledge of either a broad outline of world history, or
- the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

VIII.A.4.c – General Education Competencies and SUNY Learning Outcomes

The following two competencies should be infused throughout any degree program. Measurement and evaluation of these at Morrisville State College is relegated to each degree program. Each program will assess these areas as part of the program review process.

CRITICAL THINKING (REASONING)

Students will:

- identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- develop well-reasoned arguments.

INFORMATION MANAGEMENT

Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and
- locate, evaluate and synthesize information from a variety of sources.

VIII.A.4.d – Modifying the List of General Education Courses

The list of general education courses consists of all available Liberal Arts and Sciences (LAS) courses on campus. Thus, special care needs to be taken that the courses on the list not only meet general education outcomes, but also that these courses are LAS courses as defined by the New York State Board of Education. To this end, the following processes and definitions have been created to add to or edit the list of courses that qualify for each of the ten general education areas.

To be included on one of the ten general education lists, a courses must meet the following criteria:

- 1) It must meet the definition of a liberal arts and sciences course.
- 2) It must meet a general education outcome in one of the ten areas or have a prerequisite that meets that outcome.
- 3) The course should be open to all students meeting the course prerequisites and should not be limited in any way to students of a particular major or program nor bar student enrollment based on factors other than course perquisites. (class rank, permission of instructor only, etc.) Such limits are not consistent with the spirit of general education courses.
- 4) In addition to approval through the standard course approval process, new courses that seek to be added to the list must also be approved by the appropriate liberal arts and sciences faculty as follows:

Approving Courses in Area 1

These requirements affect all courses that meet the Mathematics (Area 1) general education category.

All courses on this list must be approved by the faculty of the Department of Mathematics and Computer Science.

Approving Courses in Areas 2 through 5.

These requirements affect all courses that meet the Basic Communication (Area 2), Humanities (Area 3), The Arts (Area 4), and Foreign Language (Area 5) general education categories.

All courses on this list must be approved by Department of Humanities.

Approving Courses in Area 6.

These requirements affect all courses that meet the Natural Sciences (Area 6) general education category.

All courses on this list must be approved by an interschool committee consisting of an equal number of faculty from both the School of Agriculture, Sustainability, Business, and Entrepreneurship and the School of Science, Technology, and Health Sciences. Faculty will be chosen by the deans in consultation with the faculty of the appropriate departments. This committee may be formed as needed.

Approving Courses in Areas 7 through 10.

These requirements affect all courses that meet the Social Sciences (Area 7), American History (Area 8), Western Civilization (Area 9), and Other World Civilization (Area 10) general education categories.

All courses on this list must be approved by Department of Social Science.

VIII.B – MINORS, OPTIONS, AND CONCENTRATIONS

The form for proposing minors, options, and concentrations is located on the curriculum committee web page (www.morrisville.edu/CollegeSenate). Proposals will be approved through the standard course/program approval process.

VIII.B.1 – Minors

Minors are available to Bachelor degree students only.

VIII.B.1.a – Credit Hours

A Minor is defined as a collection of related courses composed of at least 15 credits, with at least 6 credits in upper division classes.

VIII.B.1.b - Approval

Proposals for the creation of a minor must be approved by all areas involved in offering courses in the proposed minor. Minors require only local approval.

VIII. B.2 – Options

Options are available for all Bachelor and Associate degree programs and consist of a set of courses within a particular major program.

VIII.B.2.a – Credit Hours

Options are a grouping of courses, typically 12 credits for a 4-year program and 6 credits for a 2-year program. Choosing an option is required. Once a student has chosen an option, these courses become required for program completion.

VIII.B.1.b - Approval

Options are created by the area overseeing the program. Proposals for the creation of an option must be approved by all areas involved in offering courses in the proposed option. SUNY form 3A must also be completed and approved. Options developed after state approval of the program are significant changes to the program which will require off-campus approval.

