



New Faculty Orientation Handbook 2008-2009

This booklet isn't a substitute for discussions with your department chair, to whom College Legislation assigns the responsibility of orienting new faculty, but it attempts to answer some of the questions you'll have about teaching at Wellesley. Since you don't need to know everything at the same time, this booklet is organized chronologically, starting from the time you start planning your courses and moving through to the end of the term. Many of the suggestions will be old hat to you. Towards the end, you'll find a discussion of the resources available to you from the College in general and at the Pforzheimer Learning & Teaching Center (PLTC) in particular. Although this handbook focuses mainly on teaching, some ideas and resources for scholarly activity and other aspects of your life as a faculty member at Wellesley are also included.

Arguably, one of the most important things you should do as a new faculty member at the College is to become familiar with the College's "Articles of Government." Divided into two books, Book 1 and 2: www.wellesley.edu/DeanCollege/bk1a1.html, these Articles form the basis by which the College operates. Additionally – and more specific to faculty members – you should study thoroughly the essential resources (and links) available at the homepage of the Office of the Dean of the College: www.wellesley.edu/DeanCollege. From this page, you can access the invaluable "Faculty Information," prepared – and regularly updated – by the Office of the Dean of the College. Included on this page are links to important dates, academic calendars, faculty research grants, grants for travel to conferences, housing benefits, grading policies, etc. From the Dean's Office home page, you can also access information on topics essential to your professional life (e.g., the informational site for the Committee on Faculty Appointments that includes guidelines for reappointment, promotion and tenure).

Please note that email addresses in this booklet are for off campus access only (using the format of username@wellesley.edu). On campus you will be using the FirstClass mail system. This will be explained to you when you arrive in the fall. Telephone numbers are given as they would be dialed on campus. To call from off-campus, start with 781/283 -.

Finally, please keep in mind this is an informational handout, not a definitive statement of College policy (for that, look at College Legislation). Please pass suggestions for improvement on to the PLTC: [Beth Hennessey](mailto:x3005@wellesley.edu) (x3005, BHENNESS) or [Barb Burck](mailto:x2641@wellesley.edu) (x2641, BBURCK).

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Following are three basic ONLINE tools you should familiarize yourself with right away. They will be referred to throughout this booklet.

1) First Class

<http://www.wellesley.edu/Computing/FirstClass/fcbasics.html#newaccounts>

2) Online Directory

Found by clicking on the Wellesley Conferences icon on your First Class desktop ... then click the Online Directory icon. (Alternatively, you can go to this Web address: <http://www.wellesley.edu/Directory/>). This directory is updated on a daily basis and includes both public and campus-only listings. Notice that you can request either Summary or Detail information. Among other features, the Detail option will display a photo of the person whose name you are searching. If you are off campus but logged into the First Class system, you may display Summary information only (e.g., name and campus phone number).

3) Banner Self Service

The members of the college community use this online system to access information and to complete many tasks electronically. For example, students register for their classes and change their registration online; faculty view their class lists, download photos of students registered for their classes and have the option to enter their grades online. The self service system is also used for faculty voting and to view Student Evaluation Questionnaire reports.

For access to [Banner Self Service](#) follow the steps below:

1. The link to Banner Self Service may be found on the main page of the College web site, under the column titled "Especially for....".
2. Click on the Faculty/Staff link, where you will see a link for *Banner Self Service*
3. When you reach the **User Login page**, use your Banner ID number or your social security number as your User ID, then enter your PIN which is given to you by the Human Resources Office.
4. The first time that you access the online system you will be asked to enter a security question and answer after you have clicked on the login button. Be sure to enter a question and answer that only you would know:
Q: "What was the name of my first dog?"
A: Fluffy.
(The purpose of this question is to enable you to reset your PIN if you forget it at a later time.)

5. You will then be at the Main Menu and may choose *Faculty Services* to see the menu of options.

Book Orders

Book orders are due at the [College Bookstore](#) (x2136) several months before the beginning of a particular semester. The Bookstore sends forms for your orders, as well as instructions for on-line orders. *Books in Print* is available in the Bookstore, Clapp Library, the Science Library, and Music/ Art Libraries (qZ1215 P972; for the full version, including foreign books, consult the copy in the Acquisitions Dept. in Clapp). It is also available online through the Wellesley College website. The Bookstore staff can provide up-to-date information via computer network. It can be useful to consult old book orders and to talk with your colleagues about what books have worked best for them in your course or similar courses. Many departments keep files of the book orders from past years (ask your department administrative assistant). The chair and your colleagues can also give you a sense of how much the books for your course could cost without imposing an undue burden on the students. The Financial Aid Office estimates an annual cost of \$800 for books and supplies, which would average out to \$100 per course. Consider ordering paperbacks if they are available. Students who cannot afford to buy all the books for your course will appreciate it if you put all required books on reserve (on reserve reading, see below).

Designing Your Course

In general, you might look at W. J. McKeachie, *Teaching Tips: A Guidebook for the Beginning College Teacher* (Heath, 8th ed., 1986), available at the Clapp Library (LB 1738.M35 1986).

As you design the overall structure of your course, you'll want to think about such questions as:

- What do you want your students to learn in this course in terms of both content and skills?
- What approaches might work well?
- How does this course fit into your department's curriculum?

Your department chair can help you, as can the other members of your department. You may want to look at syllabi from past years. Look at your department's files for samples and talk to your colleagues. Professional organizations often have sample syllabi and reading lists available. If you find something helpful, please tell other people about it.

As you plan, it's handy to keep various things in mind:

- How many times a week the course meets. This is an obvious question, but the answer isn't. Wellesley has courses that meet 1, 2, 3, 4, or 5 times a week and courses that have lectures, discussion sections, and a lab. Check the "[Schedule of Classes](#)" that is posted online and accessible from the Registrar's website.
- How long the class sessions are. This time varies widely, from 50 minutes for a language course meeting four times a week to 3 or more hours for a lab. Most classes meet twice a week for two 70 minute sessions. Alternatively, some professors choose to meet three times a week for 50 minute sessions. Every session of the same class may not meet for the same length of time. Some classes have a third 70-minute session every week, some every other week (ALT1 and ALT2, for alternate Wednesdays.) If your course meets for different times on different days of the week, think about how you might use the different days most effectively, e.g., whether you want to give an hourly exam in a shorter class period or in a longer one.
- How many students will be in the course? Since students may pre-register for only four courses but may take five, the pre-enrollment figures provided by the Registrar may not give you an accurate idea of how many students will take your course.
- Importantly, the Banner system allows students to add and drop courses electronically, even before a class has met. This means that over the summer or during wintersession, if one student decides to withdraw from a class another student can take her place and add her name to the list. Oftentimes, if a class is filled, students will email the professor and ask to be added to a wait list. While some faculty members do, in fact, keep such lists, unless special arrangements have been made with the Registrar, faculty have no "control" over which names are added. Some departments are quite strict about not going over the indicated enrollment caps. Others are more flexible. Ask your department chair how many students to expect and whether there is a departmental policy regarding class size. Current class lists are available using Banner Self Service.
- Religious holidays (<http://www.wellesley.edu/RelLife/calendar/>) and how you will accommodate them. Talk with your colleagues and your department chair for suggestions.
- College vacations and holidays, as listed on the Registrar's "Important Dates for 2008-2009 Calendar" (<http://www.wellesley.edu/Registrar/0809calendar.pdf>). Massachusetts is one of only two states to celebrate Patriots' Day, for instance.
- In order to balance the number of class meetings, the spring term usually has at least one day that is governed by a different day's teaching schedule. In 2008-2009, for example, the College follows a Monday Schedule on Tuesday, April 21. See the Registrar's "Important Dates for 2008-2009 Calendar" (<http://www.wellesley.edu/Registrar/0809calendar.pdf>).

