

POLICIES & PROCEDURES
COLLEGE OF SCIENCE
ROCHESTER INSTITUTE OF TECHNOLOGY
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COLLEGE OF SCIENCE POLICIES & PROCEDURES

The **College of Science Policies and Procedures Manual** contains information describing the administrative structure of the College of Science, its personnel, and the established policies and procedures that guide its functioning. College of Science policies express the College's educational philosophy and practice consistent with and supportive of institutional policies. The present Manual is a living document to be updated at two year intervals, or more frequently if necessary, to reflect current best practices in the College and Institute.

The following Institute, College and School/Center manuals are referenced as appropriate:

Institute Policies & Procedures
RIT Personnel Policies Manual
RIT Dean's Manual
College of Science Academic School/Center Policies & Procedures Manuals

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Section 1. COLLEGE OF SCIENCE MISSION AND GOALS

1.1 Mission and Philosophy. The natural sciences and mathematics play a significant and fundamental role in all of higher education, and especially at an institute of technology, both as the required foundational knowledge and skills for the professions and as an essential component of general education of all students. The College of Science performs the dual role of preparing graduates for careers in the physical, life and medical sciences and in mathematics and statistics through the granting of degrees in these areas and of providing mathematical and scientific foundations for all RIT students.

1.2 Goals and Objectives.

Goal 1: Optimize learning and success for all students of mathematical sciences, physical sciences, life sciences and medical sciences.

Objective 1: Offer academic programs in mathematical sciences and in the physical, life and medical sciences for students aspiring to careers in these fields.

Objective 2: Offer courses in the sciences and mathematics for students in other RIT Colleges with a focus and at a level appropriate to their respective disciplines with standards consistent with *bona fide* post-secondary education.

Objective 3: Encourage and support the scholarship of discovery, pedagogy, integration, and application by faculty and students.

Objective 4: Provide students a knowledge and understanding of the basic laws of science and mathematics, skills in laboratory and experimental work, and an ability to apply scientific knowledge in the solution of problems.

Objective 5: Assist students in developing critical thinking and an appreciation for the role of science and scientific inquiry in our society.

Objective 6: Design, acquire, maintain, and effectively utilize the facilities, space, laboratories, and equipment required to meet the instructional and scholarship needs of the College of Science educational program.

Goal 2: Recruit, support and retain an outstanding faculty.

Objective 1: Engage in vigorous recruitment of high quality faculty.

Objective 2: Support development of opportunities for extramural support of excellence in faculty teaching, scholarship and other forms of professional activity.

Objective 3: Provide an environment of support and mentorship to encourage faculty professional growth

Objective 4: Ensure full compliance with university guidelines and procedures for performance evaluation and Plan of Work exercises to help manage faculty careers

Goal 3: Attract and retain a successful student body for the academic programs of the College.

Objective 1: Aggressively recruit high quality students.

Objective 2: Develop and commit to strategies designed to retain students.

Objective 3: Offer high quality academic programs incorporating current knowledge and modern techniques relevant to identified needs of contemporary society.

Objective 4: Provide strong and effective academic and career advising and other relevant support to assist students in achieving the highest level of educational and professional success of which they are capable.

Objective 5: Place student success at the center of faculty and staff focus in school and programmatic operations

Goal 4: To work with individuals, groups and organizations within the RIT community and beyond in support of the goals of the College and Institute.

Objective 1: Establish and maintain collaborations with the K-12 community in response to expressed needs for additional knowledge and skills in mathematics, science and current scientific instrumentation and techniques.

Objective 2: Establish and maintain advisory boards for specific programs and for the College of Science, at large

Objective 3: Increase interaction and collaboration with community colleges to facilitate and encourage student transfer to College of Science programs.

Objective 4: Initiate contact and cultivate interaction with business, industry and government to develop and implement collaborative programs in mathematics and the sciences.

Objective 5: Actively collaborate with other units of RIT to best meet student and programmatic needs.

Objective 6: Develop strong and on-going relationships between the College of Science and its alumni and increase the involvement of alumni in the development of the College and its programs.