VIII. B.3 – Concentrations

VIII.B.3.a – Credit Hours

Concentrations are available for all Bachelor and Associate degree programs and consist of a set of courses within a particular major program. Options are a grouping of courses, typically 9 to 12 credits for a 4-year program and 6 to 9 credits for a 2-year program. Choosing a concentration

with a degree program is optional for the student.

VIII.B.3.b - Approval

Concentrations are created by the area overseeing the program. Proposals for the creation of a concentration must be approved by all areas involved in offering courses in the proposed concentration. SUNY form 3A must be completed and approved. Concentrations developed after the approval of the program are significant changes to the program which will require off-campus approval.

VIII.C – COURSE LIMITS FOR DEGREES

VIII.C.1 – PHED Courses

A student may earn Physical Education credit by participating in the intercollegiate athletic program at Morrisville State College. Students are scheduled into these course sections by the registrar's office from lists submitted by the director of athletics at the beginning of each term. All physical education courses will be graded S (satisfactory) or F (failing) and will not be calculated in the cumulative grade point average. A maximum of four (4) hours of physical education credits can be applied towards degree requirements.

The registrar's office shall submit a list to each dean and faculty advisor including information regarding credit load and conditional semester status prior to the athletic and music credits being added to the student's schedules.

VIII.C.2 – Music Ensemble

A student may also receive credit for participating in music ensemble. The Ensemble Director shall provide a list of ensemble participants to the Registrar at the beginning of each term. The Registrar enters the students into a one (1) credit ensemble course as shown below. A student must be entered into a different ensemble course each term. A student cannot receive credit more than one time for the same course.

First Ensemble	MUSI 150
Second Ensemble	MUSI 155
Third Ensemble	MUSI 160
Fourth Ensemble	MUSI 165

The registrar's office shall submit a list to each dean and faculty advisor including information regarding credit load and conditional semester status prior to the athletic and music credits being added to the student's schedules.

VIII.C.3 – Imputed Credit Course

Imputed credit courses are courses that do not count as credit towards graduation.

The list of courses meeting these areas can be found in the Morrisville State College Catalog.

