



January 21, 2021

United States Department of Education
Free Speech Hotline
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Sent via Electronic Mail (freespeech@ed.gov)

To Whom It May Concern:

The Foundation for Individual Rights in Education (FIRE) is a nonpartisan, nonprofit organization dedicated to defending liberty, freedom of speech, due process, academic freedom, legal equality, and freedom of conscience on America's college campuses.

We write to draw the Department's attention to Babson College ("Babson"), which substantially misrepresented its educational program by promising, and failing, to protect the freedom of expression of its students and faculty.

Babson did so by suspending and subsequently terminating Professor Asheen Phansey for his extramural political expression. Specifically, in response to then-President Donald Trump's tweet¹ threatening to target 52 Iranian sites, Phansey posted on his private Facebook page:

In retaliation, Ayatollah Khomeini should tweet a list of 52 sites of beloved American cultural heritage that he would bomb.

Um... Mall of America? ...Kardashian residence?

Phansey's private Facebook post was publicized by a gossip blog,² leading to calls for Phansey's termination. In response, Babson suspended Phansey and fired him the next day, claiming to have completed a "thorough,"³ day-long investigation. In doing so, Babson claimed

¹ Donald J. Trump (@realDonaldTrump), TWITTER, (Jan. 4, 2020, 5:52 PM), *archived at* <https://www.thetrumparchive.com/?searchbox=%2252%22&dates=%5B%222020-01-03%22%2C%222020-01-06%22%5D&results=1>.

² *Babson Professor Urges Iran To Bomb 52 American Cultural Sites To Own The Trumpsters*, TB DAILY NEWS, Jan. 7, 2020, <https://tbdailynews.com/babson-professor-urges-iran-to-bomb-52-american-cultural-sites-to-own-the-trumpsters>.

³ BABSON COLL., STATEMENT FROM BABSON COLL., Jan. 9, 2020, <https://www.babson.edu/statement>.

to have been “cooperating with local, state and federal authorities,” but neither the college’s own police blotter nor the records of either local or state police revealed that administrators were “cooperating” with any agency in investigating any purported threat.

Babson is a private institution that represents to its students and faculty, to the public, to its accreditor, and to the Department that it protects the academic freedom and freedom of expression of its students and faculty. Relevant excerpts of these commitments are enclosed. Babson’s decision to terminate Phansey for a clearly satirical Facebook post was an unacceptable response by an institution that purports to protect student and faculty expression.

FIRE has reminded Babson’s senior leadership that its suppression of speech violates not only its representations to prospective and current students, faculty, and the general public, but its promises to its accreditor. The New England Commission of Higher Education’s standards, a copy of which is enclosed, require that an institution:

- be “committed to the free pursuit and dissemination of knowledge.”; and
- “protects and fosters academic freedom for all faculty regardless of rank or term of appointment.”

Babson’s refusal to address or correct these issues renders its representations a substantial misrepresentation in violation of 20 U.S.C. § 1094(c)(3) and 34 CFR 668.71(c).⁴ Accordingly, FIRE requests that the Department initiate an investigation to determine whether monetary penalties or other measures are appropriate, pursuant to its authority under 20 U.S.C. § 1094(c)(3) and 34 CFR 668.71(a).

Sincerely,



Sabrina Conza
Program Analyst, Individual Rights Defense Program

Encl.

- Appendix A: Excerpts of Babson’s expressive rights policies
- Appendix B: New England Commission of Higher Education, Standards for Accreditation
- Appendix C: Correspondence between FIRE and Babson
- Appendix D: Babson’s Faculty Handbook

⁴ U.S. Dep’t of Educ., Final Rule, 85 Fed. Reg. 59,922 n.37 (Sept. 23, 2020) (“The Department notes that public and private institutions also may be held accountable to the Department for any substantial misrepresentation under the Department’s borrower defense to repayment regulations”).

Appendix A:

Excerpts of Relevant Babson Policies

I. AAUP 1940 Statement of Principles on Academic Freedom and Tenure

Babson has adopted the American Association of University Professors' (AAUP's) 1940 Statement of Principles on Academic Freedom and Tenure within its FACULTY HANDBOOK (rev. April 2019). The statement provides, in pertinent part:⁵

Academic Freedom

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

⁵ Babson has adopted the AAUP 1940 Statement of Principles on Academic Freedom and Tenure at pages 84-85 of its FACULTY HANDBOOK (rev. April 2019) ("HANDBOOK"). See App. D.

II. Bias-Related Experience Response

Babson's Bias-Related Experience Response policy lays out how Babson "will respond to a bias-related incident," stating, in pertinent part:⁶

In all instances, the College's response to an alleged bias-related experience will be interpreted and implemented in a manner consistent with our commitment to freedom of expression and academic freedom, as outlined in the Faculty Handbook, Policies and Procedures, Appendix A, Section V. In all instances where a bias-related experience is alleged, the totality of the circumstances will be evaluated, considering among other things the nature, severity, and duration of the acts and the impact on the person(s) who experience harm as a result of the incident. It also is important that individuals alert the individuals impacted that they are submitting a bias-related experience report, as the College will have to reach out the impacted part during an investigation.

⁶ Bias-Related Experience Response, BABSON COLL. (last visited Jan. 20, 2021), <https://www.babson.edu/about/diversity--inclusion/bias-related-experience-response>.

Appendix B:

New England Commission of Higher Education,

Standards for Accreditation

The New England Commission of Higher Education's Standards for Accreditation provides, in pertinent part:⁷

STANDARD SIX: TEACHING, LEARNING, and SCHOLARSHIP

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

Faculty and Academic Staff

6.1 Faculty categories (e.g., full-time, part-time, clinical, research, professor-of-practice, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission. All faculty are appropriately integrated into the department/division and institution and have appropriate opportunities for professional development. Where teaching assistants are employed, the institution carefully selects, trains, supervises, and evaluates them. The composition of the faculty reflects the institution's mission, programs, and student body and is periodically reviewed. The institution's use of all categories of faculty and teaching assistants to conduct instruction is regularly assessed, properly overseen, and consistent with its mission.

6.2 There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities include instruction, accessibility to students, and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include, e.g., student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance. (See also 3.15)

6.3 The preparation and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence

⁷ Standards for Accreditation, NEW ENGLAND COMM'N OF HIGHER EDUC., *available at* <https://www.neche.org/resources/standards-for-accreditation>.

of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.

6.4 The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for continuing members of the instructional staff.

6.5 The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its choosing. Compatible with its mission and purposes, it addresses its own goals for the achievement of diversity, equity, and inclusion among its faculty and academic staff and assesses the effectiveness of its efforts to achieve those goals (See also 9.5). Hiring reflects the effectiveness of this process and results in a variety of academic and professional backgrounds, training, and experience. Each prospective hire is provided with a written agreement that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

6.6 Salaries and benefits are set at levels that ensure the institution's continued ability to attract and retain appropriately qualified faculty and academic staff whose profiles are consistent with the institution's mission and purposes. Faculty and academic staff are provided with substantial opportunities for continued professional development throughout their careers.

6.7 Faculty assignments are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities, and service compatible with the mission and purposes of the institution. Faculty assignments and workloads are reappraised periodically and adjusted as institutional conditions change.

6.8 In a handbook or in other written documents that are current and readily available, the institution defines the responsibilities of faculty and other members of the instructional team; the criteria for their recruitment, appointment, retention, evaluation, promotion, and, if applicable, tenure; and policies for resolving grievances.

6.9 The institution has a statement of expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution.

6.10 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such

evaluation in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

6.11 The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Through their scholarly pursuits, all faculty are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. Scholarship and instruction are mutually supportive.

6.12 The institution protects and fosters academic freedom for all faculty regardless of rank or term of appointment.

6.13 When instruction, advising, and support for students are carried out by a variety of faculty and academic and other professionals, the institution ensures that personnel in each category have the academic and professional qualifications appropriate to their roles. The governance system ensures that the experiences and data gathered by each group are coordinated, shared, and reviewed collectively for purposes of improving the academic program and services for students.

6.14 The institution periodically evaluates the sufficiency of and support for academic staff and their effectiveness in teaching and advising, scholarship, service, and as appropriate to institutional mission, research, and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission.

STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information, including information about student success, that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

Integrity

9.1 The institution expects that members of its community, including the board, administration, faculty, staff, and students, will act responsibly, ethically, and with integrity; and it systematically supports the pursuit thereof. Institutional leadership fosters an atmosphere where issues of integrity can be openly considered, and members of the institutional community understand and assume their responsibilities in the pursuit of integrity. The pursuit of institutional integrity is strengthened through the application of findings from periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional community.

9.2 Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies. Adequate provision is made to ensure academic honesty. Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness in dealing with students, faculty, and staff. The institution's educational policies and procedures are equitably applied to all its students.

9.3 The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.

9.4 The institution observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary operating authority for each jurisdiction in which it conducts activities; and it operates within this authority.

9.5 The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds. (See also 5.12, 6.5, 7.1)

9.6 The institution manages its academic, research and service programs, administrative operations, responsibilities to students, and interactions with prospective students with honesty and integrity.

9.7 The institution is responsible for all activities that are sponsored by the institution or carry its name. These activities are compatible with the institution's mission and are administered within its organizational structure. The institution assumes responsibility for the appropriateness and integrity of such activities.

9.8 The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.

9.9 In its relationships with the Commission, the institution demonstrates honesty and integrity, and it complies with the Commission's Standards, policies, Requirements of Affiliation, and requests. It notifies the Commission regarding adverse events and circumstances.

9.10 In addition to the considerations stated in this Standard, the institution adheres to those requirements related to institutional integrity embodied in all other Commission Standards.

Appendix C:

Correspondence with Babson

Correspondence with Babson is attached, as follows:

- Jan. 9, 2020, FIRE letter to Babson President Dr. Stephen Spinelli Jr.

Jan. 9, 2020

FIRE letter to Babson President Dr. Stephen Spinelli Jr.



January 9, 2020

Dr. Stephen Spinelli Jr.
Office of the President
Babson College
231 Forest Street
Babson Park, Massachusetts 02457

URGENT

Sent via Electronic Mail (officeofthepresident@babson.edu)

Dear President Spinelli:

The Foundation for Individual Rights in Education (FIRE) is a nonpartisan, nonprofit organization dedicated to defending liberty, freedom of speech, due process, academic freedom, legal equality, and freedom of conscience on America's college campuses.

FIRE is concerned by the threat to freedom of expression posed by the suspension and investigation of a Babson College instructor over extramural political expression critical of President Trump's threats to bomb Iranian cultural sites. The response by Babson contradicts its commitments to freedom of expression and academic freedom and must be immediately rescinded.

I. **Phansey's Response to President Trump's Tweet Draws Criticism and a Suspension by Babson College**

The following is our understanding, based on public reports, of the pertinent facts. We appreciate that you may have additional information to offer and invite you to share it with us.

On January 4, 2020, following American military action resulting in the death of Iranian military commander Qassem Soleimani, President Donald Trump tweeted a "WARNING that if Iran strikes any Americans, or American assets, we have [...] targeted 52 Iranian sites

(representing the 52 American hostages taken by Iran many years ago) some at a very high level & important to Iran & the Iranian culture[.]”¹

Following Trump’s tweet, Asheen Phansey, who serves as an adjunct faculty member at Babson,² posted on his personal, private Facebook page:

In retaliation, Ayatollah Khomeini should tweet a list of 52 sites of beloved American cultural heritage that he would bomb.

Um... Mall of America? ...Kardashian residence?

On January 7, TurtleBoy News, a “hybrid of blog, news website and tabloid,”³ published an article criticizing Phansey’s post,⁴ prompting Twitter users to call for his termination.⁵

The following morning, Babson posted this statement on its website:

Babson College condemns any type of threatening words and/or actions condoning violence and/or hate. This particular post from a staff member on his personal Facebook page clearly does not represent the values and culture of Babson College. While we understand he has deleted the posts, we have immediately suspended him, with pay, pending the completion of our investigation. In addition, we are cooperating with local, state and federal authorities.⁶

Phansey is slated to teach an undergraduate marketing course in the Spring 2020 semester, which begins on January 21, 2020.⁷

¹ Donald J. Trump (@realDonaldTrump), TWITTER (Jan. 4, 2020, 5:52 PM), <https://twitter.com/realdonaldtrump/status/1213593975732527112>. Trump later appeared to rescind this threat, following criticism that it would be a war crime to strike cultural sites with no military value. Ben Gittleson, *President Trump backs off threat to hit Iranian cultural sites*, ABC NEWS, Jan. 7, 2020, <https://abcnews.go.com/Politics/president-trump-wavers-threat-hit-iranian-cultural-sites/story?id=68123577>.

² We note that Phansey is also a Babson staff member. However, FIRE’s mission is limited to defending the rights of students and faculty, not staff. We write only with respect to Phansey’s role as a faculty member, which is directly impacted by Babson’s suspension and investigation.

³ Alban Murtishi, *Ties to controversial blog Turtleboy Sports may have prevented Margaret Melican from being appointed to Worcester’s Zoning Board*, MASSLIVE, June 14, 2017, https://www.masslive.com/news/worcester/2017/06/ties_to_turtleboy_sports_may_h.html.

⁴ Uncle Turtleboy, *Babson Professor Urges Iran To Bomb 52 American Cultural Sites To Own The Trumpsters*, TB DAILY NEWS, Jan. 7, 2020, <http://tbdailynews.com/babson-professor-urges-iran-to-bomb-52-american-cultural-sites-to-own-the-trumpsters>.

⁵ See, e.g., Rick Shaftan (@Shaftan), TWITTER (Jan. 8, 2020, 6:55 AM), <https://twitter.com/Shaftan/status/1214878227531010048> (retweeted by approximately 1,200 users and asking why Babson had “an America-hating terrorist supporter on their payroll”).

⁶ BABSON COLL., STATEMENT FROM BABSON COLLEGE, <https://babson.edu/statement> (last visited Jan. 8, 2020).

⁷ BABSON COLL., *CourseListing Application*, <https://bit.ly/2QAgtwl> (last visited Jan. 9, 2020).

II. Penalizing Phansey’s Political Expression Cannot be Reconciled with Babson’s Commitment to Freedom of Expression

While Babson is a private college not bound by the First Amendment, it has committed itself to its students’ and faculty members’ freedom of expression. Its investigation and suspension of Phansey for his personal political expression violates that commitment.

A. *Babson is legally bound to uphold its commitments to freedom of expression.*

Babson makes express commitments to its students’ and faculty members’ freedom of expression and academic freedom. Babson has adopted, in its faculty handbook, the 1940 American Association of University Professors (AAUP) statement on academic freedom, which provides that faculty members will be “free from institutional censorship or discipline” when they “speak[] or write[] as a citizen[.]”⁸ Babson’s bias incident policy reiterates this commitment, explaining that its response to “all instances” of “bias” will be “in a manner consistent with our commitment to freedom of expression and academic freedom[.]”⁹

Babson is legally and morally bound to uphold the commitments it has made. This principle extends to private institutions’ commitments to academic freedom and freedom of expression. *See, e.g., McAdams v. Marquette Univ.*, 2018 WI 88, ¶84 (2018) (private university breached its contract with a professor over a personal blog post because, by virtue of its adoption of the 1940 AAUP *Statement of Principles on Academic Freedom*, the post was “a contractually-disqualified basis for discipline”). In interpreting college handbooks, the focus is on “what meaning the party making the manifestation, the university, should reasonably expect the other party to give it.” *Cloud v. Trs. of Boston Univ.*, 720 F.2d 721, 724 (1st Cir. 1983).

Given that Babson has made robust, affirmative commitments to the expressive rights of its community, and considering the traditional role of academic institutions as unique spaces for discussion and debate, a faculty member would quite reasonably believe her or his rights to freedom of expression would be protected at Babson. This is particularly so with respect to private, personal expression in light of Babson’s adoption of the 1940 *Statement of Principles*,

⁸ BABSON COLL., FULL-TIME FACULTY HANDBOOK 2010 – 2011, 153, *available at* <https://bit.ly/2R26ChI>. Although the handbook is intended for full-time faculty, it notes that part-time faculty members may not be removed to effectuate a restraint on academic freedom. *Id.* at 143. This commitment is likewise important to Babson’s accreditation, which requires it to be “committed to the free pursuit and dissemination of knowledge” and to “protect[] and foster[] academic freedom for all faculty regardless of rank or term of appointment.” NEW ENGLAND COMM’N OF HIGHER ED., STANDARDS FOR ACCREDITATION, <https://www.neche.org/resources/standards-for-accreditation> (effective July 1, 2016).

⁹ BABSON COLL., BIAS INCIDENT RESPONSE, <https://www.babson.edu/about/diversity--inclusion/bias-incident-response> (last visited Jan. 8, 2020).

under which “[e]xtramural utterances rarely bear upon [a] faculty member’s fitness for continuing service.”¹⁰

B. *Phansey’s suspension for extramural political expression, not amounting to a “true threat” or “incitement,” violates Babson’s commitments.*

Babson’s response to Phansey’s private Facebook post is a marked and unacceptable departure from its laudable commitment to freedom of expression and academic freedom. Phansey’s post cannot reasonably be interpreted as either a “true threat” or “incitement,” as it is obviously rhetorical hyperbole *criticizing*, not endorsing, the use of violence.

i. “True threats” and “incitement” are not protected, but have longstanding, precise definitions to protect political expression.

Certain well-defined categories of speech are excluded from the protection of the First Amendment, including “true threats” and “incitement.”

A “true threat” is a statement through which “the speaker means to communicate a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.” *Virginia v. Black*, 538 U.S. 343, 359 (2003). Incitement, a separate category of unprotected speech, encompasses speech “directed to inciting or producing imminent lawless action and . . . likely to incite or produce such action.” *Brandenburg v. Ohio*, 395 U.S. 444, 447 (1969). (As discussed below, Phansey’s post does not approach either of these exceptions, even under the strained reading advanced by his critics.)

Political speech is afforded the highest protection under the First Amendment, and our system grants considerable deference to even threatening language posed in a political context. *See Watts v. United States*, 394 U.S. 705, 708 (1969) (“The language of the political arena . . . is often vituperative, abusive, and inexact. . .”). This is not a new development. Political discourse has long been steeped in themes of violence. Perhaps most famously, Thomas Jefferson—a principal author of what ultimately became the First Amendment¹¹—predicted that revolution and violence would be necessary to preserve liberty, writing: “The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is [its] natural manure.”¹²

Expansive interpretations of these exceptions would chill political expression, which embraces “the right to criticize public men and measures—and that means not only informed and responsible criticism, but the freedom to speak foolishly and without moderation.”

¹⁰ AMERICAN ASS’N OF UNIV. PROFESSORS, COMMITTEE A STATEMENT ON EXTRAMURAL UTTERANCES (approved Oct. 1964), available at <https://www.aaup.org/report/committee-statement-extramural-utterances>.

¹¹ *Everson v. Bd. of Educ.*, 330 U.S. 1, 11 (1947).

¹² Letter from Thomas Jefferson to William Stephens Smith, Nov. 13, 1787, available at <https://founders.archives.gov/documents/Jefferson/01-12-02-0348>. *See also, e.g.*, the license plate and state motto of New Hampshire, pledging that residents will “live free or die” in defense of liberty. *Wooley v. Maynard*, 430 U.S. 705, 722, 97 S. Ct. 1428, 1439 (1977).

Baumgartner v. United States, 322 U.S. 665, 673–74 (1944). Because rhetoric tinged with violent themes often intersects with charged political expression, “extreme care” must be taken to ensure that an exacting standard be met, lest “highly charged political rhetoric lying at the core” of freedom of expression unreasonably be interpreted as unprotected “true threats” or “incitement.” *NAACP v. Claiborne Hardware Co.*, 458 U.S. 886, 926–27 (1982).

ii. Phanseý’s post is rhetorical hyperbole, not a true threat or incitement.

Even if one adopts the unreasonably uncharitable reading of Phanseý’s critics, who claim Phanseý’s post sincerely urges Iran to bomb the Kardashians’ residence, Phanseý’s Facebook posts would not fall into either of these categories of unprotected expression.

First, because the statement does not purport to commit Phanseý to any action, it cannot amount to “a serious expression of an intent to commit an act of unlawful violence[.]” *Virginia v. Black*, 538 U.S. at 359. Second, the “particular . . . group of individuals” identified in Phanseý’s post—the Kardashians and Mall of America—reveal the sardonic tone, depriving the post of the “serious” nature necessary to remove it from its default status as protected speech.

Second, Phanseý’s post is better analyzed under the incitement standard, as it (if read literally, and deprived of its context) purports to call upon Iran to issue a threat to attack particular American cultural institutions in response to President Trump’s threat. Yet even if the post had sincerely encouraged Iran to attack the United States, “mere *advocacy* of the use of force or violence does not remove speech from the protection of the First Amendment.” *Claiborne Hardware Co.*, 458 U.S. at 927 (emphasis in original). To amount to incitement, the speech would not only advocate unlawful force, but must also be “likely to incite or produce” *imminent* lawless action. *Brandenburg*, 395 U.S. at 447. Simply put, there is no reasonable likelihood that Phanseý’s private post to his Facebook friends would lead to Iran threatening to bomb the Kardashians’ residence.

A plain reading of Phanseý’s post, however, makes clear that it is simple rhetorical hyperbole. Phanseý is not endorsing the use of violence; he is appropriating the president’s rhetoric as a means of criticizing it. In other words, he is not endorsing violence against America’s cultural institutions, but criticizing the threat to Iran’s cultural sites. Under any reasonable reading, Phanseý’s post is political hyperbole and figurative language.

The Supreme Court has repeatedly held such language to be protected by the First Amendment. In *Watts*, for example, an investigator for the Army Counter Intelligence Corps heard the defendant, likely facing involuntary military service in the Vietnam War, remark:

And now I have already received my draft classification as 1-A and I have got to report for my physical this Monday coming. I am not going. If they ever make me carry a rifle the first man I want to get in my sights is L. B. J. . . . They are not going to make me kill my black brothers.

394 U.S. at 706. The Supreme Court held the speech remained protected by the First Amendment because it did not amount to a true threat. The Court acknowledged that the government “undoubtedly has a valid, even an overwhelming, interest in protecting the safety of its Chief Executive” against “threats of physical violence.” *Id.* at 707. However, the Court warned that “[w]hat is a threat must be distinguished from what is constitutionally protected speech,” including “political hyperbole,” because of the country’s “profound national commitment to the principle that debate on public issues should be uninhibited, robust, and wide-open, and that it may well include vehement, caustic, and sometimes unpleasantly sharp attacks on government and public officials.” *Id.* at 707–08.

Likewise, the Supreme Court has explicitly held, in rulings spanning decades, that speech cannot be restricted simply because it offends others, on or off campus. *See, e.g., Texas v. Johnson*, 491 U.S. 397, 414 (1989) (“If there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable.”).

We remind you that the principle of freedom of speech does not exist to protect only non-controversial expression. Rather, it exists precisely to protect speech that some or even most members of a community may find controversial or offensive. Babson has promised faculty the right to freedom of expression. For that promise to be meaningful, Babson must not renege on its promise at the first sign of controversy.

III. Babson Must End Its Investigation of Phansey and Rescind His Suspension

We understand that Babson would greatly prefer not to manage the distraction caused by public anger at a faculty member’s private political views, and that the college may view a suspension and investigation as an expedient answer to quell a growing controversy. But the institution has pledged to be committed to its constituents’ freedom of expression. Abandoning that commitment threatens to do more harm to Babson’s reputation than the momentary inconvenience posed by criticism on social media.

We are confident you will agree that the open exchange of views, central to the missions of academic institutions, requires vigilant defense. It is most critical to defend these rights when they touch upon matters of national political importance. If every academic institution responded to personal political expression with suspensions and investigations, freedom of expression would scarcely exist on, or off, campus.

Given the urgency imposed by the nature of Babson’s suspension and investigation, we request receipt of a response to this letter by the close of business on January 17, 2020.

Sincerely,



Adam Steinbaugh
Director, Individual Rights Defense Program

Appendix D:

Babson's Faculty Handbook

Babson College

Faculty Handbook

(As of April 2019)



**231 Forest Street
Babson Park, MA 02457**

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INTRODUCTION

This faculty handbook is designed to provide you with critical information and an overview of various aspects related to careers at Babson. It outlines the policies, procedures and benefits associated with working here.

Inevitably, each year there are changes arising from faculty or administrative decisions approved by the President, actions by the Board of Trustees, and alterations in systems designed to fulfill the approved policies of the College. The College reserves the right to amend or modify the handbook as necessary, and the handbook is not intended to imply any contractual relationship between the College and its employees.

The Faculty Handbook is a supplement to the Babson College Employee Handbook, <http://hr.babson.edu/employmentguidelines.pdf> and contains information intended to provide general guidelines for many of the employment policies and practices of Babson College.

Please take the time to see what is in this handbook. Many of the questions that arise during the year are answered here. You are welcome to forward comments, corrections or questions to us at any time.

1. About Babson College

Founded by Roger Babson in 1919, Babson is an independent, not-for-profit institution. Babson is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the New England Association of Schools and Colleges, and the European Quality Improvement System (EQUIS). The College has approximately 2,300 undergraduate and 1,000 graduate students, representing more than 80 countries.

For a brief history of Babson College, please see <http://www.babson.edu/about-babson/at-a-glance/babsons-history/Pages/default.aspx>

Mission Statement

Babson College educates entrepreneurial leaders who create great economic and social value—everywhere.

Vision Statement

We want to be the preeminent institution in the world for Entrepreneurial Thought and Action®—and be known for it. We want to expand the notion of entrepreneurship to embrace and celebrate entrepreneurs of all kinds. We want to put the power of entrepreneurship as a force for economic and social value creation in as many hands in the world as we can.

Source: <http://www.babson.edu/about-babson/at-a-glance/pages/mission-statement.aspx>

1.2. Core Values

As a community of educators and learners, Babson has several core values that lie at the heart of our work.

Integrity

Trust, respect, and civility bring out the best in people. We respect and behave ethically toward each other and our external partners. We practice social and civic responsibility in the greater communities to which we belong.

Diversity

We value our membership in a lifelong community that is broadly diverse. We believe that differences make Babson a richer community and provide the necessary contexts for shared accomplishment. We welcome and value people and their perspectives and respect the interests of all of the members of the community.

Innovation

We have a long-standing commitment to an institutional culture that fosters creativity, risk-taking, continuous improvement, leadership, and an entrepreneurial spirit. We encourage people to take the initiative and make a difference.

Collaboration

Our commitment to cross-disciplinary collaboration and to working closely with students defines the practices of the faculty, administration, staff and who work on the campus of Babson College. Together with our alumni and with our external partners, we create a learning and working experience that is greater than the sum of its parts.

Excellence

Babson College is committed to excellence. Ours is a community in which all members can achieve their personal best. We seek to support each other thoughtfully for continuous growth and development.

Source: <http://www.babson.edu/about-babson/at-a-glance/Pages/core-values.aspx>

1.3. Academic Programs

Babson offers three degrees to its students: the Bachelor of Science in business, the MBA, and the MS. In addition, the College has several programs that are important components of the College, but do not grant degrees. The College also has several Centers devoted to specific practices and interests.

1.3.1. Undergraduate Program

<http://www.babson.edu/undergraduate/Pages/home.aspx>

The undergraduate program consists of roughly 2,100 students, almost all of whom are full-time, and most of whom live on campus. For more detail about the program and our students, see

<http://www.babson.edu/undergraduate/Pages/facts-rankings.aspx>

For detail about the curriculum, including a helpful guide to campus acronyms, see

<http://www.babson.edu/undergraduate/academics/curriculum/Pages/default.aspx>

1.3.2. The F.W. Olin Graduate School of Business at Babson College

The graduate programs at Babson enroll approximately 1,000 students, most of whom are part-time. We offer an MBA program with a consistent core and common electives, delivered through four modes of instruction: full-time two year, one year intensive, evening part-time, and a part-time intensive hybrid on-line and in person program. In addition, the graduate school offers an intensive Master of Science in Accounting (MSA), primarily for Babson graduates seeking to sit for the CPA exam, a Masters of Science in Entrepreneurial Leadership (MSEL), a Masters of Science in Finance (MSF), and Certificates in Advanced Management (CAM), and a Certificate in Advanced Accounting (CAA).

For full information about the graduate school, its curriculum and policies, please see

<http://www.babson.edu/graduate/Pages/home.aspx>

1.4. Non-degree Programs

1.4.1. Babson Executive and Enterprise Education

Babson Executive Education is one of the world's top executive education providers, as recognized by our clients as well as *Financial Times* and *Bloomberg Businessweek*. We are a dynamic learning laboratory where clients, faculty, staff, and partners work together to address real-world business challenges and create and capitalize on opportunities for our clients. With roots in Entrepreneurial Thought and Action®, we develop the leaders that companies need most: those who can create

opportunities, envision and navigate change, accommodate ambiguity, surmount complexity, and motivate teams in a common purpose to grow organizations and create economic and social value.

<http://www.babson.edu/executive-education/Pages/home.aspx>

Babson Enterprise Education is the educator, convener, and thought leader of global entrepreneurship. We are a dynamic learning laboratory, shaping both today's educators and tomorrow's entrepreneurial leaders. Through strategic partnerships with educational institutions, foundations, non-profits, governments and NGOs around the world, we advance economic, social, and personal development through global entrepreneurship education. An integral component of Babson Executive and Enterprise Education's solutions is the use of integrated curriculum and action-based learning. This powerful approach ensures that participants translate classroom learning into new opportunities to drive growth and value creation for their organizations. For more information on BEE, please go to:

<http://www.babson.edu/executive-education/Pages/home.aspx>

1.4.2. Babson Global

Babson Global was created to manage Babson's global projects and activities that fall outside of our traditional offerings in undergraduate, graduate and executive education. Based on the reputation, skills, knowledge, and experience of the College, Babson Global delivers programs that extend Entrepreneurial Thought and Action® to new populations. For more information:

<http://www.babson.edu/enterprise-education-programs/babson-global/Pages/home.aspx>

1.4.3. BOW

The Three-College Collaboration is a joint effort among Babson, Olin, and Wellesley Colleges. The goals of the collaboration are to:

- Expand educational opportunities for students
- Develop interdisciplinary approaches to teaching and problem solving
- Facilitate faculty research and teaching projects across campuses
- Share best practices and collaborating in administrative functions

The vision behind the three-college collaboration is to provide our students with the creative and collaborative skills, knowledge, and ways of thinking needed to function successfully today and into the future.

1.5. Babson College Centers and Institutes

With support from generous donors and in partnership with various campus organizations, Babson's academic centers are designed to provide students with real-life experience to put into practice what they learn in the classroom. Also through our centers and institutes, scholars catalyze, convene, and share leading research. For more information on each center, follow the links below.

1.5.1. Blank Center

The Arthur M. Blank Center for Entrepreneurship provides a home for members of the Entrepreneurship faculty. It hosts several important projects for faculty, students and alumni:

- [The Global Entrepreneurship Monitor](#) (GEM),
- [Successful Transgenerational Entrepreneurship Practices](#) (STEP) Project,
- [The Diana Project](#),
- [The Babson College Entrepreneurship Research Conference](#) (BCERC),
- [The Institute for Family Entrepreneurship](#) (IFE),

- [The John E. and Alice L. Butler Venture Accelerator.](#)

The center focuses on expanding the practice of Entrepreneurship of All Kinds™ through innovative co-curricular programs and global collaborative research initiatives that inspire and inform Entrepreneurial Thought and Action®.

<http://www.babson.edu/Academics/centers/blank-center/Pages/home.aspx>

1.5.2. Stephen D. Cutler Center for Investments and Finance

The Stephen D. Cutler Center for Investments and Finance, a joint venture between the Finance Division and Horn Library, exemplifies Babson College's innovative, real-world approach to business education and applied research. It is the hub for investment education programs, finance-related student organizations and a forum for thought leadership where industry practitioners, faculty and students collaborate, exchange ideas and learn from one another. A signature program is the Babson College Fund, where students, advised by industry professional, manage a portion of the College's endowment. The Center's programs and resources enhance understanding of the importance of investments and finance in funding the growth engines of the global economy.

<http://www.babson.edu/Academics/centers/cutler-center/Pages/home.aspx>

1.5.3. CWEL Center for Women's Entrepreneurial Leadership

Babson launched the Center for Women's Entrepreneurial Leadership (CWEL) in 2000. Dedicated to advancing the entrepreneurial leadership of women across organizations worldwide, CWEL provides high-impact programs, creates powerful collaborations, and funds and disseminates action research. CWEL connects students with peers, women faculty, alumnae, and dynamic women business leaders globally, and helps women provide innovative leadership to their organizations and communities. CWEL is home to the Women Innovating Now Lab (WIN Lab), a groundbreaking accelerator for students and for women entrepreneurs.

<http://www.babson.edu/Academics/centers/cwel/Pages/home.aspx>

1.5.4. Lewis Institute

The Lewis Institute for Social Innovation is the GPS for navigating social innovation and redefining expectations for business by moving from social responsibility to social relevance. It leads on-campus programs, such as Good Business Fridays, and brings the world to Babson in the service of positive change. Programs include:

- [Food Sol](#)
- [The Leonard Schlesinger Fund for Global Healthcare Innovation](#)
- [Fostering Entrepreneurial Youth](#)

<http://www.babson.edu/academics/centers/the-lewis-institute/pages/home.aspx>

1.5.5. Center for Engaged Learning and Teaching

The Center for Engaged Learning and Teaching (CELT) to support and spread innovative teaching methodologies, and to build the College's reputation for effective and innovative teaching. CELT houses the Teaching Innovation Fund, a faculty-lead committee the supports new teaching materials and activities. It also houses Babson Case Publishing, overseeing the production and distribution of teaching cases and teaching notes through the Case Centre and Harvard. Finally, CELT convenes and hosts a variety of teaching development activities each year.

<http://www.babson.edu/Academics/teaching-research/celt/Pages/home.aspx>

1.5.6. Retail Supply Chain Management

Retail and Supply Chain Management is a multi-disciplinary undergraduate concentration at Babson College and its goals are to prepare students for retailing and supply chain management; retail intelligence; and management consulting to retailers and their suppliers, service industries, sales and product management for consumer products, and family-owned retail enterprises.

<http://www.babson.edu/Academics/centers/retail-supply-chain-institute/Pages/home.aspx>

1.5.7. Sorenson Center for the Arts

The Sorenson Center for the Arts helps create versatile entrepreneurs through arts engagement, academic mentorship, and research. Its mission is to enhance creativity, expose people to multiple perspectives, and create global citizens through the following programs:

- BabsonArts, which presents a variety of co-curricular programming including films, concerts, dance, art gallery showings, lectures, workshops (public speaking improvisation, visual arts), Arts & Business Conversations with leading arts entrepreneurs, and student performances
- The Empty Space Theater, which presents faculty-directed co-curricular plays and musicals, as well as SAG (Students Against Gravity), a student improv troupe
- The Babson Music Collective
- Sorenson Scholars Program
- Commonwealth Shakespeare Company, theater-in-residence at Babson, which programs plays with internationally renowned actors, staged readings, master classes, and CSC's signature Shakespeare and Leadership series; it also offers internship and short-term paid employment to Babson students

.2. College Governance

Babson College is a private, independent institution of higher education organized as a non-profit corporation in the Commonwealth of Massachusetts. The Corporation holds title to the assets of the College and is directed by a Board of Trustees that constitutes the governing body of the College and is responsible for the fulfillment of the educational mission to which these assets are dedicated. The Board of Trustees is composed of the President, Chairperson of the Board, the President of the Babson College Alumni Association (who shall serve with a vote), and up to forty-five elected Trustees drawn from business, the non-profit sector, and professional practitioners such as lawyers, accountants, educators and consultants. The composition of the Board of Trustees is diversified by occupation, age, gender, ethnicity, degrees, geography, length of service, and relationship with the College. Members of the Board of Trustees serve voluntarily, without compensation. The authority, duties and responsibilities of the Board of Trustees in setting and carrying out the mission and purposes of the institution are enumerated and defined in the Bylaws of Babson College, adopted March 31, 1969, and amended May 2016. <http://www.babson.edu/about-babson/president/Pages/board-of-trustees.aspx>

2.2. Administrative Governance

2.2.1. College Administration and President's Cabinet

In addition to the Chairperson of the Board of Trustees, the Vice Chairpersons of the Board of Trustees, the Treasurer, and any applicable Chairperson-Elect, the following are officers of the Corporation.

The President of the Corporation. The President shall be the principal executive officer of the Corporation and shall exercise active executive management of the operations of the Corporation subject to the control of the Board of Trustees. S/he shall, in general, perform all duties incident to the office of President and as hereinbefore provided. The President shall be a member with vote of the Board of Trustees and the Executive Committee of the Board of Trustees, and s/he or his or her designee shall be entitled to attend all meetings of the Board of Trustees or of any Committee or Task Force thereof. Without limitation on the generality of the foregoing, and subject to the direction of the Board of Trustees, the President shall have the further authority:

- (1) except where the same may be reserved to the Board of Trustees by law, by these Bylaws, or by resolution of the Board of Trustees, to appoint or approve the appointment of employees to various posts and positions in the Corporation bearing titles designated or approved by him or her and to prescribe their authority and duties, which may include the authority to appoint subordinates to various other posts and positions; and
- (2) to remove or approve the removal of employees so appointed; and
- (3) to sign, execute, and acknowledge, in the name and on behalf of the Corporation, all deeds, mortgages, contracts, leases, reports, and other documents and instruments, except where the signing or execution thereof by some other officer or employee of the Corporation shall be expressly authorized and directed by law, by these Bylaws, by resolution of the Board of Trustees, by resolution of the Executive Committee of the Board of Trustees or by any policy approved by the Board of Trustees.

The President shall make an annual report to the Board of Trustees of the work and condition of the Corporation, and periodic reports to the Trustees on current conditions and developments of the Corporation, and present for their consideration such measures as s/he shall deem expedient for its welfare. S/he shall cause to be prepared an annual budget in accordance with any directions of the Board of Trustees.

The Treasurer. The Treasurer of the Corporation shall have such duties and functions as shall from time-to-time be given him or her by the Chair of the Board of Trustees, consistent with these Bylaws.

The Clerk. The Clerk of the Corporation shall be a resident of The Commonwealth of Massachusetts and shall be sworn to the faithful performance of his or her duties. The Clerk shall keep the minutes of the meetings of the Board of Trustees in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the

Corporation and see that the seal of the Corporation is affixed to all documents so requiring it whenever the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Trustee of the Corporation which shall be furnished to the Clerk by such Trustee. The Clerk shall perform such other duties and functions as may be assigned to him or her from time-to-time by the Chair of the Board of Trustees.

The Provost. The Provost shall be the senior academic officer of the Corporation. S/he shall concern himself or herself primarily with matters relating to leadership, administrative control and coordination for all academic affairs involving degree and non-degree programs. S/he is responsible for the vision and overall coordination of both academic and student affairs, including setting academic priorities, enrollment management, operations, and special initiatives and budgeting. The Provost shall perform such other duties and functions as may be assigned to him or her from time-to-time by the President of the Corporation, consistent with these Bylaws.

The Chief Administrative Officer. The Chief Administrative Officer shall be a senior administrative officer of the Corporation and shall concern himself or herself with directing the operational areas of finance and accounting, information technology, human resources, facilities management, construction, business services, and campus and community relations. S/he will advise the President on matters related to budgeting, financial management and administrative functions ensuring high levels of organizational operations. S/he is responsible for the oversight, planning, coordination and updating of the campus facilities master plan. In addition, s/he is responsible for all aspects of capital plant reinvestment including supervising capital renewal projects, major renovation and construction projects.

The Chief Administrative Officer shall be the chief financial officer of the Corporation and shall report on the fiscal and financial affairs of the Corporation at each annual meeting of the Board of Trustees of the Corporation, and shall render or cause to be rendered to the Board of Trustees or the President of the Corporation such other and further accounts of the financial condition of the Corporation as they may require whenever the same shall be requested. The Chief Administrative Officer shall prepare the annual budget, and shall perform such other duties and functions as may be assigned to him or her from time-to-time by the President of the Corporation and consistent with these Bylaws.

Except as otherwise voted by the Board of Trustees, the Chief Administrative Officer shall have power to endorse for deposit or collection all notes, checks, drafts, and other obligations for the payment of money payable to the Corporation or its order, and to accept drafts on behalf of the Corporation. When designated by the Board of Trustees to do so, s/he shall collect and receive moneys due and payable to the Corporation from any source whatsoever and deposit them as prescribed by the Board of Trustees and make disbursements of funds to pay all accounts and financial obligations incurred for the operation of the Corporation, but no disbursements of funds of the Corporation shall be made unless the funds therefor have been budgeted or approved by the Board of Trustees. Disbursements of all funds by the Chief Administrative Officer shall be in accordance with procedures approved by the Board of Trustees. When designated by the Board of Trustees to do so, s/he shall keep, or cause to be kept, accurate books of

account which shall be the property of the Corporation and which shall be constantly open to the inspection of the President of the Corporation and each person entitled to inspect the same under the provisions of these Bylaws.

Acting in accord with the policies and procedures established by the Finance Committee, the Chief Administrative Officer shall have full authority to sell and transfer, invest and reinvest the whole or any part of the personal property of the Corporation. No Custodian of Securities appointed in accordance with these Bylaws or transfer agent or other third party shall have any duty to ascertain if the policies and procedures of the said Committee have been fulfilled.

Unless a Custodian of Securities is appointed in accordance with these Bylaws, the Chief Administrative Officer shall be the custodian of the endowments and invested funds of the Corporation and shall keep the securities and moneys constituting such funds as are entrusted to his or her care in such banks or trust companies with or without sole right of access, as the Board of Trustees shall authorize.

All checks and proxies may be signed by the Chief Administrative Officer and/or such other officer or officers as the Board of Trustees may authorize. All other documents may be signed, sealed, acknowledged, and delivered by the Chief Administrative Officer and/or such other officer or officers as may be authorized by law, these Bylaws, or the Board of Trustees. The Chief Administrative Officer shall, if required to do so by the Board of Trustees, give the Corporation a bond in such amount and with such surety or sureties as may be ordered by the Board of Trustees for the faithful performance of the duties of his or her office and for the restoration to the Corporation, in case of his or her death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and other property of whatever kind in his or her possession or under his or her control belonging to the Corporation. The Chief Administrative Officer shall perform such other duties and functions as may be assigned to him or her from time-to-time by the President of the Corporation, consistent with these Bylaws.

The Chief Administrative Officer shall be a member without vote of the Audit, Campus Master Plan and Facilities, Finance, and Investment Committees of the Board of Trustees.

The Senior Vice President for Advancement. The Senior Vice President for Advancement shall be a senior officer of the Corporation responsible for providing vision, leadership, management and oversight in the areas of Development, Alumni & Friends and Advancement Communication. The Senior Vice President for Advancement shall perform such other duties and functions, such as leading the College's Centennial Campaign, as may be assigned to him or her from time-to time by the President of the Corporation, consistent with these Bylaws.

The Vice President for Campus and Community Affairs. The Vice President for Campus and Community Affairs shall be a senior administrative officer of the Corporation and shall concern himself or herself with the management of the operation of the Corporation's summer programs, the Babson-Olin-Wellesley Collaboration and other non-academic functions. The Vice President for Campus and Community Affairs shall serve as a liaison with local municipalities.