- Since you must turn in “mid semester warnings” for new students on a date specified by the Registrar (Oct. 22 in 2008-2009), the students must have received graded work back by then.
- Do you want to give the “January Option”? With a January Option, the students have a January deadline (not later than Feb. 2 in 2008-2009) for final papers rather than the normal deadline, which is the last day of the final exam period (Dec. 19 in 2008-2009). The January Option applies to *all* the students in your course, not to only some of them. It is *not* the same thing as an Incomplete. It should be announced in your syllabus or course information sheet on the first day of class: you must announce it by about 10 days into the term (Sept. 19 in 2008-2009) and notify the Registrar’s Office in writing at the same time. A few faculty members use the January Option regularly, while most never do. The Registrar’s Office points out that the January Option is not necessarily in the best interest of seniors who need grades on their transcripts before the middle of February, e.g., for graduate school admissions. Because of graduation, spring term courses have nothing analogous to January Option.
- College Legislation specifies certain things about the design of courses:
 - a student’s grade in a course cannot be based on a single piece of work.
 - a course may not have both a final exam and a final paper (a paper due on the last day of the final exam period).
 - term paper topics must be announced at least three weeks before the end of class. “Term papers,” as opposed to “final papers,” are not in lieu of a final exam. They are due no later than a date specified by the College, always the last day of classes (Dec. 9 and May 13 in 2008-2009).
- Your syllabus may also take account of other factors. Students are not enthusiastic about exams on the last day before a vacation, for instance. The stress level tends to build as the term goes on, both for you and for your students. Since both you and the students have many demands to balance, once you’ve set due dates for written work, don’t change them without a serious talk with your class.

For more information, please refer to these web pages on the college website:

College Calendar: <http://www.wellesley.edu/Registrar/0809calendar.pdf>

Policies: www.wellesley.edu/policies.html

Dean of the College Website; Information for Faculty:

<http://www.wellesley.edu/DeanCollege/handbook.html>

General Judiciary Guidelines for Students:

<http://www.wellesley.edu/DeanStudent/ResJudicGuidelines.html>

The Syllabus You Hand Out in Class

You may choose to hand out hard copies of your syllabus and course information, or post these on a web site or First Class conference (this is very helpful for tutors in your department), or some combination. The course syllabi (lists of assignments) handed out in class are sometimes very detailed, sometimes less detailed, sometimes not very detailed at all. Some faculty members hand out an overview syllabus on the first day and then more detailed syllabi of the separate sections of the course as the course progresses. If flexibility will be important, make sure you build it into the syllabus. If you think you may modify assignments as the course progresses, say so on the syllabus so the students will be forewarned.

Course Information Sheet

On the first day of class you will probably also pass out a course information sheet that helps to define what amount to the rules of the course. Such a sheet usually contains such things as:

- The course's goals
- A list of readings that indicates which are required and which are recommended
- If necessary, a brief discussion of the format of the course
- The requirements of the course
- How the final grade will be computed
- How late work will be dealt with during the term
- Your policy regarding extensions
- A statement about your willingness to accommodate religious observance.
- Your name, office address, office telephone, e-mail username, and office hours. Some people add their home phone, but some don't.
- An encouragement to come and talk with you.
- A paragraph that makes clear your interest in working with students with disabilities.

They may be reluctant to approach you to discuss their disabilities and what accommodations they need to do their work successfully. You could use this paragraph:

“Students with disabilities who are taking this course and who need disability-related accommodations are encouraged to work with Jim Wice, the Director of Disability Services (if you have a physical disability or are uncertain) to arrange these accommodations. His office is located in the Pforzheimer Learning & Teaching Center in Clapp Library.”

It's handy to have extra copies of your course information sheet or your syllabus to give to students who ask about taking your course but who are not yet signed up for it, or for those who are not pre-registered but attend the first meeting of your course. Some faculty members hand out a one-page questionnaire on the first day to learn more about the students, e.g., how much of the subject they've already had, why they're taking the course, and anything else they might want to mention. The personal interest implied even in a relatively impersonal questionnaire can often break the ice for a student who is feeling anxious about whether she should be in a course.

Guest Lecturers

You may invite guest lecturers from outside the College to your course. Funds are available to faculty members and are awarded on a non-competitive basis. Faculty members may apply for up to two lectures each academic year. The total cost of both lectures may not exceed \$500. Such lectures are given as part of a specific class, although they may be opened to those not taking the class. For application forms and information, contact the Special Events Office (x2387) or fill out the [online form](#).

The Library System

The Library is part of Information Services, which provides print, computer, and media resources and services for the college community. Clapp Library specializes in the humanities and social sciences and is the Library administrative center. Department libraries include Art (in Jewett Arts Center) and Music (also in Jewett Arts Center), Science (in the Science Center), and Astronomy (in the Observatory).

The Wellesley College identification card enables students, faculty and staff to borrow from the Library's circulating collections. Because of the cross-registration program with M.I.T., there is library reciprocity between the two institutions. The Library is a member of both the Boston Library Consortium (of academic and research libraries) and the New England Library Information Network, which provides links to the Online Computer Library Center in Ohio. Ask Clapp Reference (x2097) about borrowing privileges when you have special research needs.

The library web site also contains a listing of electronic resources. You may find that journal articles are more conveniently accessed on-line than by interlibrary loan.

The Knapp Media and Technology Center

As part of the Clapp Library, Knapp maintains the same hours as the library. Students, faculty and staff can check out materials from our reserves collection, use the facilities and ask for technical support during this time. The Knapp Center, located on the

ground floor of the Clapp Library, is supported by Wellesley staff from 8:30am-4:30pm and by student consultants after 4:30pm and weekends, available for computing and media services support. Staff members are available for project support by appointment. The College's license on some software entitles all faculty to copy these programs to home computers. Check with the staff at Knapp to see which programs are available. You should certainly use anti-virus software.

The Knapp Center houses:

- More than 43 workstations including media viewing, scanning, digitizing, computing, laptop, and Microfilm stations
- 3 computer and media-equipped project rooms
- Audio and video production studios
- 2 video editing rooms
- A computer and media-equipped audio/videoconferencing room
- Black & white, color and large format printers
- Copy machines
- Soft seating with wireless and wired network access

The Knapp Center provides a wide range of services to Wellesley College students, faculty and staff including:

- Technical support for our workstations, production and project rooms
- Wireless access throughout our workstations, project rooms and lounge areas
- Laptops, video cameras, audio recorders and other equipment for checkout
- Clapp course reserves and e-reserves processing and support
- Project planning and course support for assignments requiring technology
- Large format printing
- Audio & video conferencing

Course Reserves processing requests, equipment reservations, and Knapp staff support are available only during staff hours:

During the academic semester:

Monday-Thursday 8:15-6:30

Friday 8:15-4:30

Sunday 12:00-6:30 except on occasional holiday weekends

For more information about the Knapp Center and its service, go to

<http://www.wellesley.edu/Knapp/>

Course Support Services (Course Conferences in FirstClass, E-Reserves, Print and Media Reserves, and Course Carrels)

Course Conferences in FirstClass

For many faculty and students, class conferences (one of the options available through FirstClass) have become an indispensable way to centralize course information, assignments and readings. In several courses, students post views for all to read. Conferences offer a quick and easy way to answer questions regarding assignments. It is even possible to facilitate a class “chat” through a course conference. Your FirstClass training session will include some discussion of conferences in general. For more detailed information see:

www.wellesley.edu/Computing/FirstClass/controller_guide.html

Electronic Reserves (E-Reserves)

Electronic Reserves provide the broadest access to your course reserve readings. Selections are posted to E-Reserve subconferences within your FirstClass course conferences and can be read and printed by your students from any computer on campus.