VIII.C.4 – Special Project Courses

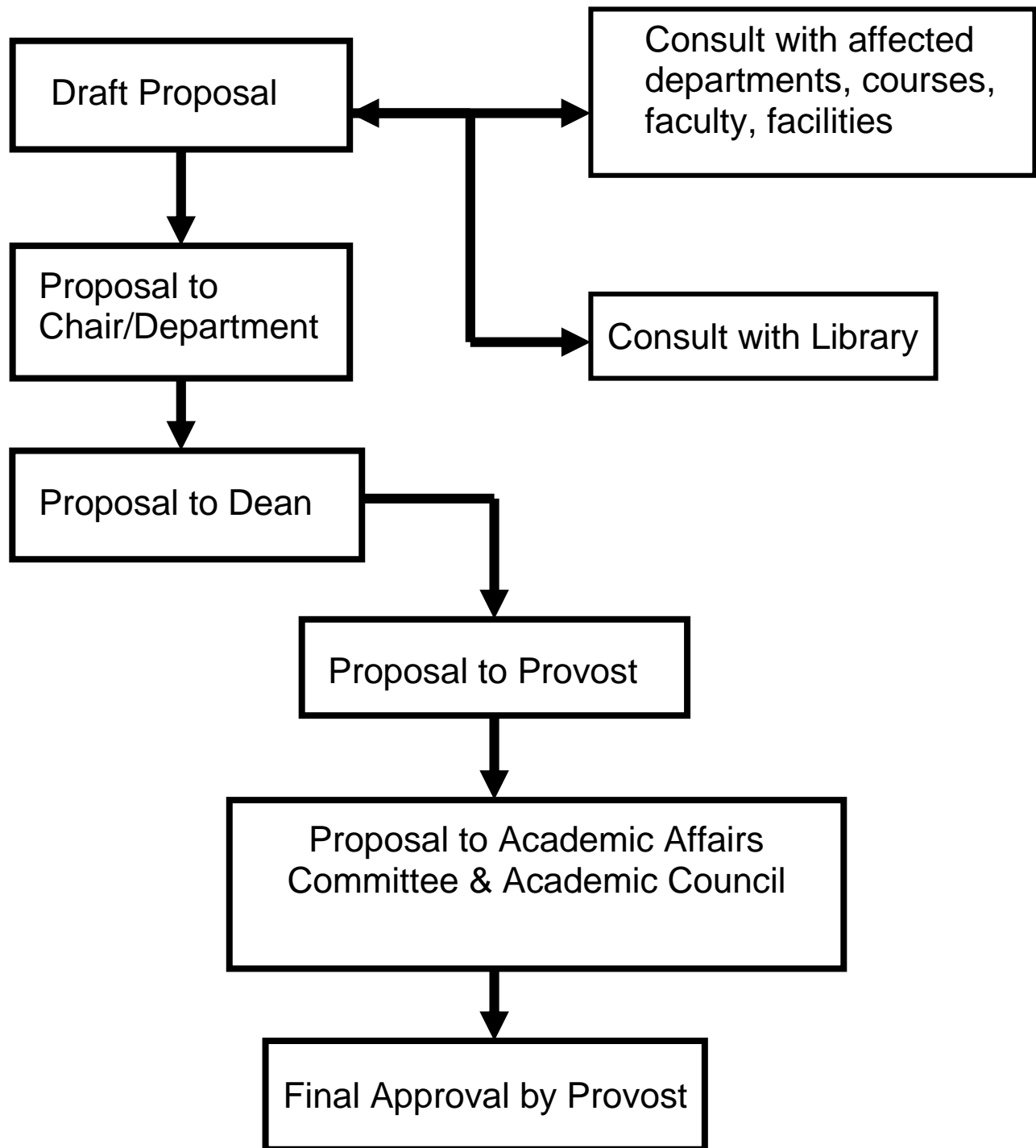
No more than 3 credits of special project courses may count towards an associate degree. A bachelor's

degree may include 3 additional upper-level (300/400) project credits, for a total of six credits.

VIII.D. CURRICULAR CHANGE PROCEDURES

Procedures for Course Approvals and Deletions

1. The initiator of a new course will complete the course proposal form and submit a course outline, which will include the course description as it will appear in the college catalog, a topical outline, and measurable course outcomes, suitable to the level of the course. In this process the School Dean will act as a resource and an editor, and serve as the first step in the approval process. In addition, the dean will prepare a justification for the course. These materials are to be forwarded to the Vice President for Academic Affairs who will schedule a discussion of the course at a subsequent Academic Council meeting and Academic Affairs committee meeting.
2. In the case of a course granting credit in more than one school the recommendations of all affected schools/departments must be obtained and the appropriate School Dean's signature affixed to the Course Approval Form. One School Dean (usually of the initiating school) will be designated as having prime responsibility for the course and modifications of it.
3. For courses in specific academic areas which will normally enroll students from other schools, the initiating School Dean must show evidence of consultation with the affected school faculty / Deans.
4. Copies of the above materials will be sent to the Academic Affairs Committee. Committee reaction will be reported to the Vice President for Academic Affairs within a specified time period.
5. A favorable recommendation for a course will be signified by a plurality vote of the present Academic Council.
6. Final approval will rest with the Vice President for Academic Affairs.



VIII.E. AWARDING OF DUAL MAJOR/DUAL DEGREE POLICY

Morrisville State College will award dual degrees if two degrees of the same type are sought, i.e., two A.S. degrees, then one diploma with two majors will be granted. If two degrees of different types are sought, i.e., an A.A. degree and an A.S. degree, then two separate diplomas will be granted, assuming in both cases that all program requirements are met in both areas. Conferral of a second degree “should be reserved as a means of recognizing competency in two essentially different areas” (NYS Education Dept. September 10, 1971).