The Vice President for Campus and Community Affairs shall perform such other duties and functions, as may be assigned to him or her from time-to-time by the President of the Corporation, consistent with these Bylaws.

The Vice President for Campus and Community Affairs shall be a member without vote of the Audit, Campus Master Plan and Facilities, Finance, and Investment Committees of the Board of Trustees.

The Vice President and General Counsel. The Vice President and General Counsel shall concern himself or herself primarily with the management of the Corporation's legal affairs. The Vice President and General Counsel shall provide legal advice and guidance to the Board of Trustees, the President and administrators of the Corporation, shall manage matters in litigation and supervise both internal and external counsel. S/he shall also review and negotiate contracts relating to the Corporation's operations, including real estate, delivery of ancillary services, and third-party agreements, and shall represent the Corporation in all legal matters. The Vice President and General Counsel also shall serve as Secretary to the Board of Trustees. The Vice President and General Counsel shall perform such other duties and functions as may be assigned to him or her from time-to-time by the President of the Corporation, consistent with these Bylaws.

The Assistant Treasurer. The Assistant Treasurer shall be an employee of the Corporation and have such duties and functions as may be assigned to him or her from time-to-time by the Chair of the Board of Trustees, consistent with these Bylaws.

The Assistant Clerk. The Assistant Clerk shall be a resident of The Commonwealth of Massachusetts, an employee of the Corporation and have such duties and functions as may be assigned to him or her from time-to-time by the Chair of the Board of Trustees, consistent with these Bylaws. The Assistant Clerk is authorized to assume the Clerk's responsibilities in his or her absence.

The Secretary of the Board of Trustees. The Secretary of the Board of Trustees shall have such duties and functions as may be assigned to him or her from time-to-time by the Chair of the Board of Trustees, consistent with these Bylaws.

The responsibilities of the President and the officers of the Corporation are described in Article Five of the Corporation Bylaws.

The College's Leadership team is generally referred to as the President's Cabinet. For a current listing of cabinet members, see: <http://www.babson.edu/about-babson/president/Pages/presidents-cabinet.aspx>

2.2.2. Academic Administration

Undergraduate and Graduate program deans have the responsibility for managing their respective academic programs as well as conducting ongoing evaluations and developing new academic initiatives. The Dean of Babson Executive Education is responsible for the overall management of the College's executive education programs and oversees the design, development, marketing, staffing and delivery of the institution's general and custom executive education programs. Additionally, the Dean is

responsible for coordinating the efforts of Babson Executive Education with the management of the Center for Executive Education (the College's executive education/conference center facility).

Provost and Academic Leadership Team. Primary responsibility for the administration of the College's degree programs and educational policies rests with the Provost. The Provost is assisted by an academic administrative staff comprising the Academic Leadership Team. The Academic Leadership Team meets to plan, evaluate and attend to the College's various academic initiatives. Members of the Academic Leadership Team include the Provost; Dean of Faculty; Murata Dean of the F.W. Olin Graduate School; Dean of the Undergraduate School; Dean of Babson Executive Education, the Vice Provost for International and Multicultural Education, and the Vice Provost of Global Entrepreneurial Leadership.

Dean of Faculty. The Dean of Faculty leads the faculty of Babson College. The Dean of Faculty is responsible for faculty recruitment, development, evaluation, and retention. The Dean's also responsible for developing faculty programs and policies that build a climate of thought leadership, excellence in teaching, excellence in research, and for developing a faculty that meets the strategic needs of the College's academic programs. The Dean is the voice of the faculty in discussions that develop and implement the College's institutional strategies.

Division Chairs. There are ten academic Division Chairpersons reporting to the Dean of Faculty (Accounting & Law; Arts & Humanities; Economics; Entrepreneurship; Finance; History & Society; Technology, Operations and Information Management; Management; Marketing; and Math & Science). Each division chair is responsible for staffing courses offered by her or his division as well as conducting divisional curriculum planning and review. Division chairs are further responsible for recruiting and selection of new faculty, mentoring and development of individual faculty members, preparation and presentation of cases for tenure and promotion, and for annually conducting formal performance evaluations for all divisional faculty. The Dean of Faculty, Dean of Babson Executive Education, program deans and division chairs (i.e., Chairs and Deans Council) meet once a month to discuss matters related to the degree programs, faculty, and academic divisions; in addition, the Dean of Faculty meets as needed with the ten division chairs to develop policies and strategies and to discuss matters specific to the academic divisions.

2.3. Faculty Governance

2.3.1. The Faculty Senate

Responsibility for the College's academic degree programs is ultimately vested in the full-time faculty. In spring of 2008, the Babson faculty voted affirmatively to create a Faculty Senate consisting of 20% of eligible faculty (33 members at that time). The Senate serves as the authorized body to deliberate on behalf of the faculty and call a general meeting of the faculty as a whole when needed. The faculty as a whole otherwise meets twice a year to carry out the College's academic business, including making recommendations to the President in matters such as granting degrees and designing and administering academic appointment, rank and tenure policies. The Senate By-Laws can be found on the Faculty Senate Web site. <http://tinyurl.com/Senate-Blackboard>

2.3.2. Standing Committees of the Senate

UAPC - Undergraduate Academic Policy Committee

The UAPC shall be responsible for conducting on-going reviews of developments in the arts and sciences as well as keeping abreast of changes in the global business environment, in order to determine appropriate changes in the curriculum. The UAPC shall initiate, focus, nurture, guide and approve programmatic change (including programs, curricula, and standards) that allows the program to remain current with pedagogical issues and theories such that a relevant program will be in place. The UAPC will consist of seven faculty members (no more than two from any one division) elected by the full faculty for three year staggered terms. (See the Senate By-Laws for a complete description)

GAPC – Graduate Academic Policy Committee

The GAPC shall be responsible for remaining abreast of current trends in the global business environment to ensure that programs and curricula are responsive to opportunities and constraints identified there. The GAPC will consist of seven faculty members (no more than two from any division) elected by the full faculty for three year staggered terms. (See the Senate By-Laws for a complete description)

FWCC - Faculty Workload and Compensation Committee

The FWCC shall monitor and report to the Senate on the standing of Babson's faculty with respect to prevailing market conditions in terms of compensation, benefits, and workload and engage in discussion with the College administration regarding performance targets and options for improvement. The FWCC consists of six faculty members (no more than one from any division) elected by the full faculty for three-year staggered terms. (See the Senate By-Laws for a complete description)

ACCP - Advisory Committee on College Priorities

Following a recommendation from the faculty governance task force in 2008, the President established the Advisory Committee on College Priorities (ACCP) to advise him and the Administration on the College's strategic priorities and make recommendations on issues and choices based on a college-wide perspective. The 16 member committee consists of 6 faculty members (including 2 department chairs), 1 graduate student and 1 undergraduate student appointed by their representative governments, 3 staff members who are not members of the President's Cabinet, 2 alumni members (one undergraduate school and one graduate school), and the Provost, Vice President for Finance, and the Budget Director ex officio. The direct engagement of these community members in strategic projects helps these individuals and the constituencies they represent better understand Babson College's resource allocation p\build a high level of awareness of strategic and financial matters throughout the community.

2.3.3. ADMI – Appointments Decision Making Body

As stated in [Policies and Procedures](#), the Faculty Appointments DMB shall hear cases regarding tenure, promotion and initial appointments and make recommendations to the President. In addition, the Faculty Appointments DMB shall be responsible for continually evaluating policies, procedures and standards regarding appointment, rank and tenure and make recommendations to the faculty as a whole as appropriate.

The Committee shall be made up of five (5) regular members plus two alternates, all of whom shall be elected by the faculty as a whole. The Committee shall annually elect a chairperson from its regular voting members. Committee alternates shall attend meetings and vote only in case a vacancy occurs on the committee, or a committee member does not sit on a particular case. In the event a Division chair shall be elected as a regular member of the Faculty Appointments DMB, one of the

alternates shall be randomly selected to replace the Division Chair for purposes of voting on candidates from the Division Chair's own division. No member of the Appointments DMB shall sit as a voting member for purposes of considering his/her own case for promotion. In the event the case of a regular member of the Appointments DMB comes before the Committee, one of the alternates shall be randomly selected to replace the member in question for purposes of hearing the case. Further, in the event that the case of a regular member of the Appointments DMB shall be heard and that member's Division Chair also serves as a regular member of the Committee, both alternates shall replace the member in question and his/her Division chair. Members of the Committee shall serve 2-year terms with no more than two consecutive terms of office. Two-year terms shall be staggered so that each year 3 or 4 new members are elected. The two members elected each year with the lowest vote counts shall serve as alternates during the initial year of their term. Alternates shall become regular voting members following the initial year of their term. No more than two members from the same academic division may serve concurrently. All members must be tenured or have been offered tenure. The Dean of Faculty serves *ex officio* as a non-voting member.

With the exceptions noted above, the process to be followed by the Committee shall include, but not limited to, the following:

(A) Appointment Committee decisions shall be by majority vote through the use of a secret and written ballot. A quorum shall be five voting members, including alternate members, if necessary, to vote on all decisions. A minority recommendation may be submitted.

(B) The Committee shall submit its recommendations in writing to the President, together with a supporting rationale, through the Office of the Provost. The Provost will submit his/her own recommendations to the President.

(C) The President may veto recommendations of the Appointments Committee. In this event, the case will be referred back to the Appointments Committee which may override the veto only by vote of at least four of the five members of the Committee who provided the original vote on the case in question.

(D) A permanent record shall be made of Appointments Committee meeting minutes.

3. The Faculty Role

3.1. Duties and Responsibilities

Babson faculty have three important components to their work for the college: teaching, intellectual vitality, and service. Success as a faculty member comes from a balance of these activities, and the ongoing demonstration of the capacity to continue to grow in each of these areas. The college assesses this capacity in the annual performance evaluation process. Tenure track faculty also presents the portfolio of their work to the Appointments DMB in the course of tenure and promotion decisions. Lecturers present the portfolio of their work to the Appointments DMB every three years for a contract review.

3.1.1 Rank and Tenure Criteria

The faculty and the Board of Trustees have defined the criteria for rank, tenure, and for contract review decisions in [Policies and Procedures](#). Each faculty member should be familiar with Policies and Procedures.

At Babson, each faculty member has the opportunity and the responsibility to develop her or his career. The College has a strong stake in supporting faculty in this endeavor since Babson, as a vibrant academic community, will thrive only if we can continue to develop challenging and fulfilling careers while maintaining balance in our lives.

Division Chairpersons are the primary resources for guiding faculty in their career development. Faculty and Division Chairs need to work together to plan the faculty member's development in the areas of teaching effectiveness, intellectual vitality, and service. Chairs need to provide honest and timely feedback to each faculty member. Most importantly, faculty members need to take charge of their careers. Faculty members should feel free to consult with colleagues who have served or are serving on the Appointments DMB, or with faculty who have recently gone through review, tenure, or promotion processes. It's often a good idea to ask for advice from faculty members outside the Division. The Dean of Faculty is also available to help guide faculty members in their development.

To provide faculty with appropriate information as they develop their own careers, the Chairs, Deans, and Dean of Faculty offer the following guidelines for developing and evaluating teaching, research and scholarship, and college service.

3.1.2. Guidelines for Teaching Development and Evaluation

- I. The quality of teaching is the most critical aspect of a faculty member's performance at Babson. Each faculty member, in conjunction with his or her chairperson, should develop a teaching plan that will facilitate the individual's development and coordinate the individual's desires with the College's needs. The three-year divisional teaching plans are an important component of each individual's teaching program. Conversations between faculty and chairpersons may include: the development of a primary program focus, plans for the faculty member's movement from one program to another, course development efforts, case writing and teaching materials development, and mentoring programs.
- II. Teaching flexibility is highly valued at Babson. Faculty members are typically expected to teach in and are rewarded for teaching in integrative programs. In addition, faculty is also encouraged to be experimental with their teaching and to explore new uses of technology as applicable. Creating innovative courses and teaching materials is an important part of what Babson does.
- III. Mentoring relationships in teaching are an important part of a faculty member's teaching development. Important components are: regular class visits by selected mentoring faculty with follow-up discussions (no evaluation component necessary); and review and discussions with mentors of student comments in Course Evaluation Surveys, course syllabi, tests, and course materials. Individuals may seek more than one mentor, including mentors outside their divisions. Documentation of mentoring programs is an important part of a faculty member's teaching plans. Again, consultation with the chair is recommended as these processes evolve.
- IV. Evidence of teaching effectiveness for faculty in any division should include students' evaluations of courses, peers' and chairperson's evaluations of classroom performance, creativity in course and materials development, the currency of syllabi, the quality of student assessment points (exams, papers, etc.), and teamwork in coordinated and integrated courses. Particular practice of these processes may be tailored to fit individual and/or division needs. The evaluation of

teaching by peers should be an activity separate from mentoring, and documentation of the two activities should be separate.

3.1.3. Guidelines for Developing and Evaluating Research and Scholarly Accomplishments

A program of scholarly activity is developed by each individual in conjunction with his or her chairperson in relation to individual expertise and interest, as well as divisional and College needs. (College needs include the maintenance of accreditation by AACSB, NEASC, EQUIS and other accreditation bodies which require an appropriate level of academic and/or professional qualification for Babson's faculty.) In developing this program, factors to be considered are the individual's scholarly and professional aspirations, and the levels of research that are sustainable, given Babson's expectations for teaching and college service. Topics discussed in conversations between faculty and chairpersons may include scholarly focus, publication opportunities and processes, time lines for projects, each individual's resource and time requirements to be an effective scholar, and sources of research support. At a minimum, Babson expects all its faculty members to be academically or professionally engaged as defined in [Appendix D](#).

- I. Babson values a wide variety of scholarly activities presented to and published for diverse audiences. Each division should generally agree upon appropriate outlets that are consistent with the College's policy on Intellectual Contributions ([Appendix D](#)). For divisions with a number of subsets of faculty research interests, appropriate outlets may be identified and agreed on by an individual and her or his chairperson.
- II. Expectations are that full-time, tenured or pre-tenure faculty members develop a research pipeline, that is, continuous scholarly work with projects in various stages of completion. For long cycle-time projects, interim presentations and publications may be an important part of an individual's scholarly agenda. A thematic focus for a research program also seems especially appropriate for scholarly endeavors at Babson, since focusing on one or two major research themes and developing an area of expertise makes maintaining works in the pipeline more likely.
- III. Scholarly accomplishments should demonstrate intellectual and professional growth. Quality, more so than quantity, is important in demonstrating research accomplishment. Faculty members should provide evidence for the quality of their work through appropriate peer review. Expert critical evaluation of work may be available, for example, from the review processes involved when work is assessed for publication or presentation. A scholar is more likely to be in a position to provide such evidence if he or she has developed a focal area or expertise and is becoming known in this field.

3.1.4. Guidelines for College Service (revised February 2011)

Each faculty member is an important part of our community and contributes to creating the community spirit at Babson. Two components of community life are citizenship and service. Citizenship consists of those activities in which we are all regularly expected to participate, such as Commencement, faculty meetings, division meetings, on-campus interviews and hosting for recruitment of faculty, and attendance at on-campus events. Babson relies on all faculty members to participate in these activities as a routine part of their obligations. Internal college service includes activities in both the Division and College. Examples of internal college service are: committee work, task force involvement, in-depth program involvement, advising student organizations, and a variety of other activities important to the

running of the College that faculty are expected to engage in as the needs arise. In addition, many faculty members actively contribute to a greater academic community outside of Babson. External professional service may include: reviewing papers for journals and conferences, serving as an editor or on the editorial board of journals, and serving as an officer in an academic organization or as a conference organizer, etc.

- I. Each faculty member, in collaboration with the Division Chairperson, should develop a program of service which integrates the individual's interests, divisional needs and College needs. A full-time faculty member, whether on the tenure track or not, is expected to spend on average about 16 hours per month (approximately 150 hours over the course of the academic year) engaged in service. In general, little service should be expected in the first year at Babson. A typical progression would be to work on divisional issues, then become involved in internal college task forces in the second and third years, and finally be elected to college-wide committees and assume more of a leadership role at Babson. Deans of the various programs will provide a list of college service possibilities as well as good citizenship events related to their specific programs. While it is expected that the majority of service time will be spent on internal college service, Babson recognizes the value of external professional service. During periods when a faculty member takes on considerable external professional service responsibilities, the faculty member should seek guidance from the Division Chairperson on appropriate means for reducing internal college service.
- II. In situations where faculty are engaged in internal activities for which they receive additional compensation, e.g. MCFE supervision, independent studies, honors projects or summer taskforces, the division chairs may take into account the relative compensation of the paid activity in determining its service contribution if any.
- III. The primary program concept is an important aspect of service. Expectations are that an individual faculty member's internal college service will focus on the program in which he or she is primarily teaching (e.g., undergraduate APC members teach primarily in the undergraduate program). As a rule of thumb, both a faculty member's teaching and service should avoid non-reinforcing activities across multiple programs.
- IV. It is incumbent on each faculty member either to adhere to the plan established with his or her chairperson, or to discuss with the chairperson necessary adjustments to the plan, including emerging opportunities. Each faculty member is also responsible for monitoring the amount of service he or she contributes in relationship to the service plan developed with her or his chairperson.
- V. Evaluation and documentation of the quality of service are critical at Babson. Each faculty member is responsible for gathering evidence about the quality of his or her efforts in regard to service. Examples of quality criteria include demonstrated leadership on committees, teamwork and collegiality. One important source of such evidence will be the reports that the Deans send to chairpersons at the end of each calendar year. These reports highlight the significant contributions individual faculty have made to program efforts in their domains. External professional service outside of Babson can be demonstrated by reviews of papers, management of conferences and journals, and service awards by academic organizations, among other things.

3.1.5. Use of Course Evaluation Surveys

Our annual evaluations generally begin with faculty members' self-assessment of their teaching during the past year. We then use the student evaluation mean data as a first review to discover outliers. By "outliers" we mean both outstanding and poor student rating numbers. The general questions (e.g., overall rating..., "causes me to think critically," etc.) are used to identify faculty whose numbers are quite different from several perspectives.

These perspectives are:

1. outliers within the division;
2. outliers within multi-section courses;
3. outliers for an individual within one semester;
4. outliers for an individual over time.

The other questions (rigor, organization, "feel free to ask questions," etc.) are then used diagnostically to further explore the students' enthusiastic and/or less than enthusiastic responses.

This rough cut, based on the student survey results, helps focus our discussion with faculty who received these outlier ratings. For most of us, this is when peer observations and evaluations, syllabi and reading lists, types of papers and examinations and possibly student written comments (if the instructor decides to share them) are used further to evaluate teaching. The goal is not just evaluation but development. What do all of the available data suggest about possible improvement in effectiveness? How can each faculty member reach more students to foster learning?

For the rest of the faculty, little more is done with the student numbers. They are only a broad indication of student response, not a finely honed instrument for making subtle distinctions. Within the faculty member's annual evaluation, teaching evaluations focus on the self-assessment statement, and then peer evaluations, syllabi, etc., are brought into the process.

3.2. Compensation and Workload

Faculty monthly salary is paid on the 15th business day of the month and cannot be obtained prior to that date. You will receive your salary by electronic direct deposit to bank accounts of your choice and the pay stub will be available for viewing on Workday.

If you are to receive extra compensation for a particular situation (teaching a Babson Executive Education class, for example) the responsible department must request payment that is due to you by the 1st of the month if the compensation is to be included in your next pay check. The payroll department will not issue separate checks to you for extra payments. All extra compensation payments are taxed at IRS regulatory limits.

3.2.1. Compensation and Benefits

Babson strives to be competitive with the salaries paid by similar colleges and universities. The Faculty Workload and Compensation Committee has chosen benchmark colleges and each year, the Dean of Faculty's office collects data on salaries at those institutions, using the AAUP salary surveys and AACSB salary surveys. The faculty salary year runs from September 1 through August 31. Salaries are stated in the basic contractual letters covering academic responsibilities during the fall and spring semesters, and are paid on the 15th of each month in 12 equal monthly installments.

For current information concerning fringe benefits and payroll practices, please go to the Faculty Portal at <http://facultyportal.babson.edu>, click on Workday , then log in to access the Benefits Guide.

3.2.2. Salary and Performance Review

Annually each faculty member has an opportunity to review progress with the Division Chairperson and to obtain a salary appraisal. Performance evaluations are provided in written form and signed by both the Division Chairperson and the Dean of Faculty. The process begins in January, with each faculty member asked to provide the Division Chairperson with a written account of the previous year's activities and future intentions. These first discussions do not concern salary figures, for the purpose is to generate a meaningful understanding and interchange regarding successes, weaknesses, programs for improvement, and suggestions for the betterment of the educational process at the College.

Early in the spring semester, written performance evaluations are prepared by the chairperson. These cover achievement of agreed-upon goals and objectives and the same criteria as specified for rank and tenure decisions. These evaluations are then reviewed with the faculty member. The faculty member may add any additional information or commentary he or she wishes to become part of the permanent file.

Following these initial meetings, the Dean of Faculty informs the Division Chairperson of the projected overall percentage change in the dollars to be paid existing faculty as endorsed by the Board of Trustees and a suggested pattern of high, average, and low adjustment (in \$) by ranks.

With the information on the overall percentage change, the Division Chairpersons meet with the Dean of Faculty to establish proposed salaries for faculty members in the coming academic year. Upon completion of this process for all divisions, recommended salaries in the coming year are given by Division Chairpersons to each member of their respective divisions.

The purpose of this process is to provide each faculty member the opportunity to review his or her performance frankly with the Division Chairperson and to learn of the salary which the Dean of Faculty and Division Chairperson propose for the ensuing year. At any stage in this process, the faculty member may meet with the Dean of Faculty to discuss further the whole matter of performance review and salary. Normally, the faculty member should receive verbal information on the proposed salary by mid-March. By April 15, the faculty member receives a letter from the Dean of Faculty setting forth the terms mutually settled. If the faculty member accepts these conditions, the letter becomes authority for the Accounting Office to pay the salary shown.

After completion of the process and before signing the letter, the faculty member may request and obtain a hearing with the President, the Dean of Faculty, and Division Chairperson for the purpose of jointly reviewing the performance evaluation rendered and/or the salary offer made. The results of this hearing then become the final offer of terms of employment for the ensuing year.

3.2.3. Compensation for Over-Base Teaching

Teaching beyond the expected course load, whether in summer school, winter session, off shore courses, or other overloads, are handled by separate contracts. For each full course equivalent, compensation is at the rate of 10% of salary up to a maximum of \$16,000.

3.3. Teaching Workload

3.3.1. Teaching Load

The guidelines detail workloads across the faculty for the upcoming academic year:

a. Lecturers and Senior Lecturers.

The standard teaching load for a full-time lecturer will be 6 courses each year. There may be some instances where a terminally-qualified lecturer needs to publish to help a Division with its accreditation requirements, in which case the load could move to 5 or to 6 courses. In addition, Lecturers and Senior Lecturers may reduce teaching loads through service commitments.

b. Post-Tenure Associate Professors and Professors.

- i. Six Course Teaching Loads. The baseline teaching load for tenured and tenure track faculty is six courses per academic year. Note that the college has committed to reducing this load for faculty members who maintain sufficient intellectual vitality. Faculty members who are not maintaining the expected level of intellectual vitality will teach a 6 course load. We don't expect or hope that tenured faculty will carry this teaching load; faculty on a 6 course load need to address their deficiencies in scholarship in order to move to a 5 course load.
- ii. Five Course Teaching Loads. The standard teaching load for tenured faculty who maintain their intellectual vitality (see Appendix D) is 5 courses each academic year. This teaching load allows sufficient time for research, publication and professional development sufficient for faculty members to meet the college's standard for intellectual vitality. Another way to describe this load is the 60-30-10 model, with 60% of a faculty member's time devoted to teaching, 30% to research and writing, and 10% to services.
- iii. Four Course Teaching Loads. The total number of 4 course loads available depends on: the total number of CEs required college-wide, commitments to Term Chairs, and commitments to junior faculty. Tenured faculty who wish to carry 4 course teaching loads may achieve that objective in several ways.
 1. BFRF course releases.
 2. Term Chairs.
 3. Babson Research Scholars. This last program awards a four-course load for three years on the same basis as a Term Chair. This designation requires a demonstrated superior track record of publication over the last 3-5 years, with a well-conceived strategy for publication going forward for 3 years.

It's important to note that, in terms of evaluation, the expectations for productive published scholarship, generally in traditional academic outlets, is substantially higher for faculty on a 4 course teaching load than it is for faculty on a 5 course teaching load.

- iv. Three Course Teaching Loads. Full-time Faculty members on 3 course teaching loads almost always do so as a result of holding an endowed chair. Obviously, the expectation level for published work is substantially higher for faculty on 3 course loads than for faculty carrying a 4 course teaching load. In addition, some faculty will carry 3 course teaching loads because they are participating in the phased retirement program. There the expectations for publishing and for service are generally lower, although faculty on the phased retirement program will need to engage in scholarly activity consistent with the maintenance of status as participating faculty.
 - v. Two Course Teaching Loads. The only two course teaching loads for full-time faculty result from the terms of endowed chairs, and the combination of scholarship and service releases for Division Chairs. Faculty generally cannot combine releases to take teaching loads below 3 courses per year.
- c. Pre-Tenured Faculty.
- i. Faculty with no pre-tenure credit. The college wants to give new faculty every opportunity to get their research and publication pipelines filled and get a publication record built. The standard teaching load through the Fourth-Year Pre-Tenure Review is 4 courses per academic year. Between the Fourth-Year Review and the Tenure Decision, the standard teaching load is 5 courses, with possible BFRF course releases to take that load to 4 courses.
 - ii. Faculty arriving with pre-tenure credit. For faculty arriving with experience elsewhere, the standard teaching load is 4 courses through the Fourth-Year Review. After the review, the teaching load is 5 courses, with possible BFRF releases to take that load to 4 courses.
 - iii. Faculty arriving with 1-3 years until tenure, at the level of Assistant, Associate or Full Professor. Teaching loads will be 5 or 4 per year, negotiated upon employment offer.

Some teaching assignments in the various programs do not come in neatly packaged "course equivalent" (CE) blocks. The components of these teaching assignments vary in length, "face time" and integration meeting time, depending upon the discipline. Course equivalencies for these teaching

assignments are available through your division chair or the appropriate program dean. It's important to note that while CEs and course credits often correspond, faculty workloads are determined by CEs.

Normally, administrators will be limited to teaching one course section per year. Exceptions may be made by the Provost based upon input from the division chair.

3.3.2. Course Banking Policy

In general, faculty members are expected to teach their normal teaching load every year. Occasionally, due to *unforeseen circumstances* a faculty member may be unable to carry their full load and may request that a course be "banked" to be repaid later. Conversely, a faculty member may choose or be asked to "bank" a course by teaching an overload in excess of the required load in return for a reduction of teaching load in a future academic year.

In general, while the practice of banking courses provides flexibility for a faculty member and the institution, it also creates problems for future scheduling and keeping track of the courses. The following guidelines apply to course banking:

1. Faculty who need (for unforeseen circumstances) or want (for sabbatical planning) to bank courses must first get the approval of the Division Chair.
2. Division chairs should submit the banking request or arrangement (in the case of those asked to teach an extra course) for approval to the Dean of Faculty's Office (which will keep a record of all banked courses). Division chairs must send a letter or an email to the Dean of Faculty with a copy to the faculty member that describes their course banking plan (semester for banking the course and semester when the course is to be redeemed). The Dean should respond in writing or by e-mail so that the faculty member has a copy of the agreed upon arrangement.
3. Only full-time faculty may bank courses.
4. In general, all banked courses must be redeemed during the following academic year. A one-year extension may be granted by the Dean of Faculty under exceptional circumstances.
5. Courses may be approved for banking only when banking is called for due to unforeseen circumstances such as last-minute scheduling changes or to support sabbatical planning. They cannot be accumulated over time to create an extended leave of absence. In those rare circumstances where a faculty member desires to have a full year sabbatical to work on a significant project, he or she may "bank" up to 2 courses by teaching an overload during the year preceding their sabbatical year.
6. Course banking cycles begin with the fall term.

3.3.3. Summer Teaching

The courses and faculty selected to teach in the College's summer programs are determined by the graduate and undergraduate deans acting with Division Chairpersons and approval by the Dean of Faculty. Faculty members interested in summer teaching are asked to indicate this interest to their Division Chairpersons and to the appropriate dean. With the approval of the Division Chair, summer courses can serve as a part of a faculty member's regular teaching load, rather than as an overload.

The College will offer only those courses and/or sections that meet minimum registration standards. Faculty members are under no obligation to teach in summer programs, and the College assumes no obligation to offer summer teaching opportunities to any faculty person regardless of status, i.e., full or part-time. However, it is anticipated that opportunities to teach for additional compensation will normally exist.

Normally, such summer teaching for full-time faculty will be limited to one section. However, when the interests of the College so indicate and when the faculty member finds no impediment to his/her professional development activities, two sections may be assigned. When these instances arise, the two teaching assignments will be in one of the summer sessions. Insofar as possible, the two teaching assignments will not involve consecutive summer sessions. Although the only courses that will run are those which meet minimum registration requirements, faculty members who have indicated a desire to teach in either summer session and are assigned a course are expected to honor this commitment. It is difficult to find qualified replacements at the last moment.

3.4. Teaching at BEEE and Babson Global

Babson Executive and Enterprise Education and Babson Global offers faculty members additional opportunities to engage with the global business community, while furthering your own growth and increasing the value of your programs and courses. Here are some guidelines for those interested in working with BEEE and Babson Global:

1. The guidelines will apply to work for Babson Executive and Enterprise Education (BEEE) and for Babson Global (BG). This is consistent with our approach to BEEE and BG work over the past several years.
2. As a general rule, work for BEEE and BG will be additive to the faculty member's core job at the College, and paid as extra compensation.
3. If work is done for course releases, the scope of work and deliverables will be by agreement of the faculty member, division chair, Dean of Faculty, and relevant BEEE or BG leader.
4. All faculty members participating in BEEE or BG work will be expected to meet or exceed expectations for teaching, for intellectual contributions to meet accreditation standards for NEASC, AACSB and EQUIS, and for College service. If a faculty member fails to maintain those standards, BEEE or BG work will be reduced or suspended until the performance issues are remedied.
5. While Division Chairs will work to accommodate scheduling issues involving BEEE or BG engagements, the scheduling of undergraduate and graduate teaching will take priority.
6. For pre-tenured faculty members, work for BEEE or BG should generally be limited to 10 days per calendar year. Work beyond that amount should be cleared with the Division Chair and Dean of Faculty before the engagement is made.

7. For all other full-time faculty members, work for BEEE or BG should generally be limited to 25 days per calendar year. Work beyond that amount should be cleared with the Division Chair and Dean of Faculty before the engagement is made.

3.5. Scholarly Support

Babson College provides internally funded faculty research and development in several ways, as described below. In addition, the Office of Sponsored Research assists faculty members in seeking external grants to support research and curricular initiatives. *For detailed information about application procedures and available support from both internal and external sources, please see [Research Support](#) and [Engaged Learning and Teaching](#) on the Faculty Portal.*

3.5.1. Babson Faculty Research Fund (BFRF)

The Babson Faculty Research Fund (BFRF) offers course releases, summer stipends, and funds for research related expenses to full-time faculty members. The mandate of the Babson Faculty Research Fund is to encourage and support a variety of thought leadership and research activities, with the following objectives paramount:

- to sustain, enhance, and renew the intellectual vitality of faculty by supporting the building of intellectual capital through meritorious research;
- to increase the public visibility and academic reputation of the College and its faculty, regionally, nationally, and internationally.

In addition to supporting individual faculty research projects, the BFRF engages in other activities throughout the year to keep the Babson faculty and staff informed about ongoing research, faculty research publications and presentations, and funding opportunities.

During the academic year, the BFRF sponsors programs that feature faculty research presentations. The BFRF publishes newsletters, Research@Babson College, Annual Reports, and a Working Paper series.

3.5.2. Teaching Innovation Fund (TIF)

The Teaching Innovation Fund (TIF) is the funding arm of the Center for Engaged Learning & Teaching (CELT). TIF funds innovative materials with a pedagogical foundation to be published and/or produced for The Babson Collection. This includes but is not limited to the development of cases, videos, simulations, exercises, mobile apps, tutorials—anything considered pedagogical material.

Viewed as the funding authority for pedagogical case materials that best represent the re-branding of the College, the TIF Committee reviews funding applications for the following funds...

Reviews and makes final award decisions for the following funds...

- Teaching Innovation Fund
- LENTA
- Financial Ethics Fund

- The Lewis Institute
- Global Health Care Initiative

- Sustainability Office Initiative

Created by the Dean of Faculty as a parallel body to the Babson Faculty Research Fund (BFRF), the TIF looks for project proposals that align with Babson's strategic initiative of educating and developing entrepreneurial leaders.

For current information about TIF deadlines, policies and practices, please see the faculty portal, at <http://facultyportal.babson.edu/content/teaching-innovation-fund>.

3.5.3. Deans' Discretionary Funds (DDF)

Each Dean, graduate and undergraduate program, has a discretionary fund. These funds are to be used by the deans to react quickly to market demands and to support strategic initiatives. A portion of these funds may, at each Dean's discretion, be used to fund teaching materials development. Proposals are considered throughout the year and/or at the discretion of the deans. The amount of funds may be adjusted upward by targeted gifts or grants received (e.g., curriculum development gifts by alumni) by the programs.

3.5.4. Society Dues and Attendance at Professional Meetings

The College will pay dues to professional societies relevant to faculty members' fields of interest. While no precise limit has been determined for the number of societies one may belong to, it is expected that the faculty will use discretion in their selections.

It is the College's policy to encourage full-time faculty members to attend conferences and professional meetings in their major field of interest and to this end the College will pay the expense of faculty members incurred in attending meetings and conferences when they are not on the program with the understanding that the maximum reimbursement to any faculty member in any fiscal year shall be \$750. Faculty members presenting papers at national or international conferences may be reimbursed for their expenses up to \$1,600 plus the cost of registration (\$750 plus registration fees for regional meetings) for each conference attended. Please review the [Travel Policy](#), located on the Babson Portal, Personal, Campus Travel.

3.6. Sabbaticals and Leaves

3.6.1. Sabbatical Leaves

Sabbatical leaves are administered through the Dean of Faculty's office. Faculty may apply for sabbatical for one semester at full pay (benefits are not affected) or a full academic year at half pay (benefits continue but pension contributions are based on half salary).

Because a sabbatical leave award is an investment in the future of the College as well as in the career of the faculty member who receives it, faculty members are expected to return to full-time employment at Babson for at least one year after their sabbatical leave. If they fail to do so, the College may request a refund of the salary and benefits paid during the sabbatical leave.

Proposals for a sabbatical leave award are due each year on September 15th, for sabbaticals to take place the following academic year. Sabbaticals are normally awarded so that faculty members may

focus on their intellectual activities, undistracted by teaching and service assignments. It is therefore expected that proposals will be for a scholarly or creative project.

Visiting faculty appointments at other schools are appropriate self-development avenues, but should be limited to one semester in a year-long sabbatical leave. Teaching in a degree program at Babson is not permitted during a sabbatical. In certain rare and unusual circumstances, however, at the written request of a Program Dean and with written permission from the Dean of Faculty, a faculty member may take an assignment in a degree program to fill a special College need. Teaching at BEE and consulting activities are not affected by this rule. See Appendix G for the Sabbatical Leave Policy. The application form and guidelines are on the Faculty Portal.

If, at any time during the sabbatical leave, it appears that the approved sabbatical project cannot be carried out as proposed, the faculty member should inform the Division Chair and Dean of Faculty at the earliest opportunity, so that proposed changes may be discussed and approved.

3.6.2. Unpaid Leave of Absence

If a faculty member takes an Unpaid Leave of Absence, she/he is responsible for the full cost of all benefits. The pension benefit will resume once she/he is back on payroll and unpaid leave of absence is typically no more than two academic years.

3.6.3. Parental Leave

Before you give birth or adopt, please refer to the [Parental Leave Policy](#) at the HR website on the Portal. In addition to the parental leave policy available to all College employees, faculty may be eligible for course relief after the birth or adoption of a child.

Course Relief Following Birth or Adoption

Full-time benefit eligible faculty who are Primary Care Giver (PCG) receive a two-course reduction in teaching load, without reduction of salary, following the birth or adoption of a child. This course reduction can be taken in one semester or across two semesters. The reduction may be taken in the semester of the birth or adoption, or in the two-semester immediately following. If HR-approved leave is taken, the course reduction must be taken in the same semester. Those who take a one course reduction in a semester shall be expected to meet their committee responsibilities. Faculty members who take a two-course reduction in one semester shall be excused from departmental and college committees during their leave. Time spent on parental leave, with no teaching, departmental or college commitments, will not count as time in rank for the purpose of calculating eligibility for sabbatical leave. Faculty members should consider the following when making leave arrangements:

- Faculty member may have the option of taking parental leave anytime within 12 months after the birth or adoption, in accordance with FMLA.
- The faculty member, subject to the approval of the Division Chair and Dean of Faculty, may opt to reduce teaching load by one additional course (a three-course reduction) by buying out of one course (13% of salary) or by fulfilling teaching load obligations from the sample list of substitutions below.
 - Research
 - Committee work
 - Project work
 - Course design

- Course buy out
- Future course commitment
- If the leave is scheduled to overlap during a previously scheduled sabbatical, the faculty member has the option to delay the sabbatical, in consultation with the Dean of Faculty.
- The faculty member, in consultation with the Dean of Faculty, may request an extension of the normal parental leave. Such extensions, if granted, would include a corresponding decrease in pay.
- If a faculty member gives birth or adopts during the months of June, July or August, he/she has the option of taking leave during the fall semester or anytime within 12 months after the birth.
- A faculty member may request to take no leave at all without any change in pay, despite the statutory rights she/he is entitled to.

Tenure Clock Extension

For pre-tenure faculty who parent a newly born or adopted child, the tenure clock will automatically be stopped for one year. This extension is provided to both PCG and non-PCG parents in recognition that this major life change may affect their research output. The faculty member may request to restart his/her clock during this one year period. The requests must be made in writing to the Dean of Faculty and Division Chair. Any extensions beyond one year will be addressed on a case by case basis with the Dean of Faculty.

3.7. Outside Employment and Conflicts of Interest

3.7.1. Consulting/Outside Work Policy

Babson's location, reputation and faculty experience all combine to generate opportunities for personal writing, research, consulting, and other kinds of outside personal professional work. From the College's standpoint, both scholarly and practical experience outside the classroom present valuable avenues by which the faculty member can develop as a teacher and scholar. But there are sensible limits, which, if exceeded, cause an overshadowing of responsibilities to the institution.

Faculty are required, by POLICIES AND PROCEDURES, to inform the President (through their Division Chairperson), in writing of the nature of any services to be rendered to outside organizations and the identity of such organizations. (Babson's statement of "Policies Governing Faculty Outside Professional Activities and Conflict of Interest" is found in Appendix C.)

It is against College policy for any full-time faculty to teach for academic credit at other institutions of learning during the normal academic year without first receiving approval of the Dean of Faculty. This policy does not prevent a lecture in a course where the faculty member is contributing occasionally rather than "running" the class. Summer teaching at this or other institutions is considered acceptable, provided certain other career activities (such as completion of a terminal degree, or research) are not impeded.

3.7.2. Use of College Name, Logos, and Titles While Engaging in Outside Activities

When faculty, whether full-time or part-time, engage in activities outside the College, they should take care to use the College's name and Logo in a manner consistent with the College's Intellectual Property Policy (found in Appendix E). They also must use their titles and rank accurately.

3.7.3. Use of College Facilities While Acting as an Outside Consultant

Those wishing to use college facilities for programs in which they are acting as consultants may do so, at a nominal fee. Of primary concern is that the projects not interfere with a program that could be handled by Babson Executive Education (BEE). This should be done by clearing the nature of the program, in writing, with BEE.

An hourly rate will be charged for each room used and the program must not conflict with College offerings. Time spans must be short, and long-term commitments (with the exception of those contracted for in BEE) will not be made, in order to keep facilities open for College activities. The College reserves the right to cancel any reservation at any time. For full details on the use of College facilities, contact the Events Office for a copy of the Babson College External Use Policy. **Faculty members should clearly distinguish between their official College roles and their consulting activities. For example, College stationery should not be used in conducting the latter.**

Those wishing to use a College facility for a meeting or function of a private nature should contact the Events Management Office at eventsmanagement@babson.edu. If the schedule permits, facilities may be used at a nominal fee. If any special setups are needed, the cost of these will be the responsibility of the user.

3.8. Retirement and Emeritus Status

Retirement from a career at Babson is something that takes considerable thought and planning. As faculty approach retirement, they should take advantage of the programs offered by HR, and should take advantage of the consultations both Fidelity and TIAA-CREF offer to faculty. When faculty members create a plan for your retirement, it is very helpful to inform the Division Chair so that he or she can begin the process of planning for your succession, both in terms of course topics and course coverage. It is very important to consult with HR about options for health insurance and Medicare as you near retirement decisions.

3.8.1. Phased Retirement

Babson has a Phased Retirement Program to help faculty members make a good transition from full time teaching to full retirement, and to help the college plan for the succession and continuity of its academic programs. See Appendix H for the Phased Retirement Program policy.

3.8.2. Emeritus Status

All faculty retirees who wish to do so should be able to maintain an affiliation with the college after formal retirement.¹ Members of the faculty who, upon retirement, hold the rank of Associate Professor or Professor shall be designated as Emeritus, and will be eligible for additional benefits.

Upon retirement, all faculty members will be eligible for the following services and privileges on the same terms as other members of the college community:

- Access to the library, Cutler Center, Trim Dining Hall and the Webster Center;
- Invitations to Babson Community events;

¹ Faculty here is defined as those individuals holding full-time faculty status under the terms of Policies and Procedures, with the exception of Visiting Faculty and those serving under special arrangements as defined there.

- Babson Alumni Magazine subscription
- Lifetime e-mail forwarding;
- Membership directory of all retirees made available upon agreement, via the web or other electronic means.
- Access to the College's computer purchasing program;
- Access to BeWell@Babson wellness programs on a space available basis;
- Babson community rates at BEE for dining and lodging;
- Access to the Help Desk; and
- If offered by the College, access to a group Medicare supplemental health insurance plan under such terms as the College specifies.
- Faculty parking sticker

Privileges of Emeritus status includes all of the above, plus:

- The provision of business cards containing the Emeritus designation and the ability to use that designation in other correspondence and business;
- Shared office space in a location chosen by the College. The number of people sharing any particular office space will be determined by the College.

3.8.3. Teaching after retirement:

Retired faculty may continue to teach after retirement on the following terms:

- By separate contractual agreement, as approved by the Dean of BEE, retired faculty may teach in Babson Executive Education programs.
- By separate contractual agreement, retired faculty may teach in Babson Global programs.
- By mutual agreement with the appropriate Division Chair, retired faculty may teach one course per year as an adjunct, at a rate 10% above the customary and usual rate for adjunct faculty in the division in which the course is offered.

3.9 General Information for Faculty

3.9.1. Division Coordinators

Division coordinators are responsible for the faculty assigned to them, whether or not these are members of the academic division whose chair supervises the division coordinator.

When evaluations of division coordinators are conducted, supervisors should solicit the input of all faculty in a building who are supported by the division coordinator.