All articles from journals, chapters from books, reprints, excerpts, and other course materials that meet the Wellesley College Fair Use Copyright guidelines should be placed on E-Reserve.

The Copy Center in Green Hall provides e-reserve scanning services. Bring them the original text if possible, and otherwise a clear copy of the material needed with full bibliographic and course information and they will prepare and submit your e-reserves for you.

In addition to scanned articles and book selections, the following material should also be included in your course E-Reserves subconference:

- Links to books available through e-brary
- Links to journal articles available electronically from JSTOR, Project Muse, LION, Science Direct and other stable sources

- Links to major newspaper or popular journal articles available electronically through the College Library website (NY Times, Washington Post, etc.)
- Links to other material already available through a stable website

For full details see: www.wellesley.edu/Knapp/Coursereserves/eReserv.html.

Print and Media Reserves

The Wellesley College Course Reserves collection is designed to provide equal and fair access to the most heavily used or hard-to-find course related material. Library owned books and media may be placed on reserve in the Clapp Library or the Art, Music or Science Libraries, based upon the primary location of the resources for a course. If necessary, personal copies of material owned by a professor may also be placed on reserve.

All reprints, chapters from books, articles from journals or other class materials that meet the Wellesley College Fair Use Copyright guidelines should be placed on reserve in electronic form.

Reserves in Clapp Library: Library owned items on reserve in the Clapp Library are housed in an open, browsable collection on the first floor. Personal copies and items with Academic Holds are held on Desk Reserve in the Knapp Media & Technology Center on the first floor of Clapp Library.

More information on Clapp Reserves can be found online at <http://www.wellesley.edu/Knapp/Coursereserves/printReserv.html>

You may submit your reserve lists electronically at www.wellesley.edu/Knapp/Coursereserves/reserves.html

Information on reserves in the Art, Music and Science libraries can be found online <http://www.wellesley.edu/Library/Libtab3.html>

Course Carrels

Some courses use course carrels in Clapp or the Science Library instead of the Reserve Room. The books are checked out to the carrel rather than to an individual. To request a course carrel, talk to the staff at the Clapp or Science Library circulation desk. Some faculty members feel that course carrels encourage students to talk with each other about the material as they come to the carrel to pick up a book or drop it off. If you use a course carrel, you need to establish clear guidelines: can the books leave the library? Is there a sign-out sheet? How long can a student keep a book?

Copying and Copyright

The College's Copyright policy can be found online at http://www.wellesley.edu/Library/copyright_ToC.html

Requests regarding print course pack authorization should be directed to the Clapp Copyright Center (x2804). For other copyright questions contact Graham Henderson, in Clapp Library (x3514).

Media Services (Audio-Visual) Needs

Media Services provides services that fulfill the audio-visual needs of the Wellesley College Community. These services include the support, delivery and maintenance of audio-visual equipment as well as projectionists for video showings, videographers for taping classes and events, and sound support for events.

HELP! is available Monday-Friday, 8:30-4:30

If you are in class and need immediate assistance with the audio-visual equipment (projectors, VCRs, etc.) please locate the "Trouble with A/V equipment?" sign next to the phone in your classroom and follow those instructions to call for help.

All of your equipment, videographer and projectionist requests for classes and events can now be met through R25. Fill out an event registration form to request equipment, videographers and projectionists for new classes and events, or an event change form to make requests for already scheduled classes and events.

More information can be found online at <http://www.wellesley.edu/Knapp/Mediaservices/mediaServ.html>

Information regarding the available equipment in any of the classrooms, as well as instructions on equipment usage, can also be found through the Media Services website at (<http://www.wellesley.edu/Computing/Classrooms/equip-list.html>). The Classroom Equipment List is a strictly on-campus feature.

Computer and Audio-Visual Technical Support

Wellesley has excellent support for computing and media services. The IS Computing Helpdesk (x3333) is the Wellesley College technical support resource for faculty and staff. It is located on the main floor of Clapp Library, just to the left of the entrance and is open from 8:30am-4:30pm Monday through Friday. Computing questions, problems, and requests called in to the Helpdesk are either answered immediately by the students and staff on duty, or referred to a staff person who has expertise in specific computing areas.

A good resource for computing help if you are a new user can be found on the college website <http://www.wellesley.edu/Computing/Newusers/isresources.html>. If you are experiencing problems with your computer; try some of the solutions on the documentation webpages for PCs, (www.wellesley.edu/Computing/pc.html), and for MACs, (www.wellesley.edu/Computing/macintosh.html), before you call the Helpdesk. Also, see the main Computing page for many helpful documents (www.wellesley.edu/Computing/computing.html).

The IS Computing Helpdesk can be called to arrange an individual New User Orientation session. The sessions introduce staff members to the college website computing documentation, and resources available. Most importantly, the IS person will demonstrate First-Class email and conferencing, using and changing passwords on the domain, and be available to answer all questions about technology on campus. For information about the New User Orientation sessions, please call the IS Computing Helpdesk at x3333. Deskside Coaching on any supported software is also available simply by calling the Helpdesk and making a request. Web-based technology training is available at your convenience through Element K (www.wellesley.edu/Computing/Elementk/elementk.html).

As an extension of the College's site license for Microsoft Office for our College-owned computers, Wellesley College faculty and staff are eligible to purchase (1) copy of the installation CD for Microsoft Office under Microsoft's Work at Home program for essentially the cost of copying the CD and shipping! To purchase Microsoft Office or to find out which versions are currently available, just stop by the Helpdesk in Clapp Library with your Wellesley College ID. In order to complete your purchase, you will need to have the Helpdesk staff initial your order form certifying that you are a current employee. You will then need to FAX that order form to a third-party vendor. Order forms are available at the Helpdesk.

Students with Academic Difficulties

If one of your students finds herself in academic difficulty in your course (a D on the first hourly, a failing paper), you can call or email her and ask her to come in and talk with you. Naturally, you can work with her, but there are also several other sources of help to keep in mind:

- You can call the student's Class Dean. Each class has its own dean. In 2008-2009 the Deans are:

First-year students (class of 2012): Lori Tenser, x2327, LTENSER

Sophomores (class of 2011): John O'Keefe, x2325, JOKEEFE

Juniors (class of 2010): Susan Cohen, x2325, SCOHEN

Seniors (class of 2009): Joy Playter, x2325, JPLAYTER

Davis Scholars: Susan Cohen, x2325, SCOHEN

- When you report that a student is having trouble in your class, the Class Dean may see a pattern that is invisible to you, since the Class Deans often have access to more information about students. For instance, the student may be recovering from mono and in tentative physical condition. It is usually wise to tell the student that you consulted her Class Dean: you can make clear that you called her dean because you were concerned about her or her work.