Section 2. ADMINISTRATIVE STRUCTURE*

2.1 LEADERSHIP TEAM

Dean of the College: The Dean is the Chief Academic, Administrative and Financial Officer of the College and has the responsibility and authority for integrating and coordinating all academic programs and support services of the College of Science. The Dean is advised by the heads of the schools.

Head of a School: The head of a school is the Chief Academic Administrator of the school and serves as proxy for and advisor to the Dean as requested. The heads of the schools are appointed by and serve at the discretion of the Dean. The Head of a school is responsible for carrying out Institute, College and Departmental policies and providing leadership for and coordination of all educational, developmental, and professional activities of the school and for maintaining open communication with and soliciting input from the faculty, staff and students.

The School Head is responsible for carrying out Institute, College and School policies and providing leadership for and coordination of all educational, developmental, logistical, and professional activities of the School and for maintaining open communication with and soliciting input from the faculty, staff and students. The School Head leads by example in teaching and other professional activity, clearly delineates faculty roles and responsibilities, evaluates faculty performance as prescribed by School, College and Institute policies and procedures and represents the School to the College, Institute and beyond.

Main Responsibilities:

Heads of schools will help promote shared governance in the college, advocate for the schools, and oversee operational functions to include:

- Smooth operations of schools
- Open communication between the COS schools, the CIS, and other colleges
- Facilities Management
- Systems Administrators
- Student Records
- Scheduling of Courses

The appointment and review of the School Head is described as follows:

a. Appointment of the School Head

In the event of a search for a candidate from outside the Institute, the Dean will appoint a search committee to be chaired by the Dean or an individual designated by the Dean. Should the position

of School Head become vacant at a time other than at the end of an appointed term, a similar process will be followed to fill the position.

Ordinarily, a School Head takes office on July 1. The term of office will be negotiated between the Dean and School Head up to a maximum of six years. In the final year of the negotiated term, the School Head will be up for reappointment. The beginning of the academic year and no later than March 1 of the final year of the School Head's term, the Dean will solicit from each member of the School faculty a written review of the performance of the present School Head and a recommendation as to his or her choice for the next term. This recommendation may contain more than one name and may use the options of (a) reappointing the incumbent School Head, (b) appointing another member of the School faculty, or (c) searching for an appropriate candidate from outside the School. Depending upon the tenor of the review, the Dean may announce an appointment or meet with the School for further consultation. If, in the judgment of the Dean, the position may best be filled by someone outside the present staff of the College, the Dean may declare the position vacant, and the School will seek an external candidate.

The School Head will be reviewed in the final year of each term of appointment by the faculty of the School and the Dean. Following the beginning of the academic year and no later than March 1 of the final year of the School Head's term, the Dean will solicit from each member of the School faculty a written review of the performance of the present School Head and a recommendation as to his or her choice for the next term

b. Review of the School Head

Each School Head will be reviewed at the end of the third year of his/her appointment term or earlier, if the Dean feels that it is necessary. The Dean will initiate the review process by soliciting input from the faculty regarding the School Head's:

ability to carry out Institute, College and School policies,

leadership skills,

performance on administering all educational, developmental, logistical, and professional activities of the School,

performance on maintaining open communication with and soliciting input from the faculty, staff and students,

ability to delineate faculty roles and responsibilities.

* See individual College of Science school, center and operational division manuals for a description of their individual administrative structures.

Director, Chester F. Carlson Center for Imaging Science. The Director of the Chester F. Carlson Center for Imaging Science is the Chief Academic and Administrative Officer of the Center, advises the Dean on matters pertaining to the operation of the College, and represents the Center to the College, the Institute and beyond. The Director is responsible for carrying out all Institute, College and Center policies, providing leadership for and coordination of the educational, developmental, logistical, and professional activities of the Center in consultation and collaboration with the faculty and staff. The Director is appointed by, is directly accountable to, and serves at the discretion of the Dean.

2.2 ADMINISTRATIVE TEAM

Assistant Dean: The Assistant Dean directs such operations of the College as specifically assigned by the Dean. The Assistant Dean is appointed by and serves at the discretion of the Dean and is responsible for coordination of all open houses and summer orientation. The Assistant Dean is the first contact for COS students and advises all the COS undeclared majors.