Division coordinators are responsible for increasing the productivity of Babson's faculty and administration, and therefore they should seek to help in any way they can. Such assistance includes but is not restricted to:

- routine course support;

- routine administrative and technical support (e.g., answering the phone, faxing, distributing mail, copying, typing letters, scanning documents, filling out expense forms, maintaining knowledge of current technical advances and contacting students);
- supervising student workers;
- acting as clearing houses by distributing faculty work to student assistants;
- oversees building/office facility issues;
- ordering supplies
- greeting and directing visitors and students.

Long, extended research projects should be handled outside the normal support structure of division coordinators (e.g., by means of external financing or through internal research funding).

3.9.2. Equipment Return and E-mail & Blackboard Accounts

With the exception of retirees, faculty terminating their relationship with the College will no longer have e-mail or Blackboard access at the end of their last semester of employment. All Babson-owned equipment (including laptops) should also be returned by the close of the semester.

3.9.3. Home and/or Cell Phone Listing

For purposes of emergency notification, Babson requires faculty members to provide contact information in the form of phone numbers and secondary e-mail. In addition, you must notify your Division Chairperson, the Human Resources Office, and the Office of the Dean of Faculty of any address changes.

3.9.4. Keys and Office Security

Your keys (to office and building) can be obtained from your Division Coordinator. Please lock your office when you are not in it, put valuables in desks or filing cabinets, and insure any of your own valuables you keep in your office. **Do not leave upcoming exams in unlocked storage in your office!** Secure them in a safe location either with the Division Coordinator or locked in a desk or filing cabinet in your office.

3.9.5. Office Hours

Each full-time faculty member should hold stated office hours, in person, by email, or using appropriate technology on a regular basis during the term. Office hours are expected to occupy at least one hour per week, but most faculty schedule two one-hour sessions or one two-hour session. Some faculty members request students to make appointments, while others handle callers as they come. It is a good idea to post your office hours on your syllabus, office door, and with your division office.

3.9.6 Security in Your Office and Your Classrooms

While it is unlikely that you will experience a dangerous situation in your office or classrooms, there are some basic steps you can take to prevent or minimize danger to yourself and your students. In your office, be sure to lock your office door when you're not there, and keep any valuables out of sight. Know where the exits are in your building, and what alternative you would use if your primary exit is blocked. In your classrooms, know where the exits are and where the phone is in each room.

For both offices and classrooms, each building has an assembly point away from the building. In addition, each faculty member should program Public Safety's full phone number on their phone (781-239-5555). It's important to have the whole number entered, as dialing 911 sends the emergency call to the State Police in Framingham, who in turn send it to the Wellesley Police, who will then route the call to Babson. Public Safety has the ability to get medical and safety resources to you quickly.

4. In the Classroom

4.1. Teaching Schedules

Prior to the beginning of a semester, Division Chairpersons receive scheduling and staffing projections from the Graduate and Undergraduate Programs. From discussions with their faculty, the Division Chairpersons make staffing assignments which are then returned to the Registrar. Included on these staffing projections are particular schedule preferences which faculty members have discussed with their Division Chairpersons. It must be understood that both program offices can offer no guarantee whatsoever that these preferences can be fulfilled. Individual requests may conflict with the necessity for balancing the schedule, utilizing classrooms throughout the morning and afternoon hours, and providing the students with the best possible choice of courses. All classes (day and evening graduate, undergraduate) are scheduled by the Registrar's Office. Once the system has been updated, the faculty are encouraged to look in Portal to confirm their schedule. If there are any questions or concerns, they need to be directed to the Division Chair prior to the start of registration.

Babson College courses offered as part of the Fast-Track MBA program, evening MBA courses, and Babson College courses offered at the Boston location are subject to the scheduling process above. While Division Chairs will consider the interests and convenience of faculty members in making scheduling decisions, faculty will be expected to teach as required in all Babson College degree-granting programs.

4.2. Credit Hour and Syllabi

4.2.1 Credit Hour Definition

Babson defines a credit as the equivalent of one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week over the course of 14 weeks for one semester plus additional time for final exams. The standard for courses or other credit-bearing activities which grant different numbers of credits or which meet for concentrated time periods is the above standard adjusted accordingly. The Academic Policy Committees (APCs) at the undergraduate and graduate levels review all course proposals and their respective syllabi to determine that the combined class time and out-of-class effort in engaged academic time is commensurate with the number of credits awarded. The review considers appropriate rigor in the assignments, in the amount and quality of reading, and in other learning activities. Recognizing that in the present educational environment learning takes place in a variety of contexts, the APCs grant numbers of credit hours for non-traditional delivery formats, such as online and distance formats that may use asynchronous sessions, group work, independent studies, field experiences, etc., by determining how the total amount of engaged academic time associated with the pedagogy is substantially equivalent to the standard set forth above. Requirements

for class meeting times, readings, and individual and team assignments are outlined in each class syllabus.

4.2.2 Course Syllabi/Course Outlines

Every course taught at Babson should be structured around a syllabus or course outline. A good syllabus helps students understand what your course is about, why they are doing the work they are doing, and how they will be evaluated. All of that makes you a more effective teacher.

Course syllabi have also become the home for internal and external policy requirements. To the extent all of our syllabi contain the necessary information, regulators and accreditors are satisfied and let us get on with the work we love to do. In particular, the federal government has tightened its rules on using syllabi to show that a 3 or four credit course actually has 3 or 4 credits worth of engaged learning time (classes and out-of class work). The syllabi is an important place to reinforce the College's Honor Code for student work, and to help students know where to turn for help with accommodations and other issues. Babson Syllabi or Course Outlines should contain the following information:

GENERAL INFORMATION

- Course Title and Number
- Instructor Name, Office Location, Phone and E-mail
- Office Hours
- A Brief Description of the Course
- Course Learning Objectives (what do you want students to know at the end. Show how your course contributes to the overall learning objectives for the grad or undergrad program. This is an accreditation requirement.
- Teaching Methodologies (usually a short statement of how you plan to teach the course, and a good place to discuss any unusual ways you plan to proceed)
- Required Materials, and how students get them. This is a federal requirement.

ASSIGNMENTS AND GRADING

- List the tests, quizzes, assignments, projects, and other elements that make up the student's grade for the course, with the weight of each element toward the total grade. It's very helpful for students to put due dates on the syllabus, along with your final exam plans.
- Disclose your grading criteria. This is particularly useful in areas of great student *angst*, such as group projects, class discussion, and innovative assignments such as blogging and wikis.
- Policies on granting extensions and lateness with assignments.
- Academic Integrity-set out your expectations for citing sources and following the academic integrity policies in the student handbook.
- HONOR CODE: Every undergraduate syllabus should reference the Undergraduate Honor Code <http://www.babson.edu/Academics/undergraduate/Documents/undergraduate-handbook.pdf> See page 8 for our obligations with respect to the Honor Code. Graduate course syllabi should refer to the Academic Honesty and Integrity Policy (found at page 37 of the Graduate Student Handbook).

POLICIES

- Include any policies you have on lateness, absenteeism, excuses, etc. The grad and undergrad programs both have policies in their student handbooks. If you're not clear, ask your division chair or the program office for clarification.
- Set out any policies you have on laptops, cell phones etc. in the classroom.
- ACCOMMODATIONS/DISABILITIES: Every Babson syllabus needs to have language to direct students to our office of Disability Services. Here's some sample language you could use in your syllabus:

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately and in a timely fashion to discuss his or her specific needs. Students must also contact the Manager of Disability Services at 781-239-4508 or in Hollister Hall to coordinate reasonable academic accommodations.

Faculty members are not responsible for diagnosing problems and determining accommodations, but if you do suspect a student may have a learning disability, you should feel free to consult with Disability Services.

- RELIGIOUS OBSERVANCES: There will be religious holidays and observances that occur during each semester. You'll want to consult the calendar to be aware of the holidays, and consider how to schedule tests and other work in a way that allows all students to do their course work. Here is an example of language you could use:

Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact the instructor as early in the semester as possible. In such event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

SCHEDULE OF CLASSES AND ASSIGNMENTS

This is traditionally the heart of the syllabus, and is a very important component of structuring your course. If you are creating a syllabus on Blackboard, ATIC or the Undergrad or Grad program offices may be able to help.

The Schedule of Classes and Assignments should show each class session, the topic for each class, the preparation for each class, and the learning objectives. The Schedule should further show the dates of exams, out-of class projects, or other expected work. The schedule is the audit trail for determining whether your course satisfies the federal credit hour requirement, so you will need to show that students are engaging with your course for a time that is commensurate with the number of credits awarded for the course.

4.3 Registrar Policies

<http://www.babson.edu/offices-services/registrar/Pages/home.aspx>

4.3.1. Registration and Class Caps

Babson uses several different registration processes, reflecting the different needs of the Undergraduate, Full-Time MBA, One Year MBA, Evening, and Blended Learning programs. As a general rule, students closer to graduation have priority over those farther away from completion. Registration is real time. Student can view course listing information in the Portal, and determine whether there is space available in a class. If there is space available and registration/add/drop is open, a student can register for the class and view the revised schedule immediately.

4.3.2. Wait lists and Over-Enrollment

There are no waitlists for courses selected through on-line registration. Instructors should not maintain their own wait lists, but should encourage students to utilize the on-line registration system during drop add periods.

If an instructor wishes to increase capacity to accommodate additional students, he or she should contact the Registrar, who will change the course capacity. If an instructor wishes to exceed capacity, the registrar will add students upon receipt of written permission from the instructor and confirmation from the student.

Please exercise caution and restraint in expanding course capacity. Capacity numbers are set with the student experience in mind. Instructors should consult with Division Chairs before adding more than one or two additional students to a course.

4.3.3. Registration Changes (Add/Drop and Withdrawal)

All registration processes give the students an extended registration period to make changes to their schedules. There is a short period when registration closes for all Undergraduate students so that Student Financial Services can reconcile their accounts. Graduate registration is not interrupted during this time of reconciliation however there are brief periods when on-line registration is closed. Approximately 10 days prior to the beginning of each semester, an open period of registration will take place for students. Generally, there are various scheduling opportunities within our offerings that permit meeting many individual needs. However, a student who needs a course to graduate or who participates in a certain sport and must practice early has a valid special circumstance. A student can obtain advice and counsel via faculty members, the Offices of Academic Services or Graduate Programs and Student Affairs or the Registrar's Office. Students with special problems will be administratively accommodated by the Office of Academic Services throughout the add/drop periods.

There is a fixed date each semester for both graduate and undergraduate classes that will be the last date that a student can drop a class without financial or academic penalty. Add/drop extends through the fifth class day of the semester for undergraduate students and the sixth class day of the semester for graduate students for Fall and Spring semesters. Class meetings proceed normally during the "add/drop" period. However, any student adding a course during the "add/drop" period must be reasonably accommodated with regard to any assignments, examinations, or other deliverables assigned prior to his/her registration in a manner which does not unreasonably disadvantage the student.

For each semester, add/drop deadlines are noted on the official academic calendar.

4.3.4. Deadlines for Dropping or Withdrawing from Graduate Courses

Students ceasing class attendance after the last date to withdraw will be awarded a final grade based on the normal course requirements, with a numerical value of “0” calculated into the final grade for all course requirements not completed. Ceasing to attend class does not constitute an official withdrawal. Students must notify the Registrar’s office by e-mail before the withdrawal date in order to withdraw from a course. Withdrawal dates are shown in the Academic Calendar.

Day Courses

There is no academic or financial penalty for dropping a course on or before the add/drop deadline, which coincides with the end of online registration for the term. However, tuition is not refundable and the grade of “W” is imposed if the withdrawal occurs after that time. No withdrawals may be made after the tenth week of the semester.

Evening Courses and Day Courses that meet once a week

Students may drop a course without academic or financial penalty before the add/drop deadline which coincides with the end of online registration for the term. However, after the first six business days of the start of the semester and not later than the day of the fourth class meeting, one-third of tuition becomes nonrefundable and a grade of “W” is posted for withdrawals which occur during this time. After the fourth class meeting day, tuition becomes nonrefundable and a grade of “W” is given for the course withdrawn. No withdrawals may be made after the tenth week of the semester.

Half-Semester Courses

For half-semester courses that meet during the day, there will be no academic or financial penalty for dropping a course before the third class meeting day. From the third class meeting day and not later than the fifth class meeting day, students who withdraw from a course will receive a grade of “W” and will not receive any tuition refund. No withdrawals may be made after the fifth class meeting day. For half-semester courses that meet in the evening, there will be no academic or financial penalty for dropping a course before the second class meeting day. From the second class meeting day and not later than the fifth class meeting day, students who withdraw from a course will receive a grade of “W” and will not receive any tuition refund. No withdrawals may be made after the fifth class meeting day.

Summer Session Courses

There is no academic or financial penalty for dropping a course before the second class meeting. After the second class meeting, there is a one-third tuition loss and a grade of “W” is given for the course dropped. After the fourth class meeting, there is a total tuition loss and a grade of “W” is given for the course withdrawn. No withdrawals may be made after two-thirds of the class meetings during the summer.

First-Year Modules in the Two-Year MBA Program

Dropping or withdrawing from a module constitutes withdrawal from the Two-Year MBA program. Drops occurring within the first week of classes (first five class days) carry no academic or financial penalty. For withdrawals occurring between the end of week 1 through the end of week 19, tuition and fees will be prorated on a daily basis. Students will receive a “W” grade for the module in progress at the time of withdrawal. The student will be dropped from all future modules with no grade.

Summer Modules in the One-Year MBA Program

Dropping or withdrawing from a module constitutes withdrawal from the One-Year MBA program. Drops occurring within the first five class days in May carry no academic or financial penalty. For withdrawals occurring after the fifth day of classes through the end of week 9, tuition and fees will be prorated on a daily basis. Students will receive a “W” grade for the module in progress at the time of withdrawal. The student will be dropped from all future modules with no grade.

Blended Learning Courses

Drops occurring within the first week of a module or course (first five class days whether the course starts online or face-to-face) carry no academic or financial penalty. If the approved date of the withdrawal occurs between the end of the first week and the 60 percent point of the academic period, tuition and fees will be prorated and the student will receive a grade of “W” for the course in progress at the time of withdrawal. No withdrawals will be approved and no tuition will be refunded after the 60 percent point of the academic period. Dropping or withdrawing from a core course or module constitutes withdrawal from the Blended Learning MBA program.

Intensive Electives

Dropping intensive electives is date-specific for each course. Visit the Registrar’s Web site for specific drop dates. There will be total tuition loss and the grade of “W” if withdrawal occurs after the drop deadline.

Blended MBA Courses (courses offered on-line or on-line combined with face to face meetings)

Drops occurring within the first week of a course (first five class days whether the course starts online or face-to-face) carry no academic or financial penalty. After that if the date of the withdrawal occurs between the end of the first week and the 60 percent point of the academic period, tuition and fees will be prorated and the student will receive a grade of “W” for the course in progress at the time of withdrawal. No withdrawals will be approved and no tuition will be refunded after the 60 percent point of the academic period.

Students with any questions regarding their status in the F.W. Olin Graduate School of Business should contact the Office of Graduate Programs and Student Affairs, Ext. 4474.

4.4. Attendance Policy for Undergraduate and Graduate Students

Attendance in class is an important part of the learning process and should be encouraged by faculty members. Babson's policies on class attendance are presented below.

4.4.1. For graduate students

1. Students are allowed to exercise discretion on class attendance.
2. Class attendance per se should have no impact upon a student's grade. Performance is graded, not presence in class.
3. Faculty members will prescribe whatever academic demands, including class participation, seem appropriate for their courses.

4.4.2. For undergraduate students

The attendance policy for each undergraduate class is at the discretion of the instructor as published in the class syllabus.

If class discussion or oral presentations are relevant to the course performance, the faculty member evaluates such performances as part of the grade. Should a student elect to be absent significantly enough to damage this portion of the course performance record, the grade will obviously be affected. Each class should be taught as though everyone was present, regardless of the number actually there. No faculty member is obligated to hold "review sessions" for those who have been absent of their own volition.

The Athletic Department will continue its early notification system for students involved in intercollegiate athletic competitions. In essence, students involved in Babson's intercollegiate athletic program will be provided with the dates of scheduled games/competitions as early as possible into the semester (ideally within the first week or ten days of the term). Student athletes are then responsible for notifying each of their professors of any conflicts between scheduled major class events (exams, presentations, etc.) and athletic contests. Faculty are strongly urged to exercise a reasonable degree of flexibility and understanding in providing excused absences based upon these conflicts (for those students who have provided the necessary conflict information early in the term). It is hoped that this system will provide students with the opportunity to fully participate in the College's athletic programs.

For issues other than athletic competitions, faculty will be advised by the appropriate Class Dean or the Graduate Programs and Student Affairs office concerning the extenuating circumstances. This advice in no way exonerates the student from meeting the academic demands of the course. It is verification that the student was unavoidably absent. The professor then may determine what work would be equitable in order to make up for what was missed and give the student the opportunity to complete it.

4.5. Class Cancellations

4.5.1. General Guidance.

Faculty members may find, on occasion, that it is necessary to cancel a regularly scheduled class for illness or emergencies (weather or otherwise). Should the occasion arise, the faculty should inform the Division Chairperson, the Division Coordinator and the Registrar as early as possible. If this cannot be done, word should be given to Public Safety and they will do their best to have an appropriate notice placed in the proper classroom as soon as possible. Faculty are also encouraged to send an email to their class list informing the students of the cancellation. For an illness which may extend beyond a class or two, the faculty member should inform the Division Chairperson so that a decision can be made regarding the coverage of classes.

If a colleague is ill for an extended period, you may be called upon to cover the classes. Since we do not have a cadre of research or graduate assistants to teach classes, we try to cover for each other whenever needed. The Division Chairperson and the Dean of Faculty will decide when such "back-stopping" should be undertaken. When this "back-stopping" appears to be extensive, we try to arrange for an adjunct to cover classes.

4.5.2. Snow Days or other Weather Cancellations

As a general rule, the college's policy is to remain open during inclement weather. When storms can become so serious that our parking lots cannot be cleared in sufficient time to allow the College to open (or remain open for evening classes), driving simply can become too hazardous to encourage

people to come to the College. Accordingly, classes may be canceled when these conditions exist. Announcements regarding a delayed opening or cancellation will be called into the following TV and radio stations generally by 6:30 a.m. and 3:30 pm for evening classes:

WBZ-TV	Channel 4	WBZ 1030 AM
WCVB-TV	Channel 5	WRKO 680 AM
WHDH-TV	Channel 7	WFXT/Fox 25

Additionally, a message will be left on the VOICE MAIL system and the INFO line. The INFO line can be accessed by calling: (781)239-INFO [239-4636] for recorded announcements pertaining to the cancellation of classes or delayed opening due to weather conditions. A message concerning delays or cancellations will also be posted on the Babson portal and the Babson homepage and communicated through the phone alert system. Please use the above means of communication to stay updated on the status of the College and only call Public Safety (x5555) or Facilities (x4444) if you need immediate assistance.

One of the frustrations for our students comes from learning that Babson is "open" during a snow situation and then coming to campus only to find that a particular faculty member's class has been cancelled. While there may be occasions when a faculty member cannot get to campus during a storm even though the College is officially open, special attention must be paid to informing students and others when a faculty member cancels his or her class.

When faculty members cancel a class, or the college closes, the class must be rescheduled.

This is important in making sure that the College satisfies the requirements for the award of credit, and is important in ensuring that students receive the full value of their educational experience. Generally, Fridays have served as make-up days for cancelled classes. Faculty may also, if appropriate, schedule a class using WebEx. Instructions to get your class up and running in 5 minutes are on the faculty portal.

Should you decide to cancel a class, you should notify your DIVISION CHAIRPERSON (or division coordinator) AND the appropriate PROGRAM DEAN if you are compelled to cancel a class(s). Obviously, this should be done as soon as you determine that you will not be able to make it to your class. This will enable the Dean's office and division office to respond to inquiries related to your class. As well, it enables the Dean's office to communicate with those students in your class (particularly evening MBAs) who travel considerable distances to campus.

4.6. General Examination Policy

Essentially, examination policy and practice is a matter for the individual instructor. However, it is wise to discuss practices ahead of time with the Division Chairperson. The College is not disposed, for example, to the use of objective tests except where this device proves to be appropriate; the burden of argument as to its appropriateness is heavily upon the faculty member who proposes to use it. For many years, we have preferred that students demonstrate their comprehension of course material by answering essay questions. If you nevertheless feel it is appropriate to use an objective examination, it should be designed in accordance with the goal of teaching students to think analytically, critically, and creatively. An objective examination which requires simple recall from memory is clearly inappropriate by this standard. A multiple-choice examination, for example, ought to offer questions sufficiently rigorous and choices sufficiently rich to require students to reach their conclusions by a rigorous thought process. Clearly, designing such an objective examination will be more difficult than designing an essay

examination. If you do wish to use an objective exam, please discuss the matter ahead of time with the Division Chairperson.

While scheduling exams, it is a good idea to check the College calendar and to consider the holidays (including religious holidays) which occur in the semester.

One other factor is important in planning for examinations. For undergraduate students, each faculty member is required to render a mid-term report (covering the weak and unsatisfactory students) by the end of the eighth week of the semester. Forms for this purpose will be sent to you. These reports are sent to the Registrar. To judge performance, it generally is advisable to have more than one grade for the student. Accordingly, you probably will want to have at least one and perhaps two examinations during the semester. Some faculty members prefer to use the frequent, short-quiz method (announced or unannounced).

1. No more than TWO out-of-class exams per section should be given. All other exams, except the final, will be given in class.
2. Explanation of exam procedures should appear on the syllabus, and exam date(s) should be given to the class no later than TWO WEEKS following the beginning of each semester.
3. Resolution of any conflict arising out of two exams being scheduled at the same time will be accomplished by the instructors. If this procedure does not produce solutions, the respective chairperson will make the decision. The students should NOT be responsible for resolving the conflict.
4. Make-up exams will be on the next open date in the schedule.

4.6.1 Excuses from Final Examinations; Make-Up Policies

The faculty has agreed that no faculty member is authorized to excuse any student from a final examination. Should a student approach you with such a request, simply refer him or her to the Office of Academic Services in the case of an undergraduate student, and to Graduate Programs and Student Affairs (each student has a Program Manager) in the case of a graduate student. These are the only officials who are authorized to consider such a request. When the request is granted by either administrator, the faculty will honor this decision and be contacted by either the Registrar or the Graduate Programs and Student Affairs (GPSA) as to when the make-up final examination is scheduled within the specified time limits. In the case where the faculty member chooses to make his or her own arrangements directly with the student, the faculty member must inform the appropriate official as mentioned above, of these arrangements and give the make-up within the prescribed time period. The faculty member has the option of appealing the decision to his/her chairperson and then to the Dean of Faculty.

A student who fails to take a scheduled final examination and has no excuse from the Office of Academic Services or GPSA receives an "F" for that examination. If you have an absentee from your final, check with the applicable office to see whether or not the student has an excuse. If no excuse has been given, give the student an "F" for the final and calculate the grade accordingly. If the course grade is an "F," note on the final online grade sheet that the student did not take the final and that no excuse was given.

4.6.2. Final Examinations

For the purpose of this and the following three sections, a Final Examination is an examination (as opposed to a paper, project, presentation, etc.) given during the Final Exam period set forth on the Academic Calendar.

Final exams for daytime classes are scheduled by the Registrar's Office. Final exams for evening classes only are held in the final class session for the semester. We do have incidents where finals are designed to exceed the normal two-hour period. If an extended exam period (not to exceed four hours) is a necessary part of your course, this must be approved through your Division Chair; otherwise you will be assigned a straight two-hour period. The number of these 'different' finals, is far exceeded by the traditional two-hour exam. So the initiative is yours. You do not have to give a 'different' kind of final and you may wish to stick with the usual approach until you have shared experiences with other members of your division. It must be emphasized that approval for a 'different' type of final must be obtained based upon the course, not on instructor preference. Further, it must be communicated to the Registrar six months in advance of the exam taking place. This should be done via email to the Registrar's Office. This is important as the task of scheduling all the final exams in all programs is quite complicated.

If you do not intend to give a final exam, please inform the Registrar in writing as early in the semester as possible. Your course syllabus and/or Blackboard site include information regarding the final exam, or any other project, paper, or other evaluative work that extends beyond the last day of class. Inclusion on the syllabus is an important part of documenting the proper award of credit to students, as required by our accreditors and the federal government.

Your cooperation will be much appreciated by the students and by the rest of the College. If you are having a final exam, you must use the time scheduled by the Registrar. Please remember that being willing to switch the time of the exam is not part of the innovation expected of the faculty. Students may argue that professor So-and-So is changing his/her final exam date, so why not you. If you are having a final exam, you must use the slot scheduled by the Registrar. It bears mention that Babson does not participate in intercollegiate athletics during Reading Days or Final Examination Periods, except in certain instances of post-season championship tournaments.

1. No mandatory course deliverables may be due, nor mandatory class meetings held, during any "Reading Days" designated as such on the Academic Calendar.
2. To reserve a room for review sessions online use the room reservations destination on the faculty portal.
3. Explanation of exam procedures should appear on the syllabus.
4. The final exam schedule will be available to faculty and students approximately one month after the start of school.

4.6.3. Final Examination Scheduling Conflicts

Final examination scheduling conflicts, as defined in the Undergraduate and Graduate Student Handbooks are reported by the student to the Registrar. Faculty members will be notified by the Registrar if a separate examination is required for a scheduled Conflict Exam Session. Faculty members may be asked for the student with a final exam conflict to take their exam at another time appointed by the Registrar's Office. The Faculty member may then deem it necessary to create another exam for the student to take. Please note that all other avenues have been exhausted for resolving the student's conflict at this point and the Registrar's Office appreciates your effort in helping to resolve the student's exam conflict.

4.6.4. Guidelines for the Conduct of Examinations

(Faculty policy approved by President, 2/17/70)

It is reasonably assumed that mature students and prudent proctors inherently know and understand rules of conduct for sitting for examinations or quizzes. Therefore, the rules of conduct during examinations or quizzes will follow the practical, intrinsically understood and expected decorum for sitting for an examination.

The following guidelines for the conduct of examinations were approved by the Babson Faculty in 1970:

1. Any unauthorized communication or reference between or among students and/or objects without proctor permission will be considered cheating. Cheating is a most serious offense and those suspected of cheating will be referred to the Student Judicial Board.
2. Correct examination decorum implies that books, papers, notes, etc., are to be left outside the examination room unless specifically exempted by the proctor.
3. Illness during examination will be referred to the Dean of Students (usually via the Health Center or other medical channels) for determination and decision regarding make-up examination (including your decision whether or not to give an "I" grade to the student - see section on the "I").
4. Students arriving after the examination has started may be admitted to the examination room as long as no other student has left the room.
5. Necessary trips to the lavatory may be allowed, but only one student should be out of the examination room at a time.
6. It is the faculty's recommendation that each instructor will proctor his/her own final examination. Additional "faculty" proctors may be assigned for each additional group of 30 students or part thereof.
7. Faculty should take every and all precautions necessary to ensure that the environment in which examinations are given minimizes the risk of cheating. Precautionary measures include, but are not limited to, the following:
 - a) Multiple-choice, true/false, or fill-in-the-blank examinations (when necessary to use them) should be given in multiple forms.
 - b) Once an exam is given, it must not be given again in the same form for at least four years.
 - c) Shred all preliminary copies of tests and exams.
 - d) The same version of an exam should not be used for multiple sections of the same course when a common out-of-class examination time is not being utilized.

4.6.5. Other Examination Information

While the Babson faculty has not sensed a 'rash of cheating' by any means, the College does admit human beings with all the usual frailties. In short, to protect the honest students, it pays to be conscientious in preventing an environment conducive to cheating. To assist this objective, you should endeavor to find a sufficiently large classroom to handle a multiple section examination, if appropriate. However, it is our general practice to use a regularly scheduled class period for other than finals. If you wish to arrange a multiple-section examination, obtain a desirable hour by consultation with your classes to guarantee against unknown conflicts due to student schedules and then use the room reservations destination on the faculty portal for a room assignment; also please notify the Registrar's Office that you are making changes to your assigned classroom. Students who have a regularly scheduled class during the time you want to schedule an exam should not be forced to miss a class in order to take your exam. **Faculty are expected to proctor their own examinations.** In certain extraordinary situations where the faculty member is neither able to proctor his/her own examinations nor procure the aid of a faculty colleague, a graduate assistant may be used as a proctor in the case of an undergraduate exam. Graduate students may not be used to proctor exams in graduate courses.

When giving exams, you should take great care in the event that you must use the objective type. Our classrooms were not constructed with such examinations in mind. If such an exam must be used, care should be taken to arrange the examination in alternate page order or employ two different exams to be distributed in class to minimize advantage to the onlooker. Where short or long essays can be adapted to course content, the cheating potential is reduced and, in addition, such exams force the student to express him or herself in writing.

4.6.6. Proctoring Exams

The faculty voted many years ago to use a system of faculty proctors for final examinations. While this duty may seem arduously dull, the ultimate value to our degree is an obvious counterbalance. The President has approved the faculty's recommendation that each instructor, insofar as possible, will proctor his/her own examination. Faculty members are expected to cooperate as per the vote of the faculty body.

During the semester, our practice of giving exams during normal class hours (unless there is a need to combine sections for an exam at a special hour) causes the proctoring to be done by the faculty member involved. The occasion does arise, however, when for some reason the faculty member is away from the campus on the mid-semester exam day. This occurs usually because of illness, official travel, or some vital personal reason. For these special occasions, consult with your Division Chairperson to determine the available options for covering your exam. It is necessary to bear in mind that ultimate responsibility for examination arrangements involving proctors rests squarely upon the shoulders of the faculty member involved.

4.6.7. Reference to Former Exams

In the past, the faculty maintained a file of old exams in the library for student perusal. This practice was dissolved by the faculty. The resolution cancelling the file provided that faculty members could use class hand-outs for such material related to examinations as deemed appropriate. Further, if the faculty member so wishes, past course exams can be placed among the items kept on closed reserve for the course in question. There is no requirement that any previous exam material (finals or mid-

semester) be available to the student -- the decision to make such material available rests with the faculty member.

4.6.8. Retention of Final Examinations

The faculty has voted that final examinations will be retained by the professor for one complete semester immediately following the final examination. The purpose of this policy is to make it possible for students to see their finals and solicit your comments, thereby further facilitating the learning process. THIS POLICY IS NOT INTENDED TO BE A WEDGE TO OPEN THE DOOR FOR NEGOTIATIONS CONCERNING THE FINAL GRADE. If you are clear on how a grade was achieved, if you have been reasonably communicative of the criteria in your evaluation approach, if you are firm and pleasant, the word will get around that 'bargainers' must look elsewhere.

4.7. Grading and Student Performance

Grading is a critical component of the work of every faculty member. Students should know whether they are successfully meeting the requirement of a course, and students should receive feedback on the quality of their work. Most importantly, faculty members have an ethical obligation to assess student work "on its true merit." (AAUP Statement on Professional Ethics 2009)

4.7.1 Grading System

The grading system adopted by the faculty is based upon 4.0 as the top attainment. 2.0 is considered to be satisfactory work at the undergraduate level, and 2.80 is passing work at the graduate level. To obtain a student's average on the 4.00 quality point scale, the Registrar uses values assigned to letter grades submitted by the faculty. According to our scale, the following values are attached to letter grades:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

As voted by the faculty, no A+ grades can be given.

It is vital to the learning environment that a grade be a PERFORMANCE measure. As previously stated, encourage students, but grade the results. Grades should not be submitted via online grading until all course requirements are met. The evaluation of this performance is your own but, AS A GUIDE, SATISFACTORY PERFORMANCE IS NOTED BY THE C GRADE. B GRADES show a record which is CLEARLY ABOVE SATISFACTORY and A grades indicate really superior performance.

For undergraduate students, THE D REFLECTS VERY POOR PERFORMANCE but permits the student "to pass" the course.

For graduate students, C- represents THE LOWEST PASSING GRADE. Consequently, the grades of D+, D and D- are not given at the graduate level. For undergraduates, an F IS THE SIGNAL OF FAILURE to pass the course (in the case of a core course, the student must repeat; in the case of a non-core

course, the student must repeat or take another to obtain the needed hours toward the degree). In both cases, the failing grade of F remains on the student's record. Please Note: When the grade of "F" is issued, Faculty must provide a comment on the online grade sheet.

NOTE: A GAPC vote in January 2010 has changed grading for the integrative core curriculum of the MBA program (Blended Learning, One-Year, Two-Year). The six point work-related grades have changed to the standard method outlined above. Faculty should start using the new grading system at the following times: March 2010 for Blended Learning, May 2010 for One-Year MBA, and August 2010 for Two-Year MBA. Average grading guidelines would remain the same as under the current system (3.2-3.4 for core courses and 3.4-3.6 for electives). Division chairs, with input from program directors, would be responsible for reviewing individual faculty grading.

In 2003, the Graduate and Undergraduate DMB, together with the Chairs and Deans Council, took up the question of grade averages, which resulted in the following statements.

(1) "The FORMER GDMB (REPLACED BY GAPC) recommends the following grading guidelines for graduate courses: a mean between 3.2 to 3.4 for core courses and between 3.4 to 3.6 for electives."

(2) The FORMER UGDMB (REPLACED BY UGAPC) made the following recommendations:

Foundation	2.5 – 2.75
Intermediate	2.75 – 3.0
Advanced	3.0 – 3.25

In subsequent discussions, the Chairs and Deans Council passed these recommendation on to the academic divisions, with the understanding that these are suggested ranges that do not necessarily have to apply in every course and that should be monitored and further discussed by the divisions. They are a starting point for observing trends over time and for more thorough considerations of assessment, which is an ongoing process at the College.

4.7.2 Faculty Responsibility to Provide Feedback

An important part of the faculty member's professional responsibility is to provide timely feedback to students. Faculty members must return graded assignments, such as presentations, papers, projects, cases, tests, and other work throughout the semester, providing direct and personal feedback on student learning and achievement of the objectives for the course. Where class participation forms a material part of a course grade, faculty members should provide feedback to students in a manner that allows students to adjust and improve their performance before a final grade in the course.

Please take the time and effort to inform your classes about their responsibilities in your courses including the standards of performance you are setting. A course syllabus helps to map out what is to be done. EITHER AT THE BEGINNING OF THE COURSE AND/OR BEFORE EACH PRINCIPAL STEP IN THE COURSE GRADE ACCUMULATION PROCESS, THE STUDENT SHOULD BE MADE AWARE OF WHAT YOU EXPECT. Once this communication has taken place, grade the student on the results, give the student the benefit of your professional comments on the work done, and stand ready to help where needed. Encourage students, but grade the results.

4.7.3 Knowing Your Students

Your task of grading will be simplified by being able to associate a name with a face. This becomes evident especially to professors who require class presentations, outside projects and/or class discussion as part of course performance.

One way to learn the names of your students is to prepare a seating chart according to the place students prefer to sit in the classroom. Use of the chart in class interchange will produce "name and face" recall and should, depending upon the frequency with which the interchange takes place, aid in minimizing the time it otherwise would take to know your students. Roster photos are provided to the faculty at the beginning of each semester.

The hard part occurs when you have a student who hardly attends class. Obviously, such a student will not rate highly in whatever class participation activities you require. It is true that the faculty member is under no obligation to 'chase' such a student; however, you can ask someone in the class who knows the person to invite the student to make your acquaintance, or you can send a written invitation. It is quite possible that such a student thinks s/he has dropped the course but failed to notify the Registrar. Your effort may perform a service, for unless the student officially drops the course, an F can result.

4.7.4 Grading Deadlines

After each semester, the Registrar needs the course grades as soon as possible. All final grades must be submitted using the online grading system. Online Grading can be found on the Destinations section of the faculty portal. All final grades are due 72 hours after the last scheduled final exam. Your cooperation is absolutely vital for the academic processes of graduation. (We graduate students in September, December, and May). Warning, probation, and suspension decisions all depend upon calculation of the student's cumulative average. Generally, everyone would like more time than it is possible to arrange. So, after finals the faculty is faced with "grading pressure" and the planning of time along with the self-direction needed to respond. The shortest time occurs in determining grades for the potential May graduates. Please remember that in every exam schedule someone has to give the last final on the last day.

On occasion during finals, a faculty member becomes ill or finds that he or she cannot deliver the grades by the deadline. If you are ill, it is urgently requested that you make every effort to complete the grading in spite of the infirmity.

Please keep your records clearly during the term on each class. This will enable others to "take over" in the real, tragic case where you cannot grade finals or calculate course grades.

4.7.5 Grade Changes

If you wish to change a grade, please email your Division Chair, Graduate or Undergraduate Dean and copy the Registrar's office with information that includes the course id-section number, the student's name, the current grade, the new grade and reason for the change. Your Division Chair and Dean can give their approval via email and then the Registrar's Office will process this change. Alternatively you can obtain a Change of Grade Form from your divisional Administrative Assistant and submit it to the appropriate Graduate or Undergraduate dean once you've obtained the signature of your Division Chairperson. Grade change forms are also available at the Registrar's Office and can be mailed to the Instructor's Babson email account upon request. If the Dean wishes to discuss the matter

with you, it is because the Dean is attempting to carry out the mandate of the President and the faculty. The following two paragraphs summarize the philosophy governing the acceptance or rejection of grade changes.

Most frequently, grade change requests originate from students in academic difficulty (understandable, one has to admit). Students have until the last day of classes of the fall or spring semester immediately following the semester in which the grade was earned to request a review of grade. Grade change forms should be submitted by the final day of final exams. The student, characteristically, is on a borderline and seeks a half-grade improvement to push his/her average over the minimum needed either to stay in school or to graduate. Professors are human and the pressure to re-evaluate upwards is quite strong, especially when certain subjective features have been translated into the grade. An important consideration here is that the original grade was sent in light of the performances of all students in the class. Unless there has been an error in the evaluation of the individual grade (failure to read one essay answer in an exam; omission of consideration of some contribution the student made as a course assignment; inclusion of an answer to a question that was dropped from consideration on other students' exams, etc.), the first evaluation is probably quite just and, hence, the more accurate.

On occasion, it is difficult to keep this reality in mind. Students can make rather effective-sounding cases and we have incidents of joint parent-student efforts to generate faculty initiative to change a grade. While many of us would like to see such incidents disappear, they are, in fact, "hazards of our trade." The right for grade review is discussed later but at this point, there are a few guides to assist faculty members in these grade discussions:

Explain the derivation of the grade.

- (a) Demonstrate the calculation used.
- (b) Accomplish (a) and (b) in a clear, positive but pleasant manner.
- (c) If, during the conference, you see the possibility of an evaluation error, Withhold any such pronouncement to student or parent. Take the time to reappraise the situation alone and then confer with your Division Chairperson and the appropriate dean before informing the student and/or parent whether or not you intend to request a grade change.

4.7.6 Grade Review

The faculty has voted that final examinations will be retained by the professor for one complete semester immediately following the final examination. Therefore, any requests for a review of a grade in any course, regardless if a final exam was given or not, must be presented to the faculty member by the last day of classes of the fall or spring semester immediately following the semester in which the grade was earned. This policy applies to all students regardless of the students' status in that following semester. Please note that there is a different policy regarding incomplete grades. Please see that section for further details. (This policy was approved by both the Undergraduate and Graduate DMBs in spring 2001).

By tradition, each student has a right to a grade review by his/her professors. This is not to facilitate grade negotiation but rather to check the accuracy of the process and to learn about inadequacies or strong points. If a student appears to have legitimate and reasonable basis for inquiry,

a review of the finals, the calculations, and transcription of the grade seem wholly appropriate. An explanation to the student should emerge. This procedure DOES NOT require the professor and student TO AGREE upon the final result. The obligation, simply, is to assist the student to understand (a wholly different objective than agreement).

Obviously, requests for grade reviews should be fulfilled as soon as possible. Postponement of the review and/or communication of the result simply generate a needless sense of frustration on the part of the student. If you are conscientious in your review and straightforward as well as pleasant in conveying the results, the student can benefit from the interchange.

4.7.7 The "Incomplete"

The following faculty recommendation has been approved by the President . . . if a student fails to take a final examination and has a legitimate excuse (handled by the Office of Academic Services, or the Assistant Dean for Graduate Programs and Student Affairs), he/she may receive an INCOMPLETE in the course; if he/she does not make up the examination within the make-up period, the student shall receive an "F" for the examination; the course grade will be determined by the instructor. Furthermore, an INCOMPLETE may be given at the discretion of the instructor for not completing other work of the course. If such work is not completed satisfactorily within the make-up period *(see definition below), the student will receive an F for the course work in question; the course grade will be determined by the instructor. In the event the instructor is unavailable, the Dean shall have the authority to calculate the grade.

A faculty member should weigh carefully those reasons being given for course work not completed on time. Fairness to all students in a class is in question when and if additional time is granted without valid reasons. The GRADUATE student must make up the necessary work "prior to the conclusion of the next semester in which the student is registered," or one calendar year following the issue of the INCOMPLETE if the student is not registered during the semester following the issue of the INCOMPLETE. The UNDERGRADUATE student must remove the INCOMPLETE by making up the necessary work or taking the needed examinations by the end of the add/drop period of the next fall/spring semester. Exceptions to this timeline must be submitted in writing by the student to the instructor with a copy sent to the student's class dean and the Registrar's office by the end of registration. "I" graded courses which fulfill pre-requisites for the following semester must be completed 72 hours prior to the end of the registration period. This earlier deadline is to provide faculty time to grade the outstanding work before the end of registration. If the "I" grade remains after registration ends, the pre-requisite will be considered not met; therefore the student will be dropped from the associated course. In the cases of students who do not make up the work within the periods specified above, the professor will award the grade based upon the normal requirements for the course. All grades must be submitted to the Registrar within 72 hours of completion of all course work or within 72 hours of the final deadline for submission of all incomplete work.

The initiative to make up work to resolve an INCOMPLETE rests with the student--you do not have to chase down these cases. *However, you are responsible for turning in the final grade at the end of the defined make-up period. If there are real, extenuating circumstances relative to meeting the deadline, please write your version to the Registrar along with your recommendation. The program office involved will verify the details and, if needed, confer with you about the new deadline. It is the faculty's clear intention that such circumstances should be rare occurrences.

Please note: When an “Incomplete” grade is issued, Faculty must provide a comment on the online grade sheet. It is extremely important that when a student’s grade has come under review by the judicial board, the following comment is provided “Awaiting Judicial Board Decision”.

The Undergraduate Academic Standards Committee may, at its discretion, consider any grade of "I", an "F" during an academic review. If you have any questions, please contact the Registrar.

4.7.8. Probation and Suspension (Academic)

More detail on academic warning, probation, and suspension can be found in the appropriate Student Handbook. Both the Undergraduate and Graduate Student Handbooks are available through the Babson portal. This effort is to acquaint faculty members with the highlights of these policies as determined by the faculty and approved by the President. In the Undergraduate School, the Academic Standards Committee evaluates “academic cases” following the close of the semester (see below for process). Graduate student records are appraised by the Graduate Academic Standards committee.

Undergraduates must complete, minimum, 131 hours with a minimum cumulative grade point average of 2.0. Graduate students must complete their work with a 2.8 average or better to graduate (3.0 for graduate students enrolled in the Certificate Program). If after passing the normally specified number of courses an MBA student’s average is still below 2.8, he/she may take two more courses to raise the GPA to the required level, MSEL, MSF, and MSA students may take up to six additional credits to raise the average to the required 3.0 level. The following summary reflects the faculty’s standards that apply to the undergraduate.