If the student is having a general academic problem, such as poor study skills, you can refer her to Roberta Schotka, Director of Programs in the Pforzheimer Learning & Teaching Center and/or the APT (Academic Peer Tutor one of the PLTC tutoring programs) in her dormitory. APTs run study skills workshops and work individually with students. Call Roberta Schotka, PLTC Program Director (x2675) or John O'Keefe, Class Dean/Director of Advising and Academic Support Services (x2326) for advice, for you as you help the student, and for the student herself.

If the student's problem is specific to your course, suggest that she meet with a **Drop-In Department Tutor**, available in most departments. At the beginning of each semester, the PLTC sends to all students and faculty a copy of the Drop-In Tutoring Schedule and other PLTC support services available for that semester. Department Tutors also staff the Biology, Chemistry, Computer Science, and Math Help Rooms, open five nights a week in the Science Center. Drop-in tutors are also available in the Physics Help Room three nights a week – Monday, Tuesday, and Wednesday. In addition to Drop-In Department Tutors, students may request an **Assigned Department Tutor** (for one-on-one help) by filling out a Tutor Request Form ([available online](#)).

You will receive an email letting you know when a student of yours has requested an Assigned Tutor. We ask the tutors to schedule a meeting with the professor of that student if they are tutored more than twice. Tutors are no charge to the student; the tutor is paid by the College.

The tutor is not a substitute for a faculty member, but rather another source of help for the student. The tutor is also not a personal counselor. You will receive a memo at the beginning of the year from the PLTC describing the tutoring procedures. You can also visit the PLTC website for more information regarding tutors (http://www.wellesley.edu/PLTC/faculty/peer_tutors.html).

The PLTC offers Supplemental Instruction (SI) for several courses each semester. SI is an internationally recognized academic support program that targets difficult course content through on-going peer-led study sessions. For information about the 20080-2009 courses supported by SI, or to find out how you can request SI support for your course, contact Roberta Schotka at X2675.

Tutors *Contact Barb Burck*

- Specific discipline based (available for most departments)
- Support students' understanding of specific content
- Three types:
 1. Attached to a specific course
 2. By Appointment (to an individual student)
 3. Group (department specific but not course specific, available to all students at a specific time and place)
- Each department is responsible for nominating tutors. The PLTC facilitates hiring and administrative process. Departmental faculty liaisons work with the PLTC.
- Trained by faculty in content. Trained by the PLTC in pedagogy and process according to the standards set by the College Reading & Learning Association.

N.B.: All tutors are remunerated. Students do not pay for tutoring. Over 40% of Wellesley students use a tutor every semester.

- If students have writing difficulties, they may work with the Writing Tutors on more general writing issues or with PLTC Tutors for writing difficulties specific to writing in your discipline. If a student's writing difficulties seem profound, you or the student may contact Jeannine Johnson (x2579, JJOHNSO2), Director of Writing Tutors, whose office is in the PLTC, who will assess the nature of the difficulties and assign a specific writing tutor, if appropriate.
- Corri Taylor (x2152, CTAYLOR1), Director of Quantitative Reasoning, is available to work with students and coordinate services for students who are having difficulty with quantitative reasoning skills.
- Esther Iwanaga (x2480, EIWANAGA), Professional Tutor in ESL, is available for students whose first language is not in English for help in oral and reading skills, planning, drafting and revising papers, as well as with all courses. Students can contact Esther for a consultation or individual tutoring, Mondays and Thursdays from 6:00-8:00pm.

Students with Personal Difficulties

It's sometimes hard to know where academic difficulties end and personal difficulties begin (there is no hard line, of course). A faculty member, however sympathetic or empathic, is not a professional counselor. If personal issues are interfering with a student's work, it is appropriate to contact her Class Dean or to refer her to the Stone Center Counseling Service (x2839), for help.

Emergencies (e.g., suicidal remarks, medical emergencies) obviously require immediate action. To help you be prepared for an emergency, the Dean of Students sends each faculty member a detailed discussion of how to handle various kinds of emergency situations. Read it carefully and keep it at hand.

Students with Disabilities

Wellesley College is an equal access institution that welcomes individuals with disabilities. Students may find the need to request reasonable accommodations (or auxiliary aids and services) to obtain equal access to programs and services on campus. Others may find the need for support and understanding of a staff person with expertise in disability issues. Students needing these or other disability related assistance should feel free to contact the appropriate staff personnel.

Students with Learning and/or Attention Disabilities

- Students with documented learning and attention disabilities are registered with Disability Services. Each semester they receive a letter from Jim Wice, the Director of Disability Services, alerting them to the process of arranging for accommodations. If a student is seeking course accommodations, she meets Jim Wice to request that a letter regarding the accommodations be sent to her professor. She must also meet with the professor to discuss accommodations appropriate to the course. If a student does not know that she has a disability but thinks she might, or if you think she might, contact Jim Wice (2434, JWICE), or Roberta Schotka (X2675) who will talk with the student and arrange for diagnostic testing if it is appropriate. The cost of testing is the responsibility of the student, although some funding is available to assist some students on financial aid with this expense.

• Students with Medical Disabilities

For advice and help in accommodating students with medical disabilities, contact Vanessa Britto, Clinical Director of Health Services (x2810, VBRITTO), or Christine Lens nurse supervisor.

• Students with Psychiatric Disabilities

The Stone Center Staff is available to assist students with psychiatric difficulties. For advice and help in accommodating students with psychiatric disabilities contact Robin Cook-Nobles, Administrative Director of Counseling (x2839, RCOOKNOB).

• Students with Physical Disabilities and All Other Disability Related Issues

For advice and help in accommodating students with physical disabilities, or for general inquiries regarding disability related services, contact Jim Wice, Director of Disability Services (x2434, JWICE) whose office is located in the PLTC.

The Honor Code

The Wellesley community recently engaged in a far-reaching discussion of the Honor Code, culminating in two important votes of the legislative bodies of both students and faculty. The following resolution was passed by students as part of the 6 April 2005 College Government elections:

As a Wellesley College student, I will act with honesty, integrity, and respect. In making this commitment, I am accountable to the community and dedicate myself to a life of honor.

Subsequently, the following resolution was endorsed by Academic Council in May of 2005:

We, the faculty of Wellesley College, recognize and admire the students' commitment to the Honor Code. In support, we will provide clear guidelines about the applicability of the Honor Code to our courses and assignments, will be available to talk with students about making decisions consistent with the Honor Code, and will report suspected violations of the Honor Code.

As part of the discussion of this last resolution, the following text was distributed by the multi-constituency committee which had led discussion leading up to these resolutions:

Although students new to the college are introduced to proper citation format and participate in discussions about what constitutes plagiarism (e.g., during orientation and in Writing 125 classes), we believe that it is the responsibility of all faculty to advise students about the Honor Code, generally, and about what constitutes appropriate scholarship in their classes, specifically. Our conversations with faculty led us to conclude that we should not take for granted that rules for course participation are universally known. Rules for citation and collaboration differ greatly across the disciplines and even between instructors. Each instructor should make clear her or his course expectations concerning take-home examinations, homework, and collaborative work – on syllabi, on individual assignments, on FirstClass conferences, or in class. To the extent that it is appropriate within the context of a particular course, faculty might also engage questions of ethics and honor more broadly, integrating these issues into discussions of literature, science, history, or other fields.