1. This policy applies to the associate level only.
2. More than four semesters of work must be presented.
3. The cumulative number of semester credit hours must be 80 or greater.
4. All program requirements, whether for a dual degree or a dual major, must be satisfactorily met, as approved by the department chair or program coordinator in each program area.
5. Students must meet Morrisville State College residency requirements. In addition, certain programs may require students to take certain courses in residence at Morrisville to satisfy program requirements.
6. Dual degree/major agreements must be submitted no later than the beginning of the student’s fourth semester. (Or equivalently, the completion of 48 credits).
7. Dual degrees/majors will require approval of the relevant faculty, Deans and the Vice President for Academic Affairs. Requests for approval should be made on the appropriate Dual Degree/Major Agreement form.
8. Individual Studies may not be used as a dual degree or a dual major.

To obtain an additional degree, the student must comply with Morrisville’s statute of limitations on degree completion. That is, degree requirements may be satisfied by taking courses within a seven (7) year period after initial matriculation at Morrisville. The courses that are to be applied to the degree requirements of the additional degree shall have prior approval by the appropriate Academic Dean.

A student not completing the requirements for an additional degree within the seven-year period may have to enroll in additional course work due to changes in the curriculum. This determination shall be made by the Academic Dean in consultation with appropriate faculty.

The awarding of an additional, consecutive degree is allowed provided that the significant requirements for both degrees have been satisfied in each program and that a significant amount of course work has been completed beyond that of the initial degree. Without being overly specific, a significant amount of additional course work should be 30 or more credit hours taken at Morrisville which, in most instances, requires an additional year of study.

SECTION IX TECHNOLOGY POLICIES

This section deals with policies and information concerning the use of technology in an academic setting both in and out of the classroom, in hybrid settings, and in virtual environments. This includes proper computer use, library policies, and policies involving hybrid or on-lines courses. This section is maintained by the Office of the Provost and the College Senate Educational Technology Committee.

IX.A. THE LIBRARY

Telephone: 315-684-6055

Web Page: Library.Morrisville.edu

Hours of Service:

Monday – Thursday	8:00 am – Midnight
Friday	8:00 am – 5:00 pm
Saturday	1:00 pm – 6:00 pm
Sunday	1:00 pm – 10:00 pm
Summer Weekday Hours	8:00 am – 4:00 pm

Services - As a faculty/staff member, you have access to all the information resources of the Library, which you will find listed on the Library's web page (Library.Morrisville.edu). The collection covers all subjects taught at Morrisville State College as well as a broad range of other topics. Information is available in many formats, including print books and periodicals, electronic books and databases, microfilm, audio and videocassettes. Increasingly, Library information resources are available in electronic form, making it possible for faculty and staff to search library catalogs, reference sources, indexes, and full text databases from personal computers in offices and labs and at home, 24 hours a day/7 days a week. The librarians are happy to come to faculty and staff offices to familiarize individuals with electronic information resources in general or in specific program areas. Please call the Library to request an office visit.

Circulation – Your College identification (SUNY Card) functions as your Library card. Faculty and staff may borrow books for six months but can be asked to return a book after two weeks if it is needed by another patron. Back issues of newspapers and magazines may be borrowed for one week with no renewal, with a limit of three per patron. Videocassettes and DVD's may be borrowed for one week. With your SUNY Card, you may borrow material from any other SUNY Library and from Colgate University's Library.

Reference – There is a reference librarian available almost every hour that the Library is open. You can contact the reference librarian in person, by phone (684-6055), or by using the "Talk to a Librarian" service found on the Library's web page.

Library Instruction – Instruction in the use of information resources includes classroom instruction by a librarian, guided tours of the Library, special bibliographies and subject guides, a one credit course, and an online tutorial found on the Library's web page. Faculty members are encouraged to work with the librarians to incorporate information literacy skills into their courses.

Reserve – Faculty are welcome to place course materials on reserve in the Library, either physically or electronically, for student access. It is suggested that faculty place requests with the Library well in advance of assignments. Unless specified, reserve material will not circulate outside the Library.