All undergraduate students are expected to maintain a 2.0 GPA to be in good academic standing. Exceptions are: a) new first year students are expected to maintain a cumulative 1.8 GPA for their first two semesters at Babson b) transfer students are expected to maintain a 1.8 GPA for their first semester at Babson.

The Academic Standards Committee will review any student not at this benchmark and may review students near their benchmark who have an “I” in any class. The result of this review may be the following:

- The student may be placed on academic probation.
- The student may be suspended from Babson College for a period of up to one year.
- The student may be placed on final suspension from the College should this be a second academic suspension.

At the graduate level the intent is to keep the student aware of his/her apparent difficulties in light of graduation requirements and to drop the person from the program when it appears that the 2.8 average is beyond the student's reach.

4.7.9. Review by Academic Standards Committee (Undergraduates)

The Academic Standards Committee is charged with conducting a review of the academic performance of undergraduate students and recommending appropriate actions for substandard performance, using guidelines developed by the Undergraduate Decision Making Body. A quorum for any action consists of no less than four members present and voting, which must include at least two of the

Faculty Members. Faculty Members must comprise no less than 50% of the total vote on any action. A vote to suspend or dismiss must be unanimous.

The committee convenes immediately after the close of fall and spring semester. The committee may, at its discretion, consider any incomplete (“I”) not completed by the student within the required time as an “F.” Notification of the results of the committee’s action is sent to a student’s address as it is listed under the “Billing Address” section of the Babson Directory. It is the responsibility of the student to maintain all current addresses. The committee will make every effort to deliver timely notification of decisions. Failure to receive timely notification due to an inaccurate or outdated address is not the responsibility of the committee. A copy of any suspension or dismissal notification will be sent to the student’s parents/guardians at the same Billing Address or to the address(es) maintained by the Babson Parent Programs.

There is no appeal from a judgment of dismissal. All other decisions may be appealed to the Academic Standards Committee by submitting a written appeal to the Committee on or before the date set forth in the notification of decision. The only acceptable ground for appeal is information not known to the Committee at the time of its initial decision and which could not have been brought to the Committee’s attention by the student prior to the initial decision. The decision of the Committee on appeals is final.

4.8. Accommodations for Religious Observances

4.8.1. Religious Observances

Babson College welcomes and values people and their perspectives and respects the interests of all members of our community. Babson recognizes the breadth of religious observance among students, faculty and staff and the potential for conflict with scheduled components of the academic experience. Faculty members should identify as early as possible any conflict with their teaching schedules and their religious observances. When a conflict arises, discuss the options for accommodation with the Division Chair, and make arrangements for a make-up class or for a colleague to cover the class.

Students are expected to review their syllabi and notify faculty as far in advance as possible of potential conflicts between course requirements and religious observances. Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact the instructor as early in the semester as possible. In such event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

Massachusetts General Laws Chapter 151C, Section 2B

“Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”

Syllabus language for Religious Observance:

Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact the instructor as early in the semester as possible. In such event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

4.9. Disability Services

Students with disabilities are a valued part of our community. To confirm our commitment to providing equal educational opportunities, Babson College and the Office of Accessibility Resources support undergraduate and graduate students with sensory and mobility impairments, as well as students with hidden disabilities such as chronic medical conditions, learning disabilities, and psychiatric disabilities. Furthermore, the College recognizes that its basic responsibility is to identify and maintain academic standards while ensuring the rights of students with disabilities and the diversity of learners.

Students, instructors, and Office of Accessibility Resources (OAR) all have rights and responsibilities in the process of ensuring that students receive the reasonable accommodations necessary for their full participation in their academic program. This page provides a brief oversight of these rights and responsibilities, but for more information contact the Office of Accessibility Resources.

Student Rights and Responsibilities

In order to ensure their rights to reasonable accommodations, it is the responsibility of students to report any disabilities, to do so in a timely fashion, and to do so through the Office of Accessibility Resources (OAR).

Students who have documented conditions and are determined by OAR to need individualized services for Academic Accommodations will be emailed a Faculty Accommodation Letter (FAL) that outlines the policies and procedures to follow. Students who have previously been approved for an Academic Accommodation are required to complete and submit an Accommodation Request form at the beginning of each semester.

The Office of Accessibility Resources (OAR)

Office of Accessibility Resources, (OAR) is responsible for working with students with disabilities to assess their academic needs, for assisting students in communicating with individual instructors regarding reasonable accommodations and, in some cases, for facilitating the implementation of the approved accommodations. The Office of Accessibility Resources shares the educational mission of all offices in the College and is therefore also responsible for upholding the academic policies established by the faculty and for the integrity of academic programs. OAR therefore has the right to receive current disability documentation and to deny requests for accommodations that are not warranted or are not reasonable.

Instructor Rights and Responsibilities

It is the right of all instructors to establish the academic standards for the courses that they teach and to consult with OAR to determine what accommodations are reasonable for a given course. It is therefore the responsibility of an instructor to provide accommodations, as determined by the Faculty Accommodation Letter (FAL), as long as they do not undermine the academic integrity of the course. Instructors are also responsible for evaluating the academic work of students with disabilities according to the same criteria of evaluation utilized for all other students in the class.

It is also the responsibility of an instructor to maintain student confidentiality. Instructors are expected to refrain from discussing a student's disability with other students, to file accommodation requests in a secure location, and to provide opportunities for students to discuss privately their accommodation needs.

Lastly, while individual students with documented disabilities are entitled to reasonable and specific accommodations, instructors are responsible for fostering accessible learning environments for all students. Many strategies for teaching students with disabilities are known to benefit all students. These include: Clear statement of course goals and objectives; Clarity in course syllabus, schedule, and requirements.

In the spirit of embracing the law and creating a welcoming environment for students, all faculty are required to include an accommodations statement in their course syllabus for every course each semester that directs students with disabilities to appropriate services and encourages them to meet with their faculty to discuss their individual learning and accommodation needs. A sample syllabus statement reads:

Any student who feels he or she may need an accommodation based on the impact of a disability should, as early as possible in the semester, contact the Director of Learning Center at 781-239-4508 or in Hollister Hall Suite 122. The Office of Accessibility Resources will provide reasonable academic accommodations to qualified students which will be communicated through a Faculty Accommodation Letter (FAL).

Babson College faculty have the **right** to:

- arrange with students the means for providing accommodations in their course;
- refuse to provide accommodations for students with disabilities who have not followed Babson College policies and procedures for participating in the accommodation process;
- identify and establish the skills and knowledge that are fundamental and essential components to their academic courses/programs and to evaluate each student's performance on this basis.

Babson College faculty have the **responsibility** to:

- maintain the academic standards of the College;

- acknowledge and provide reasonable and appropriate accommodations for students with documented disabilities in a timely manner. This includes providing accommodations themselves or making arrangements with their administrative assistants.
- maintain the confidentiality of disability-related information and communication unless otherwise given written consent or authorized by the student;
- obtain from the Director of the Learning Center any necessary clarifications concerning policies and procedures for requesting and securing accommodations and/or auxiliary aids;
- provide equal access to classroom resources and exams comparable to that provided to any student in their class;
- facilitate exam and quiz logistics in a timely manner to ensure that all tests are administered in a standard and proper fashion.

To this end, faculty members are not responsible for determining accommodations or diagnosing conditions. However, if they suspect a student may have a documented disability or would benefit from a consultation to discuss the presence of a disability, faculty should refer these students to the Director of the Learning Center.

4.10. Room Assignments and Scheduling

The Registrar assigns all classrooms for day and evening class sessions. She works with approximately 40 classrooms of various sizes and shapes with differing blackboard space, A/V facilities, seating patterns, etc. Every attempt is made to assign classrooms that are suitable (or as suitable as we have) for the course/courses being offered. It is natural for faculty members to develop preferences for particular rooms. However, it must be evident that it is most difficult to satisfy each and every preference. If the particular room assigned is unsuitable for the course involved, please contact the Registrar's Office at ext. 5019. Until a new room is located, please stay in the classroom assigned.

For scheduling requests outside of class times or for special events, use the faculty portal destination for room and space reservations.

5. The Honor Code and Academic Integrity

5.1. The Honor Code

As of September 2012, the College has one policy and one student conduct process for both undergraduate and graduate students. The policy and the process are managed by the Office of Community Standards. Please note: there are no significant changes to either the undergraduate or graduate policies or processes. In fact, they were quite similar to one another, so this effort was more an effort in streamlining procedures and ensuring that all students, undergraduate and graduate, were receiving a consistent message about expectations.

The Honor Board will be the hearing body responsible for hearing academic integrity cases of undergraduate and graduate students who have not accepted responsibility for the violation(s). The Honor Board continues to be comprised of undergraduate students, faculty and staff and will now also include graduate students as a part of the membership. We no longer have a separate Graduate Judicial Board.

A student who accepts responsibility for a violation of policy will participate in the Informal Review process, (formally referred to as the Academic Review process in the graduate school) which involves a conversation between the Honor Board adviser, the faculty member and the student.

The Babson College Honor Code is comprehensive and its philosophies apply to all behavior and decision-making at the College, both inside and outside of the classroom. All actions, behaviors, and decision-making should demonstrate reflection and support for the five guiding principles set forth in the Code's Five Pillars of Integrity: Fairness, Ownership, Respect, Trust, and Honesty.

To access more information about the policy and the process please see the following documents. The academic integrity policy referenced in the Undergraduate and Graduate Handbooks are identical. These include guidance on issues such as: Cheating, Fabrication, Plagiarism, Unauthorized Collaboration, Participating in Academically Dishonest Activities, Facilitating Academic Dishonesty.

All reports of potential violations of the academic integrity policy should be sent to Colleen Ryan, Director of Community Standards at cryan10@babson.edu or 781-239-5419.

5.2. Preventing Academic Dishonesty

It is always better to prevent academic dishonesty than to have to punish it. With that in mind, faculty should think about the common sense measures they can take in order to minimize the occurrence of cheating. Some of those steps are:

- Make sure your expectations around collaboration and resources are clear when you hand out an assignment or prepare students for tests. Is a test open book or closed book? Are notes allowed? In preparing for a test, are students allowed to consult old tests or exams? Are they allowed to consult with other students, family members, or others outside Babson? Being clear in your expectations will reduce the incidences of academic dishonesty.
- Always assume, even if you say otherwise, that students will find old tests and similar assignments. Do not re-use old tests and assignments. If you like the basic structure, change enough facts or numbers to make the exercise different.
- Be clear and do spend class time in teaching students to document their sources properly. The Rhetoric faculty have very helpful guides on the undergraduate expectations for documenting sources. Please use them. Clarity on citing sources will go a long way toward reducing the number of academic dishonesty cases.
- When you give an exam, particularly in settings where students have the opportunity to see other students' work (for example, exams given in tiered classrooms), consider switching the order of test questions or otherwise preparing multiple versions of exams. This practice will help reduce opportunistic cheating.
- Make academic honesty a priority in your classes. Please do have students sign the Honor Code language when they take tests or turn in assignments. Discuss the importance of the idea of our community of honor in your classes, and put language to that effect in your syllabus. Setting high expectations helps to discourage the temptation toward dishonesty.

6. Faculty and Students

6.1. Harassment, Discrimination, and Title IX

Babson College prohibits discrimination on the basis of race, color, national or ethnic origin, ancestry, religion, sex, sexual orientation, gender identity, gender expression, age, genetics, physical or mental disability, and veteran or other protected status. This policy extends to all programs and activities, including admission, education, employment, and athletics. The following person has been designated to handle inquiries regarding the nondiscrimination policies and to serve as Babson's Title IX Coordinator: **Betsy Rauch**

Title: Title IX Coordinator Main telephone number: 781-239-5501
Office address: Horn Library 329 E-mail address: brauch1@babson.edu

Inquiries about the application of nondiscrimination policies concerning race, color, national origin, sex, disability, or age, also may be referred to the Boston Office of the Office for Civil Rights, US Department of Education, J. W. McCormack Building, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, Telephone: 617-289-0111, Fax: 617-289-0150, TDD: 877-521-2172, Email: OCR.Boston@edu.

The Faculty and Staff handbook contains information about the College's policies on workplace harassment and discrimination. These policies apply to faculty as well as staff. In addition, Title IX of the Education Amendments of 1972 is a federal law prohibiting sex discrimination in educational programs that receive federal funding. Sexual harassment is one form of sex discrimination prohibited under Title IX.

Babson College strives to have a culture that is free of discrimination and harassment. If you experience or observe discrimination or harassment involving faculty, staff, students, or others on our campus, please take the time to report the behavior to your Division Chair, the Dean of Faculty, the Title IX Coordinator, the Dean of Students, or to Public Safety. The complete processes for responding to incidents of harassment or discrimination can be found in the Faculty and Staff Handbook, <http://hr.babson.edu/employmentguidelines.pdf> and the Gender-Based Misconduct Policy can be found at Appendix F.

6.2. Relationships Between Students and Faculty, Administration, or Staff

As teachers, we owe special responsibilities to all of our students. Our relationships with students, inside and outside the classroom, are important to the personal and professional development of our students in all of our academic programs, and robust teacher-student interactions are critical to the success of the College. Many of our professional organizations have recognized the special relationship between faculty and student: the AAUP's Statement on Professional Ethics (2009) lays out the nature of our obligations.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

One of our most important obligations as teachers is to treat all our students fairly, evaluating them on the merits of their work, as opposed to any special relationship or perception of a special relationship between teacher and student. To that end, anyone who teaches must be responsible for avoiding situations that present a bias or a conflict of interest between the teacher and her or his students. This section of the Faculty Handbook applies to all persons who teach or have other academic responsibilities toward Babson students (referred to here as faculty).

6.2.1. Investing in Student Businesses. Many students start businesses while they are at Babson. Sometimes faculty or staff have an opportunity to invest in those businesses; however, such investments would be a conflict of interest. The Blank Center has adopted the following policy:

Babson faculty, staff, EIRs and mentors cannot make a financial investment or accept equity in, or accept compensation or remuneration of any kind from, a Babson student business while the student is enrolled at Babson College. This prohibition continues for a period of twelve months after the student's graduation from the College, withdrawal from the College or transfer to another college/university. Adopted by the Entrepreneurship Division on 9/17/2012
<http://www.babson.edu/Academics/centers/blank-center/venture-accelerator/Pages/resource-center.aspx>

6.2.2 Assigning Your Texts to Students. Many faculty members author their own texts or other materials, and groups of faculty often develop materials for their students. Babson encourages faculty to develop new pedagogical material, both for our students and for others. The College also strongly supports the ability of faculty to choose the most appropriate materials for their courses. However, in the words of the American Political Science Association Code of Ethics, "teachers have an ethical obligation to choose materials for student use without respect to personal or collective gain." At Babson, faculty members should always consider assigning materials based on the quality of those materials rather than any question of material gain for the faculty member. See also the AAUP's Report on Professors Assigning Their Own Texts to Students: <http://www.aaup.org/report/professors-assigning-their-own-texts-students>. As a matter of policy, Babson College does not charge students (except for reproduction costs) for cases authored by Babson authors published in the Babson Collection.

6.2.3. Family Relationships between Faculty and Students. When a Babson faculty member has a family member, such as a spouse or partner, child, sibling, or niece/nephew become a student at Babson, the faculty member should take care to make sure that the educational experience for the student is not affected by the familial relationship. If at all possible, the family member should not be a student in that faculty member's class. The faculty member should consult with the Division Chair and the academic advisors for the program to make sure that the student's needs are met without compromising the integrity of the academic program. Individual circumstances will vary, so it is important to work with class deans and other advisors to craft the student's path through the program.

6.2.4. Consensual Romantic or Sexual Relationships between Faculty and Students. The relationship between faculty and their students is inherently unequal. It is a relationship that involves the trust and confidence of students in their teachers, where students are vulnerable and dependent on the faculty for academic advancement, and where the faculty member is

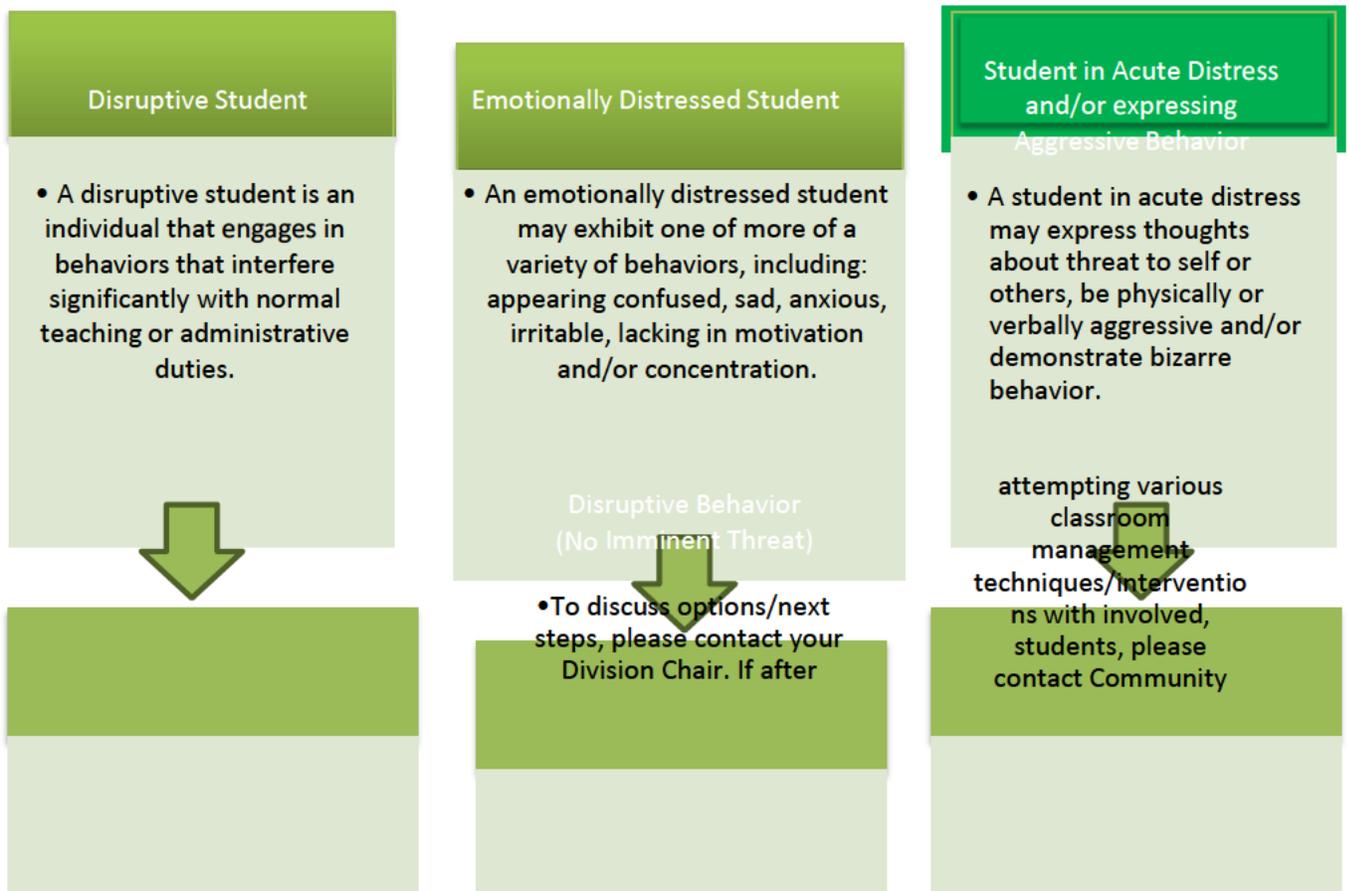
respected and esteemed by students. These factors of inequality may be even more pronounced for students coming to Babson from other cultures. Even if both parties believe the relationship to be consensual, it is difficult to know whether the student's consent comes from the imbalance of power in the relationship. Faculty-student romantic or sexual relationships are high risk activities for sexual harassment. They affect the learning experience not only for the student involved, but also undermine the real or perceived integrity of the educational experience for other students. For these reasons, sexual or romantic relationships are prohibited between faculty and currently enrolled students, even if the faculty member does not teach, evaluate, or advise the student, currently or in the future, unless the faculty member has a family relationship as governed by Section 6.2.3 above.

Faculty who violate this policy are subject to disciplinary actions up to and including dismissal, depending on the particular situation. For the purpose of this provision, faculty members include any instructor, whether full-time, part-time, staff, or others who have an academic responsibility toward students. Academic responsibility includes, for example: teaching, grading, mentoring, advising, coaching, or judging in competitions

6.3. Alcohol Consumption in Classrooms

Under no circumstances shall the consumption of alcoholic beverages be permitted in class. Faculty shall in no way sponsor nor permit activities which lead to the consumption of alcoholic beverages related to class and classroom activities. See Health and Safety section, page 20, of the [Employee Handbook](#).

6.4. Faculty Guide to Assisting Disruptive/Distressed/Aggressive Students



Standards at 781.239.5419.

- During normal business hours, contact the Director of Counseling Services (781.239.6352), the student's Class Dean (781.239.4075) or Dean of Student Affairs (781.239.4218) for consultation. Please clearly articulate that you are calling regarding a student in distress when you place this call to the person answering the call.
 - After business hours, call Public Safety at 781.239.5555 who will respond and trigger the Dean on Call.
- Make referrals to appropriate services (counseling, health services) and follow up with student to see if they availed themselves of services.
 - Please make immediate contact with Public Safety at 781.239.5555 who will respond and trigger the Dean on Call.

Dealing with Disruptive Students

Q. How should I respond when a student is disrupting my class?

Respond immediately and consistently. Disruptive behavior cannot be ignored. Inform the individual that their behavior is inappropriate and there are consequences for failing to improve disruptive behavior. Consult with your Division Chair if you need assistance with how to address the behavior in the classroom or individually outside the classroom. Always document disruptive behavior by writing a factual and detailed account of the event in the event you want to file charges with the Office of Community Standards (clear documentation is critical). If you need further clarification/support, please contact your Division Chair, the Office of Community Standards, the Office of Academic Services (Class Deans) or Student Affairs.

FAQs on Dealing with Students in Distress

A student in distress may exhibit a variety of behaviors that are indicators of someone in need of assistance. As a faculty member of Babson College, you are in a good position to identify someone who may be emotionally distressed. While some of the behaviors may be expected, especially during stressful times of the year, you might notice someone who is acting in a way that is abnormal or uncharacteristic for them. Your ability to be empathetic and express interest and concern may be critical factors in helping an individual reestablish “emotional equilibrium”. Staff members at the College are interested in and able to assist you so that appropriate intervention can be made (class dean, dean on call staff, residence life staff, counseling staff, health services staff, etc.).

Possible Indicators of Distress:

- Individual appears disheveled or exhibits poor hygiene
- Noticeable change in quality of work
- Individual appears disoriented
- There is a significant change in mood
- Inappropriate outbursts
- Bizarre written or verbal statements
- Inappropriate use of violent themes/subjects
- Persistent unwanted contact
- Feelings of helplessness or hopelessness
- Has trouble sleeping or eating
- Depressed or lethargic mood
- Hyperactivity or very rapid speech
- Dramatic weight loss or gain
- Verbal or written reference to suicide
- Isolation from friends, family or classmates/colleagues
- Prepares for death by making a will or final arrangements
- Gives away personal belongings and prized possessions
- Suspected drug or alcohol abuse

Q. How do I deal with a student in distress?

Speak with the individual privately – tell the student you are concerned about his or her welfare and are willing to help.

Seek a time out if the behavior escalates.

Listen carefully and make referrals to the appropriate College department (Counseling Services, Health Services, Class Dean, etc.). If you know of a specific name provide that name to the individual of concern. Point out that help is available and seeking help is a sign of strength and courage. Maintain clear boundaries and expectations (do not involve yourself beyond the limits of your time or skill). Document the interactions or incident and share with the class dean or other appropriate colleagues. Do not promise confidentiality or judge or criticize. Please do not ignore unusual behavior.

Dealing with Students in Significant Distress and/or Demonstrating Aggressive Behavior

An aggressive student may exhibit potentially violent or dangerous behaviors.

Examples of aggressive behavior may include:

Homicidal or suicidal thoughts or threats
Weapons are involved, threatened or implied
Engaged in a fight
Exhibition of out of control behavior (yelling, screaming, etc.) and is unable to be redirected or unable to deescalate
Threats
Destruction of property (for example, punches a hole through a wall)

If a student demonstrates aggressive behavior, you must notify Public Safety immediately (x5555).

6.5. Class Deans

The Office of Academic Services provides students and faculty with the resources necessary to thrive in an integrated, competency based curriculum. This is accomplished by focusing on the following objectives:

- Providing a class dean to act as the primary contact for personal and academic support for students as they progress through the curriculum.
- Promoting a holistic college experience through class based programs and student steering committees.
- Supporting the undergraduate curriculum by managing the field based projects and integrated course work, and developing student leaders.
- Monitoring and enforcement of the College's policies and procedures for all students.
- Empowering students to becoming independent thinkers capable of initiating, managing and implementing change.
- Partnering with faculty on delivering a high quality academic program.

The Office of Academic Services provides support to the Undergraduate Program in several wide ranging capacities. These include: personal and academic support for all students, supporting the faculty in delivering an integrated curriculum, and implementing and sustaining the College's policies and procedures.

The office coordinates several undergraduate programs and services, which include:

- Academic Advising
- Support for students in difficulty or crisis
- Coaching for Leadership and Teamwork Program
- Disability Services
- Honors Program
- New Student Orientation
- First Year Seminar (FYS) program
- College Awards and Dean's List

- Student Mentors (FME Mentors, Peer Mentors, Peer Advisors)
- Class Steering Committees
- Class Based Programming
- Strategies for Success (Academic skills development)

The primary mission of the office is to ensure students have the ability to make the most of their curricular and co-curricular experience. Students will formally pick up a class dean in their sophomore year.

6.6. Student Employment Hiring Procedures for Faculty

Any faculty member interested in hiring a student must contact the Student Employment Office (SEO) at ext. 4286. The SEO will determine the appropriate level based on information from the position description and recommend the pay rate. Please make sure you do not discuss pay rates with your student without confirming with the SEO first. It is important that students are paid fairly for the work they are doing based on the six pay levels the SEO has defined.

Steps involved in hiring a student:

- A student position description must be on file in the Student Employment Office (SEO).
- It is up to the interested students to contact the faculty directly.
- Once a student is hired, the faculty must inform the student to fill out the necessary paperwork via the Student Employment Portlet in Portal.
- Questions about hiring international students should be directed to the SEO office at ext. 4286.
- The student must stop by the SEO (Nichols 166) to hand in specific forms that they are notified to do so when completing the online paperwork. Students cannot work until all paperwork is complete.

For further information or assistance, please contact the Student Employment Office at ext. 4286.

6.7. Family Educational Rights and Privacy Act (FERPA)

The Federal Family Educational Rights and Privacy Act (FERPA or Act) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. “Education Records” are “those records, files, documents and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational institution.”

FERPA affords students certain rights with respect to their education records.

These rights are:

1. The right to inspect and review the student's Education Records within 45 days of the day the College receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's Education Records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

NOTE: The right to challenge grades and notations about disciplinary decisions does not apply under the Act unless the grade assigned or the disciplinary decision rendered was inaccurately recorded.

3. The right to consent to disclosures of personally identifiable information contained in the student's Education Records, except to the extent that the law authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to College officials with legitimate educational interests. A "College Official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including Public Safety and Health Services); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor or collection agent); a person serving on the Board of trustees; or another student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks.

A College Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Another exception is the release of "Directory Information," which may be released without a student's consent unless specifically prohibited by the student. The following is considered Directory Information:

- the student's name;
- permanent and local addresses;
- telephone listings;
- electronic mail addresses;
- digitized photographs and images;
- date and place of birth;
- major field of study;
- grade level;
- enrollment status;
- dates of attendance;
- past and present participation in officially recognized activities, organizations and sports;
- weight and height of members of athletic teams;
- degrees, honors and awards received; and
- the most recent previous educational agency or institution attended by the student.

A student's grades are considered Directory Information only to the extent that Dean's List, graduation honors and/or awards may be published. Individual grades and GPA information are not Directory Information and will not be released without the consent of the student.

Upon request, the College also discloses Education Records to officials of another school in which a student seeks or intends to enroll, so long as the disclosure is for purposes related to the student's enrollment or transfer.

Disclosure without consent may also be made concerning the following: Final results of a disciplinary proceeding in which a student was found to have violated College rules concerning a crime of violence or a non-forcible sex offense. The outcome may be disclosed to the victim regardless of whether a violation was found. Alcohol or drug violations may be disclosed to parents if the student is under age 21. The College reserves the right to disclose information about students to their parents, regardless of the student's age, without the student's written consent in cases involving the student's health and well-being or in the case of a change of student status (including, but not limited to, loss of housing, pending disciplinary proceeding, suspension, expulsion or to comply with a court order or subpoena). For the purposes of this Policy, "parent"

means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

The term "Education Records" does not include the following records, and therefore such records are not governed by this Policy:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons, which:
 - i. Are kept in the sole possession of the maker of the record; and
 - ii. Are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.
- b. College Public Safety Department records which are created and maintained by campus police solely for law enforcement purposes.
- c. Employment records, when College employment did not result from and does not depend upon the fact that an individual is a student at the College, provided that the employment records:
 - i. Relate exclusively to the individual in that individual's capacity as a College employee;
 - ii. Are made and maintained in the normal course of business; and
 - iii. Are not available for use for any other purpose.

All records relating to a student who is also an employee of the College are included in the definition of Education Records, if the student's employment is contingent upon the fact that he or she is a student. For example, work-study program records are Education Records.

- d. Health records which:
 - i. Are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity, or assisting in that capacity;
 - ii. Are created, maintained or used only in connection with the provision of treatment to the student; and
 - iii. Are not disclosed to anyone except to other than individuals providing the treatment, except that the records may be personally reviewed by a physician or other appropriate professional of the student's choice.

For the purpose of this definition, "treatment" does not include academic and career advising, tutoring, disability management counseling or any activities which are part of the program of instruction offered by the College. The Health Insurance Portability and Accountability Act of 1996 (HIPPA) Privacy Rule excludes student medical treatment records and other records protected by FERPA.

- e. Applicant records of individuals who do not enroll in or register with an academic program of the College. If and when applicants become students, their applicant records become Education Records, which are then accorded the same privacy rights as any other Education Records governed by this Policy.
- f. Records (i.e., alumni records) about a person containing only information obtained from that person after that person is no longer a student, or relating to that person and obtained from others after that person is no longer a student.

Restricting the Release of Directory Information

If you do not wish to authorize the release of Directory Information and do not want your Directory Information to appear in the Student Directory, you must indicate so through the "My Info" section of the

Portal. [URL:]The restriction will be promptly initiated in any electronic media. For any printed media, the restriction will be initiated as of the next printing. At any time after restricting the release of your Directory Information, you may change your mind and choose to authorize the College to release Directory Information. You can grant such authorization at any time by editing the “My Info” section of the Portal.

Students should be aware of the possible consequences of withholding Directory Information, such as missed announcements, mailings and messages, non-verification of enrollment or degree status and omission from the Commencement program.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of federal law as they pertain to access and disclosure of students’ Education Records.

The name and address of the Office that administers this law is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Questions or concerns about the privacy of students’ education records or these procedures may be brought to the attention of the Registrar’s Office, Hollister Hall, Room 334.

Additional Resources

For more information on FERPA and the regulations promulgated thereunder, please see the following links:

FPCO – <http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

FERPA 20 USC 1232(g) – <http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

7. Around the Campus

7.1. Fixing What’s Broken

7.1.1. Facilities Management

To request maintenance help, go to the Administrative section of the Smart Tools on the college portal, and click on Facilities Maintenance Request. You may also call x4444 during regular business hours.

Emergency Services should be requested by telephone (ext. 4444) during business hours. If there is no response at this number please contact Public Safety at ext. 5555. Public Safety number should also be used after normal business hours or on weekends and holidays.

7.1.2. Information Technology Service Center

The **IT Service Center**, located on the 2nd Floor of HORN (220), provides support via phone, x4357, walk-in, web and e-mail to Babson's students, faculty and staff, support@babson.edu. There is a **Support Matrix** for faculty and staff to determine the best point of contact for your situation. Classroom emergencies, X 4421.

For questions about the services we offer, you can start by exploring this website.

<http://www.babson.edu/offices-services/itsc/Pages/default.aspx> or <http://www.babson.edu/offices-services/itsd/Pages/default.aspx>

If you still have questions, you can submit a support ticket at support@babson.edu or call or visit us.

7.2. Energy Management and Sustainability

Babson College is committed to a program of energy conservation and sustainability. You can assist in conserving energy by closing windows and turning off computers at the end of the working day, turning off all lights in unoccupied areas and reporting leaking pipes and faucets to the Customer Service Response Center. An Energy Management Strategic Plan has been developed to reduce energy consumption and improve environmental conditions.

In order to maintain a healthy year round environment, temperatures will be maintained in a range of 68 to 72 degrees during regular operating hours under normal weather conditions. Since our buildings vary in size, design, age and condition, some variance from target temperatures is to be expected. If temperatures fall out of this range, it should be reported to the Customer Service Response Center.

Babson has completed many initiatives to improve sustainability on campus and many more are underway. To learn more about sustainability at Babson, please contact the Sustainability Office at ext. 6000 or go to <http://www.babson.edu/about-babson/sustainability/Pages/home.aspx>

Babson College has a recycling program for all buildings. You can help by collecting recyclable materials and depositing them in the appropriately labeled containers. For information about what can be recycled please go to <http://www.babson.edu/about-babson/sustainability/Documents/Recycling%20Challenge%202012.pdf>

7.3. Mail Services

Mail Services is located in the Central Services Building. We are open from 8:00 a.m. until 4:30 p.m., Monday through Friday. All incoming and outgoing U.S. and international mail is received here at our Central Mail Services and is sorted, along with package and courier deliveries. Inbound mail and packages are delivered to your department drop-off locations once per day. Outgoing U.S. and international mail should be left in designated department drop-off locations centrally located in each department. Afternoon mail delivery routes begin at 1:30 p.m. All outbound mail, packages, and overnight shipments should have your departmental budget account number included on the top of the outgoing mail or on the UPS/Federal Express airway bill for accounting purposes. All outgoing mail and packages are processed daily.

Mail/Auxiliary Services manages the College's relationships with UPS, FedEx, and DHL for shipping and overnight deliveries. Supplies and pick-ups for all of these vendors are available by calling ext. 4280. It is important to use the centralized Babson College corporate account number when shipping via these vendors, due to the shipment discounts received by the College. All shipping forms provided by Mail Services will have the Babson College corporate account number preprinted on them. UPS or Federal Express Campus-ship is also available for setup on your desktop that will allow you to create airway bills through your computer. Dennis Lawlor is the system administrator for these campus-ship shipping service programs. If you have any questions, please call Dennis at extension 4280. It is important that your internal budget code billing reference number with the appropriate departmental account number be included within your campus-ship account or on the shipment airway bill for proper charge back or tracking.

Additionally, Mail Services offers complete mail preparation services including folding, inserting, metering, Non-Profit, First Class Pre-sort, and letter mail merging (for personalized letters and envelopes), database management, address assignment, document generation, and high speed addressing of envelopes or self-mailers.

We partner with the Canon Copy Center (located next door to Mail Services) for all campus print and Babson mailing services. The Canon Copy Center also delivers all copy/print jobs throughout the campus. Our mailing services

are available to all campus departments. Any requests for assistance with mailings can be submitted by calling Steve Keniry (ext. 5533) or Dennis Lawlor (ext. 4280).

7.4. Dining Services

Peter M. Connors, Resident District Manager
Trim Dining Hall, 1st Floor Offices

At Babson Dining, we strive to exceed expectations by tailoring programs, services, and dining venues to meet the needs of the entire Babson community. Our programs and services reflect the diversity of the Babson campus. Our cuisine options use regional-inspired menu offerings, authentic ingredients, and local produce.

Trim Dining Hall, our all you care to eat dining facility, features a two entrée stations, made to order deli, vegan and allergy free stations, a large salad bar, and more.

Crossroads Cafe, Dunkin Donuts, Horn Library (We Proudly Brew Starbucks), and Olin Cafe, located in the Franklin W. Olin Graduate School are a la carte dining locations on campus. Rogers Pub & Grille, located next to Trim Dining Hall, features an upscale a la carte menu.

Faculty dining on campus have the ability to add Babson Bucks to their OneCard. Babson Bucks are accepted at all dining locations. At Trim Dining Hall, Faculty and Staff are provided with a discounted lunch rate of \$5.95.

All faculty are able to sign up for a 30 Block Plan at 172.70. Block meals can be used at Trim Dining Hall for lunch. Meals are valid from July 1st – June 30th. For more information, visit our website, www.dineoncampus.com/babson

7.5. Public Safety, Parking and Traffic

The Babson College Public Safety Department provides law enforcement, security, and emergency services for all property owned by the College, 24 hours a day, seven days a week. The office is staffed by approximately 25 full-time and part-time personnel, 20 of which are sworn Babson College Police Officers. Public Safety is broken down into the following areas of responsibilities:

- Babson Police
- Communications Center
- **Babson Emergency Preparedness**
- Fire Prevention and Awareness

If you have an emergency, contact Public Safety at 781-239-5555, or X 5555, or dial 911.

7.5.1. Safety and Security

The Babson College Public Safety Department provides law enforcement, security, crime prevention, fire safety, emergency medical, one card, parking and traffic enforcement along with other related public safety services to ensure that the Babson College communities remain a safe and pleasant place in which to study, live and work. The services are provided on all property owned, used or occupied by Babson College, 24 hours a day, seven days a week. In addition, Public Safety can provide lost & found assistance, personal safety escort services, issuance of visitor parking passes and other crime prevention initiatives.

7.5.2. Parking and Traffic Policy

The parking and traffic policy attempts to: make Babson a safe motor vehicle and pedestrian campus; minimize the noise and traffic in the vicinity of college buildings; reduce the opportunities for vandalism; keep

automobiles from destroying the beauty of the Babson campus; and make Babson more of a walking campus. Major parking lots are located near the two entrances to the campus, promoting a walking campus.

The Public Safety Department, located at Forest Annex on Sullivan Road, is responsible for enforcement of all traffic and parking regulations on campus. Parking decals must be displayed on all employee motor vehicles in order to avoid parking violations. Employee parking decals may be obtained by applying online at the Public Safety Department website <http://www.babson.edu/offices-services/public-safety/Pages/home.aspx> and can be picked up at Public Safety 24 hours a day at no charge.

All employees and faculty members are expected to abide by the parking rules and regulations adopted by the College while on campus. A booklet which details all parking rules and regulations is available at Public Safety for anyone who wishes to receive further information. The parking information is also available online at the above site.

All employees and faculty are billed for parking violations received. Any faculty member who feels a parking violation was unjustly issued may appeal online or in writing to the Public Safety Department.

Any faculty member who may have a physical disability which necessitates the use of a special parking permit should contact Public Safety at x5555 for further information. Please feel free to contact the Public Safety Department at 781-239-5555, if you have any questions regarding parking or traffic on campus.

7.6. Athletic Facilities

During the regular academic year, various athletic facilities are available to the faculty and their spouses: gymnasium, field house, swimming pool, squash courts, racquetball courts, tennis courts, fitness center, dance/aerobics studio, indoor track, locker rooms, and saunas.

Many Babson people use these facilities, and, on occasion, off-campus groups have also been provided the opportunity. During certain periods in the summer, usually late June through mid-August, access is somewhat limited due to the presence of summer camps on campus.

If you are interested in athletic activities, contact the Athletics Office for information (Ext. 4250). Lockers are available to the faculty for \$20.00. Please contact our Equipment Manager (Ext. 5342) for details. Because of the increasing use of these facilities by all members of the College community, the Athletics Department has found it necessary to schedule the pool and other facilities on a weekly basis. Schedules may be found at the following link: www.babsonathletics.com.

7.7. Copying

7.7.1. Document Center -- Canon Copy Center

The Canon Copy Center (aka Document Center) is located on the first floor of the Central Services Building (behind the Mail Room) and is open Monday through Friday; from 8:00 a.m. to 5:00 p.m. Copy services (listed below) are available to current students, faculty, and staff for a fee. Please consult the Printing and Scanning Policies at <http://www.babson.edu/offices-services/business-financial-services/procurement/policies-procedures/Pages/print-scan-policy.aspx> (prior to initiating any projects. For information on the process for job submissions, special requests, and pricing, please call the Canon Copy Center at Extension 5300. This facility is managed by Canon Business Solutions.

- High-speed, high-volume copying (on stock of varied sizes, weights, and color)
- Binding (including GBC comb, wire-o, tape, and saddle stitching)

- Poster printing, laminating, and mounting (foam core)
- Banner printing
- Course pack production

7.8. Solicitation by Trades People

It is Babson College's policy to prohibit solicitation on the campus without prior approval of the Treasurer. We have regularly not permitted solicitation of faculty for the purpose of purchasing complimentary copies of texts provided to them. We feel that this is an unethical practice. The principal exception is the Babson College Annual Fund Appeal. Babson employees have traditionally supported this effort strongly, and all personnel are encouraged to participate.

7.9. Pets

To preserve the safety and well-being of the students and employees of Babson, dogs and other pets are not allowed within the buildings of the College, except in the case of an accommodation requiring the assistance of a service animal.

7.10. Health Services

Health Services is committed to maintaining and improving student health through preventive, diagnostic, and therapeutic care. The staff consists of a team of nurse practitioners, a supervising physician, a full-time health educator, a consulting nutritionist, and an administrative coordinator. The nurse practitioners are certified by the national nursing organization and are licensed to diagnose and treat illnesses, prescribe medication, order and interpret diagnostic tests, and provide health counseling and education. They work collaboratively with the supervising physician to evaluate and treat acute and chronic medical conditions and manage ongoing health maintenance issues. When appropriate, referrals are made to independent health care providers and medical specialists. In order to provide comprehensive care, Health Services works closely with the Babson Counseling Program and other departments across campus. For more information, see <http://www.babson.edu/student-life/health-wellness/health-services/Pages/default.aspx>.

After-Hours Care: during times when Health Services is closed (nights, weekends, holidays), students can call Public Safety at Ext. 5555.

Contact Public Safety (campus police) for on-campus emergencies at Ext. 5555. They will respond promptly and provide or arrange transportation to Health Services or to Newton-Wellesley Hospital. Acute emergencies are referred to Newton-Wellesley Hospital.

Please note: All full-time students, regardless of their health insurance coverage, are eligible for the above services.

7.11. BECC

Babson Executive Conference Center

Babson's award-winning, state-of-the-art meeting and conference center is available for the program and meeting needs of organizations. Featuring meeting space, conference rooms, highly acclaimed dining, and comfortable accommodations, the Babson Executive Conference Center is an ideal setting for learning and development. For more information go to: <http://www.babson.edu/executive-education/babson-executive-conference-center/Pages/home.aspx>

7.12. College Marketing

The Babson College Marketing organization comprised of creative, digital, PR & media, and the *Babson Magazine* works to build awareness, engagement, and adoption for the Babson brand. The team is skilled in a

wide variety of areas including graphic design, multimedia, editing, digital marketing, and writing. For details on the Marketing organization and a list of capabilities, processes, brand guidelines, templates, and how-to documents, please visit: www.babson.edu/marketing. Of the Marketing organization, the PR & Media team interacts most closely with Babson faculty to promote thought leadership and accomplishments through print and digital media. They also issue press releases, advisories, and manage a number of social media accounts which are listed in institutions' social media directory <http://www.babson.edu/about-babson/social-media/Pages/home.aspx>. To subscribe to Babson College Weekly PR News Report, please send a blank email to join-prdailyreport@listserv.babson.edu. For other up-to-date institutional talking points and materials designed for the Babson community to help promote the College, please visit: www.babson.edu/ambassador.