The General Judiciary process is foremost an educational one; most students facing General Judiciary who have violated the Honor Code are repentant and learn much from the experience. They receive sanctions and instruction appropriate to the violation. Because of the educational nature of the college's judicial process, there is an expectation that faculty will bring charges when there

is a suspicion of cheating or other violation. Faculty are often the only ones in a position to uphold the standards of academic honesty and integrity embodied in the Honor Code because they are solely responsible for reading, grading, and interacting with student work. We strongly believe that faculty should not deal with suspected Honor Code violations privately because it is potentially unfair; it may enable or conceal a pattern of inappropriate behavior by a student who would benefit from having that pattern discovered and addressed early; and it could expose the college and the faculty member to lawsuits against which it would be difficult to defend.

We recognize that some faculty have had unsatisfactory experiences with the General Judiciary process in the past, and as a result, may be reluctant to bring charges against students whom they suspect have violated the Honor Code. We acknowledge, as well, the daunting responsibility of confronting a case of apparent cheating or other breach of academic integrity. These concerns, among others, prompted the creation of new guidelines for General Judiciary. We have preliminary evidence that these new procedures have significantly addressed many of the concerns faculty have had about the effectiveness of the adjudicatory process. Chief among the changes has been the creation of two positions: a faculty ombudsperson who assists faculty through the General Judiciary process, and a new judicial case coordinator in the Division of Student Life (starting Fall 2008, Don Leach [DLEACH]) who works with the student chief justice to assure that the process proceeds fairly and efficiently. There are also 6 judicial advisors made up of faculty and staff. Equally important, the guidelines will be reviewed regularly by General Judiciary; faculty input will be solicited in the review process.

For further discussion see: www.wellesley.edu/DeanStudent/genjudic.html

Class Lists

Class lists are available from [Banner Self Service](#) and are provided in printed form by the Registrar's Office before the first day of class. The electronic class lists are dynamic and reflect students' registration changes up to the minute. The printed class list is a snapshot of registration status just before classes begin.

Add/Drop

The first two weeks of the semester are designated "Add/drop" and students may change their registration online during this time. Students who have registered for a class have been informed that they should appear for the first class meeting or risk losing their place in the class unless they have notified the faculty of their intention to

stay in the class. If a student does not appear for the first class and has not communicated that she wishes to stay in the class, the instructor may send an email to the Registrar's Office (regoffice@wellesley.edu) instructing that the student be dropped from the class (and thus, opening a seat for other students who wish to add the class.) Because students may change their registration online, if a class does not require the permission of the instructor, a student may add that class if there is space. If a course does require the instructor's permission, then either electronic or paper signatures are required to enable the student to add the class. Printed exception forms are used by students or electronic approvals may be entered by the instructor using Banner Self Service. Instructions for doing this may be found from the Registrar Office web site, under the heading of "Faculty-Staff Info/Forms."
http://www.wellesley.edu/Registrar/online_regapprovals.html

Office Hours

Wellesley doesn't have a standard policy on office hours. The basic point is to be accessible to your students. Some tips:

- try not to schedule all your office hours in the same time slot in the College course schedule, since another class could prevent a student from coming to any of your office hours. Check the Registrar's "Schedule of Classes" for all the course times.
- don't assume that your students know what office hours are: some students think that office hours are the hours the professor does NOT want to be disturbed.
- tell your class what to do if they need to talk with you outside of your office hours, e.g., whether you're usually in your office, whether you mind being called at home, what times you DON'T want to be called at home, such as after 8 PM.
- make clear to your class whether you're easily accessible through electronic mail and/or voice mail.

Grading

College legislation covers grading in Book II; Article VII. It is strongly recommended that you become familiar with College norms in this respect. As you will read there, the following standards are described for the grades A to D:

Grade A is given to students who meet with conspicuous excellence every demand which can fairly be made by the course.

Grade B is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some of the following: organization, accuracy, originality, understanding, insight.

Grade C is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade D is a passing grade. There is no grade of D+ or D-.

There has been considerable discussion at the college regarding grade standards and policies. As result of these discussions, specific expectations in terms of individual class grades were approved by Academic Council during the Spring of 2004 according to which the following policies were adopted:

1. The online grade reports that students can view at the end of each semester indicates the median grade awarded in each course. This information will appear only on the student's grade report; it will not appear on official transcripts.
2. The definition of the college's grading system in the Wellesley College Bulletin has been supplemented by a policy by which, in 100- and 200- level courses, the mean grade should be no higher than B+. The policy is written in such a way as to provide instructors with appropriate flexibility in circumstances where it is clearly warranted (for example, in very small classes or in classes with a large number of credit/no credit enrollments).

In terms of grading, you may find that three questions often come up in discussions with students.

- How soon they can expect to get their written work back? The sooner, the better, of course, but allow yourself enough time to read it thoroughly. If you can't meet your deadline, tell your class and, if possible, explain why.
- What is your policy on rewrites? Will you accept them at all? If so, does the grade on a rewrite replace the original grade or are the two grades averaged? Talk with your colleagues to find out how they handle rewrites.
- What is your policy on extra credit and compensatory credit? For example, can a student do an extra paper or presentation for extra credit? Can a student write an extra paper to help compensate for a low grade on another paper? Requests for extra work are not necessarily motivated by grades.

Semester Classroom Preference Requests

In an effort to accommodate faculty members' needs for instructional technology and classroom preferences, the Registrar's Office posts an online classroom preference form

for a limited time at the end of each semester, to be used for assigning classrooms for the next semester. When the form is available, an announcement is posted on the Faculty/Staff conference and individual email messages are sent to department chairs and administrative assistants. Faculty who use the online classroom preference form will be considered first in the rooming process.

It is important that faculty members fill out this form each semester to confirm instructional needs. The information submitted is downloaded into a scheduling database and this information is helpful when several requests for the same classroom are made for the same day and time. No room preference is guaranteed, especially during prime time hours, but every effort is made to accommodate preferences with the classroom resources available.

Classroom Change Requests

If your classroom is too small, use the Classroom Change form located on the Registrar Office web site under the heading of "Faculty-Staff Info/Forms."

<http://www.wellesley.edu/Registrar/Forms/classroomchgrequest.html>

Final Exams

Wellesley handles final exams in an unusual way that brings significant benefits to both students and faculty. At the beginning of the term, the Registrar's Office will ask you whether your course has a final paper or a final exam or neither. Final exams fall into three categories: take-home, scheduled and self-scheduled. If the exam is a take-home exam, the professor may set the date for when it must be turned in, no later than the end of the exam period as specified in "Important Dates". Scheduled exams are those that require a whole class to be in the same room at the same time, such as an exam where a class is shown a series of slides. These exams are scheduled by the Registrar's Office, although you administer your own scheduled exams.