Associate Head of a School: The Associate Head directs such operations of the school as specifically assigned by the Head of the School and serves as advisor to the Head. The Associate Head is appointed by and serves at the discretion of the Head of the School.

Director, Center for Materials Science & Engineering: The Director of the Center for Materials Science & Engineering is appointed by, directly accountable to, and serves at the discretion of the Deans of the College of Science and the Kate Gleason College of Engineering. The Materials Science & Engineering Program Director is responsible for the general administration and the educational and professional activities associated with the Master of Science Degree program in Materials Science & Engineering, with a particular focus on student recruitment, admission, financial aid, advising, curriculum planning, course scheduling, faculty selection, monitoring and evaluation, and fostering and conduct of internal and external collaborations and partnerships, such as those related to sponsored research and educational and training programs.

Financial Analyst: The Financial Analyst is directly responsible both to the Dean of the College of Science and to the Division of Finance & Administration, maintaining communication with that Division and coordinating, with the Heads of the of the College of Science schools, all fiscal matters for the College.

Development Director: The Development Director is directly responsible both to the Dean of the College of Science and to the Division of Development and Alumni Affairs, coordinating all College of Science development activity with that Division and through the Office of the Dean of the College of Science.

Senior Research Administrator: The Senior Research Administrator is directly responsible both to the Dean of the College of Science and the Office of Sponsored Research Services and provides support to the faculty, staff and students of the College in the acquisition of external support for research and scholarship.

Systems Administrators: The Systems Administrators are directly accountable to both the Head of the School of Physical Sciences and the Division of Information & Technology Services and provide desktop computer support, computer teaching lab support, and other information technology-based support for the College of Science community.

2.3 MANAGEMENT TEAM

Administrative Assistant to the Dean: The Administrative Assistant to the Dean is appointed by and directly accountable to the Dean, supports the activities of the Dean as requested, and is responsible for the overall operation of the Dean's Office.

Facilities Manager: The Facilities Manager is appointed by and directly accountable to the Head of the School of Life Sciences. The Facilities Manager organizes, directs and supervises staff and activities of the main and dispensing stockrooms servicing the teaching and research laboratory needs of all departments of the COS schools. The Facilities Manager works with the Heads of the Schools of COS and the COS Financial Analyst in coordinating, expediting, monitoring, and completing the purchase of equipment and supplies for the College, monitors the condition of the College of Science buildings and equipment, works with Campus Services and others to maintain the safety and good condition of the buildings and equipment, and is an *ex officio* member of the College of Science Safety Committee.

Marketing Coordinator: The Marketing Coordinator works closely with the Dean of the college and is responsible for coordination, development, production, and dissemination of all publications, such as catalogs and brochures, public relations for the College, and dissemination of all materials and activities related to advocating the needs of undergraduate research and

recruitment of students into the college. The Marketing Coordinator is appointed by and serves at the discretion of the Dean

Registration/Scheduling Specialist: The Registration/Scheduling Specialist is appointed by and accountable to the Head of the School of Mathematical Sciences and is responsible for work in the areas of scheduling and registration, including room changes, enrollment control, pre-registration, registration, and summer orientation.

Student Records Specialist: The Student Records Specialist is appointed by and accountable to the Head of the School of Mathematical Sciences and is responsible for work in the areas of student records, including handling changes of program, transfer students, probations, suspensions and student enrollment.

Sr. Staff Assistant: The Dean's Office Sr. Staff Assistant supports the Dean and the Heads of the Schools and works in close collaboration with the Administrative Assistant to the Dean to support activities of the College. The Sr. Staff Assistant is appointed by and directly accountable to the Dean.

Staff Assistant: The Staff Assistant supports the Assistant Dean, others in the Office of the Dean, and certain functions of the School of Life Sciences. The staff assistant is appointed by and directly accountable to the Head of the School of Life Sciences and is responsible for maintaining and updating the COS webpage and for all the public relations material of the college.