8. Important Faculty Resources

8.1. Horn Library

Library resources support faculty research, instruction, and life-long learning. Please stop by or contact Information Desk 1 at x4596, located at the Library's main entrance, for assistance or email research@babson.edu to reach a librarian for research support.

Please visit the Library web site <http://library.babson.edu> for helpful information about the library services and as the gateway to access library e-resources.

<http://www.babson.edu/Academics/library/Pages/about.aspx>

- **In Person:** Visit **Information Desk1** on the first floor of the library.
- **Ask a Research Librarian:** E-mail research@babson.edu and a research librarian will get back to you within one business day.
- **Call: 781-239-4596** to make an appointment with a Research Librarian. **See consultation hours.**
- **Chat:** Use the **Chat box** to IM directly with an Information Assistant. If offline, please leave a message with your contact information – they'll get it next time they log in.
- **Find a Library Staff Member**

8.1.1. Copyright Policies

The Policy

Copyright law limits the right of a user to copy, edit, or transmit electronically another's intellectual property without permission. This includes written materials, images, sounds, music, and performances, even in an educational context. In most cases the licenses for our electronic services restrict redistribution of electronic material, even for educational purposes.

The Babson College Copyright Policy is located at: <http://libguides.babson.edu/copyrightbabson>

The policy addresses:

- media materials shown in the classroom
- print materials duplicated for classroom use
- library reserves
- copied music
- recorded television programs
- computer software and database use
- film, videotape, filmstrip, slide set, etc. duplication
- computer scanning
- "free and benefit" performances
- student projects

8.1.2. Citing Sources

Faculty members should indicate in their course syllabi or research paper instructions their preferred citation style (MLA, APA, etc.). Most electronic resources available from the Library web site include a page of instructions which tells you how to use the database and how to cite material from it. The library provides access to two citation software products: RefWorks and EndNote. Citation libraries are transferrable between the two pieces of software, so you can use either or both.

[RefWorks](#) is Web-based software for managing citations, creating bibliographies and adding citations as you write within Word.

[EndNote](#): As with RefWorks, EndNote manages citations, creates bibliographies, and "Cites While You Write" in Word. The main difference is that it is software loaded on your machine.

Click the RefWorks and EndNote tabs on the library's [Citing Resources](#) web page for additional information.

8.2. Academic Calendar

<http://www.babson.edu/offices-services/registrar/academic-calendar/Pages/2016-2017.aspx>

8.3. Campus Map

<http://www.babson.edu/visiting-babson/Pages/campus-map.aspx>

APPENDIX A

Policies and Procedures

BABSON COLLEGE

"Policies and Procedures" of the Board of Trustees
Governing the Appointment, Tenure, Salary,
and Rank of Full-Time Faculty and the
Appointment of Part-Time Faculty

Approved July 10, 1961
As Amended through May 17, 2013

I. General

1. The full-time faculty shall consist of the President, Provost, Vice President for Corporate Programs and Executive Education, Dean of Faculty, program deans and all individuals who have received a full-time academic appointment from the President and hold academic rank/title.
2. The full-time faculty shall include those persons who have received a full-time academic appointment from the President in one of the following categories: (1) tenured faculty, (2) tenure track faculty, (3) pre-tenure track faculty, (4) non-tenure track faculty, (5) visiting faculty, and (6) those serving under special arrangements.

Tenured Faculty: Those members of the faculty who have received and accepted a tenure appointment from the President.

Tenure Track Faculty: Those members of the faculty who have received and accepted a tenure track appointment from the President.

Pre-Tenure Track Faculty: Those members of the faculty, normally carrying the rank of instructor, who do not qualify for a tenure track appointment due to the lack of an appropriate terminal degree.

Non-Tenure Track Faculty: There shall be three classifications of non-tenure track faculty:

- (a) those members of the faculty whose current status (e.g., lack of appropriate terminal degree, lack of recent academic and/or research experience) does not fit the traditional definition of a tenure track faculty member and who have received and accepted an a non-tenure track appointment from the President,
- (b) those members of the faculty who possess the necessary academic credentials to serve on the tenure track but have requested and received a non-tenure track appointment from the President, and

(c) those members of the faculty jointly appointed with the F.W. Olin College of Engineering.

Visiting Faculty: Those members of the faculty holding a visiting appointment from the President.

Special Arrangements: Those members of the faculty serving under "special arrangements" including the President, Provost, Dean of Executive Education, Dean of Faculty, Program Deans, and those members of the faculty who have been offered tenure and have either refused or later renounced tenure and continue as members of the faculty under special contractual arrangements. Faculty appointed under special arrangements shall be subject to the tenure provisions of this document in the event they are considered for tenure.

3. Part-time faculty include: (1) Adjunct Lecturers, and (2) Preceptors.

Adjunct Lecturers: Those members of the faculty by the President to teach a specific course(s) during a specific semester/term without any implication, responsibility or obligation on the part of the college for continued or future employment.

Preceptors: Those members of the faculty appointed by the President to teach a specific number of courses (normally four) during a specific academic year without any implication, responsibility or obligation on the part of the college for continued or future employment.

4. For voting purposes, "eligible faculty" shall include all full-time faculty with the exception of non-tenure track faculty and visiting faculty. The latter two categories of faculty may vote on general issues brought before the faculty as a whole but shall not vote on revisions to these "Policies and Procedures" relating to the appointment, tenure, salary, and rank of full-time faculty.
5. Full-time faculty members shall abide by the college's "policies governing faculty outside professional activities and conflict of interest." Faculty wishing to enter into agreements with other educational institutions during the normal academic year must first have the approval of the President before entering into such agreements.
6. A faculty Appointments Committee shall have jurisdiction over all matters involving tenure, rank and promotion.

II. (A) Appointments and Dismissals

1. All non-tenure appointments to the faculty and all appointments of part-time faculty members shall be made by the Board of Trustees upon nomination by a committee consisting of the President, the Provost, Dean of Faculty, and the Chairperson of the Division in which the appointee will perform the major portion of his/her teaching. Except where circumstances do not permit, any nomination of the aforesaid

committee shall be preceded by a non-binding recommendation of the members of the relevant Division.

2. Chairholders may be awarded pre-tenure contracts which can total no more than 5 years in duration.
3. All appointments are to be made a matter of official record through a letter issued by the President or his/her designee in triplicate. The appointee will retain one copy and return two signed copies to the President. One of these will be kept on file by the Clerk of the Board of Trustees; the other will be kept in the President's office.
4. Faculty appointed as "non-tenure track faculty" shall be subject to the following provisions:
 - (a) Upon recommendation by the Division Chairperson, initial appointments to the "non-tenure track" may be made by the President or Provost, and Dean of Faculty and such appointment shall normally consist of a one-year contract. Initial appointments of a longer duration (up to a maximum of 5-years) may be made in those cases where, in the opinion of the President or Provost, and Dean of Faculty (and with the concurrence of the Division Chairperson) it is in the College's best interest to do so. Such multi-year appointments shall also be subject to approval by the Appointments Committee.
 - (b) Following the initial one-year appointment, the second and subsequent appointments for faculty serving on the "non-tenure track" may consist of contracts of one, two, three, four, or five-year durations.
 - (c) The Appointments Committee shall review the performance of all faculty on the "non-tenure track" prior to the issuance of any multi-year contracts. Such multi-year contracts shall be subject to a majority vote of the Appointments Committee.
 - (d) Full-time non-tenure track contracts shall be for one, two, three, four or five years. Initial appointments are normally for one year.

For full-time non-tenure track faculty, the Appointments DMB shall conduct a performance evaluation at least every three years, with subsequent reappointment subject to a majority vote of the Appointments DMB.

- (e) The criteria used in the evaluations noted in (c) and (d) (above) shall be tailored to the specific individual and tied to the goals and objectives which have been established for that faculty member. These criteria shall require teaching effectiveness, relevant professional activities and practices and/or scholarship as determined upon initial and subsequent appointments.
- (f) A faculty member on the tenure track may change to full-time non-tenure track status only by majority vote of the Appointments DMB and subsequent endorsement by the President (in case of a veto, the same provisions apply

as in a tenure case). In the event of a successful status change, the initial contract off the tenure track will be for one year or for the duration left on the faculty member's tenure-track contract, whichever is longer.

An application for such a change in status must be submitted to the ADMB no later than November 1 of the academic year preceding tenure consideration, for a requested status change to be effective the following September 1. A status change must be in agreement with the needs of the institution and be supported by the division chair.

5. The maximum allowable percentage of non-tenure track faculty college-wide shall be 25 percent (rounded up).
6. Normally, "visiting faculty" shall be appointed under one-year contracts with total time served in a visiting capacity not to exceed two academic years. Exceptions to the two-year duration shall be subject to a majority vote of the Appointments Committee.
7. The term "academic year" shall mean the period beginning on September 1 and continuing through the following August 31. Unless otherwise specified, all non-tenure appointments terminate at the end of the academic year. In the case of the death or disability of a faculty member before the end of the academic year, the Board of Trustees shall determine the College's obligations, if any, regarding compensation from the date of death or disability.
8. Faculty members shall be subject to the tenure guidelines of Section II. (B) of this document.
9. A tenure track faculty member not accorded tenure at the end of the pre-tenure period shall not be re-appointed with the exception that the President, in conjunction with the Provost, Dean of Faculty and the appropriate Division Chairperson, may offer such a faculty member a one-year terminal contract.
10. The Board of Trustees shall act upon the President's recommendations regarding the status of full-time and part-time faculty members. Not later than March 1 for full-time faculty members in their first academic year of service (as defined in Section II. (A) 3) and not later than December 31 of the second and succeeding academic years of service (see section II. (A) 3) during the pre-tenure period, if the appointment expires at the end of the academic year, the President or his/her designated representative shall inform faculty members in writing whether or not they are to be recommended for reappointment. Not later than March 15, the President or his/her designated representative shall discuss with each faculty member his/her status for the coming year including salary. Written notice of status for the coming year shall be sent to each member on or before April 15. Each faculty member shall have the opportunity to discuss his/her status with the appropriate Division Chairperson, the Provost, Dean of Faculty, and the President.

11. Section II. (B) 1 shall not limit the power of the Board of Trustees to release the faculty during a period of national emergency, when and if declared by Congress or by the President of the United States.
12. In considering a request for release from a faculty member, the President and the Board of Trustees will use their discretion as to the earliest possible date for the release consistent with the best interests of all concerned.
13.
 - (a) Nothing herein shall limit the right of the President and Board of Trustees of Babson College to remove any part-time member of the faculty for disability, neglect of duty, incompetence or lack of satisfactory cooperation with College Policies. Such removals shall not be used to restrain faculty members in their exercise of academic freedom. A part-time faculty member so removed may if he/she wishes, discuss the reasons for the termination with the President.
 - (b) The President and the Board of Trustees may terminate before its expiration the contract of a non-tenured, full-time faculty member for adequate cause. Adequate cause shall consist of incompetence, neglect of duty or violation of the rules and regulations established by the College. Termination of contract will be preceded by discussion between the concerned faculty member and the President. The individual so terminated will be furnished with the reasons for the action in writing.
 - (c) The faculty member so terminated shall have the right to request a hearing before the Appointments Committee. The Appointments Committee's conclusions and recommendations will be sent to the person so terminated and to the President.
14. In the event of the non-reappointment of a non-tenured, full-time faculty member, the member shall have the right to raise the question of the infringement of his/her academic freedom, in which case the Appointments Committee shall proceed as in 13 (c) above.
15. All changes (refer to Chart in II. (B) 3. (a)) in faculty status which relate to the timing of tenure consideration will be reported to the Appointments Committee semi-annually in September and February. At the Appointments Committee's discretion, these changes are subject to a majority vote of the Committee.
16. Nothing herein contained shall be held to affect the regulations of the Board of Trustees with respect to the Babson College Annuity Plan.

II. (B) Tenure for Tenure Track Faculty Members

1. After expiration of the pre-tenure period as hereinafter defined and after affirmative vote of the Appointments Committee, tenure track members of the faculty shall signify in writing to Dean of Faculty not later than February 1 of the calendar year following notification whether they accept the offer of a tenure contract; and having

signified in the affirmative, thereafter their services shall not be terminated without their consent except for adequate cause, or because of the College's financial exigencies.

- (a) A faculty member who is offered tenure but either refuses or later renounces it and who continues as a faculty member at the institution (as specified below) shall have all the rights, privileges and obligations of a tenured faculty member with the exception of those relating to length of the employment contract. Faculty members who do not accept the offer of tenure (or who have tenure and renounce it) will be offered a five-year contract (subject to the College's retirement policy) which will be renewable every three years by agreement of the President, Provost, Dean of Faculty, and the appropriate Division Chairperson. The purpose of this provision is to enable the College to offer a satisfactory status to those faculty members who are opposed to tenure for themselves. A faculty member's decision to accept or decline tenure shall not be a consideration in the determination of his/her compensation.
 - (b) Adequate cause for removal from tenure status shall be incompetence, neglect of duty, or violation of the rules and regulations established by the College. Charges alleging adequate cause must be filed in writing with the Chairperson of the Appointments Committee and the President with a copy to the accused. If the charges are filed, the concerned faculty member shall have the right to request a hearing before the Appointments Committee in accordance with the principles and procedures to be set forth by a committee elected by the faculty for this purpose. Removal shall require confirmation by at least four of the five voting members of the Appointments Committee.
 - (c) Any person or persons, including members of the Appointments Committee, may file charges alleging adequate cause for removal from tenure status.
 - (d) Financial exigency on the part of the College shall be a valid reason for dismissal of a tenured member of the faculty if in the judgment of at least four of the five voting members of the Appointments Committee the claim of financial exigency is bona fide.
2. The pre-tenure period for tenure track faculty members shall be seven years. All prior "full-time" teaching experience at the college level after the completion of a terminal degree, once approved by the Appointments Committee, will be credited toward required experience up to a maximum of five years. Credited prior experience for each appointee shall be established by the Appointments Committee after receiving a written recommendation from the appropriate Division Chairperson and the individual concerned and shall be made known to the President and the appointee, if practicable, prior to the signing of the contract of employment and, in any case, within three months after joining the faculty.
 3. Progress toward tenure for tenure track faculty members shall include the elements and follow the contract patterns outlined in (i) – (vi) below:

(i) Fourth-Year Review

All pre-tenure faculty will undergo a formal review for reappointment in the fall or spring of the typical faculty member’s fourth year (the semester to be determined by the faculty member). At this point the faculty member will have had three or four annual evaluations.

Consistently applied Fourth-Year Reviews should:

- provide pre-tenure faculty a clear picture of what is expected of them to reach the tenure bar, and time to respond to the assessment;
- help to ensure fair procedures for all pre-tenure faculty;
- provide the Appointments DMB (ADMB) with important documentation as to how a faculty member has been advised in the pre-tenure period.

(ii) Contract Sequence: 2-3-2

The review is conducted in the fall or spring semester of the fourth year, with results to be delivered before the end of December (for a fall review) or the end of May (for a spring review). At that time, the faculty member has one year still remaining on the three-year contract in the middle of the 2-3-2 sequence.

The overall contract sequence is as follows:

	<u>2-Year Contract</u>		<u>3-Year Contract</u>			<u>2-Year Contract</u>	
Year	One	Two	Three	Four	Five	Six	Seven
Semester	Fall or Spring	Fall or Spring	Fall or Spring	Fall or Spring	Fall or Spring	Fall or Spring	Fall or Spring
Review		Contract Renewal Review		4 th Year Review		Tenure Review	

Contract patterns for faculty coming in with pre-tenure credit are as follows:

- 1 year pre-tenure credit: 1-3-2
- 2 years: 2-1-2
- 3 years: 2-2

Each of these patterns allows for a fourth-year review 4 or 5 semesters before the spring in which the case goes to the ADMB, and thus in cases of a negative recommendation, ensures the faculty member a year to seek employment.

Faculty members coming in with more than 3 years of pre-tenure credit do not follow the patterns described above, but receive one-year contracts leading up to the tenure decision. Contact renewal decisions are made annually.

(iii) First Contract Renewal

For the first contract renewal, typically occurring in the faculty member's third semester, the chair recommends to the dean the renewal. In the case of a questionable renewal, the chair and the dean determine a procedure appropriate to the particular case. In case of a non-renewal decision, the College may, at the discretion of the Dean of Faculty, offer an additional one-year terminal contract.

(iv) Process for Fourth-Year Review and Second Contract Renewal

The Division Chair advises the Dean of Faculty regarding the contract renewal. The dean makes the final decision.

- The chair, in consultation with the dean, selects the members of a review committee from among the tenured members of the division. The review committee must consist of at least two tenured faculty members, in addition to the Division Chair.
- The committee solicits input from relevant faculty members, as well as other members of the community. Relevant faculty could include all division members, division or non-division members who share expertise in the faculty members' field, or any division or non-division members who have worked closely with the faculty member. Outside reviews of the faculty member's research are not normally expected to be solicited, but may be requested in extraordinary circumstances.
- The committee reviews the faculty member and produces a written report (using the criteria outlined in "Policies and Procedures," Section II.B.7. (A-F) for tenure and also used during the annual evaluations), recommends future development, and advises the dean regarding contract renewal for the following December. The dean attaches these results to his or her own letter communicating the dean's decision to the faculty member. Together the dean and chair meet with the faculty member to convey the results of the evaluation orally and to deliver the dean's letter and written report.

(v) Appeals Process

A negative decision by the Dean of Faculty may be appealed to the Provost, who may then accept, modify or reverse the decision made by the Dean.

- (1) The appeal is to be filed within 60 days of the day on which the faculty member is notified, orally or in writing, of a negative decision.
- (2) Grounds for appeal are: omissions or errors of fact that influenced the judgment of the division and/or the Dean of Faculty; or violations of the processes spelled out in this document.
- (3) The Provost will decide on the appeal, and notify the faculty member in writing, within 60 days of filing, but no later than December 31 of the final year of the contract then in force.

(vi) Deferral of Tenure Decision

Within the discretion of the President, the Provost, Dean of Faculty, and the appropriate Division Chairperson, the tenure decision may be postponed by a one-year appointment with the consent of the person involved. The request for a postponement shall be initiated by a letter from the tenure track faculty member to the President prior to November 7 of the academic year in which the tenure track faculty member would normally be eligible to be evaluated for tenure. The results of any postponement action shall be evidenced in writing to the Appointments Committee and the individual before November 21 and shall be signed by the administrators involved.

(a) A tenure track faculty member shall normally become eligible for tenure consideration according to the table above. Faculty with no pre-tenure credit are normally reviewed for tenure during Spring of their 6th year at Babson. The awarding of pre-tenure credit has the effect of providing a “window” of time during which the faculty member (in consultation with his/her division chair Dean of Faculty may elect to be reviewed for tenure. Thus, the faculty member with no pre-tenure credit will be reviewed during the Spring of his/her 6th year at Babson. A faculty member with one year of pre-tenure credit may request that his/her tenure case be presented during the Spring of the 5th year, Fall of the 6th year, or Spring of the 6th year. The faculty member with two years of pre-tenure credit may request a review to be scheduled within the window of time running from Spring of the 4th year through Spring of the 6th year. The “window” for tenure deliberation is determined in a similar manner for those faculty with three, four or five years of pre-tenure credit. Tenure track faculty wishing to be considered for tenure must inform their division chair, Dean of Faculty and Appointments Committee no later than May 15 of the year prior to the academic year in which they wish to have their tenure case considered.

(b) In response to particular changes in personal life or Babson assignment, a tenure track faculty member can, by mutual agreement with the Division Chair and Dean of Faculty, temporarily suspend the tenure timetable without prejudice to tenure deliberations upon resumption of the normal tenure track status. Under the terms of a parental leave benefit approved by the President’s Cabinet on August 28, 2007, the tenure timetable of faculty members on parental leave is automatically suspended for one year. Those faculty members who do not wish this automatic suspension must notify the Dean of Faculty of this fact at the time of their application for parental leave.

4. Normally, the college does not grant tenure unless a tenure track faculty member has taught full-time at Babson for at least two academic years. At the same time, the college recognizes that extraordinary circumstances may arise. Consequently, in certain unusual and extraordinary cases the Appointments Committee may decide to consider a departure from the time requirements found in table 3 (a) (above). This also includes reviewing a candidate for tenure prior to initial appointment to the faculty. It is anticipated that such cases will be rare and such candidates would be subject to a rigorous review process by the Appointments Committee, which shall include the recommendation of the relevant discipline/division. Following its evaluation, an affirmative recommendation by the Appointments Committee will result in the candidate receiving tenure upon initial appointment.
5. The Appointments Committee shall consist of seven members of the faculty, who have been offered tenure, each of whom shall serve for two years and each of whom shall be elected to no more than two successive two-year terms. Five of the above-mentioned faculty shall serve as regular voting members of the committee, with the remaining two faculty serving as committee alternates. The Committee shall annually elect a Chairperson from its regular voting members. Each year two members of the faculty shall be elected as committee alternates; they shall attend meetings and vote only in case a vacancy occurs on the committee, or a committee member does not sit on a particular case. In the event a Division Chairperson shall be elected as a regular voting member of the Appointments Committee, one of the alternates shall be

randomly selected to replace the Division Chairperson for purposes of voting on candidates from the Division Chairperson's own division. The Dean of Faculty shall serve as an ex-officio, non-voting member of the Appointments Committee.

The Appointments Committee shall be subject to, and shall operate under, the following provisions:

- (a) Faculty members shall be elected to the Appointments Committee in February of each year by all members of the faculty. Two-year terms shall be staggered so that new members are elected each February. The two faculty elected to the Committee each February with the lowest vote counts shall serve as alternates during the initial year of their term. Alternates shall become regular voting members following the initial year of their term. No more than one member may serve from any academic division with less than 1/current number of divisions of the full-time faculty. No more than two members from the same academic division may serve concurrently. Any faculty vacancies shall be filled by election for any unfilled part of the terms.
- (b) Before November 1 of each academic year, the Appointments Committee shall send official notice to those eligible faculty members whose credited prior years of service qualify them for tenure consideration. The faculty member so notified shall inform the Committee in writing on or before November 7 whether or not he/she wishes a committee vote taken on his/her application for tenure.
- (c) Appointments Committee decisions on tenure shall be by majority vote and a quorum shall be five voting members, including alternate members, if necessary, to vote on all decisions. A minority recommendation may be submitted.
- (d) The Committee shall submit its recommendations in writing to the President, together with a supporting rationale, through the office of the Dean of Faculty. The Dean of Faculty shall submit his/her own recommendations to the President along with those received from the Appointments Committee through the Office of the Provost.
- (e) The President may veto recommendations concerning tenure. In this event, the recommendation will be referred back to the Appointments Committee, which may override the veto of a positive recommendation only by vote of at least four of the five members who provided the original vote on the recommendation in question. The Appointments Committee may override the veto of a negative recommendation by a majority vote of the five members of the Committee who provided the original vote on the recommendation in question.
- (f) In the case of an affirmative vote of the Appointments Committee, the appointment, if made by the President, shall carry tenure. In the event of a

negative vote of the Appointments Committee on a tenure candidate, the President shall not make a subsequent appointment. If a veto has occurred in accordance with II. (B) 5. (e), the tenure votes mentioned in this paragraph are those following that veto.

6. The Appointments Committee shall have jurisdiction over all matters involving tenure. A permanent record shall be made of Appointments Committee meeting deliberations.
7. Not fewer than fifteen months prior to the expiration of a tenure track faculty member's pre-tenure period, unless postponement has been made per II. (B) 3. (a), the Appointments Committee shall decide whether or not the person is to be accorded tenure. The faculty member shall be notified in writing by the President of the decision of the Committee. The tenure decision shall be communicated to the faculty member no later than May 31 of the next-to-last year of his/her pre-tenure period as determined by the Table in II. (B) 3. (a). In its deliberations, and in arriving at its decisions regarding tenure (as well as in arriving at its decisions regarding academic rank - see Section III), the Committee shall use all the following criteria:
 - (a) Teaching effectiveness with whatever audiences are assigned; for example, undergraduate, graduate, executive or other adult audiences. Teaching effectiveness shall incorporate the ability to achieve the learning objectives of the course, program, or session through the appropriate selection, organization, and presentation of materials and pedagogy to fit the particular audience.
 - (b) Educational status including possession of an appropriate terminal academic and/or professional degree and any relevant subsequent education or experience.
 - (c) Scholarly performance evidenced by research or writings in the form of professional books and articles, textbooks, reports, presentations, essays and papers including any relating to course and curriculum development, for example, exercises, simulations, cases and pedagogical materials and innovations.
 - (d) Professional competence evidenced by professional activities other than purely routine that contribute positively to professional growth. Such activities could include consulting, conducting a professional practice, giving speeches, and active participation in business, professional and governmental organizations.
 - (e) Both scholarly and professional activities are indicators of a fundamental criterion: intellectual vitality. This involves the creation and dissemination of intellectual capital (contribution to the knowledge base of the field), reflecting a significant involvement with one's field(s). The individual's profile could be a combination of scholarly and professional activity. The quality of the intellectual capital is evaluated by the degree of acceptance and utilization by academic and professional colleagues. Quality of the intellectual capital created, not quantity alone, shall be the principal basis for judging scholarly and

professional activities: the dissemination of the knowledge base can be accomplished through a wide range of vehicles and activities.

- (f) Contributions: General contributions to the college, evidenced by participation in faculty, student, and other community activities such as college committees, student organizations, with students individually, and other campus and relevant civic activities.

In using these criteria, the Appointments Committee shall:

1. Consider teaching effectiveness to be the fundamental threshold for tenure.
2. In addition, the Appointments Committee will take into account the faculty member's educational status and effectiveness on the remaining criteria.
3. Consider the written annual performance evaluations in its deliberations.
8. The Chairperson of the Appointments Committee shall invite each tenured faculty member of the division of which the applicant is a member to appear, at the tenured faculty member's discretion, to give an oral report to the Committee concerning the applicant. The Committee may request the presence or participation on an ad hoc basis of any persons it considers useful in its deliberations.
9. The Chairperson of the Appointments Committee shall notify any tenure track faculty member coming up for tenure that he/she has a right to present any materials the person considers relevant to the Appointments Committee for its consideration.

III. (A) Academic Rank/Titles

1. There shall be four progressive categories of academic rank, as follows: Instructor, Assistant Professor, Associate Professor, and Professor.
2. There shall be two academic titles for full-time faculty appointed to the faculty on the non-tenure track under I. 2. (a), as follows: Lecturer and Senior Lecturer. Upon initial appointment to the faculty on the non-tenure track, new members of the faculty appointed under I. 2. (a) shall receive the title of Lecturer unless, by a decision of the Appointments Committee, they should be awarded the title of Senior Lecturer due to previous experience, external recognition in their professional life, academic status at other institutions of higher learning, or because of other special circumstances. Promotion from Lecturer to Senior Lecturer shall be subject to approval by the Appointments Committee. Although the criteria used in evaluating non-tenure track faculty under I. 2. (a) shall be tailored to the specific individual and tied to the goals and objectives which have been established for that faculty member, the Appointments Committee shall include the following criteria in its evaluation of cases for promotion to Senior Lecturer: achievement of high-level teaching results at Babson, and some combination of (I) external recognition in one's professional or scholarly life and (II) leadership within the Babson Community. Non-tenure track faculty under I. 2. (b) shall carry the rank of either Associate Professor or Professor. Non-tenure track faculty

under I. 2. (c) shall carry the normal categories of academic rank (i.e., Assistant Professor, Associate Professor, and Professor). A part-time member of the faculty shall be designated as "Adjunct Lecturer." The title of Preceptor shall be used for those members of the faculty appointed by the President to teach a specific number of courses (normally four) during a specific academic year. A faculty member who serves on a visiting basis shall be designated by whatever rank is deemed appropriate by the Dean of Faculty (in consultation with the Division Chair), with the word "visiting" prefixed thereto.

3. A member of the faculty who, upon retirement, holds the rank of Associate Professor, or Professor shall be designated as Professor Emeritus.
4. The Appointments Committee shall have full responsibility for making recommendations and decisions on academic rank/title.
 - (a) Appointments Committee decisions on academic rank/title shall be by majority vote and a quorum shall be five voting members, including alternate members, if necessary, to vote on all decisions. A minority recommendation may be submitted.
 - (b) Committee alternates shall attend meetings and vote only in case a vacancy occurs on the Committee, or a committee member does not sit on a particular case. In the event a Division Chairperson shall be elected as a regular voting member of the Appointments Committee, one of the alternates shall be randomly selected to replace the Division Chairperson for purposes of voting on candidates from the Division Chairperson's own division. No member of the Appointments Committee shall sit as a voting member for purposes of considering his/her own case for promotion. In the event the case of a regular member of the Appointments Committee comes before the Committee, one of the alternates shall be randomly selected to replace the member in question for purposes of hearing the case. Further, in the event that the case of a regular member of the Appointments Committee shall be heard and that member's Division Chairperson also serves as a regular member of the Committee, both alternates shall replace the member in question and his/her Division Chairperson.
 - (c) The Committee shall submit its recommendations in writing to the President, together with a supporting rationale, through the Office of the Dean of Faculty. The Dean of Faculty shall submit his/her own recommendations to the President along with those received from the Appointments Committee through the Office of the Provost.
 - (d) The President may veto recommendations concerning academic rank/title and promotion. In this event, the case will be referred back to the Appointments Committee which may override the veto only by vote of at least four of the five members of the Committee who provided the original vote on the case in question.

- (e) The Appointments Committee shall have jurisdiction over all matters involving academic rank/title and promotion. A permanent record shall be made of Appointments Committee meeting deliberations.
- 5. An Assistant Professor receiving a favorable tenure decision from the Appointments Committee shall automatically be promoted to the rank of Associate Professor effective with the date of the tenure appointment.
- 6. An Assistant Professor may be considered by the Appointments Committee for promotion to the rank of Associate Professor provided he/she has service as an instructor and Assistant Professor for at least seven years (including the year of deliberation of the promotion case) at one or more institutions of higher learning.

In its deliberations and in arriving at its decisions, the Appointments Committee shall use criteria (a), (b), (c), (d), (e) and (f), found in Section II. (B) 7.

In using these criteria, the Appointments Committee shall:

- 1. Consider teaching effectiveness to be the fundamental threshold for promotion to Associate Professor.
 - 2. In addition, the Appointments Committee shall take into account the faculty member's educational status and effectiveness on the remaining criteria.
7. An Associate Professor may be considered for promotion to the rank of Professor provided that he/she has service as an Associate Professor for at least five years (including the year of deliberation of the promotion case) at one or more institutions of higher learning.

In its deliberations and in arriving at its decisions, the Appointments Committee shall use the following in addition to criteria (a), (b), (c), (d), (e), and (f), found in section II. (B) 7: leadership at Babson or other academic institution and/or leadership in one's field of specialization.

In using these criteria, the Appointments Committee shall:

- (a) Consider teaching effectiveness to be the fundamental threshold for promotion to Professor.
 - (b) In addition, the Appointments Committee will take into account the faculty member's educational status and effectiveness on the remaining criteria with the expectation of an even higher level of intellectual vitality in criterion (c) and/or (d) than that normally expected of an Associate Professor.
8. Failure of a faculty member to receive a higher rank/title due to a decision of the Appointments Committee shall not preclude the possibility of the promotion being considered by the Appointments Committee at a later date. In order to continue at Babson, joint appointments with Olin College of Engineering must have their

applications for promotion reviewed by the Appointments Committee regardless of any action by Olin College. Promotion decisions for these faculty shall be based on Babson performance and promotion criteria. Faculty members at the Assistant Professor rank who hold joint appointments with Olin College of Engineering must have their case for promotion to Associate Professor considered according to the Babson time frame (i.e., no later than the Spring Semester of their 6th year at Babson). Failure to receive promotion to Associate Professor according to this timetable will result in termination as a faculty member at Babson College.

9. Any appointment of new rank/title for faculty members shall go into effect on the first day of the academic year following the academic year in which the decision with respect to new rank/title were made by the Appointments Committee, unless otherwise decided by vote of the Appointments Committee. In the case of appointment to Associate Professor coincident with the granting of tenure, the rank shall take effect at the time of the first tenure contract.
- 10.(a) In appointing a Dean of Faculty, the President shall consider only those who hold the rank of Professor or those who by decision of the Appointments Committee are eligible to become a Professor immediately upon appointment. The position of Dean of Faculty may be considered to be a non-tenure track academic position.
 - (b) In appointing a Provost, the President shall consider only those who hold at least the rank of Associate Professor or those who by decision of the Appointments Committee are eligible to become an Associate Professor or Professor immediately upon appointment. The position of Provost may be considered to be a non-tenure track position.
11. The time requirement in any rank may be waived if, in the opinion of the Appointments Committee, the candidate is exceptional in meeting the other stated requirements.

IV. Salary Scales

The President and the Provost, in collaboration with appropriate administrative officials, shall establish minimum salaries for each academic rank.

V. Statement on Academic Freedom

Babson College supports the 1940 statement on academic freedom developed by representatives of the American Association of University Professors and The Association of American Colleges (as follows):

- (a) A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

- (b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- (c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

The word "teacher" as used in the above statement is understood to include the investigator who is attached to an academic institution without teaching duties.

Since the presentation of the AAUP's 1940 statement (above) is a direct quote, it bears mention that all references to the male gender are understood to include both male and female faculty members.

VI.

Amendments

1. The Board of Trustees of Babson College may amend these Policies and Procedures by a majority vote at any regular meeting of the Board provided a copy of the proposed amendment shall have been mailed or delivered to each member of the Board, and to each faculty member, not less than thirty days prior to the date on which the amendment is to be voted upon, except that any proposal to amend II. (B) must originate as a Faculty Amendment Proposal, VI. 2.
2. The Faculty of Babson College may initiate amendment proposals in the following manner:
 - (a) The Faculty member, or members, initiating the proposal shall submit the proposed amendment, in writing, to the Provost and to each member of the faculty. Not less than 15 days –or more than 30 days – thereafter the Provost shall call a meeting of the faculty for consideration of the proposed amendment. If a faculty meeting cannot be scheduled due to a semester break or summer holidays, then the amendment will be presented at the next regularly scheduled faculty meeting. Amendments to this proposal may be amended by a majority vote of the faculty assembled. A proposed amendment shall become a faculty Amendment Proposal if it is approved by two-thirds of all votes cast by an electronic ballot or an in-person meeting. A two-thirds quorum is also required for either an electronic vote or an in-person meeting.
 - b) An electronic vote will be distributed within five (5) business days after the close of the faculty meeting at which the proposal to amend Appendix A has been distributed and has been discussed.

- c) The ballot must be returned to the Faculty Senate Elections Committee or designee by the eligible voting faculty within seven (7) days after the time of its distribution.
- d) The current Faculty Senate Elections Committee or designee will prepare the ballot.
- e) No proxy voting will be allowed.
- f) Faculty Amendment Proposals shall be transmitted by the Provost to the President of Babson College. The President shall bring such proposals to the attention of the Board of Trustees.

APPENDIX B

Guidelines for Tenure Consideration, Promotions and Contract Reviews (also see faculty portal)

REQUIREMENTS AND GUIDELINES
FOR RANK AND TENURE CONSIDERATION

In order to facilitate Appointment Committee reviews, requirements and guidelines are hereby provided for the form and content of your resume and the materials to be submitted in support of your candidacy for rank or tenure.

ADMB guideline documents are also posted on the Faculty Portal.

REQUIREMENTS

Timing:

Rank Consideration: Candidates who wish to be considered for promotion should inform the Dean of Faculty no later than September 1 for a December 31 decision date, and January 1 for a May 31 decision date.

Tenure Consideration: Before November 1 of each school year, the Appointments Committee shall send official notice to those eligible faculty members whose credited prior years of service qualify them for tenure consideration. The faculty member so notified shall inform the Committee in writing on or before November 7 whether or not he/she wishes a Committee vote taken on his/her application for tenure during the following spring semester. Requests for a one-year postponement must be initiated by a letter from the faculty member to the President prior to November 7 of the year in which the faculty member would normally be eligible to be evaluated for tenure. Normally, faculty are considered for tenure in the spring semester, in those cases where fall consideration is appropriate, the corresponding dates are April 1 and April 7 of the Spring semester prior to consideration.

Resume:

A resume, organized in accordance with the five criteria used to make rank and tenure decisions (below), should be sent to each member of the Appointments Committee no later than September 1 for rank decisions with a December 31 notification date, and January 1 for rank decisions with a May 31 notification date. Resumes for faculty up for tenure consideration should be sent to the members of the Appointments Committee as well in advance of the spring semester as possible, but in no event later than January 1.

The five criteria used to make rank and tenure decisions are:

Teaching Effectiveness
Educational Status
Scholarly Performance
Professional Competence
Contributions to the College

Materials:

Materials in support of candidacies are to be placed in Horn 325 for access by members of the Appointments Committee. These materials should be arranged in folders or notebooks in the same sequence as they are listed in the resume. In addition to sending the resume to each member of the Appointments Committee, a copy of the resume should be included with the materials placed in Horn 325 for the committee.

A table of contents and cross-references to the resume are suggested. You should indicate the reasons for the absence of any materials supporting the resume.

For rank decisions, the supporting materials should be on reserve no later than September 1 for a December 31 notification date, and January 1 for a May 31 notification date.

For tenure decisions, the supporting materials should be on reserve as well in advance of the spring semester as possible, but in no event later than January 1.

GUIDELINES FOR CONTENT OF MATERIALS PACKAGE FOR RANK AND TENURE CONSIDERATION

The guidelines which follow are intended to assist candidates in preparing their materials for tenure and/or rank consideration by the Appointments Committee. Candidates should work closely with their Division Chairpersons and the Dean of Faculty during this process.

Overall

The committee has found it extremely helpful when an introductory statement is provided in addition to a resume and other materials. The statement is most helpful when it discusses the shape and pattern of one's career along with accomplishments and objectives in teaching, research and professional competence areas. The guidance of the Division Chairperson and other senior faculty in the division is often very helpful to candidates in the development of this statement.

Criteria

The following materials are examples of the types of data considered by the Appointments Committee. Some materials may not be relevant in your particular case. Also, please do not feel limited to those enumerated below.

(1) Teaching Effectiveness (Undergraduate, Graduate, and, where appropriate, Executive Education)

- (a) Lists of courses taught, both at Babson and at other institutions;
- (b) Results of student opinion surveys, both numerical and (if submitted) written comments, in chronological order. (The faculty originally voted that written comments from the surveys would be seen only by the faculty member for personal development. In recent years, most candidates have chosen to supply these comments to the Committee. This has widened the evidence base about teaching effectiveness, but remains optional.) Also, evaluations from Executive Education programs when available.
- (c) Syllabi;
- (d) Sample exams;
- (e) Letters and other materials, such as video tapes, that help provide a picture of teaching effectiveness;
- (f) Peer reviews.

(2) Educational Status:

Evidence of the highest degree received.

(3) Scholarly Performance:

- (a) A reprint of each article authored or co-authored, indicating those that are refereed, editor-reviewed or part of proceedings;

- (b) Copies of each authored or co-authored book, chapters of books or monographs (indicate relative contribution of each author on co-authored works);
- (c) Copies of any working paper;
- (d) Presentations at scholarly meetings, supported with either a copy of the paper or a short description of the nature of the presentation;
- (e) Any references/citations of your work from recognized scholars in your field;
- (f) Grants received;
- (g) Awards received.

(4) Professional Competence:

- (a) Talks to managerial groups and/or service to professional organizations;
- (b) Business and consulting experience, documented in one or more of the following ways:
 - * a personal statement and other evidence substantiating the nature, role and complexity of the work done;
 - * copies of sample reports (in all cases where confidentiality is a problem, the Committee should be informed);
 - * letters from clients;
 - * the name, address and telephone number(s) of the person(s) from client organizations who would be willing to comment on your work with them;
- (c) Where appropriate, materials relating to training programs for practicing managers or other non-degree seeking audiences;
- (d) Awards received.

(5) Contributions to the College:

- (a) Letters attesting to the nature of your contribution or the names of fellow committee members;
- (b) A list of committee assignments and any other campus and relevant civic activities.

ILLUSTRATIVE SOURCES OF TENURE AND RANK EVIDENCE

Evidence concerning candidates for tenure and rank is derived, in part, from:

- (a) Written annual performance evaluations and reviews (it is recommended that these be included by the candidate);
- (b) Division Chairperson, deans, other members of the administration;
- (c) Candidate's resume and introductory statement.
- (d) Materials candidate has placed on reserve:
 - 1. student opinion surveys and course enrollments;
 - 2. course materials and examinations;
 - 3. publications;
 - 4. other materials.
- (e) Testimony, written or oral, from tenured members of the faculty (including members of candidate's own division) in the case of tenure deliberations, and in case of rank deliberations, testimony from faculty holding the same academic rank for which the candidate is being considered.
- (f) Testimony, written or oral, from anyone solicited or wishing to volunteer the same;
- (g) Appearance of the candidate before the Appointments Committee (if utilized);
- (h) Class visitations by other faculty as appropriate;
- (i) Any other relevant sources of information.

APPENDIX C

Policies Governing Faculty Outside Professional Activities and Conflict of Interest

Policies Governing Faculty Outside Professional Activities and Conflict of Interest

Babson holds to the belief that its academic mission, education programs and students are best served by faculty who are firmly dedicated to teaching excellence while, at the same time, actively engaged in their respective fields and deeply committed to continuous scholarly and professional growth. Mindful of this, the College encourages active participation of its faculty in research and professional development activities, including consulting, which provide opportunities for sustained professional challenge and growth, or otherwise enhance the effectiveness of a faculty member's service to the College. Interaction outside the classroom with industry, business, government and other institutions of our society provides valuable avenues by which faculty can develop both professionally and as teachers.

It is recognized that the potential magnitude of such outside professional activity for faculty is such that orderly procedures must be followed to ensure that ethical and legal conflicts of interest are avoided and that the nature and extent of such activities do not overshadow or otherwise conflict with the faculty member's full-time responsibilities to the College. Essential to the effectiveness of such procedures are (a) complete disclosure of outside professional activities and of conflicts or potential conflicts of interest, and (b) the availability of competent advice and consultation.

The College Position

Personal responsibility, integrity, and commitment to the highest ethical standards constitute the principal factors in avoiding conflicts of interest. Consequently, it is the expectation of the College that faculty will conduct their outside activities in a manner which reflects credit on themselves, their profession, and the College.

It is the policy of Babson College that its administration, faculty, staff, and others acting on its behalf will conduct their activities according to the highest ethical standards and will govern themselves in a manner such as to avoid ethical, legal, financial, or other conflicts of interest and to ensure that their activities and interests do not conflict with their full-time obligations to the College or its welfare. Accordingly, Officers of the College, members of the administration, faculty and staff in a position to make decisions favoring one or another outside interest are required to annually acknowledge in writing that they have no interest, direct or indirect, in conflict with the College's interests, or identify any interests which have the potential for conflict.