Most exams, however, are self-scheduled. You write your final exam and arrange to have it copied. The Registrar's Office prepares an envelope for every student in your class. You then "stuff" the exam, i.e., put one copy in each student's envelope. If an exam is self-scheduled, it is administered by the Registrar's Office and must be taken only during the exam period at the end of the semester. (If a student is unable to take the exam during the exam period, she will have to take the exam during the make-up exam period at the beginning of the following semester. The student receives an Incomplete "I" grade until the exam has been taken.) Exams last for 2 1/2 hours. During the exam period, each student chooses on which day and in which time-slot to take your exam. This flexibility reduces the general stress level and the number of students who miss final exams, since if a student is sick one day she can take your exam on a different day. The Honor Code forbids students in a class who have taken an exam from

discussing it with students who have not. At specified times and places during and at the very end of the exam period (again, stay tuned for details from the Registrar's Office), you can pick up whatever exams have been taken in your course. To make best use of this system, think about several issues:

- Since you won't be present when your students take your exam, the instructions need to be extremely clear. Be sure to specify how much each question or section counts and/or how much time a student should allocate to each question or section. Ask a colleague to go over your exam to check for ambiguous instructions and missing information.
- For the same reason, proofread your exam very carefully. Again, ask a colleague to go over it. Make sure that no pages are missing from any copy.
- Have your exam written and stuffed on time. Since students will be taking your exam on different days, you can't rush it into the classroom at the last moment.

See www.wellesley.edu/Registrar/examflyer.html for more information.

Open and Closed Book Self-Scheduled Exams

- Each student receives an exam envelope marked with her name and the course. All Open Book exam envelopes are marked by a bright label. Students are directed to special "Open Book" exam rooms, where the use of books, notebooks, note cards, papers, prepared questions, etc. are allowed. The assumption is that exams are "Closed Book" unless otherwise specified, so it is important that courses with self-scheduled Open Book exams be correctly identified.
- Students may take closed book exams in any of the exam rooms marked "Closed book." Students are not permitted to take any written or printed material into these exam rooms.

FAQs Regarding Student Academic Requirements

Students may ask you questions regarding incompletes (and the various forms thereof), graduation requirements, etc. Other than College Legislation itself, a great resource for them (and for you) is the Class Dean's webpage available at:

www.wellesley.edu/ClassDeans/homepage.html. In particular, the section on FAQs sheds light on many of the uncertainties they (and you) may have.

Incompletes--Excused and Unexcused

Many faculty members and many students do not thoroughly understand College Legislation on incomplete work. The Class Deans have prepared a handout of the relevant College Legislation and a commentary on it. Read the handout carefully and keep it at hand.

Final Grades

There are two options for submitting grades:

- 1) Submit them electronically using the Banner Self Service at: www.wellesley.edu/Registrar/faculty.html. You will need your Social Security or ID number and your PIN. (PINs are assigned by the Human Resources Office). Instructions for entering grades may be found on the Registrar's website under Faculty-Staff Info/Forms <http://www.wellesley.edu/Registrar/Menupage3.html>.
- 2) Submit them using the paper grade sheets sent to you by the Registrar's Office. After recording the grades and SIGNING the grade sheet, please deliver (no mail please) the original copy to the Registrar's Office and keep the 2nd copy for your department file.

The academic calendar lists the dates that grades are due. It is important that the deadline for the submission of grades be met to allow time for necessary processing required to meet subsequent deadlines.

Laura Bey, the Associate Registrar, oversees the grading process. Laura or Ann Hamilton would be the persons to consult if you have questions.

Becoming an Even Better Teacher

Wellesley provides several different sources of help as you work on becoming an even better teacher, including:

- Your department chair and colleagues. They can provide information and advice and can mobilize departmental resources to help you.

Andrew Shennan, Dean of the College (x3583, ASHENNAN),
Adele Wolfson, Associate Dean of the College (x3853, AWOLFSON)
Joanne Berger-Sweeney, Associate Dean of the College (x3853, JBERGERS). Dean Berger-Sweeney is on leave for the 2008-2009 academic year.

As faculty members and deans, they can talk with you about your teaching and discuss

institutional support for particular projects.

- Instructional Technology provides expert advice on the use of technology in the curriculum. Kenny Freundlich (x2801, KFREUNDL) can help you learn more about how computers and high technology can enrich your classes and can guide faculty instructional technology projects. You do NOT have to have a fully developed idea: exploratory conversations (“I wish there were a way to...”) can lead to concrete results. If you need training in the use of programs such as Excel (a spreadsheet) or Word, contact the IS Help Desk (x3333).

- The Committee on Educational Research and Development (ER&D) runs a variety of activities supporting teaching and institutional research relevant to teaching. ER&D also funds particular teaching projects and can sometimes provide financial support for course development or for travel related to pedagogy. No idea is too small: Quick Fix Grants for up to \$200 can support small projects, for instance. ER&D can help you develop your ideas for a project, so don’t feel that you have to have a project in its final form before you get in touch with them. Contact Carol Dougherty (x2629), chair of the committee, for more information.

- [The Pforzheimer Learning & Teaching Center](#) (x2641, in Clapp Library) runs various programs to support teaching, including Teaching Shop-Talks for all faculty members and a year-long seminar for new faculty. The PLTC can arrange consultations outside the channels of departmental Reappointments and Promotions Committees. The PLTC can also arrange to [videotape](#) your class and can provide a handout and consultation on how to use the videotape to improve your teaching. Texts, videos, journals and other materials related to teaching and learning are available in the PLTC.

The staff of the PLTC includes Director of Programs, Roberta Schotka (x 2675), Faculty Director Beth Hennessey (x3005, Professor of Psychology), and the Assistant to the Director, Barb Burck (x2641). John O’Keefe, Director of Advising and Academic Support Services (x2325) also supports the PLTC programs. The PLTC is continually developing, so please bring up any ideas or questions that occur to you as you think about how Wellesley can better support and encourage outstanding teaching.

- There is a First Class Conference called PLTC Talk About Teaching. You can post questions or comments or just read others’ ideas. Contact [Barb Burck](#) (x2641) in order to subscribe to the conference.

- Outside the College, many professional societies have education committees with social programming at annual meetings. For those in the sciences and some social sciences, Project Kaleidoscope (www.pkal.org) is a wonderful resource, and the College

often sends teams to their workshops.

A few recommended texts:

Preparing for Promotion and Tenure Review: a Faculty Guide by Robert Diamond

The New Professor's Handbook by Cliff Davidson and Susan A. Ambrose

The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure by John Goldsmith, John Komlos, and Penny Gold.

Guide to Money for Teaching Projects

Where can I get money to...?

Money for teaching projects sits in various pockets, which are opened or kept buttoned shut by various people and various committees. Money is often available if you know which pocket holds the funds to support your particular kind of project.

- **I want to bring an outside speaker to my class.**

You may invite guest lecturers from outside the College to your course. Funds are available to faculty members and are awarded on a non-competitive basis. Faculty members may apply for up to **two lectures** each academic year. The total **cost of both lectures may not exceed \$500**. Such lectures are given as part of a specific class, although they may be opened to those not taking the class. For application forms and information, contact the Special Events Office (x2387) or go to: *FirstClass Wellesley Conferences>Committees>CLCE>Information>CLCE Guidelines*.