Section 3: ACADEMIC AND FACULTY AFFAIRS

3.1 Academic Actions Concerning Curricula and Courses

3.1.1 Introduction. The academic program of the College of Science includes the form and content of all curricula, degree or certificate programs, and credit-bearing courses offered by the College. The academic program is dynamic under virtually constant review, and subject to change. The process of change in the academic program involves: proposal initiation; proposed action review; proposal approval by one or more Institute officers and, in certain cases others; and recording of the approved action in official files.

3.1.2. Curriculum Committee Membership

The College of Science Curriculum Committee will be comprised of up to three representatives from each of the College schools, the Heads of the COS schools (*ex officio* members), and NTID Support team representative (*ex officio* member). Each school representative will be recommended by the respective School Head prior to the beginning of the Academic Year. It is recommended, but not required, that each school representative serve a two year term as its host school curriculum committee chair. The College of Science Institute Curriculum Committee member is automatically a member of the COS Curriculum Committee. The chair of the COS Curriculum Committee will be one of the school heads who will be appointed by the Dean of the college.

While the responsibility of the faculty is foremost in curricular affairs, peer review both inside and outside of the College is recommended wherever possible to ensure the integrity and relevancy of the curriculum, that academic standards are maintained, and that the implications of the curricular proposals have been adequately addressed. The College of Science Curriculum Committee has a primary role in the peer review of curricular proposals; therefore all proposed curricular actions must be forwarded to the Chair of the College of Science Curriculum Committee. All curricular proposals received by the Chair will be reviewed by the Committee prior to forwarding to the Dean. Each proposed curricular action must be approved by the Dean prior to implementation

or forwarding for any additional review and approval as may be required by Institute policies and procedures.

The College of Science Curriculum Committee has a dual advisory role in curricular matters; as an advisory body to the Dean, it reviews and prepares recommendations on each proposal for transmittal to the Dean. The Committee may also serve as an advisory group and make recommendations on curricular matters to faculty, schools or other governance groups within the College. Based upon the nature of the proposed curricular action, additional review beyond the College may be required by Institute policy, New York State requirements or professional organizations.

3.1.3 Initiation of Proposal for Curricular Change. The program or school faculty, or other governing body, sponsoring a curriculum and the courses offered within a particular discipline or area of study has the responsibility of defining the requirements of the educational program, determining the content of courses, and attending to any other curricular matters in that discipline or area of study within the context of the College of Science and Institute policies and procedures. Ordinarily, although not necessarily, proposals for curricular actions originate within the faculty. Curricular actions include, but are not limited to:

- New course additions
- Existing course deletions
- New educational program additions
- Existing educational program deletions
- Changes in educational program requirements
- Changes in course title, course number, credit hours, format (*e.g.*, lecture, laboratory, *etc.*), prerequisites or co-requisites
- Changes in course description, content, or objectives

When a proposal originates in a school/center, the host curriculum committee will review the proposal and make recommendations to the school/center faculty. Only after receipt of majority approval will the proposal be forwarded to the College of Science Curriculum Committee for review. In those instances where interdisciplinary/multidisciplinary proposals originate outside of the College school/center structure, the originators may submit the proposal directly to the College of Science Curriculum Committee. In advance of this submission, however, such proposals are to be discussed within schools most affected by the interdisciplinary program in question.

3.1.4 Recording in Official Files. All curricular changes proposed by the faculty, reviewed by the College of Science Curriculum Committee, and approved by the Dean must be recorded in the program requirement and course files maintained in the Office of the Dean, as well as in the Institute files in the Office of the Registrar. It is the responsibility of the Chair of the College of Science Curriculum Committee to transmit approved actions to the appropriate individual(s) within the Office of the Dean for recording in College and Institute files. Program and course information placed in College of Science or Institute publications will be derived from the program requirement and course files of the College.

3.2 Academic Advising.

Academic advising and scheduling is a primary responsibility of the faculty and select staff of the College of Science; specific responsibilities in academic advising are determined as a part of the annual Plan of Work development for each member of the faculty and staff. In every case, detailed files should be kept for each student through the use of the automated transcript audit system and program-specific documentation.