It is acknowledged that there may be situations sufficiently complex that judgments may differ as to whether there is or may be a conflict of interest. Consequently, individuals of the highest integrity may, therefore, unknowingly place themselves in situations where conflicts exist. As such, individuals with a personal interest which may have the potential for conflict with the interest or welfare of the College should seek advice and guidance by reviewing the circumstances with their Division Chairperson and/or Provost.

Outside Professional Activities

1. Full-Time Service and Outside Activity

For faculty, the obligation inherent in full-time service is difficult to define since, in academic life, it typically transcends a stated number of hours per week. In a context where a faculty member has substantial freedom in arranging his or her professional life, it implies a duty of loyalty and primary responsibility to the College. While this obligation is difficult to define, it is necessary for practical reasons to be more specific. As is annually stated in the Faculty Handbook, the College shall generally grant full-time faculty members a maximum of one and one-half days per week during the normal academic year for outside scholarly and personal professional activities, including consulting, which are an extension of the faculty member's development as a scholar and teacher.

2. Responsibilities of the Faculty Member - Disclosure and Consultation

Liaison between the Division Chair and faculty member is the principal means of communication and disclosure in matters involving outside professional activities. The following policies and procedures apply:

It is the obligation of faculty members to keep their Division Chair informed continually in adequate detail regarding all outside professional activities, service on external committees or organizations, and other special assignments outside the College.

It is the further obligation of faculty members to discuss with their Division Chair the assumption of outside activities which are new in scope before entering an agreement to undertake them. This is particularly true of those outside activities such as direct and active management obligations in outside business entities or teaching in degree and non-degree programs, which normally conflict with the requirement that primary loyalty be, at all times, to the College.

It is the further obligation of faculty members to discuss with their Division Chair the specific nature of any activities to be carried on with other academic institutions. Currently, as stated in Policies and Procedures, faculty wishing to enter into agreements with other educational institutions during the normal academic year must first have the approval of the Dean of Faculty before entering into such agreements.

3. Responsibilities of the Division Chair

It is the responsibility of Division Chairs to ensure that faculty members are familiar with College policies and procedures regarding outside professional activities. The role of the Division Chair in such matters further includes:

- being currently informed as to the outside professional activities of members of the division and passing on such information to the Provost and the President (as outlined in Policies and Procedures);
- advising faculty members so they may avoid conflicts of interest or situations which may adversely affect the College;
- consulting with the Provost in situations where they or faculty wish such advice.

In addition to the foregoing procedure, each Division Chair should ascertain, in December of each year, as part of the faculty performance evaluation process for the calendar year then drawing to a close, the nature and extent of the outside professional activities of members of the division/department, not including, however, the income derived from such activities. The following information is required:

- number of days spent on outside professional activities having as their primary service of the type performed for professional societies; for government and industry committees, review boards, and panels; or for other educational institutions, and for which compensation is normally incidental;
- the number of days spent on compensated outside professional activities (but not to include the amount of compensation derived therefrom);
- the nature of the relationship involved in the outside connections of a faculty member;
- the extent to which a company in which a faculty member is involved does business with Babson, and information on any significant financial interest the faculty member may have in such a company; and names and responsibilities of committees (in government and industry) on which the faculty member serves.

The fact that such a review is made once a year should not lead faculty members to ignore their obligation to keep their Division Chair continually informed concerning their outside professional activities.

Policy on Ethics and Conflict of Interest

(Effective as of January 1, 2002; Updated on April 1, 2006; July 28, 2009; and July 18, 2012)

1. Statement of Purpose and Disclosure of Potential Conflicts of Interest

The goal of this Policy is to clarify the obligations of members of the Administration and Staff of Babson College and its Affiliates to disclose and avoid conflicts of interest. The members of the College's Administration and such Staff designated under Section 5.D. below (each such administrator and staff, an "Employee") must disclose any Substantial Interest he or she has in any corporation, partnership, limited liability company or other association or entity (each, a "Business") that had in the prior fiscal year, currently has or seeks to have a financial relationship with the College or any Affiliate. Each Employee shall submit a Disclosure Statement for each fiscal year annually, which shall be promptly updated to disclose any new or proposed financial relationships with the College arising after it is filed.

2. College Assets and Resources

Sound business conduct requires that each employee, as a basic condition of employment, assume responsibility for safeguarding and preserving the assets and resources of the College, particularly those for which he or she is responsible. The following policy statements serve to remind us of that basic commitment and responsibility.

- A. All revenues generated by the College, and all expenditures for goods and services, must be recorded and accounted for within the financial accounting system of the institution.
- B. No false or artificial entries are to be made in the accounting records of the College for any reason. Moreover, no payment on behalf of the College is to be approved or made with the understanding that any part of such a payment is to be used for any purpose other than that described by the documents supporting the payment.
- C. The use of College funds or assets for any personal, unlawful, or improper purpose is prohibited.
- D. No unrecorded or undisclosed bank accounts are to be established by any department to fund, or to assist in funding, any authorized College activity.
- E. The use of any College equipment, supplies, or facilities for a revenue generating activity that benefits an individual employee is strictly prohibited without the express written approval of the Vice President for Campus and Community Affairs and the President.
- F. No person in a supervisory or management position is to use the authority of that position to assign an employee to perform non-employment-related tasks.

3. Use of College Tax Exempt Number

As a nonprofit institution, Babson College is not required to pay Massachusetts sales tax on applicable purchases. To identify this status, the state government provides the College with a tax exempt number which is to be presented to vendors at the time of all applicable sales transactions. The Babson College tax exempt number appears on College purchase orders and procurement cards, and may be provided verbally to vendors when other purchasing methods are employed. Personal use of the Babson College tax exempt number is strictly prohibited and may result in disciplinary action.

4. Statement of Policy

- A. The College shall not enter into a financial relationship with a Business in which an Employee has a Substantial Interest nor will an Employee participate in structuring the contract terms or specifications or influence the approval of such financial relationship unless the financial relationship: (i) results from a competitive bid and the competitive bid is evaluated by persons other than the Employee; (ii) involves a contract for goods or services sold to the general public upon uniform terms and conditions and at a uniform price and the terms, and such conditions and price are evaluated by persons other than the Employee; and (iii) is deemed by the Conflicts Committee to be in the best interest of the College.
- B. An Employee shall not have responsibility for, or influence the administration of, or payments under, the College's or an Affiliate's financial relationship with a Business in which the Employee has a Substantial Interest.
- C. An Employee shall not accept a gift or other consideration at less than fair value from a Business that has entered into or is negotiating a financial relationship with the College or an Affiliate, if the Employee participated in structuring the contract terms or specifications or was responsible for approval of such relationship. Gifts of nominal value such as an occasional meal or tickets to cultural or sporting events are not included in this restriction.

D. An Employee must seek prior written approval of the President or the Vice President for Campus and Community Affairs before representing a party who has an adverse relationship with the College in matters concerning the College.

5. Procedures for Evaluating Conflicts of Interest

A. Initial Review of Annual Conflict of Interest Disclosure Statements. Disclosure Statements shall be reviewed initially by a committee comprised of the Provost, the Controller, the Vice President of Human Resources, and the General Counsel. The initial review shall (i) confirm that all Employees and others required to file a Conflict of Interest Disclosure Statement have done so and (ii) whether any conflict of interest or potential conflict of interest has been reported. Any matter identified in (ii) shall be reported to the Chair.

B. Scope of Review. The Conflicts Committee shall evaluate any alleged violations of this Policy. The Conflicts Committee shall also determine whether any proposed financial relationship is advisable, notwithstanding the existence of a conflict of interest. All findings of the Conflicts Committee shall be recorded in the minutes of its proceedings.

C. Membership of Conflicts Committee. A Conflicts Committee shall be formed, comprised initially of the College's Vice Presidents for Campus and Community Affairs, Business and Financial Affairs, and the Provost. The President may, in consultation with the Audit Committee of the Board of Trustees, alter the make-up of the Conflicts Committee. In the event any member of the Conflicts Committee is the subject of an inquiry concerning a potential conflict, such member shall not participate in the deliberations of the Conflicts Committee, and the President may appoint one or more disinterested temporary members to determine whether such member has a conflict. Additional members (up to a total of seven members) may be appointed to the Conflicts Committee by the President in his or her discretion if the potential conflict involves a financial relationship that would exceed three years in duration or obligate the College to make payments in excess of \$100,000 in any given 12 month period. The Conflicts Committee shall report (i) to the President and Board of Trustees on an annual basis concerning its activities under this Policy and (ii) to the Chairman of the Board of Trustees with respect to any actual conflict of interest that is reviewed by the Conflicts Committee. To assure that the best interests of the College are always placed first in the case of any Financial Relationship that must be disclosed this Policy, the Conflicts Committee shall conduct an annual examination and review of any such arrangement to assure that it is in the best interests of the College.

D. Reporting of Potential Conflicts. Alleged violations of this Policy may be reported to the Conflicts Committee. If the Conflicts Committee determines that an Employee of the College or an Affiliate has violated the Policy, it shall make a written recommendation on a course of action and present its findings to the President of the College or the applicable Affiliate. Any Employee who is alleged to have violated this Policy shall receive notice of the allegation and may attend the meeting of the Conflicts Committee to discuss the potential conflict. A determination that this Policy has been violated may be appealed in writing to the President of the College or an Affiliate, respectively, within thirty (30) days of the date on which written notice of the alleged violation is issued to the Employee in question.

E. Coverage of Policy. The President of the College, in consultation with the Audit Committee of the Board of Trustees, shall review annually the list of Employees who are subject to this Policy and where appropriate, in his or her discretion, may modify or supplement said list.

F. Publication of Policy. The Vice President for Campus and Community Affairs will distribute and present this Policy annually to all Employees at the College and at all Affiliates who are designated under subsection 5.D. above.

6. Sanctions for Violation of Policy

If the President of the College or of an Affiliate, if applicable, affirms the findings of the Conflicts Committee that an Employee of the College or Affiliate has violated this Policy, the President of the College or such Affiliate may, consistent with the terms of employment for that Employee, discipline, demote or dismiss the Employee, and shall report the violation and the disciplinary action to the Executive Committee of the College's Board of Trustees.

Confidential Information Agreement

I understand that in the course of my employment at Babson College I may have access to confidential and sensitive documents, data and information in paper or electronic form or which is provided to me orally about or belonging to (i) Babson College, its students, employees, vendors and affiliates and (ii) other matters and parties (collectively, "Confidential Documents and Information"). Confidential Documents and Information includes, but is not limited to, student education records, financial information, trade secrets, social security numbers, medical records, health information, ADA/disability information and conviction history. I ACKNOWLEDGE AND AGREE TO THE FOLLOWING:

- I will protect the confidentiality of, and will not misuse, all Confidential Documents and Information provided to me or to which I have access, whether in oral, written, or electronic form.
- I will not access, change, use, discuss or disclose Confidential Documents and Information, except to the extent necessary in my official capacity to perform my job, and will not use access, change, use, discuss or disclose Confidential Documents and Information for the personal gain of others or myself.
- By accessing or storing Confidential Documents and Information I am in effect the custodian of it, and I am responsible for adequately protecting its security and confidentiality.
- I will not share, change or destroy any Confidential Documents and Information unless it is part of my job to do so. If any of these tasks are part of my job, I will follow the correct department procedure or the instructions of my supervisor.
- If a demand from an oversight agency, law enforcement or government agency is made upon me for Confidential Documents and Information, I will immediately advise my supervisor.
- I will only print Confidential Documents and Information from Babson College files or information systems when necessary for legitimate work-related purposes and will safeguard the same. I am accountable for such written Confidential Documents and Information until it is properly filed or destroyed.
- I am responsible to protect my password or other access to Confidential Documents and Information. I will keep my computer password secret and I will not share it with any unauthorized individual. I understand that my use of an electronic system may be periodically monitored and audited to ensure compliance with this Agreement and other College policies.
- I understand that I have an obligation to check with my supervisor if there is any doubt as to whether documents, data and information constitute Confidential Documents and Information.
- I will not disclose Confidential Documents and Information to any unauthorized person without prior permission from my supervisor and will take all reasonable precautions to prevent its disclosure to unauthorized persons.
- I understand that I have an obligation to report to my supervisor if I think someone is misusing Confidential Documents and Information.
- I understand that I must also comply with any laws, regulations, and College policies that address confidentiality.
- I agree that upon request by Babson College or upon termination of my employment for any reason, I will immediately provide to Babson all copies and versions of Confidential Documents and Information in my possession and/or control.
- I understand that I have an obligation to adhere to all relevant state and federal laws, as well as Babson College's policies, with regard to Confidential Documents and Information to which I have access.
- I understand that failure to comply with this agreement may result in corrective action up to, and including, termination of employment. I understand that I may also be subject to other remedies.

Competencies

Policy Acknowledgment

I have reviewed the Conflict of Interest Policy. To the best of my knowledge, I have been in compliance with the Policies during the prior fiscal year.

I have also reviewed the Confidential Information Agreement and acknowledge that I am bound by this Agreement, by Babson College's policies and by applicable federal and state laws with respect to Confidential Documents and Information. I understand that a violation of this Agreement or of such policies or laws could result in disciplinary action up to and including termination of my employment, in civil liability or in criminal prosecution.

Competencies

Instructions - Substantial Interest Form

Do you, or does a member of your family, directly or indirectly, have a Substantial Interest in a business entity that in the prior fiscal year (July 1– June 30) had, or now has or seeks in the coming fiscal year to have, a financial or other business relationship with the College or an Affiliate of the College?

Yes

No

If yes, please provide the information below:

Substantial Interest means (i) ownership by you of an interest of 5% or more in a business entity; (ii) annual income or payment, or expected annual income or payment, by you of more than \$10,000 from a business entity; or (iii) service by you as an officer, manager, trustee, director, agent or employee of a business entity (except that uncompensated service as a director of a not-for-profit corporation is not a Substantial Interest).

Affiliate means any business entity in which the College holds an interest.

Policy means the College's Policy on Ethics and Conflicts of Interest which is set forth in the Employee Handbook.

Comments

APPENDIX D

Statement on Intellectual Contributions and Faculty Qualifications

Statement on Intellectual Contributions and Faculty Qualifications

Revised as of April 2017

Research and scholarship in the form of intellectual contributions are a key component of Babson's mission. These activities contribute to the advancement of knowledge, practice, and/or learning/pedagogy and contribute to the currency and relevancy of our programs by ensuring intellectual vibrancy across and among our faculty.

Our faculty management practices recognize a variety of intellectual contributions for the purposes of evaluation, tenure and promotion: articles in peer-reviewed as well as editor-reviewed journals; academic books as well as commercial books and textbooks; essays in books; research and teaching cases; conference presentations, research reports and electronic products. Our governance document, "Policies and Procedures" of the Board of Trustees, uses the term "intellectual vitality" to describe and recognize the intellectual contributions by Babson faculty members considered for tenure and promotion. It states, "Quality of the intellectual capital created, not quantity alone, shall be the principal basis for judging scholarly and professional activities: the dissemination of the knowledge base can be accomplished through a wide range of vehicles and activities." It is important to note that attainment or maintenance of Faculty Qualification status (defined hereunder) does not imply that a faculty member has compiled a portfolio of intellectual contributions sufficient for the granting of tenure or promotion or for continued success at Babson College.

Babson recognizes three broad types of Intellectual Contributions:

Note: The following language is from the 2013 AACSB standards and adds language to include faculty in the liberal arts and sciences.

Basic or discovery scholarship that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management and within disciplines in the liberal arts and sciences. The audience is academic peers.

Applied or Integration/application scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to impact the practice of business and management and/or develop an interdisciplinary approach including disciplines in the liberal arts and sciences. The audience is practitioners.

Teaching and learning scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business, management, the liberal arts, and sciences. The audience is academic, including peers and students (textbooks).

We expect the faculty to engage in intellectual contributions that support the school's overall mission. The ordering of these types of intellectual contributions does not represent any particular preference, privilege or other significance. Babson values both disciplinary and interdisciplinary contributions

within each category. Our institutional portfolio of scholarly activity may weigh more heavily to Applied/Integration and Teaching and Learning Scholarship than to Basic or Discovery given that we are not a PhD-granting institution and our master’s degrees are professional in nature.

Faculty Qualification Definitions for Babson College

Faculty members are expected to engage in substantive and sustained academic and professional activities. At Babson, we consider a faculty member as maintaining productivity in Intellectual Vitality if they are involved in “the creation and dissemination of intellectual capital (contribution to the knowledge base of the field), reflecting a significant involvement with one’s field(s). The individual’s profile could be a combination of scholarly and professional activity.” (Babson “Policies and Procedures”).

There are four categories of **Faculty Qualification**. Faculty Qualification is determined by a combination of initial qualification and maintaining a subsequent portfolio of sustained academic and professional activities.

Sustained Engagement Activities

Academic (Research/Scholarly)	Applied/Practice	
Scholarly Academics (SA)	Practice Academics (PA)	Terminal Degree
Scholarly Practitioners (SP)	Instructional Practitioners (IP)	Substantial Professional Experience

Scholarly Academics (SA) sustain Intellectual Vitality through scholarship and related activities.

Practice Academics (PA) sustain Intellectual Vitality through a combination of scholarship and professional engagement, interaction, and relevant activities.

Scholarly Practitioners (SP) sustain Intellectual Vitality through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience.

Instructional Practitioners (IP) sustain Intellectual Vitality through continued professional experience and engagement related to their professional backgrounds and experience.

Initial Faculty Qualification as SA or PA

Normally, **SA** status is granted to newly hired faculty members who earned a doctoral degree, with this designation applying for five years from the date of earning the terminal degree.

Normally, **PA** status applies to faculty members who earned a doctoral degree and augment their initial qualification as SA with a combination of scholarship and professional development and engagement

activities that involve substantive linkages to practice, consulting, literary and theatrical arts, and other forms of professional engagement.

- A research doctoral degree in a faculty member's field of teaching is one type of appropriate initial academic preparation for SA or PA status.
- A DBA is another type of appropriate initial academic preparation for SA or PA status depending on the faculty member's research focus and teaching area and their links to Babson's mission.
- In some fields in the business disciplines, a DBA or a doctoral degree in an allied field, such as sociology or psychology or education (EdD), is another type of appropriate initial academic preparation for SA or PA status depending on the faculty member's research focus and teaching area and their links to Babson's mission.
- A JD is considered an appropriate initial academic preparation for faculty members teaching in the fields of Law and Taxation.
- An MFA may be considered an appropriate initial academic preparation for faculty members teaching in the fields of Rhetoric, Literature, and the Arts depending on the faculty member's research and/or artistic focus and teaching area.

Initial Faculty Qualification as SP or IP

Normally, **SP** status applies to practitioner faculty members who have a graduate degree in their field of teaching and who augment their experience with professional development and engagement activities involving substantive scholarly activities in their fields of teaching.

Normally, **IP** status is granted to newly hired faculty members who have a graduate degree in their field of teaching and who join the faculty with significant and substantive professional experience.

Initial qualification as **SP** or **IP** normally requires:

- Supervisory or managerial experience significant in duration and level of responsibility, or
- Relevant and significant professional or entrepreneurial experience, or
- A full-time practitioner position with the last five years.

Maintaining Faculty Qualification as SA

To maintain SA status, faculty are expected to engage in work that meets the three main categories for intellectual contributions set out at the beginning of these guidelines, and to engage in regular activities that promote the faculty member's professional development and engagement in their field of teaching. There are two paths to maintaining SA status in terms of scholarly work:

1. Publication of at least two peer-reviewed journal articles within the past five years.
2. Production of a portfolio of activity that draws from IC items (a) through (x) below and includes publications within the past five years. See Notes on equivalency guidelines.

Examples of publicly available intellectual contributions (IC) in the faculty portfolio may include but are not limited to:

a. Peer reviewed journal articles	
b. Books, including edited books and textbooks (first edition)	<i>One item from (b) through (d) may be equivalent to more than two PRJs</i>
c. Scholarly research monographs	
d. Publicly available technical reports from funded or mission-related projects	
e. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)	
f. Essays in published discipline-based encyclopedias -- six essays may be considered the equivalent of one book chapter (varies by encyclopedia)	<i>Three to four items from (e) through (j) may be equivalent to two PRJs</i>
g. Peer reviewed proceedings	
h. Editor-reviewed articles	
i. Published cases with instructional materials	
j. Subsequent editions or revisions of books, including edited books and textbooks	
k. Peer reviewed paper presentations at respected academic or professional meetings	
l. Instructional software	
m. Other publicly available electronic products, such as webinars, business simulations, video cases, multimedia teaching cases	
n. Faculty research seminars not limited to the Babson community	
o. Non-peer reviewed articles in professional journals or magazines	
p. Publicly available material describing the design and implementation of new curricula or courses	
q. Published reviews of books, films, or artistic performances related to one's field of teaching	
r. Other non-peer reviewed publicly available intellectual contributions for which substantive support for quality can be provided.	

The portfolio of SA academic engagement activities may include:

s. Relevant, active editorships with academic journals or other publications, including editor of a Special Edition	<i>A combination of items from (s) through (x) may be equivalent to one PRJ</i>
t. Serving as Program Chair or similar leadership position in organizing and reviewing scholarly work for conferences or competitions in one's field	
u. Substantial external grant for funded research	
v. Service on editorial boards or committees	
w. Leadership positions in recognized academic societies and associations	
x. Invited presentations (e.g., keynote speaker) at significant conferences or professional meetings	

Maintaining Faculty Qualification as PA

To maintain PA status, faculty are expected to continue to engage in an appropriate level of intellectual contributions, as well as regular activities that promote the faculty member's professional development and engagement within their field of teaching.

Intellectual contributions can draw from items (a) through (x) above and should include at least one publication in the five-year period.

Professional engagement activities within the five-year period may include a combination of the following but are not limited to:

- i. Consulting activities relevant to one's field of teaching that are material in terms of time and substance
- ii. Development and presentation of executive education programs or professional development seminars
- iii. Coaching or mentoring in one's field of expertise or in the areas of entrepreneurial activity or leadership that is material in terms of time and substance
- iv. Sustained professional work – examples include serving as expert witness in areas related to one's field of teaching, text editing for publishers in one's field of teaching, etc.
- v. Faculty internships
- vi. Significant participation in business professional associations
- vii. Relevant, active service on boards of directors related to one's field of teaching
- viii. Documented continuing professional education experiences or professional certifications in one's field of teaching
- ix. Ad hoc referee or review service for journals
- x. Public performances of literary or artistic work related to one's field of teaching, such as poetry or book readings, musical performances, gallery exhibitions, etc.
- xi. Other professional activities relevant to one's field of teaching for which substantive quality or effectiveness can be provided, including participation in professional events or other activities that place faculty in direct contact with business or other organizational leaders.

Maintaining Faculty Qualification as SP or IP

Faculty members whose primary role at Babson is teaching, rather than scholarship, are classified as either SP or IP.

To maintain **SP** status, faculty are expected to produce a portfolio of activity that includes an appropriate level of intellectual contributions from (a) through (w) above, including at least one publication in the five-year period, and professional engagement activities as listed above in (i) through (xi).

To maintain **IP** status, faculty are expected to produce a portfolio of a combination of professional engagement activities as listed above in (i) through (xi) over the five-year period.

The Annual Review Process

The Faculty Qualification status for each faculty member is determined annually in the performance evaluation cycle and the discussion below of the criteria used in making this determination must be read in conjunction with the description of the annual performance review process. Maintaining

Faculty Qualification is a necessary but not sufficient condition for promotion and tenure, and is intended only as a baseline for faculty intellectual vitality.

The Dean of Faculty and the Division Chair will use the following criteria for evaluating the sufficiency of a faculty member's portfolio of activities for maintaining Faculty Qualification:

1. Match with Portfolio Classification: The portfolio of Intellectual Contributions (ICs) and Professional Development and Engagement Activities (PDEAs) of a faculty member must match their role in the faculty portfolio as agreed upon in their performance evaluation cycle. For example, faculty whose focus is on academic stakeholders (scholarly academics) are expected to have a greater weight on ICs in categories (a-e) in their portfolio. Practitioner faculty may rely more heavily, but not exclusively, on professional engagement activities (i-xi) in maintaining currency.
2. Sufficiency of Output and Quality: The five-year portfolio of activity should have at least two peer-reviewed journal articles or other *equivalent* output that equals, at minimum, the effort required to produce two good peer-reviewed journal articles. Babson College does not have an absolute ranking of journals. Quality will be judged relative to a faculty member's role in the faculty portfolio as well as the mission relevance of their intellectual contributions and professional engagement activities. As a minimum, Cabell's and Ulrich's directories will be used to decide whether a journal is peer reviewed and/or an international journal. If not, the faculty member will have to provide evidence of the quality control process used by the journal and whether its audience is local or global. Impact of contributions also will be considered in making these judgments. Ultimately it is a faculty member's responsibility to justify that their portfolio meets the two equivalent PRJ standard.
3. Centrality to Mission: Intellectual contributions and professional engagement activities that further the College's mission will carry a greater weight when evaluating the sufficiency of a faculty member's portfolio.
4. Ongoing Engagement: The faculty member must have an ongoing pipeline of IC's and PDEA's that is consistent and sustained, aimed at appropriate outlets for public dissemination, and is evidence of currency and intellectual vitality.

Faculty members with heavy administrative responsibilities drawn from full-time faculty ranks (e.g., deans, division chairs) can maintain their Faculty Qualification status by the following additional options:

- a. Making presentations at professional meetings
- b. Writing papers, publicly available, on curriculum design or issues facing higher education
- c. Serving on important committees of their relevant professional societies (e.g. AACSB, NEASC, AAC&U, EFMD, AMA, etc.)
- d. Taking a leadership role in professional organizations
- e. Serving as moderator and/or panelist in their professional societies
- f. Serving on accreditation committees
- g. Other similar activities that pertain to their administrative role.

APPENDIX E

Policy on Intellectual Property

**Babson College
Policy on Intellectual Property**

Intellectual Property Policy

EFFECTIVE DATE: OCTOBER 21, 2016

A key component of the success of Babson College is the creative and innovative work of its faculty, staff and students. This intellectual property policy has three objectives: to encourage creativity, innovation, research and scholarship by all members of the college community; to build the reputation of Babson College among internal and external stakeholders; and to strike a balance between institutional interests in the ownership and use of intellectual property and the interests of individual creators of intellectual property.

Note: The Babson College Copyright Policy, the Babson College Policy Regarding Use of College Trademarks, Logo and Name and the Babson College Social Media Policy relate to or overlap with this Policy. Hyperlinks can be found in Article III, Section 3.06. Certain key terms are defined in greater detail in the Definitions section contained in Article III, Section 3.07

Article I. Copyrights

Copyright law is a system that prescribes rights to the ownership and use of any “original work of authorship fixed in a tangible medium of expression.” Copyrights would apply, for example, to books, journal articles, cases, class materials, musical recordings, videos, sculpture and paintings, photographs and software code. The purpose of copyright law is to protect the expression of an idea, and not the idea itself. Copyrights typically last for the life of the author plus 70 years, or in the case of an institutional owner (such as the College), for 95 years from the date of publication.

Section 1.01 Faculty.

1. This section applies to employees of Babson acting in an academic capacity; for example, full-time and part-time faculty performing teaching and research, and other employees contracted to teach for Babson. It also applies to employees with mixed academic and administrative functions, such as Deans, and to employees who teach College courses, in the part of their work pertaining to their academic functions.

2. **Default Rule:** Unless exempted by other provisions of this policy, or unless covered by a separate written agreement, faculty members own their own work. This includes the following:

- a. **Teaching and course materials**, such as syllabi, course outlines, assignments, discussion prompts, tests, review materials, teaching preparation notes, and other materials prepared by a faculty member for a Babson College course.
- b. **Jointly-developed course and teaching materials** are owned equally by the faculty development team, except that individual authors own the work they individually contribute to a joint course.
- c. **Scholarly and professional work**, including journal articles, books, monographs, or other work fixed in a tangible medium of expression. This includes work supported by the College by sabbatical or other leaves of absence, term and endowed chairs, course releases or stipends granted by the Babson Faculty Research Fund, and other general research stipends granted by the College. It also includes work generated by faculty members in the context of their own consulting or other professional undertakings.
- d. **Social media accounts** that express the personal views of the faculty member, including Twitter, LinkedIn, Instagram, Facebook, personal blogs or blog posts for others. Faculty members should include a statement in social media profiles that clarifies that the poster's opinions are personal and not those of Babson College. (See the Social Media Policy for more information).

3. Babson College Use of Faculty-Owned Work

- a. **Course Outlines.** Faculty members agree to grant Babson College a non-exclusive royalty-free license to use course outlines (as defined in Appendix A) for reference, academic and research purposes. The College retains the right to keep print or virtual copies of course outlines.

With the prior approval of the faculty author, the College may agree to transfer copies of course outlines to agencies of the College for uses consistent with their authorized purposes. The specific conditions for use by an agency, including whether the faculty member's name shall be retained on the course outline, shall be agreed upon between the faculty member and the agency. If a faculty member is no longer employed by the College, prior approval for use of a course outline by an agency must be obtained from the Provost, in consultation with the relevant division chair.

- b. **Course Materials.** Course materials, such as assignments, discussion prompts, tests, review materials, teaching preparation notes and other materials prepared by a faculty member for a course belong to the faculty author. For materials

other than course outlines, others who wish to use those materials, whether internal to the College or external users, must obtain the permission of the author to use the work. For jointly prepared courses, individual authors control the use of the work they contribute to the joint course.

The College retains the right to use course materials owned by faculty for instructional and other internal purposes; for example, to ensure course continuity in the event of a faculty member's extended illness or absence, to resolve matters of academic honesty or grading disputes or to conduct assurance of learning assessments.

When a faculty member is commissioned by the College to develop a new course, unless otherwise agreed in writing, the ordinary ownership rules for course outlines and course materials apply, except that Babson will also have a license to use the paid-for course materials in Babson College educational programs.

- c. **Curriculum Development.** When faculty members are commissioned by the College to develop a new curriculum or program, the College will own the rights in the resulting curriculum or program and the commissioned course outlines. The faculty author(s) will have the right to use the work for scholarly purposes, such as conference presentations and pedagogical articles. Individual course outlines and materials developed from the new curriculum or program follow the provisions for ownership of such work.
- d. **Babson Case Publishing.** Unless otherwise agreed in writing, the College owns the copyright in all cases or other materials published by Babson Case Publishing. The author and co-authors are granted a personal, royalty-free, worldwide license to use the case he or she authored in his/her class (whether at Babson College or another institution); in a textbook which the author(s) has written, edited or contributed to; in a published compilation of cases; or in whole or in part in a journal article.

The author may not license or sublicense the case without the consent of Babson Case Publishing.

The College retains the right to use Babson Case Publishing funded work in Babson College courses without charge to the students and without royalties to the author.

- e. **Classroom Capture.** When faculty members use the College's Classroom Capture

technology to record part or all of a course, the College will retain the copyright to the recording, while the faculty member will own all rights to the content of

the faculty members' lectures and related materials. Faculty members may use the recording for that particular course. All other uses will require the agreement of the College and the faculty member conducting the course. Additional Classroom Capture recording guidelines are attached to this policy as **Appendix B**.

- f. **Work for Executive and Enterprise Education (BEEE).** As a general rule, compensated faculty work performed for BEEE will be treated as a work for hire. It is owned by Babson College, or by written agreement, by the client. Faculty members who use their own work in BEEE programs should agree at the beginning of the project about specific work that will remain owned by the faculty member.

- g. **Work for Babson Global and its Clients.** As a general rule, compensated faculty work performed for Babson Global and its clients will be treated as a work for hire. It is owned by Babson Global, or by written agreement, by the client. Faculty members who use their own work in Babson Global projects should agree at the beginning of the project about specific work that will remain owned by the faculty member.

- h. **Sponsored or Other Externally-Funded Work.** Work performed under sponsored or other externally funded contracts will almost always be treated as a work for hire. Faculty members working on sponsored or other externally funded projects should read the provisions of those contracts carefully to determine whether they agree with the ownership and use provisions of the project. Unless otherwise agreed in writing, the College will not generally have ownership or usage rights.

- i. **Institutional Courses.** Institutional courses are defined as interdisciplinary courses, supported by a specific allocation of College funds, where the authorship of course outlines cannot be attributed to one or a discrete number of authors, but are the product of collaborative contributions from multiple authors from different disciplines. The Provost, in consultation with the relevant division chairs, may designate a course as an institutional course. Once so designated, Babson College owns the copyright to the course outline or outlines. The Provost will maintain a record, open for faculty review, of all courses designated as institutional courses.

4. Exceptions by Written Agreement:

- a. To maintain flexibility and to anticipate new forms of work not specifically covered by this policy, faculty members and administrators may vary from this policy by written agreement. The written agreement should take place at the beginning of a specific project, should specify the scope of the work covered, the compensation, if any, and allocate the ownership and use of the products resulting from the work. Examples of sample written agreements addressing intellectual property are available at [Appendix C](#), but are not exclusive or required forms of such agreements. Additional examples are also available from the General Counsel.
- b. The program administrator and the faculty member should each keep a copy of any written agreement allocating ownership and use of work.

Section 1.02 Non-academic employees

1. This section applies to employees of the College who are not functioning as members of the teaching faculty. To the extent that employees engage in teaching and scholarship as faculty members, the faculty policies apply.
2. **Default Rule.** Work that College employees generate in the ordinary course of their employment is owned by the College, unless otherwise agreed in writing.

Section 1.03 Independent contractors and consultants

1. This section applies to all independent contractors and consultants performing work for Babson College.
2. **Default Rule.** Unless otherwise agreed in writing, all work performed for the College will be treated as a work for hire, and the College owns any work product reduced to a tangible medium of expression. Any use by independent contractors and consultants is governed by written permission.

Section 1.04 Students

1. This section applies to any enrolled student in a credit or non-credit program administered by Babson College.
2. **Default Rule.** All work authored by students during their courses or programs at Babson College belongs to the student author. Examples of student work that belongs to student authors include discussion board posts and presentations. Except for

situations that require use of the work for internal academic purposes, such as Honor Code hearings, grade disputes, and accreditation reviews, Faculty members, other employees of the College, and other students may not make use of a student's work without their consent

3. **Student work for External Organizations.** As part of their Babson educations, students may create work for outside organizations, for example, as part of a MCFE project, BCAP project, or for-credit internship. In many cases, the external clients will hold all rights to that work. Students should check with their advisors or program staff to determine what ownership and usage rights they have to this work. Program administrators should have a written agreement with client organizations about the ownership and usage of student projects commissioned by the clients.
4. Students own all work created as part of their co-curricular activities.
5. Personal social media sites and accounts are the sole property of the student owner. Social media accounts created as part of a co-curricular organization (for example, a SGA Twitter account) belong to that organization but are subject to review or control by the College as necessary.
6. Unless otherwise agreed in writing, all work authored by students in the course of any student employment will be considered a work for hire, and will be owned by the College.

Article II. Patents

The purpose of a patent is to protect the interest of inventors in their inventions for twenty years from the date of filing an application for a patent. In most organizations, the inventor who creates a patentable invention is the owner, but the employer will hold all of the usage rights associated with the patent.

Section 2.01 Faculty

1. Faculty members who create a patentable invention without any support from the College will own all the rights to that patent.
2. Faculty members who create a patentable invention with support from the College must report the invention to the Provost before applying for a patent. The faculty member will assign all rights to the invention to Babson College, and even without an agreed assignment, authorizes the College to act as the attorney in fact in pursuing any patent application. The College will obtain and hold all rights in the invention, and

will negotiate allocating royalties between the College and the faculty member.

3. Even when the College holds the patent to a faculty invention, the Provost will discuss exploitation of the invention.

Section 2.02 Non-academic employees

1. An employee of the College who creates a patentable invention as part of his or her work for the College must notify the Provost of that invention, and assign all rights to that invention to Babson College.

Section 2.03 Students

1. As a general rule, the College will not claim any ownership or usage rights in any invention a student patents in a class, as a co-curricular activity, or independently.
2. If a student creates an invention as part of a contracted or externally-sponsored project, the terms of that project will control the ownership and assignment of any invention emerging from the project. Students may also sign other work-for-hire agreements that give the ownership of patentable inventions to the College or other project sponsor.

Article III. Administration of the Policy

Section 3.01 Administration of Policy

The Provost shall administer this Policy, including entering into the agreements arising under this Policy on behalf of Babson and serving as a primary contact for questions concerning the interpretation of this Policy. The IP Committee is authorized to adopt any changes to the Policy constituting clarifications of its terms and the Provost is authorized to make minor amendments to this Policy. Any interpretation of this policy by the IP Committee will be deposited with the General Counsel, maintained by the College, and indexed and made readily available for faculty review.

Section 3.02. Disputes

Any disputes arising under this Policy shall be referred to a committee comprised of the Provost, the Dean of Faculty, General Counsel, and two faculty members, with one appointed by the BFRF and one appointed by the Teaching Innovation Fund ("IP Committee"). The IP Committee shall establish such procedures as are appropriate under the circumstances to evaluate any such dispute. In the event of a conflict of interest or for other good cause shown, a member of the IP Dispute Committee shall be

replaced by a Faculty member, an employee or an independent professional appointed by the President. The decision of the IP Committee may be appealed to the President only in the event of manifest error or a deadlock. The President shall promptly consider such appeal. The President's decision is final and not subject to appeal.

Section 3.03. Periodic Review

This Policy shall be reviewed on a periodic basis by a review committee appointed by the President to determine whether (i) it is accomplishing its intended purposes; (ii) is in conformity with federal and state laws, including intellectual property laws; and (iii) is consistent with prevailing norms at comparable institutions (absent a compelling reason to depart from them). The review committee shall make recommendations to the Provost who, in consultation with the President and General Counsel, shall bring any recommended changes to the Babson College Board of Trustees and the faculty for consideration.

Section 3.04. Minor Amendments

The President is authorized to adopt any changes to the Policy, constituting clarifications of its terms and the Provost is authorized to make minor amendments to this Policy that do not constitute substantive changes or alterations of rights and obligations, e.g., to ensure that references such as the names of particular programs, departments, titles and cross references to other policies are accurate. Notice of such minor amendments

shall be provided to Babson's Faculty Senate and Board of Trustees at least thirty (30) days prior to their effective date.

Section 3.05. Effective Date.

This Policy is effective as of October 21, 2016, the date of approval by Babson's Board of Trustees.

Section 3.06. Additional Relevant Policies

1. The use by Babson Faculty, non-Faculty employees, and Students of copyrighted material owned by third parties is addressed in the Babson College Copyright Policy <http://libguides.babson.edu/content.php?pid=74342&sid=550359>.
2. Use of Babson trademarks is addressed in the Babson College Policy Regarding Use of College Trademarks, Logos and Name by Third Parties and Babson Brand Guidelines. <http://www.babson.edu/offices-services/marketing/guidelines-templates/Documents/babson-brand-guidelines.pdf>.
3. Use of social media is addressed in the Babson Social Media Policy

(<http://www.babson.edu/social-media/Documents/social-media-policy.pdf>) and Social Media Best Practices summary (<http://www.babson.edu/social-media/Documents/social-media-best-practices-summary.pdf>).

Section 3.07. Definitions Section

1. “Babson” or “Babson College” or “The College” all refer to all schools, divisions, offices, institutes, centers, and boards, agents or officers acting on behalf of Babson College. It does not refer to other members institutions of the Babson/Olin/Wellesley Three College Collaboration or any other independent legal entities affiliated with Babson.
2. “*Copyright*” refers to the ownership rights that attach to copyrighted works protected under Copyright Law. Under Copyright Law, the Author owns copyright in a work he or she creates. However, such rights are automatically conveyed to employers in certain employment situations and can also be conveyed by contract.
3. “*Faculty*”: For the purposes of this Policy, consistent with the "Policies and Procedures" of the Board of Trustees Governing the Appointment, Tenure, Salary, and Rank of Full-Time Faculty and the Appointment of Part-Time Faculty Approved July 10, 1961, as Amended through May 17, 2013, “faculty” includes all full-time faculty who have received a full-time academic appointment from the President (tenured faculty, tenure track faculty, pre-tenure track faculty, non-tenure track faculty, visiting faculty and faculty serving under special arrangement; those members of the faculty serving under "special arrangements" including the President, Provost, Dean of Executive Education, Dean of Faculty, Program Deans; those members of the faculty who have been offered tenure and have either refused or later renounced tenure and continue as members of the faculty under special contractual arrangements; adjunct lecturers; and preceptors.
4. “*Independent Contractor*” refers to a person engaged or hired by Babson to perform specific tasks set forth in an independent contractor and/or work for hire agreement. Such a person is not an employee of Babson.
5. “*Student*” refers to any currently matriculated Student in any undergraduate or graduate program of Babson, participants in any Babson Executive and Enterprise Education, Babson Global, or other certificate or non-degree programs or events offered by Babson.
6. “*Works*” refers to creative works that would qualify as copyrighted works that are created by Babson Faculty, Students, Non-Faculty Employees or Independent Contractors in the context of their relationship with Babson. Such Works are the focus of this Policy – creations protected by patent law are addressed in the section on Inventions.

Appendices to Intellectual Property Policy

Appendix A: Course Outline Checklist

Appendix B: Classroom Capture Recording Guidelines

Appendix C: Sample Intellectual Property Policy Agreements

Appendix C-1: Sample Agreement between Babson and Faculty Member for Development of New Works Treated as “Works for Hire”

Appendix C-2: Template License Agreement between Babson and Faculty Member for Use of Faculty Member’s Existing Work in a Babson-related Project

Appendix C-3: Sample Work for Hire Agreement for Independent Contractor

Appendix C-4: Sample Work for Hire Agreement between Babson College and Paid Student Assistant

Appendix C-5: Sample Work for Hire Agreement between External Sponsor and Babson College Student

Appendix C-6: Notice of Recording (Classroom Capture)

APPENDIX A

Course Outline Checklist

Every course taught at Babson must have a course outline. Often, faculty refer to this document as the syllabus. The Intellectual Property Policy uses the term course outline to represent the minimum information every syllabus should contain and describes ownership of course outlines. Materials that go beyond the minimum requirements remain the property of the faculty member, unless otherwise agreed. With the few exceptions noted below, the contents of the course outline are those required by federal or state law, and by our accrediting bodies.

COURSE INFORMATION

1. Course name and number.
2. Instructor name, contact information.
3. Office hours.
4. Prerequisites.
5. General description of the course.
6. Required texts and readings, including complete cites for any materials students must purchase, and information about accessing materials on reserve.
7. Any additional materials required for the course, such as software, lab material, or art

supplies. ASSIGNMENTS AND GRADED WORK

8. Short description of graded work, including tests and other assessments, projects, class participation, and any other graded work.
9. Grading criteria and methods of assessment.
10. Honor Code information

LEARNING OBJECTIVES AND

OUTCOMES

11. Course specific learning objectives. Every course must have a clear statement of what students are expected to achieve, demonstrate, or know by the end of the course.
12. Every course outline should identify the program-level outcomes the course serves.

The complete lists of program learning outcomes are available from the program offices, or on the college's web site.