- **I want to take the students in my class to a nearby conference.**

ER&D (Committee on Educational Research and Development) Quick Fix grant: <http://www.wellesley.edu/AcadBudget/ER&D/quick.html>

- **I want my students to see a performance next month.**

ER&D Quick Fix grant: <http://www.wellesley.edu/AcadBudget/ER&D/quick.html>

- **I want to get specialized software to support my course.**

- ♦ You just heard about it and you need it absolutely right now, overnight: Talk to Kenny Freundlich in Information Services (ext 2801) who may buy it for you out of the goodness of his heart if his budget's got any money after he has been good to so many other people already.

You will need it next week: Talk to Kenny Freundlich about this too. Or try An ER&D Quick Fix grant: <http://www.wellesley.edu/AcadBudget/ER&D/quick.html>

- ♦ You need it next year: Put it in your department's Capital Budget Request.

- **I want special supplies for my course.**

ER&D Quick Fix grant: <http://www.wellesley.edu/AcadBudget/ER&D/quick.html>

- **I want to put on a dinner for my students.**

The Dean's Office provides \$75.00 per year to each faculty member for student entertainment. The Administrative Assistant in your department will reimburse you through your department budget and arrange for the Dean's Office to reimburse your department.

- **I want the College to get particular books my students will need.**

Every department has a Subject Specialist on the Library staff. They are listed at: www.wellesley.edu/Library/subspec.html. You can also order books from the Library online at: www.wellesley.edu/Library/book.html

- **I want to put on a conference related to the subject of my course.**

The Committee on Lectures and Cultural Events:
www.wellesley.edu/Events/index.html

- **I want someone to put together a web site for my course.**

- ♦ As part of Computer Science 110, students construct web sites and are eager to find new clients for their class projects. Contact the instructor of the course.
- ♦ Information Services Summer Interns work on larger-scale projects for faculty during (obviously) the summer. Contact Kenny Freundlich in IS.

- **I want to get support for my honors thesis student's research-related expenses.**

- ♦ In general, see the Dean's Office page:
www.wellesley.edu/DeanCollege/stugrnt.html
The Dean's Office does not help with the cost of reproducing or binding theses, just with research expenses.
- ♦ Science Departments often have thesis money built into the department budget.
- ♦ Schiff Fellowships: <http://www.wellesley.edu/DeanCollege/CCI/schiff-fellowship.htm>

- **I want my student to present a paper at a conference.**

Office of the Dean of the College, Student Travel Grants:
www.wellesley.edu/DeanCollege/stugrnt.html

- **I want to travel to a conference related to my teaching.**

ER&D General Grants: <http://www.wellesley.edu/AcadBudget/ER&D/general.html>

- **I want to explore offering a special course, but my thinking is still at an early stage.**

ER&D General Grants:

<http://www.wellesley.edu/AcadBudget/ER&D/general.html>

- **I want to teach a special course, and I have concrete plans.**

ER&D Experimental Course grant:

www.wellesley.edu/AcadBudget/ER&D/exp.html

There are specific funds available for faculty whose main teaching and research activities take place in the Science Center. Information about grants and fellowships specific to faculty in the Science Center is available at (<http://www.wellesley.edu/ScienceCenter/Grants/grants.html>).

Scholarly Activities

Most of this booklet deals with the practicalities of teaching at Wellesley. Teaching is, however, only one aspect of your position. It is very easy to let teaching consume all of your time, but you would be wise to set aside regular time for your research or other scholarly activities. Depending on your field, that might mean one day a week in the lab or library, January and/or summer devoted to travel for data collection or to work with collaborators, time every evening for writing, or whatever is needed to stay current and active.

You can apply for both internal and external funds for research. The College Office of Sponsored Research (www.wellesley.edu/SponsRes/srhome.html) provides assistance in locating sources of external funding and helping you through the grant application process. Several types of Faculty Awards are available from the College. Among these are small research grants (up to \$3000), which are awarded competitively twice a year, and funds for travel to professional meetings (\$500 every year, which can accrue for 3 years, plus \$1000 if you are presenting your work at the conference). See the Faculty Awards site for application forms and deadlines (www.wellesley.edu/AcadBudget/awards_guide.html).

The Science Center site also has information on faculty research awards. (<http://www.wellesley.edu/ScienceCenter/Grants/grants.html>). Some of these are available only to faculty whose main teaching and research activities take place in the Science Center, but others are open to those working in related fields.

Tenure-track faculty are eligible for Early Leave after three years of teaching at the College. This is an excellent time to concentrate on scholarly work. You are required to apply for outside funding to support your leave (three applications are expected) and to have your leave plan approved by the Committee on Faculty Appointments. The same is true for tenured faculty going on sabbatical leave.

College Service

Everyone at Wellesley is expected to be a contributing member of the college community. One of the more visible ways that faculty make that contribution is by serving on committees of Academic Council.

Academic Council meets approximately once a month, during Community Time (either Wednesdays at 12:30, or Tuesdays at 4:15). All academic decisions of importance go through that body. The first meeting of the year will include introductions of all new members of the faculty.

Most committees of Academic Council are filled by appointment and some by election. Tenure-track faculty will generally be appointed to at least one committee. A full list of committees can be found in Articles of Government (www.wellesley.edu/DeanCollege/bk1a1.html) which covers all aspects of academic life at the College.

You will also surely serve on departmental committees, and possibly other ad hoc committees. Committee service is a good way to meet others at the College, and is often productive and satisfying.

Being an employee of Wellesley College

The Human Resources Office (www.wellesley.edu/HR/, X 3202) is your best source for information on salary and benefits. Campus Police (www.wellesley.edu/Police/, X2121) issues ID cards and parking permits.

You may want to consult the College web site (www.wellesley.edu/FacultyStaff/facstaff.html) or Faculty Handbook (www.wellesley.edu/DeanCollege/handbook.html) about additional benefits, such as membership at the College Club, day care, discounts at the bookstore, computer purchase program, and so forth.

Health and Dental Insurance

Faculty members must enroll in health and dental plans within the first 30 days of employment. Otherwise the faculty member must wait until the next open enrollment period in November. Please keep track of deadlines for signing up for health and dental insurance. Consult the Office of the Dean Website; Information for Faculty: <http://www.wellesley.edu/DeanCollege/handbook.html> for more information about available health benefits.

Responsibilities of Tenured and Tenure-Track Faculty

On 28 June 2004, the Office of the Dean of the College, following upon discussion with various members of the College community, issued a clarification of "Responsibilities of Tenured and Tenure-Track Faculty."

A copy of that communication follows:

The professional responsibilities of the faculty are determined by our common commitment to learning in all of its various aspects. Therefore, the college expects faculty to be dedicated teachers with a significant commitment to scholarly development and to active participation in the life of the community. Contributions by faculty in these areas will be evaluated at regular intervals and will affect decisions related to compensation and to reappointment, tenure, promotion, as specified in legislation.

Teaching: The goals of *teaching* are to transmit knowledge, encourage critical thought, and engage students in the process of inquiry. Energetic engagement in the classroom and serious commitment to the intellectual growth of students are essential ingredients of an effective teacher. Faculty are therefore expected to:

- meet all classes as scheduled and maintain regular office hours;
- teach at all levels of the curriculum and at a variety of times and days across the class schedule;
- challenge students, by setting high academic standards;
- mentor and advise students throughout the term, including the reading and examination periods;
- direct student independent work, such as 350's, 360's, and 370's;
- provide timely and discriminating evaluations of student work; and
- write letters of recommendation for students, when appropriate.