Interlibrary Loan – Books and other materials not in the Morrisville State College Library collection may be requested from other libraries. The Library uses the Illiad interlibrary loan system. To start using Illiad, each user must register with the system. Users can submit and review requests, change their profiles, renew items and receive electronically delivered documents.

Purchase of Library Materials – Faculty and staff are always encouraged to suggest materials for purchase. You will be notified when the material you requested has been processed.

Collection Evaluation – Upon a faculty member's request, the Library will prepare an evaluation of materials in any subject area of the Library collection. The evaluation consists of an inventory of the reference and circulating book collection in the appropriate Library of Congress classification categories, print periodicals, audio and videocassettes, and electronic resources. Library collection evaluations are required for new course and program proposals, for outside accreditation procedures, and for program reviews. Please give the Library three weeks advance notice to complete the collection evaluation.

Meeting Rooms – The Library has meeting rooms available for faculty/staff use. The Conference Room on the first floor seats approximately 12 people. It is equipped for video viewing. Please call the Library to reserve a meeting room.

IX.B. OFFICE OF TECHNOLOGY SERVICES

Support Services Provided

Technology Services provides computer and technology support for college faculty, staff, and students. Our offices are located on the ground floor of Charlton Hall. Assistance is provided for campus standard laptop and PC software, including Microsoft Office (Word, Excel, Powerpoint, Access), Microsoft Outlook electronic mail, Internet Explorer web browser, and Norton antivirus; laptop and PC hardware and peripheral installation and support, problem-solving, and repair; purchase consultation on laptops, PCs, printers, software, and peripherals; and installation and support of wired and wireless network services. In addition, Technology Services supports the campus use of BANNER, a student records and registration system that includes modules for admissions, registration, financial aid, billing, accounts receivable, alumni, web for students, and web for faculty. Specialized programming and software support services are also provided. Technical support is provided for WebCT, the campus course management system used for both online and hybrid courses.

WEB

The Morrisville web site (www.morrisville.edu) is maintained by two web developers. State regulations prohibit the use of state owned computer equipment, including the web, for personal business. Every faculty and staff member can set up a personal web page for academic or college purposes. The Morrisville web site is maintained in accordance with the following advisory and approval processes:

Approval Process for WEB Production

ADVISORY

- WAG – Web Advisory Group, assembled by the President with the purpose of establishing overall priorities for the college Web site, developing strategy and direction, and creating standards for design and navigation
- WAD- Web Advisory/Deans, a subgroup of WAG, focuses on academic sites
- Either or both groups will be consulted at various times in the approval process, in an advisory

capacity.

APPROVAL

- The head of the functional area or dean designates a local contact; a list of contacts is maintained and updated annually by the web developer.
- New pages and changes to existing pages should be coordinated by the local contact.
- During local review, the local contact person will contact the web developer(s). Should substantial changes be required, the web developer(s) will review changes with the Web Advisory Group (WAG) and /or Web Advisory/Deans (WAD) subcommittee.
- The web developer(s) and local contact will submit page/changes to functional head/dean for changes and approval, with a copy to the corresponding vice president.
- After functional head/dean approval in writing, page/changes will be submitted to the director of public relations and web developer(s) for final changes/approval.
- The web developer(s) will put the changes live on the Web only after all approvals have been received.

Student Computing and Labs

Morrisville State College was called “A campus at the forefront of a technological revolution” by The New York Times and was named America’s #1 Most Wired Two-Year College for the two consecutive years by *Yahoo! Internet Life* magazine.