COURSE POLICIES

13. Your policies on lateness, absenteeism, and excuses. (Student Handbooks are defaults).
14. Classroom policies on laptops, cell phones, and other technology.
15. Babson language on accommodations for learning disabilities:¹
16. Religious Observances²
17. Available tutoring services or other assistance (e.g., Math Resource Center, Spark tutoring, etc.) (Babson good practice).
18. Emergencies and Class Cancellations-your means of communication (Babson good practice).
19. Your policies about recording class sessions, whether by classroom capture (See Appendix C-6) or student recordings of classes or reproduction of course materials. (Babson good practice).

SCHEDULE AND ASSIGNMENTS

20. List of Class Sessions. For regulatory purposes, please show the final exam on your outline, even though the date will likely be unknown at the time the course begins. Please show all the meetings of the class on your course outline.
21. For each class meeting, show the topic, the readings, homework, or other preparation for the class.

¹ Required language: Any student who feels he or she may need an accommodation based on the impact of a disability should, as early as possible, contact the Director of Learning Center at 781-239-4508 or in Hollister 122. The Learning Center will coordinate reasonable academic accommodations.

² Required language: Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact the instructor as early in the semester as possible. In such event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

APPENDIX B

Classroom Capture Recording Guidelines

Introduction

Babson College is committed to using education technology to benefit our students. The purpose of this policy is to encourage the use of educational technologies in our programs, while allowing the College to protect the rights of faculty and students from unauthorized reproduction or transmission of the video and its content.

Classroom capture – sometimes referred to as content capture, lecture capture, or course capture – is a system for recording ("capturing") classroom-based presentations and sharing them with our students. Among other uses, classroom capture:

- Can be used as a study aid for exams by allowing students to review prior classroom lectures;
- Allows students to "catch-up" with content they may have missed while taking notes;
- Allows for a flipped classroom approach;
- Provides a mechanism to provide lectures in the event of inclement weather; and
- Replicates in-class experience for non-traditional students and those unable to attend.

This policy has been created to facilitate effective and efficient course organization and use of classroom capture technology within the College.

1. Instructors who wish to record classes in rooms that allow classroom capture shall record using technologies approved by the College's Information Technology and Services Division ("ITSD"). The default format will be slide/audio or video, but individual lecturers may choose another format approved by ITSD if more appropriate.
2. With the consent of the instructor, recordings of lectures shall be available for use in faculty assessment and quality improvement activities.
3. Lectures shall be made accessible to students enrolled in the class being recorded. Establishing links to allow students to access recorded lectures shall be the responsibility of the ITSD. Students are responsible for maintaining security of access to the site.
4. Lectures will be available to students until the end of each semester.
5. Faculty shall place a standardized statement (**Appendix C-6**) in the syllabus for each course that utilizes classroom capture technology.
6. Individual faculty members are responsible for appropriate use of copyrighted material incorporated within their lectures.
7. The recording of lectures remains the intellectual property of the College. *This policy does not transfer to the College any rights the instructor has over any intellectual*

property incorporated into their lecture.

8. Use beyond those described above will only occur following amendment of this policy or agreement between the College and the individual faculty member.
9. The Provost shall develop protocols for classroom capture recordings. Such protocols shall include time frames for retention of classroom capture recordings; mechanisms for faculty to obtain access to classroom capture recordings; and mechanisms for faculty to have classroom capture recordings deleted. The protocols shall be maintained by the Provost and made readily available for faculty review.

Any changes to these Guidelines shall be approved in accordance with the Babson College Intellectual Property Policy.

APPENDIX C

Sample Intellectual Property Policy Agreements

Appendix C-1

Sample Agreement Between Babson and Faculty Member for Development of New Works Treated as “Works for Hire”

Instructions

This form should be used as a template for agreements between Babson College and any Faculty members who are receiving separate payment to perform work for Babson College that will ultimately be owned by the College. The letter should be on the letterhead of the relevant Babson department or unit. A copy of the completed agreement should be filed with [TBD].

Guide for filling in the template agreement:

- *The letter should be addressed to the faculty member being engaged by an entity or department of Babson for the project.*
- *The opening paragraph has two blank areas. The first should be filled in with “Babson College” or the other applicable Babson entity that is running the project. The second blank should be filled in with the title of the project or program for which the faculty member is developing materials.*
- *Work: This section should include a few sentences describing the project and the faculty member’s anticipated contributions. If a longer explanation is required, the project proposal or other detailed write-up of the project and the faculty member’s anticipated contributions should be attached separately as Exhibit A. If not attaching an Exhibit A, cut the last sentence of this paragraph.*
- *Payment: The parties should insert the details of the payment structure, including whether it will be a flat fee, royalties, or some combination thereof, as well as any non-monetary forms of compensation, e.g., course releases, special services. If applicable, it should also include a payment schedule, e.g., 50% on signing, 50% on completion. Alternatively, payment can also be included in the Exhibit A, with payments amounts tied to different stages of the project.*

The remaining parts of the sample contract should not be altered without the approval of Babson’s Office of the General Counsel

Sample License Agreement

This Agreement is made as of _____ [date], by and between Babson College, a Massachusetts non-profit corporation with a principal place of business at 231 Forest Street, Babson Park, Massachusetts 02457-0310 ("Babson"), and _____ (the "Author" or "You"), with an address of _____, _____ concerning the development of _____ to be distributed through _____ media with the working title of:

(the "Work").

For good valuable and sufficient consideration each acknowledges receiving, Babson and the Author agree as follows:

1. Work. The "Work" refers to all content or materials that you have created or will create or contribute to the Project, namely _____. [Additional details on the Work and the Project can be found in Exhibit A, attached hereto].
2. Completed Copy. The Author will deliver to Babson a copy of all Work in print and/or digital form. Videos, photographs, drawings, maps, and other illustrations specified by mutual agreement to be included in the Work are to be delivered to Babson in a form and quality suitable for use in an environment(s) specified by Babson.
3. Delivery Date. The Author and Babson have entered into this Agreement in reliance on the Delivery Date stated in the Work Plan and in anticipation that the Work will be satisfactory in form and content to Babson and available for delivery in a form as stated in the Work Plan. Any change in the Delivery Date must be agreed to by all parties.
4. Permissions or Course Authorizations.
 - a. **Text** The Author will obtain, at the Author's expense, and deliver to Babson written permission for any and all text, charts, or research material created or controlled by others which he or she has incorporated in the Work, which are either (i) not in the public domain or (ii) not available for use as part of the Course under fair use principles. The Author agrees to exercise best efforts to deliver such permissions by the Delivery Date. It is understood and agreed that such permissions shall extend to all versions of the Work, in any form.
 - b. **Illustrations and Multimedia Content** The Author will obtain, at the Author's expense, and deliver to Babson written permission for any and all illustrations, and any multimedia content, created or controlled by others which he or she has incorporated in the Work which are either (i) not in the public domain or (ii) not available for use as part of the Work under fair use principles. The Author agrees

to exercise best efforts to deliver such permissions by the Delivery Date. It is understood and agreed that such permissions shall extend to all versions of the Work, in any form.

- c. **Other Material** The Author or Babson may commission others to contribute or prepare any other material in connection with the Work as has been mutually agreed to be necessary to the Work.
5. Review and Acceptance of the Completed Work. If Babson receives the completed Work on or before the Delivery Date, Babson will review it and notify the Author about whether Babson considers the Work satisfactory for distribution.
6. Payment. The terms or schedule for payment are as follows:
7. Work for Hire. The Work has been commissioned by Babson as a work for hire pursuant to the Copyright Act of 1976, as amended. To the extent that any of the Work may be deemed ineligible for work-for-hire status, you hereby assign and agree to assign to Babson all right, title, and interest in the Work, including all copyright.
8. Ownership of Work. You hereby transfer and assign to Babson all right, title and interest to all Content or Intellectual Property you have created or will create in the performance of the Work under this Agreement (collectively "Work Product"). You hereby waive any right to identification of authorship, rights of approval of modifications, or limitation on subsequent modification that you have or may have in the Work Product.
9. Permissions. In the event that any of your pre-existing works are incorporated into the Work Product delivered to Babson under this Agreement, you hereby grant to Babson an unrestricted, royalty-free, fully paid-up, irrevocable, perpetual, transferable, worldwide license, with the right to sublicense, to copy, access, create and use derivative works or improvements of, reduce to practice and manufacture, make, use, sell, offer for sale, distribute, and export such works. If you include any third party materials in the Work, you agree that you will inform Babson of that fact, and will obtain all necessary permissions for the inclusion of these materials in the Work.
10. Termination. Babson may terminate this Agreement at any time immediately upon thirty (30) days' written notice to you. In the event of termination, you may keep any fees already paid by Babson and shall be paid for all work performed up to and including the date of termination. Any work created up to and including the date of termination will belong to Babson.
11. Survival of Terms. The provisions of paragraphs 3, 4, 5, 6, 7 and 8 shall survive termination of this Agreement.
12. Additional Terms. This Agreement shall be governed by the laws and courts of the Commonwealth of Massachusetts. Any amendment to this Agreement must be in writing

and signed by the parties. This Agreement constitutes the entire agreement and supersedes any prior understandings or agreements between the parties concerning the subject matter of this Agreement.

This Agreement is executed as an instrument under seal and the foregoing is agreed as evidenced by the authorized signatures of the parties below.

BABSON COLLEGE

By: _____ Date: _____

Its _____

AUTHOR

By: _____ Date: _____

Appendix C-2

Sample Agreement between Babson and Faculty Member for Use of Faculty Member's Existing Work in a Babson-related Project

Instructions

This form should be used as a template for license agreements between Babson College and any Faculty members who are providing a license to Babson for materials the faculty member has previously authored. The license should be on the letterhead of the relevant Babson department or unit. A copy of the completed agreement should be filed with [TBD].

Guide for filling in the template agreement:

- *The opening paragraph has three blank areas. The first should be filled in with the date the agreement goes into effect. The second should be filled in with the faculty member's name. The third should be either "Babson College" or the other applicable Babson entity that is licensing the materials.*
- *Paragraph #1: This section should include a few sentences describing the materials that the faculty member is licensing to Babson. If a longer explanation is required, a more detailed write-up should be attached separately as Exhibit A.*
- *Paragraph #2: Some licenses are compensated with a specific fee, others are no-fee or compensated by other means. The first bracketed sentence should be used if a monetary fee is being paid to the author. The second bracketed sentence should be used if no separate fee is being paid to the author. Whichever bracketed sentence is not being used should be deleted. The parties can choose to expand or contract the scope of the license in the course of their negotiations, e.g., how long it lasts, permissible uses, etc. Babson's Office of the General Counsel should be provided an opportunity to review the license before it is finalized and signed.*
- *Paragraph #3: Attribution - The parties should agree on the wording to be used in providing attribution to the faculty members and should insert that language after the colon. If the parties have not decided at the time the license is signed, that sentence can instead simply end with "in a format to be mutually agreed upon in writing."*

The remaining parts of the model contract should not be altered without the approval of Babson's Office of the General Counsel

Sample License Agreement

THIS LICENSE ("License") is made and effective as of _____, 201_ between
("Author") and ("Babson")

1. Author represents that he/she owns all right, title and interest in the following work(s) contemplated by this License (collectively, the "Work"), namely _____.
2. *Pick one of the following two bracketed phrases and delete the other (see instructions):* [For good and valuable consideration in the amount of \$_____(_____ U.S. dollars)] [For good and valuable consideration the sufficiency of which is hereby acknowledged], Author hereby grants to Babson a non-exclusive, perpetual, royalty-free license to use the Work or any portions thereof for educational purposes by Babson, including but not limited to reproducing and/or reprinting the Work, or any portions thereof, in any medium. (*See instructions for options on expanding or contracting the scope of the license*).
3. Babson understands that the Author shall be credited as the author and creator of the Work in all reproductions of the Work as follows: _____.
4. Author represents and warrants that (a) Author owns all rights (including copyrights), title and interest in the Work and (b) that Babson's use of the Work in accordance with this License does not and will not violate any rights of any other person or entity, including but not limited to copyrights, rights of privacy, and rights of publicity. To the extent the Work contains any materials authored by third parties, Author warrants that he/she has all necessary permissions to grant the rights contained in this License.
5. Author agrees that any dispute relating to this license or its subject matter shall be governed by the laws and courts of the Commonwealth of Massachusetts and the United States.
6. This Agreement constitutes the entire agreement and supersedes any prior understandings or agreements between the parties concerning the subject matter of this Agreement.
7. The rights and obligations of both parties hereunder will inure to the benefit of and be binding upon their respective successors and assigns.

By _____
Title:

By: _____
insert Author name

Babson College

Date: _____

Date: _____

Appendix C-3

Sample Work for Hire Agreement for Independent Contractor

Instructions

This form should be used as a template for agreements with an independent contractor, vendor, or temporary employee whose responsibilities may include the creation of or contribution to work protected by intellectual property law, including textual works, visual designs, and software. In some instances the provisions of this form can be incorporated in a fuller agreement (such as the College's standard Independent Consultant Agreement) or work order that sets forth the task, due dates, payment agreement, and other provisions of the arrangements with the independent contractor. The license should be on the letterhead of the relevant Babson department or unit. A copy of the executed agreement should be filed with [TBD].

Guide for filling in the template agreement:

- *The letter should be addressed to the Independent Contractor being engaged by an entity or department of Babson for the project.*
- *The opening paragraph should be filled in with either "Babson College" or the other applicable Babson entity that is running the project.*
- *Work: This section should include a few sentences describing the Independent Contractor's anticipated contributions, and their relationship to a larger project, if applicable. If a longer explanation is required, the Independent Contractor's proposal or other detailed write-up of the project and the Independent Contractor's anticipated contributions should be attached separately as Exhibit A. If not attaching an Exhibit A, cut the last sentence of paragraph 1.*
- *Payment: The parties should insert the details of the payment structure, including whether it will be a flat fee, royalties, or some combination thereof, as well as any non-monetary forms of compensation. If applicable, it should also include a payment schedule, e.g., 50% on signing, 50% on completion of work. Alternatively, payment can also be included in the Exhibit A, with payments amounts tied to different stages of the project.*

The remaining parts of the model contract should not be altered without the approval of Babson's Office of the General Counsel

Sample Independent Contractor Agreement

Date

Name

Address

Dear _____:

This letter sets forth our agreement (“Agreement”) with respect to the ownership of all intellectual property rights, including all copyright, in the work(s) that you are being engaged to create for _____ (hereinafter, “Babson”):

1. Work. The “Work” refers to all work in all media that you have created or will create or contribute to (hereinafter, “Project”). The Work includes all drafts and versions of the Work specified above and all memoranda, plans, notes, and other materials that you have prepared or may prepare in connection with this Work. Additional details on the Work can be found in Exhibit A, attached hereto.
2. Payment. The terms or schedule for payment are as follows:
3. Work for Hire. The Work has been commissioned by Babson as a work for hire pursuant to the Copyright Act of 1976, as amended. To the extent that any of the Work may be deemed ineligible for work-for-hire status, you hereby assign and agree to assign to Babson all right, title, and interest in the Work, including all copyright.
4. Ownership of Work. You hereby transfer and assign to Babson all right, title and interest to all Content or Intellectual Property you have created or will create in the performance of the Work under this Agreement (collectively “Work Product”). You hereby waive any right to identification of authorship, rights of approval of modifications, or limitation on subsequent modification that you have or may have in the Work Product.
5. Permissions. In the event that any of your pre-existing works are incorporated into the Work Product delivered to Babson under this Agreement, you hereby grant to Babson an unrestricted, royalty-free, fully paid-up, irrevocable, perpetual, transferable, worldwide license, with the right to sublicense, to copy, access, create and use derivative works or improvements of, reduce to practice and manufacture, make, use, sell, offer for sale, distribute, and export such works. If you include any third party materials in the Work, you agree that you will inform Babson of that fact, and will obtain all necessary permissions for the inclusion of these materials in the Work.
6. Termination. Babson may terminate this Agreement at any time immediately upon thirty (30) days’ written notice to you. In the event of termination, you may keep any fees

already paid by Babson and shall be paid for all work performed up to and including the date of termination. Any work created up to and including the date of termination will belong to Babson

7. Additional Terms. This Agreement shall be governed by the laws and courts of the Commonwealth of Massachusetts. Any amendment to this Agreement must be in writing and signed by the parties. This Agreement constitutes the entire agreement and supersedes any prior understandings or agreements between the parties concerning the subject matter of this Agreement.
8. Survival of Terms. The provisions of paragraphs 3, 4, 5 and 7 (and any other provision which so indicates) shall survive termination of this Agreement.

Sincerely, BABSON
COLLEGE

Name:

Title:

ACKNOWLEDGED AND AGREED TO:

Name:

Title:

Date

Appendix C-4

Sample Work for Hire Agreement between Babson College and Paid Student Assistant

Instructions

This form should be used for agreements between Babson College and any paid Babson Student assistant whose responsibilities may include the creation of or contribution to works protected by copyright, including textual works, visual designs, and software (“Works”). In some instances the provisions of this form can be incorporated in a fuller agreement (such as the College’s standard Independent Consultant Agreement) or work order that sets forth the task, due dates, payment arrangements, and other provisions of the arrangements with the independent contractor. The license should be on the letterhead of the relevant Babson department or unit. A copy of the executed agreement should be filed with [TBD].

Guide for filling in the template agreement:

- *The letter should be addressed to the Student being engaged by an entity or department of Babson for the project.*
- *The opening paragraph should be filled in with either “Babson College” or the other applicable Babson entity that is running the project.*
- *Work: This section should include a few sentences describing the Student’s anticipated contributions, and his or her relationship to a larger project, if applicable. If a longer explanation is required, the Student’s proposal or other detailed write-up of the project and the Student’s anticipated contributions should be attached separately as Exhibit A. If not attaching an Exhibit A, cut the last sentence of paragraph 1.*
- *Payment: The parties should insert the details of the payment structure, including whether it will be a flat fee, royalties, or some combination thereof, as well as any non-monetary forms of compensation, e.g., course credit. If applicable, it should also include a payment schedule, e.g., 50% on signing, 50% on completion of work. Alternatively, payment can also be included in the Exhibit A, with payments amounts tied to different stages of the project.*

The remaining parts of the model contract should not be altered without the approval of Babson’s Office of the General Counsel

Sample Student Agreement

Date
Name
Address

Dear _____:

This letter sets forth our agreement with respect to the ownership of any and all intellectual property rights, including all copyright, in work that you are being engaged to create for (hereinafter "Babson"), in your role as a paid Student assistant:

1. **Work.** The "Work" refers to all work in all media that you have created or will create or contribute to _____ (hereinafter, "Project"). The Work includes all drafts and versions of the Work specified above and all memoranda, plans, notes, and other materials that you have prepared or may prepare in connection with this Work. Additional details on the Work can be found in Exhibit A, attached hereto.
2. **Payment.** The terms or schedule for payment are as follows:
3. **Work for Hire.** The Work has been commissioned by Babson as a work for hire pursuant to the Copyright Act of 1976, as amended. To the extent that any of the Work may be deemed ineligible for work-for-hire status, you hereby assign and agree to assign to Babson all right, title, and interest in the Work, including all copyright.
4. **Ownership of Work.** You hereby transfer and assign to Babson all right, title and interest to all Work you have created or will create or contribute to in the performance of the services under this Agreement. You hereby waive any right to identification of authorship, rights of approval of modifications, or limitation on subsequent modification that you have or may have in the Work.
5. **Permissions.** In the event that any of your pre-existing works are incorporated into the Work delivered to Babson under this Agreement, you hereby grant to Babson an unrestricted, royalty-free, fully paid-up, irrevocable, perpetual, worldwide license, to use such materials in the context of the Project. If you include any third party materials in the Work, you agree that you will inform Babson of that fact, and will obtain all necessary permissions for the inclusion of these materials in the Work or Project.
6. **Termination.** Babson may terminate this Agreement at any time immediately upon thirty (30) days written notice. In the event of termination without default, you may keep any fees already paid by Babson and shall be paid for all work up to and including the date of termination. Any Work created up to and including the termination date

shall be the property of Babson.

7. Additional Terms. This Agreement shall be governed by the laws and courts of the Commonwealth of Massachusetts. Any amendment to this Agreement must be in writing and signed by the parties. This Agreement constitutes the entire agreement and supersedes any prior understandings or agreements between the parties concerning the subject matter of this Agreement.
8. Survival of Terms. The provisions of paragraphs 1, 3, 4, 5 and 7 (and any other provision which so indicates) shall survive termination of this Agreement.

Sincerely,

Name:

Title:

ACKNOWLEDGED AND AGREED TO:

Name: Date:

Appendix C-5

Sample Work for Hire Agreement between External Sponsor and Babson College Student

This form should be used for (or the text incorporated into) agreements between external companies or organizations and Babson College Students who are doing work sponsored by the external company or organization as part of their academic program. Such companies and organizations may require their own agreements as well.

SPONSORING OR HIRING COMPANY OR ORGANIZATION (“Company”)

Name _____ of _____ company _____ or _____ organization:
Name of _____ supervisor _____ or _____ contact _____ person: _____
Address: _____
Email: _____

STUDENT

Name _____ of _____ Student: _____
Address: _____
Email: _____
Babson program or course through which work will be done: _____ Babson
Faculty supervisor: _____

DATES OF SPONSORED WORK

From _____ to _____

This agreement is between the Company and the Student named above, regarding the ownership of intellectual property rights in any work created or contributed by the Student in the context of the Company’s sponsorship of academic work done by the Student at Babson College.

The Company and the Student agree as follows:

1. The Company is sponsoring work that the Student will do in the Babson program or course listed above (“Sponsorship”). The Company’s sponsorship may include providing access to the Company’s personnel, data, or other resources; providing funds, materials, advice, or assistance to the Student or to the Babson program or course through which the work will be done; and any other form of support for the Student’s work.
2. The Sponsored Work refers to any work that the Student creates or contributes to in any medium in the course of the Sponsorship, including all reports, memoranda, papers, designs, software, and other materials that the Student may prepare or contribute to.

3. The Company and the Student agree that the Sponsored Work has been commissioned by the Company as a work for hire pursuant to the intellectual property laws of the United States. To the extent that any of the Sponsored Work may be deemed ineligible for work-for hire status, the Student hereby assigns and agrees to assign to the Company all right, title, and interest in the Sponsored Work, including all copyright and patent rights.
4. Notwithstanding the foregoing, the Student may make use of the Sponsored Work to fulfill his or her academic requirements and may include generalized references to the Sponsored Work in his or her academic and career resumes.
5. The Company and the Student agree that Babson College may retain one copy of the Sponsored Work for use for the College's academic purposes.

Signed:

Student

Company

By: _____

Its _____

Appendix C-6

RECORDING NOTICE (CLASSROOM CAPTURE)

During the semester, I may record our class sessions for students in the course to view. The use of classroom recordings is designed to supplement your classroom experience. You may not duplicate, reproduce, or distribute any recordings of our classes without permission of the instructor and Babson College. If you don't wish to be seen on video, you'll want to find a seat that is not in camera range. For more information, see Babson College's policy on classroom recordings in the student handbook.

Trademark Service Marks and Copyrights – College Branding and Marketing Policies

Purpose and Objectives

This general statement of the policies of Babson College (the "College") on College branding and marketing issues with respect to trademarks, service marks and copyrights (the "Brand Policy") has been prepared to inform College faculty and staff of the College's procedures for the preservation and protection of its rights in its brand-related intellectual property assets and to assist College personnel in avoiding inadvertent infringement, misappropriation, or violation of a third party's intellectual property

rights. This Brand Policy is to be read in conjunction with all other College policies, including the **Policy on Intellectual Property (adopted January 2005)** (the “PIP”).

It is important to note that, while this document addresses certain College brand-related intellectual property issues, it does not address the College’s policies and procedures relating to patents. Patents and the rights and procedures associated therewith are an important component of intellectual property, and the College’s patent policies and procedures are addressed in the PIP.

Policy Implementation and Maintenance

The primary responsibility for the implementation and maintenance of this Brand Policy and related matters rests with the Vice President of Institutional Advancement (the “Vice President”). All questions regarding the Brand Policy and its implementation should be directed to the Vice President. Further, because the Vice President is tasked with coordination and management of the issues described in this Brand Policy, all College personnel are specifically requested to refrain from contacting any outside legal counsel regarding these issues prior to consultation with the Vice President.

Examples of issues to be addressed by the Vice President are: (i) College trademark and service mark registration matters; (ii) working with the College’s outside advertising, design and marketing vendors regarding College branding strategies and related matters; (iii) clearance questions related to use of third-party intellectual property by the College in connection with its marketing and branding activities; (iv) overseeing College marketing and branding initiatives and modifications and enhancement thereto; and (v) working with the College’s General Counsel to resolve conflicts related to intellectual property in connection with the College’s marketing activities or brand-related matters.

APPENDIX F

Gender Based Misconduct Policy



**GENDER-BASED MISCONDUCT POLICY
FOR BABSON COLLEGE FACULTY, STAFF, AND AFFILIATED
PERSONS**

- I INTRODUCTION**
- II NOTICE OF NON-DISCRIMINATION**
- III SCOPE OF POLICY/JURISDICTION**
- IV PROHIBITED CONDUCT**
- V EMPLOYEES' AND BABSON'S OBLIGATIONS**
- VI REPORTING OPTIONS AND RESOURCES
FOR COMPLAINANTS**
- VII REQUESTS FOR CONFIDENTIALITY**
- VIII INVESTIGATION/RESOLUTION AND DISCIPLINE
PROCESS FOR EMPLOYEE RESPONDENTS**
- IX INVESTIGATION/RESOLUTION AND DISCIPLINE
PROCESS FOR NON-EMPLOYEE AND NON-
STUDENT RESPONDENTS**
- X NOTICE OF RIGHTS**
- XI OTHER PROVISIONS**
- XII TITLE IX COORDINATOR CONTACT INFORMATION**

I. INTRODUCTION

Babson College (“Babson” or “the College”) is committed to preserving a learning and working environment that promotes the health and safety of all community members. The College therefore strictly prohibits all Babson “community members” — which includes faculty, staff, students, student workers and other College affiliated persons, including volunteers, agency/contract personnel, and visiting researchers and scholars — from engaging in any type of gender-based discrimination or harassment (“gender-based misconduct”). Except where otherwise indicated in this Policy, the term “employee” includes Babson faculty and staff, but not other community members as defined above.

This Policy identifies: a) behaviors that the College prohibits as gender-based misconduct, b) obligations of Babson employees who observe or otherwise become aware of gender-based misconduct that impacts any Babson community member, and c) rights and resources available to Babson community members who are impacted by gender-based misconduct.

Gender-based misconduct is one of the most serious violations of the College’s community values. Whether or not a formal complaint or report has been filed, the College will promptly and effectively respond to allegations of gender-based misconduct and take immediate action to eliminate the harassment, prevent its recurrence, and address its effects in accordance with this Policy. When a College community member is found to have violated this Policy, discipline and/or other action as appropriate will be implemented in an effort to ensure that such actions are not repeated. This Policy outlines the investigation and grievance procedures the College will use when College community members are reported to have engaged in gender-based misconduct. Any attempt to engage in conduct prohibited under this Policy will be treated as a violation unless the attempt is abandoned or the prohibited conduct is prevented from occurring under circumstances that demonstrate a voluntary change of behavior.

Aiding or cooperating in the violation of this Policy is also prohibited.

II. NOTICE OF NON-DISCRIMINATION

Babson College is committed to establishing and maintaining an environment free of all forms of harassment and discrimination for all College community members. Babson College does not discriminate on the basis of race, color, national or ethnic origin, ancestry, religious creed, sex, pregnancy, sexual orientation, gender identity, gender expression, age, genetics, physical or mental disability, veteran status, military obligations, participation in discrimination complaint-related activities, or any other characteristic protected by federal, state, or local laws in its practices, programs or activities.

The College’s Title IX Coordinator, Betsy Rauch, is responsible for the oversight of Babson’s Gender-Based Misconduct Policies. She can be reached at brauch1@babson.edu or 781-239-5501.

The College’s Vice President for Human Resources, Donna Bonaparte, has been designated by the

College to respond to inquiries or concerns regarding other College non-discrimination policies. She can be reached at: dbonaparte@babson.edu or 781-239-6434.

Gender-based misconduct, as defined in this Policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. Such misconduct is prohibited by Title IX, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act, Massachusetts General Laws Chapter 151B, Massachusetts Fair Education Practices Act, Massachusetts General Laws 151 C, Section 2(g), and other applicable state and federal statutes.

This Policy prohibits all forms of sexual harassment and sexual misconduct committed by any College community member. This Policy also prohibits community members from engaging in gender-based misconduct that may not involve conduct of a sexual nature, including, but not limited to intimate partner violence, and certain instances of domestic violence or stalking.

This Policy applies regardless of a complainant's or respondent's race, color, national or ethnic origin, ancestry, religious creed, sex, pregnancy, sexual orientation, gender identity, gender expression, age, genetics, physical or mental disability, veteran status, military obligations, participation in discrimination complaint-related activities, or any other characteristic protected by federal, state, or local laws. Harassment and/or discrimination based upon an individual's sex, sexual orientation, gender-identity or expression may be considered gender-based and shall be subject to Babson's Gender-Based Misconduct Policies.

For assistance related to civil rights, community members can contact either of the following agencies:

Massachusetts Commission Against Discrimination (MCAD)

One Ashburton Place, Room 601

Boston, MA 02108, or call 1-617-994-6000.

The MCAD prohibits sexual harassment in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

Equal Employment Opportunity Commission (EEOC) JFK Federal Building

475 Government Center

Boston, MA 02203 or call 1-800-669-4000.

The EEOC prohibits sexual harassment in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

III. SCOPE OF POLICY/JURISDICTION

This Policy applies when the respondent is a community member other than a Babson College student. This Policy applies regardless of whether a respondent's reported misconduct occurred on or off campus, if the reported conduct occurred in connection with the respondent's employment or affiliation with Babson, or potentially impacts other members of the Babson community.

When a respondent is a Babson College student, the matter will be addressed in accordance with Babson's Gender-Based Misconduct Policy for students. The Gender Based Misconduct Policy for students also describes resources, accommodations and safety measures available to students.

The resources, accommodations and safety measures described in this Policy are available to all College employees. Certain resources, accommodations and safety measures are available to non-employee and non-student community members as the College may deem appropriate.

If the College receives a report that a College community member may have engaged in discrimination or harassment related to a person's sex or gender-related status, and any other legally protected characteristic(s), such as race, color, ethnicity, national origin, religion, disability, or age, the College retains discretion to decide under which policy or policies to address the report. The College will coordinate the investigation and resolution efforts to address any and all harassment and discrimination.

IV. PROHIBITED CONDUCT

All conduct prohibited under the Gender Based Misconduct Policy for students ("Student GBM Policy") is likewise prohibited under this Policy for all other community members. Except as specifically modified below, the definitions and examples of prohibited gender-based misconduct that are included in the Student GBM Policy also apply to all non-student community members.

The following definitions apply under this Policy.

Gender-Based Misconduct is a broad term which encompasses unwelcome conduct of a sexual nature and other discriminatory acts or behavior related to one's gender, which is prohibited by Title IX and the College. The term includes but is not limited to sexual harassment, sex discrimination, sexual misconduct,

sexual violence, including rape and sexual assault, sexual exploitation, domestic violence and dating violence, and stalking. Gender-based misconduct also includes any conduct of a sexual nature that lacks Effective Consent, or that has the purpose or effect of threatening, intimidating, or coercing an individual.

Sexual Harassment refers to unwelcome and/or unsolicited gender-based verbal, written or physical conduct of a sexual nature. Such unwelcome and/or unsolicited conduct violates this Policy if it also falls within the definition of hostile environment harassment and/or quid pro quo sexual harassment.

- Hostile environment sexual harassment exists where harassment is sufficiently severe, persistent, or pervasive and objectively offensive such that it unreasonably interferes with, limits or denies the ability to participate in or benefit from the College's educational or employment program and/or activities.
- Quid pro quo sexual harassment exists when there are unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature where submission to, or rejection of, such conduct results in adverse educational or employment consequences. Quid pro quo harassment may also exist when a threat of adverse action or a promise of a benefit is conditioned on submission to, or rejection of, such requests.
- Behaviors that may constitute sexual harassment include but are not limited to:
 - Sexual advances, regardless of whether or not they involve physical touching;
 - Requesting or demanding sexual favors with respect to employment, academic or other College activities;
 - Lewd or sexually suggestive comments, jokes, gestures, or innuendos;
 - Displaying sexually suggestive objects or pictures;
 - Inquiries into one's sexual experiences;
 - Discussion of one's sexual experiences;
 - Unwelcome leering, whistling, gestures, suggestive or insulting comments;
 - Unwelcome communications (verbal, written, electronic, etc.) of a sexual nature;
 - Gossip about one's sex life or comments about an individual's sexual activity;
 - Failure to accept the termination of a consensual relationship with repeated and persistent requests and behavior.

Prohibited Relationships Between Students and Non-Student Community Members:

- Any Babson College non-student community member who has academic responsibility towards students (as defined in section 6.2.4 of the Faculty Handbook), is strictly prohibited from engaging in romantic or sexual relationships with any currently enrolled Babson College student—even if both parties in the relationship believe the relationship is consensual, and even if the non-student community member does not teach, evaluate or advise the student now or intend to do so in the future. Such romantic or sexual relationships violate both section 6.2.4 of the Faculty Handbook and this Policy.

- Babson College non-student community members who do not have academic responsibility towards students, but whose job duties or responsibilities include advising, coaching, mentoring, or evaluating students, or who are responsible for students' physical or emotional well-being, are also strictly prohibited from engaging in romantic or sexual relationships with any currently enrolled Babson College students.

Non-student community members who serve in other roles at the College are strongly discouraged from engaging in romantic or sexual relationships with currently enrolled Babson students, as they may be found responsible for violating this Policy if their conduct creates a hostile environment related to sex for any member of the Babson community.

Retaliation is any intentional adverse action taken against a person on the basis of their participation in a protected activity. Absent a legitimate nondiscriminatory purpose, retaliation can include intentional action taken by a respondent or allied third party as reprisal for participating in a protected activity, or intentional adverse action taken against a respondent after it was determined that the respondent did not violate this Policy.

Examples of protected activity include but are not limited to:

- Participating in or otherwise assisting with a College investigatory procedure or law enforcement investigation;
- Filing a complaint alleging a College policy violation or a violation of law; or
- Filing a complaint about the College's policy for resolving alleged violations of policy. Examples of adverse action include but are not limited to:
 - Threats, intimidation, continued harassment or other misconduct;
 - Discouraging an individual from participation in an investigation or adjudication process; or
 - Adverse educational or employment consequences.

The College maintains the right to take action against a community member for other legitimate reasons in accordance with College policies and procedures, even if that individual has filed a complaint under this Policy or otherwise participated in a protected activity.

Retaliation by any community member or any person acting on their behalf is strictly prohibited. Retaliation is a serious violation that may result in disciplinary action by the College independent of the merits of the underlying complaint or allegation. The College will respond immediately to reports of retaliation and may impose disciplinary measures as appropriate, including but not limited to interim or longer term suspension, and termination of employment from the College.

Retaliation by any community member relating to a report of gender based misconduct should be promptly reported to the College's Title IX Coordinator. Reports that any employee has engaged in retaliatory behavior that does not relate to gender-based misconduct should be reported to the Department of Human Resources in accordance with Babson College Policy.

V. EMPLOYEES' AND BABSON'S OBLIGATIONS CONCERNING GENDER-BASED MISCONDUCT

This section addresses the responsibilities that different categories of employees have if they become aware of potential gender-based misconduct involving any other Babson community member. If an employee is personally impacted by gender-based misconduct, their reporting options, rights and resources are identified below in Section VI.

A-Most Employees' Obligations

All College employees, with the exception of employees who are designated below as Confidential or Private Resources for students, are considered “responsible employees”, who are required to promptly notify the Title IX Coordinator if they observe, witness, or otherwise learn that any member of the College community or visitors or guests of the College may have engaged in or been impacted by gender-based misconduct. Babson College students who are employed as Resident Assistants or Peer Mentors also are “responsible employees” who must promptly notify the Title IX Coordinator if they observe, witness or otherwise learn that any community member, visitor or guest of the College may have engaged in or been impacted by gender-based misconduct. If a responsible employee receives information about a possible incident of gender-based misconduct, they should not solicit details or seek to investigate the matter themselves, but must promptly (the same or next business day if possible) tell the Title IX Coordinator any information they know about the matter so that the College can take appropriate steps to review what happened and to address the matter promptly and equitably.

Disclosures about gender-based misconduct that are made to any responsible employee at the College generally obligate the College to review the incident and take appropriate steps to address the situation. Therefore, a responsible employee must promptly report to the Title IX Coordinator all relevant details they know about an alleged gender-based misconduct that they possess. This includes the names of the complainant and respondent(s) (if provided), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. Responsible employees who are not themselves either a complainant or respondent in an investigation are expected to cooperate in good faith with any investigation the College may conduct concerning reported misconduct. Employees who are either the complainant or respondent in a reported incident of gender-based misconduct can choose whether to participate in an investigation. However, they may not interfere with or seek to impede an investigation that may be initiated by the College or law enforcement.

Any employee who has imminent concerns about a student’s well-being outside of regular business hours should contact Public Safety and ask to be connected with the Dean on Call. The Dean on Call will respond to assess if the student requires immediate support or assistance —and thereafter will inform the Title IX Coordinator if the situation reported

involves gender-based misconduct. Absent health and safety emergencies, however, employees should not share information they receive about gender-based misconduct with law enforcement unless the reported victim/complainant consents to their doing so, the reported victim/complainant has also reported the incident to law enforcement, or the employee is otherwise required by law to do so.

Responsible employees should seek to ensure, as early as possible, that anyone who begins to reveal information about gender-based misconduct to them understands the responsible employee's reporting obligations – and, if the person disclosing the incident wants to maintain confidentiality, the responsible employee should direct the person to confidential or private resources.

If anyone tells a responsible employee information involving possible gender-based misconduct, and indicates they want the responsible employee to maintain confidentiality and not share such information with anyone, the responsible employee must explain that he or she is obligated by law and College policy to share any information they know about gender-based misconduct with the College's Title IX Coordinator. However the responsible employee can assure the individual that the College will consider their request for confidentiality, and they will not be required to file a formal complaint or participate in an investigation unless they wish to do so. In reporting details of any reported incident to the Title IX Coordinator, a responsible employee should always inform the Title IX Coordinator if the complainant has requested confidentiality.

Responsible employees who learn about potential gender-based misconduct involving any community member should only share such information with those at the College responsible for handling the College's response to that report, in order to preserve the parties' privacy as much as possible.

Responsible employees should not pressure a complainant to request confidentiality or to make a full report if the complainant does not wish to do so. The College will seek to honor and support the complainant's wishes.

A-Obligations of Designated Confidential and Private Resources

The College has designated certain individuals as "confidential or private resources" for students. The following individuals who are designated by the College as confidential resources should not report any information they learn in confidence about gender-based misconduct to the Title IX Coordinator without the permission of the person who confided in them:

- The physicians and nurse practitioners in Health Services;
- Babson's Director of Counseling Services, the Assistant Director of Counseling Services, and all counselors, psychologists, psychiatrist, and social workers at Babson Counseling Services (provided by Human Relations Services, Inc.); and
- Ordained chaplains in the Office of Faith and Service.

The following private resources can generally talk to students without revealing any personally identifying information about an incident to the College, but must report certain statistical information to the College:

- Director of Sexual Assault Prevention and Response Services;
- Babson College Safe Hotline –which is staffed 24 hours/day, 7 days/week, 781-239-7233 (SAFE)
- Director of Alcohol and Other Drug Services;
- Assistant Director of Faith and Service;
- Non-Ordained Campus Chaplains in the Office of Faith and Service; and
- The administrative assistants (professional staff members) who work in Health Services and in the Wellness Center.

Private resources should report to the Title IX Coordinator the following limited information about incidents involving gender-based misconduct, and if possible, to report such information without revealing the identity of involved parties: the nature, date, time, and general location of an incident. This limited report – which includes no information that would directly or indirectly identify the individual who confided in them – helps keep the Title IX Coordinator informed of the general extent and nature of gender-based misconduct impacting the community, so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, private resources should consult with the individual who spoke with them in confidence to ensure that no personally identifying details are shared with the Title IX Coordinator.

NOTE: While individuals whom Babson designates as confidential or private resources for students may maintain confidentiality vis-à-vis the College, they may have reporting or other obligations under applicable law. These may include making reports to governmental agencies in cases involving minors, persons with disabilities and the elderly; a requirement to provide testimony in response to a subpoena; or where the individual is at risk of imminent harm to self or others.

B-Babson’s Reporting Obligations Regarding Gender-Based Misconduct

The College has a legal duty to report certain incidents to Babson Public Safety for statistical reporting purposes in accordance with applicable law. When incidents are reported to Public Safety for statistical reporting purposes, Public Safety will not be told personally identifiable information about those involved in the reported incidents, so that the complainant can decide whether they wish to report the matter to law enforcement. Rather, only limited information about the nature of the incident and its general location (on or off-campus, in the surrounding area, but no precise addresses are given) will be shared so that Public Safety can appropriately assess if the incident should be included in crime statistics published in the College’s annual Campus Security Report.

Babson also must issue timely warnings in accordance with applicable law for incidents

reported to the College that pose a substantial threat of bodily harm or danger to members of the campus community. When Babson determines that a timely warning should be issued to the community, the College will ensure that a complainant's name and other identifying information are not disclosed, while still providing enough information for community members to make safety decisions in light of the potential harm or danger posed.

VI. REPORTING OPTIONS AND RESOURCES FOR COMPLAINANTS

A. REPORTING OPTIONS

Babson recognizes and respects the right of individuals who have experienced gender-based misconduct to decide when and whether they wish to report misconduct to the College, to law enforcement authorities, to both the College and law enforcement, or to neither. The College also will honor the right of those impacted by misconduct to decide whether they wish to participate in a College and/or law enforcement investigation. Reporting options are explained below:

Reporting to the College:

To Babson's Title IX Coordinator or to one of the Deputy Title IX Coordinators for Human Resources:

Betsy Rauch,
Title IX Coordinator
[Brauch1@babson.edu](mailto:brauch1@babson.edu)
781-239-5501

Barbara Nadeau, Deputy Title IX Coordinator Manager,
Talent Acquisition and Employee Relations
bnadeau@babson.edu
781-239-4419

Kate O'Leary, Deputy Title IX Coordinator Manager,
Compensation & Recognition
koleary@babson.edu
781-239-4209

Complaints that any Babson College student or student group(s) have engaged in any type of misconduct, including but not limited to gender-based misconduct, should be reported to the Deputy Title IX Coordinator for Student Affairs:

Colleen Ryan
Assistant Dean for Community Standards
Cryan10@babson.edu
781-239-6344

Complaints that any Babson College affiliated person, who is neither a student nor employee, or that any non-community member has engaged in gender-based misconduct that impacts the Babson community, should be reported to Babson's Title IX Coordinator:

Betsy Rauch,
Title IX Coordinator
Brauch1@babson.edu
781-239-5501

Reporting to law enforcement (24/7):

The College strongly encourages prompt reporting to law enforcement. Reporting is best done as soon as possible after an incident, but it may be done at any time.