In all disputes related to the advising system, the College of Science Administrative Council shall act as the court of appeal with final decisions approved by the Dean of the College. Normally, the

student is expected to discuss any problem with the School Head prior to seeking any further resolution by the Administrative Council, except in those cases where the School Head is directly involved in the point at issue. A student should ordinarily be able to secure an appointment with the assigned academic advisor within a time deemed convenient to both faculty and student. In emergency situations and if the advisor is unavailable, the School Head and/or the Dean shall serve as the primary counselors. In all cases, detailed records of all interactions and deliberations should be maintained to ensure fair and appropriate outcomes.

For general academic information, the Office of Student & Academic Support in the Office of the Dean of the College of Science may assist the student directly or refer to an appropriate source.

3.3 Information on Students: The Buckley Amendment.

The **Family Educational Rights and Privacy Act of 1974**, commonly known as the Buckley Amendment assures students access to their educational records and protects their rights to privacy by limiting the transferability of their records without their consent. This means that no information about any student (grades, personal data, social security/student number, whereabouts, medical information, performance, activities or work on this campus) is to be given to ANYONE whether in person, through written communication, or over the telephone without the student's consent. This includes, but is not necessarily limited to, inquiries from potential employers; graduate, professional or other schools; parents, spouses, or other relatives; and friends of the student.

Information should be released only when the student has signed a waiver to that effect and that waiver has been inserted into the student's file in the school and/or Dean's offices. Prior to the response of a member of the faculty or staff to a request for information, the presence of the waiver in the student's file should be ascertained, and, under any circumstances, it is suggested that the faculty and staff of the College exercise good judgment regarding the intentions of the requester in formulating a response.

3.4 Conducting Office Hours

All teaching faculty (tenured, tenure-track, visiting, lecturers, and adjunct faculty) members of the College of Science are required to designate at least 4 hours per week as Office Hours for their students. The office hours must be posted outside the instructor's office door and on the instructor's web page.

3.5 Rescheduling of Classes or Examinations.

In no College of Science course will the instructor reschedule the time or meeting place of a regularly scheduled course or final examination without prior approval of the School Head and, if applicable, Scheduling Officer. Such rescheduling requests will be considered only with documentation that all students can accommodate the change without hardship.

3.6 Academic Conduct. (See Institute Policies and Procedures, Section D17.0)

3.7 Academic Probation and suspension Policy

1. Undergraduate Policy

Matriculated undergraduate full-time and part-time degree students will be placed on probation or suspended from the Institute according to the criteria enumerated below. All actions are taken at the end of the quarter; however, a student may petition the Associate head or Head of School of the college for reconsideration of probation or suspension should removal of an incomplete grade (I) raise the appropriate Grade Point Average above those stated below. Each matriculated

undergraduate student will generate three different grade point averages. The Institute average reflects all course work completed at RIT. The Program average reflects course work completed at RIT applicable to graduation in a student's current academic program. The current academic program refers to Institute and college degree course requirements specified by the degree granting college and noted in the Institute catalog. The third average, in the Principal Field of Study, reflects course work completed in a student's specialized field of study.

a. Any student whose Program Quarterly Grade Point Average falls below a 2.00 (C average) or whose Grade Point Average in the principal field of study (based upon at least 20 credit hours attempted in the principal field at RIT) falls below 2.00 will be placed on probation. The principal field of study is for undergraduate students only and is generally defined to be all courses within the college offering the program.

b. Any student who has been placed on probation according to 1.a. above is removed from probation for achievement of both a 2.00 Program Quarterly Grade Point Average and a 2.00 Cumulative Grade Point Average in the principal field of study, based upon at least 20 credit hours attempted in the principal field at RIT.

c. Any student who is on probation according to 1.a. above and who is not removed from probation in the two succeeding periods of study in which credit is earned will be suspended from RIT for a period of not less than one quarter.

d. Any student who has been placed on probation after having been removed from probation and whose Program Cumulative Grade Point average is below 2.00 will be suspended. Any student who has been placed on probation after having been removed from probation and whose Program Cumulative Grade Point Average is 2.00 or above will be granted one quarter to be removed from probation before suspension from RIT.

e. Any student whose Program Quarterly Grade Point Average falls below 1.00 will be suspended from RIT.