The college maintains a state-of-the-art computing lab for general student use called the Cyber.Lab. This lab, located on the ground floor of Charlton Hall, is open approximately 75 hours per week and provides Morrisville students with access to a variety of software including e-mail, word processing, presentation graphics, the Internet, and all the global resources available on the Web. More than 50 networked PC’s equipped with CD’s, DVD’s, CD Burners, DVD burners, flat screen monitors, several high speed laser printers, a color laser printer, and a scanner are available for student use in the Cyber.Lab. The Cyber.Lab is staffed by student proctors who are available to answer student questions. In addition, the college has a number of specialized computer laboratories supporting specific academic programs including Office Technology, Computer and Information Technology, Accounting, Nursing, Agriculture and Natural Resources; Travel and Tourism; Journalism; Math; Landscape Architecture; Social Sciences and a CAD Lab.

Access

Every Morrisville faculty, student, and staff member receives a username and password for wired and wireless access to e-mail, the campus servers, networked storage, and laser printers located all over campus. Every faculty, student and staff member can create their own home page on the Web. Faculty, students and staff can access their own Morrisville e-mail from anywhere in the world where they have access to the Web. Faculty can also access their class rosters, class schedule, and selected information on the students in their classes from the Web using Banner Web for Faculty. Students can access their class schedule, grades, and financial aid information and register for classes on the Web using Banner Web for Students.

ThinkPad University

Morrisville State College has undertaken an academic initiative which integrates computers into the teaching and learning environment in a way that allows students access to technology from any place at any time. In partnership with IBM, Morrisville State College is the first of the State University’s 64 campuses to become a ThinkPad campus, supplying students with mobile laptop computers, and one of the first in the

nation with a wireless program.

Every freshman enrolled in a ThinkPad University curriculum will receive an IBM ThinkPad laptop, wireless, carrying case, and software. As a result of the college's partnership with IBM, the college is able to provide the laptop at a price well below market value. The cost will be included on the college bill and spread over four semesters. Financial aid and scholarships may be available to those who qualify.

Currently, more than two-thirds of the college's degree programs are participating in the laptop program. (For the current list of Think Pad curriculums, see www.Morrisville.edu or the college catalog.)

Online access is available throughout the campus and the laptop computer is becoming the focal point for teaching, learning, student research and communications. A Help Desk is staffed to assist faculty, staff, and students with laptop hardware or software problems. Questions may be called, walked, or e-mailed to the Help Desk for a response.

In partnership with Meru Networks, Morrisville State College installed the first-ever enterprise-wide 802.11n network creating the fastest wireless network in the world. This mobile access to the Internet and campus network blankets the Morrisville and Norwich campus and is available in each residence hall, every academic building, all classrooms and labs, the dining hall, the Library, the Equine center, the Dairy, the IcePlex, a variety of outdoor areas including the football field and at the Cooper Turret. Our wireless technology facilitates teamwork, collaborative learning and mobility. Students can even study outdoors on a nice day and have access to the Internet. With laptops and wireless, Morrisville State College has created a nomadic learning environment where students can learn and study at the location best for them.

IX.C. INSTRUCTIONAL COMMUNICATION SERVICE

Instructional Communications Services provides the campus community with instructional materials and equipment.

Audio

Public address systems for college sponsored functions are provided and maintained.

Instructional Equipment

- Instruction on the use and assistance with setting equipment up in classrooms is provided.
- Loan equipment (data projectors, laptops, overhead projectors, etc) for classrooms and specialized equipment for campus events are available through the ICS Office .
- Equipment repair, maintenance, and specifications for purchasing are provided through request from schools and faculty.

Teleconferences/Campus Television Cable System

- Teleconference licensing, scheduling, and viewing are coordinated through the ICS Office.
 - The Satellite schedules and programming are available through the ICS Office.
- Messages for Channel 2, the campus Information Channel, are entered by the ICS Office daily. The messages are limited to academic or campus sponsored activities.

IX.D. PRINTING SERVICES

Printing Services is located in the lower level of Bailey Hall (6409) and provides:

- Duplicating, printing, collating and binding services available for instructional and administrative purposes.

- Materials and documents can be printed for sale in the book store. Guidelines for selling materials are available in school offices.
- All printing requests must be signed by a member of the college faculty or staff. Printing services are charged back to offices requesting services.