If a community member wishes to report to law enforcement an on-campus incident involving dating or domestic violence, sexual assault, stalking, or other gender-based related crimes, and to have the matter prosecuted criminally or pursue a protective order, Babson College's Public Safety Department will investigate in conjunction with other law enforcement agencies. If an individual wants to report the incident to law enforcement, s/he may file a report with Babson Public Safety by calling 781-239-5555 and/or Wellesley Police Department by calling 781-235-1212 or Needham Police Department at 781-455-7570 (if the incident occurred on campus.) If the incident occurred off-campus, a complainant has the right to file a report with the local law enforcement agency in the jurisdiction where the incident occurred. Regardless of where an incident occurred, Babson Public Safety can assist a complainant with identifying the appropriate local law enforcement agency and with the filing of a report with that agency.

Babson College's Public Safety Department has State certified Sexual Assault Investigators who would be called upon to respond to and investigate a reported sexual assault on campus, immediately focusing the priority on the physical and mental well-being of the survivor. It is the policy of the Babson College Public Safety Department in responding to the report of a sexual assault to ensure consistent standardized procedures for the investigation and prosecution of all sexual assaults by providing officers and investigators with guidelines for responding, assisting survivors, collaborating with local health and law enforcement agencies, and conducting interviews with survivors, witnesses, and suspects as well as evidence collection. When a report has been disclosed to a member of the Public Safety Department or other law enforcement agency, a criminal investigation will be launched with the information provided in coordination with local law enforcement and the District Attorney's Office. This does not require the survivor to participate in prosecution but the priority is to provide all the resources, support and options a survivor may require in moving forward. Babson Public Safety can assist a survivor with this process if the survivor so chooses.

Following is a list of other law enforcement reporting options:

- Massachusetts State Police: 1-508-872-8713
- Norfolk County District Attorney Office - Brookline: 1-617-738-5072
- Norfolk Superior Court: 1-781-326-1600
- Dedham District Court: 1-781-329-4777

Law enforcement agencies, , Public Safety can provide information about including Babson College Public Safety, are generally required to investigate reports of a criminal nature to the extent they are able. However, filing a complaint with law enforcement does not require a complainant to participate in a criminal process if the complainant chooses not to do so. Regardless of whether a community member wants to participate in a criminal process the process for seeking court ordered civil restraining orders or harassment protection orders.

Anonymous Reporting

Any individual may report an incident to the Title IX Coordinator anonymously, without disclosing their name, identifying the respondent, or requesting any action. However, depending on the level of information provided to the Title IX Coordinator about the incident or the individual(s) involved, the College's ability to respond to an anonymous report may be limited. As described in this Policy, the College may have an obligation to respond to the information provided and/or other available information.

INTERIM MEASURES, REASONABLE ACCOMODATIONS AND SAFETY MEASURES

When requested and reasonably available, Babson College will provide support, safety measures, and reasonable accommodations to employees who report to the College that they have been impacted by gender-based misconduct, regardless of whether the respondent is a community member, and regardless of whether the complainant participates in an internal or criminal investigation of the matter. Support, safety measures, and reasonable accommodations may also be provided upon request to non-employee and non-student community members as the College deems appropriate. If a complainant requests confidentiality, reasonable accommodations and safety measures may be implemented to the extent feasible while preserving the privacy of the complainant.

When the College receives a report that an employee has been impacted by alleged gender-based misconduct, it will promptly take steps to ensure equal access to its programs and activities, and protect the safety and well-being of affected individuals. The College will notify the complainant of their options to minimize contact with the respondent if the respondent is a Babson College community member, and will also

inform complainants of their right to obtain protective orders through the courts.

If a formal gender-based misconduct complaint is filed against a College community member, the College may impose interim measures in accordance with applicable College policies. Interim measures may include restricting or suspending the respondent's access to campus, if the College determines that such measures are necessary to stop the alleged discrimination or to protect the safety or well-being of any community member or the Babson community as a whole. Interim measures that the College may impose may or may not be considered disciplinary measures. Any interim measures and preventative safety actions may remain in effect until the investigation process is complete and a decision is rendered by the College. To the extent possible, when both complainant and respondent are members of the Babson community, interim measures will be imposed in a way that minimizes the burden on a complainant while balancing the rights of the respondent.

B-OFF CAMPUS RESOURCES

Babson College encourages individuals who experience gender-based misconduct to talk to somebody about what happened, so that they can get the support they need, and receive accurate information about their reporting rights and available resources. Any individual who experiences gender-based misconduct has options and resources available to them regardless of their desire to participate in an internal or criminal investigation.

Babson College employees and their family members who wish to obtain confidential assistance relating to challenges they may be facing, including but not limited to gender-based misconduct, can access services of a confidential Employee Assistance Provider (EAP), without cost to the employee. These confidential EAP services can be reached by calling KGA Associates: 1-800-648-9557.

Employees may use KGA's services regardless of whether they report an incident to the College or law enforcement.

Many other off-campus resources also are available to individuals who are impacted by gender-based misconduct. For example, all of the following resources are available to support individuals who have been impacted by gender-based misconduct:

Boston Area Rape Crisis Center ("BARCC"): offers a 24-hour hotline at 800- 841-8371. BARCC provides comprehensive, free services including the hotline, 24- hour medical advocacy, individual and group counseling, legal advocacy, and accompaniment to local hospitals and police stations.

Jane Doe Inc. (Massachusetts Coalition Against Sexual Assault and Domestic Violence

confidential and multilingual statewide hotline): offers a 24-hour hotline as well as a website to connect victims of sexual assault to local resources. 1-877-785- 2020.

Gay Men's Domestic Violence Project (“GMDVP”): has a 24-hour crisis line: 1-800-832-1901. The GMDVP also offers confidential information and referrals for rape, sexual assault, dating violence, and domestic violence for gay, bisexual, and transgender men in Massachusetts.

Fenway Health: Focused on the LGBTQI community, Fenway Health Violence Recovery Program offers a 24-hour hotline: 1-888-242-0900 (Extension 311). In addition Fenway Health also has confidential individual and group counseling, advocacy, information and referrals for lesbian, gay, bisexual, and transgender men and women.

Casa Myrna Vazquez: 1-800-992-2600 (offers a 24-hour shelter hotline)

SafeLink (Statewide Domestic Violence Hotline Program of Casa Myrna Vazquez, Inc.): 1-877-785-2020

REACH Domestic Violence - 24-hour Hotline: 1-800-899-4000

All of the resources listed above will generally maintain confidentiality and not share information with the College unless the individual requests the disclosure and signs a consent or waiver form. However, while off-campus counselors and advocates may maintain an individual’s confidentiality by not informing the College, they may have reporting or other obligations under applicable law. These may include making reports to governmental agencies in cases involving minors, persons with disabilities and the elderly; a requirement to provide testimony in response to a subpoena; or where the individual is at risk of imminent harm to self or others.

REQUESTS FOR CONFIDENTIALITY

In any Title IX review of a report or complaint of prohibited conduct, every effort will be made to protect the privacy interests of those involved to the

degree possible consistent with the College's need to investigate the report and maintain an environment free from gender discrimination. In addition, when gender-based misconduct is reported to the College, Babson will to the extent possible, seek to honor a reporting party's request for confidentiality.

If a complainant discloses an incident to a responsible employee of the College, but indicates that they wish for the College to maintain confidentiality and not investigate the incident or take any disciplinary action, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all community members, including the complainant.

If the College honors the request for confidentiality, a complainant must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent may be limited. Additionally, remedies available for the complainant may be limited as well.

There are times when the College may not be able to honor a complainant's request in order to provide a safe, non-discriminatory environment for all community members. The College will evaluate requests for confidentiality once the College is placed on notice of alleged gender-based misconduct. When weighing a complainant's request for confidentiality or that no investigation or discipline be pursued, the College will consider a range of factors, including the following:

The increased risk that the respondent will commit additional acts of gender-based misconduct or other violence, such as:

whether there have been other gender-based misconduct complaints about the same respondent;

whether the respondent has a history of violence;

whether the respondent threatened further gender-based or other violence against the complainant or others;

whether the gender-based misconduct was committed by multiple perpetrators;

whether the gender-based misconduct was perpetrated with a weapon; and

whether the complainant is a minor.

Whether the College possesses other means (e.g., security cameras, witnesses, or physical evidence) to obtain relevant evidence of the gender-based misconduct; or

Whether the complainant's report or other documentation reveals a potential pattern of misconduct at a given location or by a particular individual or group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the College will likely honor the complainant's request for confidentiality.

If the College has credible information that the respondent was reported, investigated and/or found responsible for gender-based misconduct in the past, the College may be compelled to investigate the allegation and, if appropriate, pursue disciplinary action. However, if the College determines it must investigate a matter despite the complainant's wish for confidentiality, the complainant need not participate in any investigation or disciplinary proceeding.

If the College determines that it cannot maintain a complainant's confidentiality, the College will inform the complainant prior to an investigation and, to the extent possible, share information only with those responsible for handling the College's response. The College will remain mindful of the complainant's well-being and take ongoing steps to keep the complainant informed about the College's course of action, and protect the complainant from retaliation or harm. Retaliation against a complainant, by any community member, will not be tolerated.

Because the College is under a continuing obligation to address the issue of gender-based misconduct campus-wide, reports of that nature (including non-identifying reports) will also prompt the College to consider broader remedial action-- such as increased monitoring, supervision or security at locations

where the reported acts occurred; increasing education and prevention efforts, including to targeted population groups; and/or revisiting its policies and practices.

If the College determines that it can grant a complainant's request for confidentiality, the College will consider other actions that might be implemented to protect and assist the complainant.

All Title IX investigative and sanction proceedings and notices issued by the College will consider both the privacy interests of parties involved, as well as the College's legal obligations. No information will be released by the College except as permitted by law or College policy.

INVESTIGATION/RESOLUTION AND DISCIPLINE PROCESS FOR EMPLOYEE RESPONDENTS

Reports concerning faculty and staff respondents will be preliminarily assessed by the Title IX Coordinator, in consultation with Human Resources, to determine whether a formal investigation is warranted. Formal rules of process and evidence such as those applied in criminal or civil courts are not applicable in the preliminary or formal investigations or in the resolution process described below. The investigation and resolution process for employees subject to a collective bargaining agreement (“CBA”) with the College shall be conducted in accordance with the CBA.

When a complaint is filed against a community member who embodies more than one status at the College (i.e., the community member is a student and an employee), the Title IX Coordinator has the authority to determine the investigation process (student or employee) for the reported incident. The selected grievance process shall have the authority to make final determinations affecting all of a respondent’s statuses at the College.

A-PRELIMINARY INVESTIGATION

After reviewing the information received, the Title IX Coordinator will:

- Work to determine the identity and contact information of the complainant;
- Identify what, if any, portion(s) of the gender-based misconduct policy were allegedly violated;
- Meet the complainant, if feasible, to inquire about and finalize the complaint; and
- Determine if there is cause to proceed with a formal investigation.

If the Title IX Coordinator determines that there is no reasonable cause to pursue a complaint (e.g., if the information received does not present any potential violation of the gender-based misconduct policy, or if it is so vague or incomplete that no further investigation is possible), the matter will be closed without initiating a Title IX investigation and that decision will be communicated to the reporting party.

B-FORMAL INVESTIGATION

If the Title IX Coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. The formal investigation under this Policy will be conducted as promptly and equitably as possible without compromising thoroughness. Absent extenuating circumstances, the College's investigation and resolution process for gender-based misconduct complaints will ordinarily be completed within sixty (60) calendar days from the time of reporting (not including the appeal process). This time period may be shorter or longer depending on the circumstances including, but not limited to, the complexity of the case and the availability and number of witnesses. Should this process last longer than 60 days, the Title IX Coordinator or a Deputy Coordinator will communicate the reasons and expected timeline for completion to all parties.

At the initiation of the formal investigation, the Title IX Coordinator or designee will:

Notify the respondent and complainant of the investigation and provide an explanation of the investigation process;

Provide the respondent and complainant with a written notice of the charges, listing the specific portion(s) of the gender-based misconduct policy alleged to have been violated; and

Appoint a trained investigator, who may be either an internal and/or external investigator, to conduct the investigation. The College may appoint additional investigators in their sole discretion. Concerns relating to any potential bias or conflict of interest of the appointed investigator(s) should be promptly addressed to the Title IX Coordinator who shall have sole discretion to remove or re-appoint investigator(s) as necessary.

At reasonable intervals throughout the investigation, the Title IX Coordinator or a Deputy Title IX Coordinator will maintain communication with the complainant and the respondent regarding the status of the investigation and overall process.

The appointed investigator will:

Commence a thorough and impartial investigation by developing an investigation plan, including a witness list, intended investigation timeframe, and order of interviews for all witnesses and the respondent;

Provide regular updates on the investigation to the Title IX Coordinator; and

Determine whether or not one or more specific portions of the policy were violated based on the preponderance of the evidence. Under this standard, the respondent is

presumed not to have violated the gender-based misconduct policy unless a preponderance of the evidence supports a finding that a violation occurred. A preponderance of the evidence indicates that it is more likely than not that the identified portion of the policy was violated by the respondent.

At the conclusion of the investigation, the investigator will provide the Title IX Coordinator with their written conclusions as to whether or not the respondent violated the gender-based misconduct policy based on a preponderance of the evidence standard and citing the key evidence on which the decision was based. The Title IX Coordinator will review investigator's factual findings and proposed conclusions, to ensure the following:

The investigation was thorough, reliable, and impartial;

The conclusions were based on the evidence collected; and

The conclusions were based on the preponderance of the evidence.

If the Title IX Coordinator determines that any further steps are necessary to meet any of these requirements, they will so inform the investigator. The investigator will take the necessary steps and update their investigative report accordingly.

When the Title IX Coordinator receives an investigative report that the Coordinator determines is final, the Title IX Coordinator or a Deputy Coordinator will separately inform both the complainant and the respondent of the outcome of the investigation and the next steps in the process. Those next steps are the appeal process and discipline process if there was a finding of responsibility.

In addition to sharing the outcome with the parties, the Title IX Coordinator will also determine whether additional remedies are necessary for the complainant and/or community, if any, to address the incident.

The Title IX Coordinator may offer the parties conflict resolution options when appropriate based on the facts and circumstances and regardless of the outcome of the preliminary or formal investigation. Such conflict resolution may include mediation, restorative justice, or other options and will only be utilized when both parties consent to the option. However, mediation will not be proposed or used in cases involving reported sexual violence.

A-DISCIPLINE PROCESS

When a respondent faculty or staff member has been found responsible for violating this Policy, the following discipline process will be followed:

The complainant and the respondent shall each have two (2) business days after the date they are provided notice of the outcome of the investigation to submit a written impact statement to the Title IX Coordinator. The written impact statement is intended to inform the College of relevant information in determining the appropriate discipline, including, but not limited to, how the incident has affected the impacted party, and whether they believe any mitigating or aggravating facts and circumstances warrant leniency or enhanced discipline.

Both the complainant and the respondent have the option to meet with the Title IX Coordinator to discuss potential disciplinary measures either instead of or in addition to a written impact statement. Such a meeting is not an opportunity to challenge or contest the outcome of the investigation.

The Title IX Coordinator also reserves the right to meet with other relevant parties, including but not limited to the investigator or witnesses, if she/he believes it will assist in determining the appropriate disciplinary measures.

Before determining the disciplinary measures, the Title IX Coordinator will review: i) the investigator's report and conclusions; ii) the respondent's prior disciplinary record, if any, and iii) any impact statements submitted by either party.

When a decision about disciplinary measures has been made by the College, the Title IX Coordinator will send both parties a written decision letter, informing the respondent of all measures to be imposed and informing the complainant of any disciplinary measures that directly impact him or her (i.e., whether the respondent will be restricted from the community). Decision letters will be sent via email.

All disciplinary measures are enacted immediately (unless otherwise stated) regardless of the status of the appeal.

The College will not require either party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the re-disclosure of information related to the outcome of the proceeding.

A finding by the College that any employee has violated this Gender-Based Misconduct Policy is considered just cause for Babson to take disciplinary action under any employment contract, agreement, or other policy of the College. Babson reserves sole discretion and right to determine appropriate disciplinary measures for employees who are found to have engaged in gender-based misconduct. Employees who are found to have engaged in gender-based misconduct may face discipline up to and including termination of employment, or in the case of tenured faculty, initiation of

tenure revocation procedures. In any instance where the College initiates tenure revocation procedures, the College's Title IX Coordinator has discretion to share information and documentation from the underlying Title IX investigation with the Appointment Decisions Managing Body (ADMB).

If the College determines that there is insufficient evidence to find a respondent employee engaged in gender-based misconduct, the College still retains any and all rights it otherwise has to take employment action against the individual.

B-APPEAL PROCESS

After the parties are informed of the outcome of an investigation, both the respondent and the complainant may submit an appeal based on the outcome of the investigation and/or any disciplinary measures taken as set forth below.

Guiding principles of the appeal process:

Appeals are not intended to re-hear the allegations or to constitute a new or "de novo" review of the investigation.

Absent clear and material error, appeals determinations are intended to be deferential to the original decision-maker.

Findings should be revised by the appeal officer only when remanding for further investigation or granting a new investigation would be insufficient, impractical or unnecessary. Discipline should be revised by the appeal officer only if there is a compelling justification to do so.

An appeal must be submitted within three (3) business days after the decision letter is delivered to the parties' Babson email account (or non-Babson email account for complainants who are not affiliated with Babson). An appeal may be made solely on the grounds of: Error in the charge and/or investigation that materially affected the outcome (e.g., substantiated bias, material deviation from established procedures, etc.);

New information that could not have been discovered prior to the investigation or disciplinary meeting through the exercise of reasonable diligence and that would have materially affected the outcome. A summary of this new evidence and its potential impact must be included in the written appeal; or

The disciplinary measures imposed by the College were grossly disproportionate to the violation(s) of Policy found to have been committed.

When a staff employee is found responsible for engaging in gender-based misconduct, the Vice President of Human Resources or their designee shall act as the appeal officer. When a faculty member is found responsible for engaging in gender-based misconduct, the Provost or their designee shall act as the appeal officer. Appeals must be made in writing to the appeal officer and must clearly and succinctly explain how the specific grounds described above have been met. The party submitting the appeal has the burden of demonstrating how the above grounds have been met.

When one party submits an appeal, a copy of the appeal will be provided to the other party by the appeal officer. The other party will have the opportunity to submit a written statement to the appeal officer within three (3) business days, to be considered with the original appeal. The written statement shall be limited to a response to the content of the original appeal.

After reviewing the written appeal(s), written statement(s), and associated case file, the appeal officer will take one of the following actions:

Reject the appeal as untimely or improper based on the grounds articulated above.

Uphold the original decision and/or disciplinary action.

Grant the appeal and:

Remand the case with specific instructions to the Title IX Coordinator for further consideration or, in the rare circumstances in which it would be impractical, improper, or infeasible to remand the case, grant a new investigation.

If remanded for further investigation, any resulting disciplinary action may be appealed.

If the appeal officer remands to the Title IX Coordinator for review of the discipline, the reconsideration of the Title IX Coordinator is final.

Modify the disciplinary action(s) by reducing or enhancing the discipline. A rationale will be provided by the appeal officer when a disciplinary action is modified.

In rare circumstances, revise the outcome of the investigation from a “not responsible” to a “responsible” finding, or from a “responsible” to a “not responsible” finding.

If the outcome of the investigation is revised from a “not responsible” to a “responsible” finding, the appeal officer will either determine the final discipline or remand the case to the Title IX Coordinator to determine the appropriate disciplinary action. If remanded to the Title IX Coordinator, the resulting discipline may be appealed.

The complainant and the respondent will receive contemporaneous written notification of

the appeal officer's decision regarding the appeal(s) at their Babson email accounts (or non-Babson email account for complainants who are not Babson community members). Except where the case is remanded or a new investigation is granted, the decision of the appeal officer is final and not subject to further review.

INVESTIGATION/RESOLUTION AND DISCIPLINE PROCESS FOR NON-EMPLOYEE AND NON-STUDENT RESPONDENTS

Reports concerning community member respondents other than faculty, staff, or students (such as volunteers, agency/contract personnel, visiting researchers and scholars, and all other affiliates) will be assessed by the Title IX Coordinator to determine whether an investigation is warranted. If an investigation is deemed warranted, the Title IX Coordinator shall determine the nature, structure, and scope of the investigation to ensure that it is reasonable and appropriate under the circumstances and meets the College's obligations under Title IX. The College reserves the right to take disciplinary and other appropriate action, up to and including termination and/or the removal of such respondents from campus at the discretion of the Title IX Coordinator and in accordance with any applicable contract or agreement. Any action taken by the College involving such respondents is not subject to appeal.

NOTICE OF RIGHTS

Rights of the Complainant

Employees or students who file gender-based misconduct complaints with the College against either another employee or a student have a number of rights, including the following:

The right to an investigation and appropriate resolution of all credible complaints of gender-based misconduct made in good faith to the College;

The right to be treated with respect by College employees throughout the process;

The right to request safety measures and accommodations from the College and to receive such assistance from the College when readily available;

The right to report the incident to off-campus authorities and/or law enforcement and to be assisted by College employees in doing so;

The right to be provided with a written explanation of rights and options with respect to the matter;

The right to have the investigation and resolution process fully explained;

The right to receive written notice of all allegations for which the respondent is charged;

The right to be notified of possible disciplinary action that may result if the respondent is found responsible of violating the policy(ies) in question;

The right to an outcome based on information the decision-maker finds credible, relevant and convincing by a preponderance of the evidence (i.e., it is more likely than not that a policy violation occurred);

The right to appeal the outcome of the investigation and/or discipline, in accordance with the appeal guidelines established in this Policy; and

The right to privacy, and the assurance that information regarding the complaint will be shared only with those necessary

Rights of the Respondent

A respondent, who is a Babson faculty or staff employee, has a number of rights under this policy and with respect to a resolution of a complaint. They include the following:

The right to an investigation and appropriate resolution of all credible complaints of gender- based misconduct made in good faith to the College;

The right to be treated with respect by College employees throughout the process;

The right to request safety measures and accommodations from the College and to receive such assistance from the College when readily available;

The right to be provided with a written explanation of rights and options with respect to the matter;

The right to have the investigation and resolution process fully explained;

The right to receive written notice of all charges;

The right to be notified of possible discipline that may result if found responsible for violating the policy(ies) in question;

The right to an outcome based on information the decision-maker finds credible, relevant and convincing by a preponderance of the evidence (i.e., it is more likely than not that a policy violation occurred);

The right to appeal the outcome of the investigation and/or discipline, in accordance with the appeal guidelines established in this Policy; and

The right to privacy, and the assurance that information regarding the complaint will be shared only with those necessary.

OTHER PROVISIONS

ADVISERS

When a Babson employee is either complainant or respondent in a gender-based misconduct investigation, both they and the other party will have the right to have one (1) adviser of their choice assist them during the investigative process. Advisers serve as a support person for the parties during the process, including investigative meetings, meetings with the Title IX Coordinator and disciplinary meetings. The adviser's name and relationship to a party (e.g., friend, colleague, family member, attorney, etc.) must be disclosed to the Title IX Coordinator prior to the meeting for which they will serve as the adviser. Individuals who are witnesses to the incident(s) under investigation or are otherwise involved in the matter may not typically serve as advisers.

Advisers are not permitted to advocate for a party or speak on their behalf during any of the aforementioned meetings. The College reserves the right to remove an adviser from any meeting should these expectations and guidelines be violated. Meetings are not generally delayed or rescheduled due to an adviser's schedule or availability. The Title IX Coordinator will consider requests made to delay or reschedule a meeting and will make the final determination at their sole discretion.

The College reserves the right to have legal counsel for the College present during any meeting concerning a gender-based misconduct complaint.

ATTENDANCE

To enable the most accurate and fair review of the facts, a respondent who is a Babson employee is expected to attend and participate in meetings during the course of an investigation under this Policy. If a respondent chooses not to attend one or more meetings, the charges will be reviewed on the basis of the information and evidence available, and a decision will be made. Although no inference may be drawn against a respondent for failing to attend a meeting or remaining silent, the process will proceed

and the conclusion will be based on the evidence presented. No decision shall be based solely on the failure of the respondent to attend one or more meetings, to participate in such meeting(s), or to answer the charges.

HISTORY OF THE PRINCIPAL PARTIES

Sexual History:

Neither the past sexual history nor sexual character of either party will be considered in the investigation or any other proceeding unless such information is determined by the Title IX Coordinator and investigator to be specifically and directly relevant to a pending charge.

Disciplinary History/History of Previous Complaints Against Respondent:

Previous disciplinary history or previously filed complaints may be considered in the course of the investigation if:

1. The facts related to the previous disciplinary history or complaints are substantially similar to the facts related to the present charge(s);
2. The information indicates a pattern of behavior and substantial conformity with that pattern by the respondent; or
3. There are other reasons deemed by the Title IX Coordinator to be specifically and directly relevant to the present charge(s).

If any previous disciplinary history or complaints are considered in the course of the investigation, the relevant party will be notified of such and will be permitted to review the information that is to be considered.

EFFECT OF CRIMINAL PROCEEDINGS:

Because the standards for determining a violation of criminal law are different from the standards for determining a violation of this Policy, criminal investigations, reports, or outcomes are not determinative of whether gender-based misconduct has occurred for purposes of this Policy. In other words, conduct may constitute gender-based misconduct under this Policy even if there is insufficient evidence of a crime or if law enforcement agencies decline to prosecute. The filing of a complaint of gender-based misconduct under this Policy is independent of any criminal investigation or proceeding, and the College will not await the conclusion of any criminal investigation or proceedings to: (i) commence its own investigation; (ii) take interim measures to protect the complainant and the College community, if necessary; and/or (iii) implement disciplinary proceedings without regard to any pending criminal proceedings.

FALSE COMPLAINT/FALSE INFORMATION

The College will not tolerate false reporting and reserves the right to discipline members of the College

community who knowingly bring false complaints of gender-based misconduct or provide false information during an investigation or hearing. However, no complaint will be considered "false" solely because it cannot be corroborated. If any employee is determined to have knowingly provided false information during the investigation or disciplinary process, that employee may face disciplinary action up to and including termination of employment from the College, in accordance with applicable College policies. If the employee has been found responsible for gender-based misconduct, their knowingly providing the College with false information may be considered an aggravating circumstance during the disciplinary phase.

VII. TITLE IX COORDINATOR CONTACT INFORMATION

Questions or concerns regarding this Policy, the College's procedures for responding to reports of gender-based misconduct, and Title IX may be directed to the following resource:

Betsy Rauch
Title IX Coordinator
Horn 329
781-239-5501
brauch1@babson.edu

APPENDIX G

Sabbatical Policy

BABSON COLLEGE
SABBATICAL POLICY
(Approved by Faculty Vote)
March 23, 1983
As Amended through February 5, 2011

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ARTICLE I — PURPOSE OF SABBATICAL

A sabbatical is granted by the College for the advancement of the College and the professional development of faculty members, subject to the availability of resources.

Sabbaticals are a form of faculty development. The College is making an investment in the development of its most critical human resource. What the College expects to receive in return is a better, more productive faculty member. The purpose of a sabbatical leave is to promote professional growth and increased competence among faculty members by subsidizing significant study and research, creative work, or some other program which is judged to be of equivalent value and which cannot be accomplished during the fulfillment of normal academic duties and responsibilities.

Sabbatical leave provides faculty with the opportunity to take uninterrupted time for professional renewal, travel, study, formal education, research, writing, employee development, certification, and other experiences of professional value. The faculty should be encouraged to participate in sabbatical leave to stay current in their field and to renew professional skills. Participation of faculty in sabbatical leave enhances the ability of faculty to serve Babson's research and teaching missions.

In its statement of principles on leaves of absence, the AAUP (1995) states:

Leaves of absence are among the most important means by which the teaching effectiveness of faculty members may be enhanced, their scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of faculty members to make sure of the available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel.

If Babson is to maintain and enhance its recognized excellence as a teaching and research college, sabbatical leaves are an essential component of that effort. To facilitate this process, the College's goal is to provide sabbaticals for eligible faculty members as soon as they are first eligible.

ARTICLE II — ELIGIBILITY FOR SABBATICAL

Faculty members shall be eligible to apply for a sabbatical leave if:

1. They are tenured, or they have been offered tenure but either refused or renounced it but continue as a faculty member;
2. They have accumulated at least seven years of full-time service at Babson College, or six years of full-time service has elapsed since their last sabbatical unless a postponement has occurred, in which case Article IV will apply.
 - a. Teaching buyouts (parental leave, personal leave, Babson Faculty Research Fund (BFRF), Babson Executive Education, etc.) do not affect credit toward full-time service;
 - b. Any fractional year of full-time service or any years spent on leave of absence shall not count as years of accumulation toward a sabbatical.

- c. Any time spent at Babson as a “visiting” faculty member shall not count as years of accumulation toward a sabbatical.
3. They intend to resume full-time duties upon the termination of the sabbatical leave.

Faculty members who have entered the College’s Phased Retirement Program are no longer eligible for a sabbatical.

ARTICLE III — NUMBER OF SABBATICALS TO BE AWARDED

As a matter of policy, the College shall grant sabbatical leaves each year to as many eligible members of the faculty as budgetary appropriations permit. To facilitate the budgetary planning process, each spring, the Dean of Faculty will distribute a list of faculty eligible for sabbatical over the subsequent three academic years. A survey of eligible faculty will be taken to provide an estimate of non-binding sabbatical demand over the subsequent three years for budgetary planning purposes.

ARTICLE IV — SABBATICAL QUEUE AND PRIORITY RANKING

It is the intent of the College that faculty members shall have a sabbatical every seven years. However, because of possible budgetary constraints, not all candidates in any given year may be permitted to take leave at that time. In the event that more faculty members are eligible for sabbatical leaves than the number which can be funded in any one year, the available leaves shall be granted to faculty members who have submitted acceptable proposals in an order of preference based on the number of years since these applicants became eligible for a sabbatical, subject to the exceptions outlined below

1. Faculty members who are taking their first sabbatical will be given preference, if they are in the same queue position as someone who has already had a sabbatical.
2. Faculty members are expected to apply for a sabbatical at least once every ten years. Effective academic year 2011/2012, if a faculty member chooses not to apply for sabbatical, after ten years, s/he loses his/her position in the queue and is credited with six years toward his/her next sabbatical.
3. A faculty member who is turned down for sabbatical due to budgetary considerations will earn one year of credit toward his/her next sabbatical for each year during which this may occur to a maximum of three years.
4. A faculty member who submits an acceptable proposal but is turned down for sabbatical due to budgetary considerations will be given the highest priority in the sabbatical queue the following year.
5. A faculty member who is unable to take a sabbatical while fulfilling the College’s request to undertake administrative duties will continue to earn one year of credit toward his/her next sabbatical for each year of administrative duty and will be given the highest priority in the sabbatical queue in the year following the end of administrative duties.

If two or more individuals are tied in the queue at a time when there is only one sabbatical available, the decision will be made by the Dean of Faculty, who will consider any special circumstances which would justify a distinction to be made, including the quality of the sabbatical proposal.

ARTICLE V— FORMS OF SABBATICAL

Sabbaticals will be granted for either (a) one regular academic year at fifty percent of pay or (b) one semester at full pay. The College strongly encourages faculty to pursue Option (a), since a longer sabbatical is advantageous for both the individual and the College. Visiting professorships, outside grant support, and internal research support are among the options that faculty are encouraged to explore to seek funding for a full year of sabbatical leave.

If faculty members are awarded a one-semester sabbatical at full pay, they are thereby relieved of one-half of their regular, calculated teaching load for the academic year in which they take their sabbatical leave, as well as their service obligations for the sabbatical semester.

Other teaching load reductions, such as course releases awarded by the Babson Faculty Research Fund, Term Chairs, and Glavin course releases do not change this calculation. For example, if a faculty member with a five course teaching load takes a one-semester sabbatical and receives a single Babson Faculty Research Fund (BFRF) course release, their teaching load for the non-sabbatical semester will be $(5/2) - 1 = 1.5$ courses.

ARTICLE VI— VOTING AND SERVICE ELIGIBILITY

Faculty members on sabbatical leave are considered voting members of the faculty, but are not eligible to serve on Faculty Senate committees during that time.

ARTICLE VII— SABBATICAL ACTIVITIES

A faculty member shall be guided by the following objectives in selecting a project:

1. To stimulate self-development by exposure to new environments with sufficient time to interact beneficially with those environments.
2. To encourage the search for new perspectives in curriculum planning, course content, and classroom performance.
3. To permit initiation of, progress on, or completion of writing projects which require greater stretches of uninterrupted time than are available when teaching.

ARTICLE VIII— SALARY CONSIDERATIONS AND FRINGE BENEFITS

Faculty members on sabbatical leave shall be entitled to the same salary consideration for the year following their sabbatical leaves as they would have received had they remained in residence instead of going on sabbatical. Faculty members on sabbatical are expected to participate in the annual performance review process. Fringe benefits shall continue as usual during a sabbatical leave. Contributions toward retirement shall be prorated based upon the annualized rate of salary.

ARTICLE IX— SABBATICAL APPLICATION REVIEW PROCESS

Applications for sabbatical will be reviewed by the faculty member's Division Chair and, upon approval, will be forwarded to the Dean of Faculty. Applications for sabbatical the following academic year will be submitted to the Dean of Faculty by September 15 and evaluated by October 15. In case of

disagreement, any of the three parties may request a review of the sabbatical proposal by the Babson Faculty Research Fund (BFRF). A candidate may appeal to the President to review a decision rendered by the BFRF. The decision of the President shall be final and binding upon all parties concerned.

ARTICLE X — APPLICATION PROCEDURE AND PROPOSAL FORMAT

Faculty seeking a sabbatical leave must submit a proposal for a definite and well-defined research or study program for approval. Applicants should submit a brief proposal that addresses the following questions:

- a) Sabbatical for scholarly and creative research and study
 1. What is the nature and scope of your project?
 2. How will this project contribute to your career as a scholar? How will it contribute to your effectiveness as a teacher?
 3. How does this project fit into your scholarly program; i.e., does it continue past themes or does it constitute a new direction? If the latter, please elaborate on your rationale for this change.
 4. What is the likelihood of completing the project in the time requested?
 5. What do you intend to produce as a result of this study (e.g., publications, productions, etc.)?

- b) Sabbatical for a purpose other than research or writing
 1. What is the nature and scope of your project?
 2. How will this project contribute to your career as a scholar? How will it contribute to your effectiveness as a teacher? How will it contribute to your professional development?
 3. What do you intend to produce as a result of this study (e.g., publications, productions, new course or program etc.)?

ARTICLE XI — FINAL REPORT

The purpose of the final report is to provide and disseminate accountability to our community and to your colleagues. The final report is due within 60 days of your return to the College or by arrangement with the Division Chair and Dean of Faculty. The final report includes:

- A 250-word abstract
- In the body of your report provide:
 - A description of your experience; include both successes and problems you encountered
 - If your sabbatical produced a tangible product, provide a copy or a link to it
 - Describe your professional growth
 - Describe your future plans as a result of your sabbatical

ARTICLE XII — FAILURE TO DELIVER

A faculty member who fails to deliver the required post-sabbatical report or who fails substantially to carry out the work stipulated in the sabbatical proposal shall be considered in breach of contract with the College and be subject to the following, at the discretion of the Dean of Faculty. Accumulation of

years in the queue toward another sabbatical is stopped until the work specified in the approved proposal is completed and an appropriate report is submitted to and approved by the Dean of Faculty. (Upon acceptance of the delayed report, accumulation re-starts, but without recovery of the lost time.) In addition, there may be additional ramifications in the form of reduced compensation, or denial of salary increases.

ARTICLE XIII — AMENDMENTS

The Board of Trustees of Babson College may amend these policies and procedures by a majority vote at any regular meeting of the Board, provided a copy of the proposed amendment shall have been mailed or delivered to each member of the Board and to each full-time faculty member not less than thirty days prior to the date on which the amendment is to be acted upon. Proposals to amend may also originate as a Faculty Amendment Proposal. Amendments to any of these policies and procedures may be initiated by the full-time faculty in accordance with the following procedure:

1. (a.) The faculty member or members initiating the proposal shall submit the proposal, in writing, to the President, Provost and each member of the faculty. Not less than 15 days nor more than 30 days thereafter, the Provost shall call a meeting of the faculty for consideration of the proposed amendment. Amendments to this proposal may be made by a majority vote of the faculty assembled. Approval of the proposal will require an affirmative vote by two-thirds of all eligible voters by an electronic ballot.
 - (b.) An electronic vote will be distributed within forty-eight (48) hours after the close of the faculty meeting at which the proposal has been discussed.
 - (c.) The ballot must be returned to the Senate Elections Committee or designee by the eligible voting faculty within seven (7) days after the time of its distribution.
 - (d.) The current Senate Elections Committee or designee will prepare the ballot.
 - (e.) No proxy voting will be allowed.
2. Faculty Amendment Proposals shall be transmitted to the President, who shall bring such proposals to the attention of the Board of Trustees.

APPENDIX H

Phased Retirement Program

Babson College
Phased Retirement Policy
Version April 2019

Purpose

The purpose of the Phased Retirement Program is to help faculty members make a good transition from full time teaching to full retirement, and to help the college plan for the succession and continuity of its academic programs.

Eligibility

The Phased Retirement Program is available to all full-time faculty (as that term is defined by Policies and Procedures) who are at least 55 years old, and whose age and years of service add up to at least 75. In its discretion, the College may limit the number of people who may begin the Phased Retirement Program in any one year.

General Provisions

The Phased Retirement Program consists of the following elements:

A reduced teaching load with the continued provision of health care benefits based on full-time levels;

A three year period of reduced teaching load, followed by retirement. The phased retirement period may be extended for up to two additional years by mutual agreement between the faculty member and the college.

The relinquishment of tenure (where applicable).

Should the college provide a Medicare Supplemental Insurance Plan for which the faculty member is eligible, the college will subsidize the premium for that plan for three years after retirement. If a faculty member completes the Phased Retirement Program but is not yet Medicare eligible, the College will allow access to its insurance program at the COBRA rate for the maximum period allowed by COBRA.

Each faculty member choosing to enter into the Phased Retirement Program will enter into a written contract with the College setting out the terms of that person's retirement from the College.

Term of Phased Retirement Period

A faculty member choosing phased retirement may elect to carry a reduced teaching load for up to three years. At the conclusion of the chosen period of time, the faculty member will retire from the College, and be entitled to the services and benefits afforded to retired faculty.

At the conclusion of the phased retirement period, by mutual agreement between the Dean of Faculty and the faculty member, the phased retirement may extend on one year terms for up to two years.

Relinquishment of Tenure

When a faculty member enters into the Phased Retirement Program, she or he will irrevocably relinquish tenure and the rights and obligations that go with that status as defined in Policies and Procedures. Tenured status will end at the conclusion of the phased retirement period. Faculty members who are not subject to tenure or who have renounced tenure under Policies and Procedures will have the contractual agreement for phased retirement serve as a terminal contract with the College.

Teaching Load during Phased Retirement Period

The standard teaching load for the 3 years of the Phased Retirement Program will be fifty percent of the faculty member's normal course equivalents per academic year.² That teaching load may be satisfied over the 3 year period as follows:

The faculty member may split each year's teaching of courses over two semesters;

The faculty member may teach each year's courses in one semester;

If on a three year term, the faculty member may teach a heavier load in year one, with a decreasing load for the remaining two years.

Research and Service During Phased Retirement Period

During the 3 years of the Phased Retirement period, faculty members will be expected to continue to provide service to the College in terms of committee membership, contributions to the division, or other forms of service to the College. The Division Chair will work to structure service obligations to conform to the teaching structure outlined above.

During the 3 years of the Phased Retirement period, faculty members will be expected to continue to maintain their intellectual vitality in the form of research, writing, and professional activities and the College will continue to support those activities under the terms of the Faculty Handbook.

Outside Activities and Additional Teaching During Phased Retirement

Participants in the Phased Retirement Program may teach in Executive Education and in Babson Global programs by mutual agreement with those programs.

Participants will continue to be bound by the Faculty Consulting, Outside Work, and Conflict of Interest policies in the Faculty Handbook.

²Some faculty members on 5 course teaching loads have opted to teach 3-3-2, with a final year's payout for the .5 CE overload.

Compensation and Benefits

Salary. The salary for each participant in the Phased Retirement Program will be 50% of that person's full-time salary, adjusted each year under the same criteria for performance as other full-time faculty. Should a person be unable or unwilling to complete the full Phased Retirement term, he or she will be compensated for the work already performed.

Health Insurance. During the term of Phased Retirement, the College will continue to contribute to Group Health Insurance and Dental Insurance Plans in the same manner and amount as it does for full-time faculty. To the extent that such benefits change for full-time faculty, Phased Retirement faculty will also be subject to the same changes.

Post-Retirement Health Insurance. If a faculty member has completed the Phased Retirement Program, so has retired from the College, the College will make Group Health and Dental Insurance available to the faculty member at the COBRA rate (102% of premium). The College will make no contribution to these benefits. Access to group health insurance will extend for the maximum period allowed by COBRA. Access to dental insurance continues indefinitely.

Medicare Supplemental. The College intends to make group Medicare Supplemental Insurance available to faculty retirees. Assuming that it does so, if a participant completes the Phased Retirement Period and is eligible for Medicare, the College will pay the same proportion of the premium for the Medicare Supplemental insurance as it does for group health insurance for faculty, for the first 3 years of coverage. This benefit is available only on an individual basis, and is subject to changes in the College's contribution percentage for the group health insurance for faculty.

Retirement Plans and Other Salary-Dependent Benefits. During the Phased Retirement period, participant and College contributions to the College's retirement plan shall be based on the reduced salary. Life insurance, travel insurance, accidental death and dismemberment insurance, and long term disability insurance will continue on the same basis as other full-time faculty members, but the amounts of such insurance will be based on the reduced salary.

Other Benefits and Policies. During the Phased Retirement Period, the policies in the Faculty Handbook will continue to apply to participants.

Office Space

During the Phased Retirement Period, participants will continue to have office space. While the College will work with faculty members to provide suitable space, it may not be the faculty member's current space, and may be a shared office. The Division Chair, Dean of Faculty, and other relevant administrators will work to provide mutually acceptable office space for each participant.

Procedures

Applying for Phased Retirement. The College encourages faculty members to discuss the possibility of Phased Retirement with their Division Chairs as early as feasible. For planning purposes, faculty

members who wish to enter into the Phased Retirement program should request to do so before the end of the semester prior to the last semester of full-time teaching. For example, if a faculty member wanted to start Phased Retirement in the fall semester, he or she would request to do so by the end of the fall semester one year earlier. The request should be made to the Dean of Faculty and the relevant Division Chair. Requests made after these deadlines are less likely to be granted on the timeline the faculty member seeks.

Granting Phased Retirement. The Dean of Faculty will decide, in consultation with the Division Chair, whether to grant the phased retirement request.

The Phased Retirement Agreement. Once the request is granted, the College will prepare a Phased Retirement Agreement, setting out the duration of the Phased Retirement Period, the compensation, the scope of workload, the relinquishment of tenure, and any other provisions that may be appropriate. As part of the Phased Retirement Agreement, the College will ask for a waiver of any employment-related claims against the College.

Discretion of the Dean of Faculty. In addition to the discretion to authorize participation in the Phased Retirement Program, the Dean of Faculty may make exceptions to the standard formulae of this program in order to meet the needs of the College.

Modifications and Termination of the Program. The College will evaluate the Phased Retirement Program each year, and may modify or end the program at any time. Should the College modify or end the Phased Retirement Program, it will honor existing agreements. Should the College add new incentives or enhancements to the program it will extend those incentives or enhancements to existing participants.