Scholarship and Professional Activity: The goals of *scholarship* are the production of new knowledge, the encouragement of a sustained intellectual life, and the use of this intellectual engagement to enliven discussion in the classroom and within the college community and beyond. Faculty are therefore expected to:

- demonstrate scholarly growth and achievement by publication of original research or by exhibition/performance of creative work;
- present the results of their research at professional meetings; and
- engage students as active partners in their scholarship, when appropriate.

An additional hallmark of scholarship is involvement in professional life within and beyond the boundaries of the college. Faculty are therefore expected to contribute in such ways as the following:

- engage in service on visiting committees, peer review of scholarship, or tenure and promotion reviews; and

- contribute to their area of expertise through intellectual leadership, presentations, book and literature reviews, or other forms of professional activity.

Service: The goals of *service* are to create an inclusive, cohesive community of scholars and to sustain and enhance the central role that faculty governance plays in the liberal arts tradition. Furthermore, service to the college sustains and enhances the quality of the faculty and the excellence of the academic program. Faculty are therefore expected to:

- serve on departmental and college-wide committees;
- be willing to assume departmental duties, including serving as chair; and
- be active in the various forums and activities that constitute extra-curricular learning or contribute to the governance and well-being of the college.

Faculty are ordinarily expected to be on campus at least four days a week during the academic year. This common obligation of all faculty members avoids placing an undue burden on those who willingly assume these responsibilities and helps to insure the achievement of our educational goals.

On-Campus Quick Reference Guide

<u>Name</u>	<u>Title</u>	<u>Extension</u>
Bey, Laura	Associate Registrar	2432
Burck, Barb	Department Tutor Coordinator, PLTC	2641
Dougherty, Carol	Chair, Committee on ER & D	2629
Brooks, Megan A.	Director, Research & Instruction	3512
Freundlich, Kenny	Director, Instructional Technology	2801
Hamilton, Ann	Registrar	2308
Johnson, Jeannine	Director of Writing Tutors	2579
Henderson, Graham	Clapp Library Copyright Center	3514
Schotka, Roberta	Director of Programs, PLTC	2675
Taylor, Corrine	Director, Quantitative Reasoning	2152
Hennessey, Beth	Faculty Director, PLTC	3005
Voorhees, Cynthia	Room Reservations/Changes	2393
Wice, Jim	Director, Disability Services	2434
Woods, Heather	Director, Digital Media & Instruction	3175

Dean's Office:

Dean of the College	Andrew Shennan	3853
Assoc. Dean of the College	Joanne Berger-Sweeney	3853
Assoc. Dean of the College	Adele Wolfson	3853

Class Deans:**Extension:**

First Year Class D	Lori Tenser	2325
Sophomore Class Dean	John O'Keefe	2325
Junior Class Dean	Susan Cohen	2325
Senior Class Dean	Joy Playter	2325
Davis Scholar	Susan Cohen	2325

Some Departmental Numbers:

Art Library	2049
Bookstore	2136
Center for Work and Service (Career Counseling)	2352
Clapp Library Copyright Center	2804
Clapp Library Reference	2097
Copy Center	2395
Disability Services	2434
Human Resources	3202

IS Computing Help Desk	3333
Knapp Media & Technology Center (including Clapp Reserves and E-Reserves questions)	2368
Knapp Equipment Reservation Line	2369
Pforzheimer Learning & Teaching Center	2641
Music Library	2075
Police (campus)	2121
Emergency number	5555
Registrar's Office	2307
Science Center Office	3000
Science Library	3084
Special Events Office	2375
Stone Center Counseling	2839
Telephone and Voice Mail Repair	4357 (HELP)

WELLESLEY COLLEGE

IMPORTANT DATES FOR FALL 2008

AUGUST 2008	
25 – Monday	New students arrive
SEPTEMBER 2008	
2 – Tuesday	First day of classes
	Incomplete work for Spring 2008 due
	Make-up exams during the week
	Add/Drop begins
12 – Friday	Add/Drop ends
19 – Friday	Credit/non ends (includes MIT courses)
	January Option course declaration deadline
26 – Friday	Drop deadline. Last day to drop a course without WDR appearing on the record
	Class of 2009 major confirmation forms due
OCTOBER 2008	
1 – Wednesday	Grades due for Spring 2008 incomplete work
13-14 – Monday-Tuesday	Fall Break - no classes
22 - Wednesday	Mid semester warnings due for <u>all new students</u>
27 – Monday	Spring 2009 registration materials posted
28– Tuesday	Tanner Conference
NOVEMBER 2008	
3 – Monday	Online registration for spring 2009 begins
6 – Thursday	Online registration for spring 2009 ends
25 – Tuesday	Thanksgiving Recess begins after last class
30 – Friday	Class of 2010 major declarations due if intending Fall 2008 or fall/spring 2008/2009 study abroad
DECEMBER 2008	
1 – Monday	Classes Resume.
9 – Tuesday	Last day of classes
	Last day to withdraw from any course
	Term papers due
10 – Wednesday	Reading period begins
15 – Monday	Final exams begin 9:00-11:30AM, 1:30-4:00PM
19 – Friday	Final exams end in the afternoon
	Final papers due by 4:30PM

IMPORTANT DATES FOR SPRING 2009

JANUARY 2009	
5 – Monday	Wintersession begins
7 – Wednesday	<u>Grades for Fall 2008 due at NOON</u>
	Credit/No Credit declarations for Wintersession courses due
19 – Monday	No classes - Martin Luther King, Jr. Day
26 – Monday	Wintersession ends
FEBRUARY 2009	
2 – Monday	Classes begin; add/drop and credit/non begin
	Make-up exams during the week
	Incomplete work for Fall 2008 due
	January Option papers due
	Credit/No Credit ends (includes MIT)
13 – Friday	Add Period ends
	Wintersession and January option grades due
16 – Monday	No classes. Presidents' Day
20 – Friday	Paperwork to add MIT/Babson/Brandeis course(s) due
27 – Friday	Drop deadline. Last day to drop a course without "WDR" appearing on the permanent record (includes MIT courses)
	Last day to declare a course credit/ no credit
MARCH 2009	
2 – Monday	Grades due for Fall 2008 incomplete work
6 – Friday	Last date for Class of 2011 Major Declaration forms
20 – Friday	Spring Vacation begins after class
30 – Monday	Classes resume
APRIL 2009	
6 – Monday	Fall 2009 registration materials distributed
20 – Monday	No classes. Patriots' Day
21 – Tuesday	Monday Schedule
21-23 Tuesday–Thursday	Registration for fall 2009 classes
23 – Thursday	Honors (370) papers due
29 – Wednesday	Ruhlman Conference - no classes
MAY 2009	
13 – Wednesday	Last day of classes
	Last day to withdraw from any course
	Term papers due
14 – Thursday	Reading period begins
17 – Sunday	Reading period ends
18 – Monday	Final exams begin 9:00-11:30AM and 1:30-4:00PM
22 - Friday	Final exams end in the afternoon; Credentials deadline for June 2009 degrees
	Final papers due 4:30PM
28 – Thursday	<u>Senior grades due at noon</u>
JUNE 2009	
5 – Friday	Commencement
8 – Monday	Grades for all other students due at 4:30PM