f. Students who have been readmitted to their original program, after having been suspended, and then go on probation will be suspended from RIT.

g. A suspended student may not enroll in any academic course at the Institute while on suspension. Students may submit a written request for waiver of suspension, delivered at least three business days prior to the beginning of the quarter following suspension notice, to the Associate head or Head of School. Upon review of the request, the Associate head/Head of School will submit a recommendation to the dean of the college with justification for granting or denial of the waiver request. If waiver is approved, the Associate head/Head of School will work with the student, faculty advisor, and dean to create a remediation plan that stipulates student's responsibilities and expectations for satisfactory performance, which is to be dated and signed by the student. Failure to meet expectations will result in suspension notice.

When there is evidence that the student's scholastic problems are the result of inappropriate program choice, or other extenuating circumstances, the suspension may be waived or the student may be admitted to another program or allowed to take courses on a non-matriculated basis if it is approved by the dean of the college in which the enrollment is requested. In evaluating the request for waiver of suspension, the dean may seek the recommendation of the Counseling Center as to the appropriateness of the program for the career goals of the student under consideration.

h. Students may apply to the director of admissions for re-admission at the end of their suspension. Such re-admission must be approved by the dean of the college they wish to attend upon return (this may be the original college or another).

2. Graduate Policy

Matriculated graduate full-time and part-time degree students will be placed on probation or suspended from the Institute according to the criteria enumerated below. All actions are taken at the end of the quarter; however, a student may petition the dean of the college for reconsideration of probation or suspension should the removal of an Incomplete grade (I) raise the Program Grade Point Average above those stated below. Each matriculated graduate student will generate two different grade point averages. The Institute average reflects all course work completed at RIT. The Program average reflects course work completed at RIT applicable to graduation in a student's current academic program. The current academic program refers to the Institute and college degree course requirements specified by the degree granting college and noted in the graduate catalog.

- a. Any matriculated graduate student whose Program Grade Point Average (see C. above) falls below a 3.00 (B average) after 12 quarter credit hours or subsequently will be placed on probation and counseled by the departmental advisor concerning continuation in the graduate program.
- b. Those students placed on probation must raise their Program Cumulative Grade Point Average to the 3.00 level within 12 quarter credit hours or be suspended from the graduate program.
- c. Should it be necessary to suspend a graduate student for academic reasons, the student may apply for readmission to the dean of the college or designee (Associate head, program director, coordinator, etc.) upon demonstration of adequate reason for readmission.

3. Non-Matriculated Undergraduate and Graduate Policy

Any non-matriculated undergraduate student who has a cumulative GPA below 2.00 (or non-matriculated graduate student who has a cumulative GPA below 3.0) after 20 credit hours may not register for classes without the specific approval of the Associate head offering the course(s).

3.8 Faculty Positions and Rank.

The College of Science conforms to the Institute policies, procedures and definitions of faculty rank as given in the **RIT Institute Policies & Procedures Manual** (Section E6.0)

At any given time each academic school/center in the College of Science has a specified number of allocated faculty positions, which ordinarily are continued from year to year, but which may be altered subject to available resources and the discretion of the Dean according to Institute and College policies and procedures. It is the policy and practice of the College of Science that, when new or vacant, these positions may be refilled on a tenure track or non-tenure-track basis, and that:

1. If the position is to be filled on a tenure-track basis, the position is offered at the rank of *Professor, Associate Professor, or Assistant Professor* and, with the approval of the Dean, Provost and/or President as required, may be offered with tenure or credit toward tenure as appropriate to the background and qualifications the successful candidate.
2. If the position is to be filled on a non-tenure-track basis, the successful candidate is offered the rank of *Visiting Professor* (Full, Associate, or

Assistant) or *Lecturer*. Such appointments are understood to be on a one-year-only basis and do not qualify for tenure and other rights and privileges accorded faculty on tenure-track appointments.

For Visiting faculty positions, additional one year extensions of the appointment to a maximum of three years and/or conversion to a tenure-track appointment may be considered on an individual basis.

For Lecturer faculty positions, additional one year extensions of the appointment may be Considered, based on performance.

3.9 Faculty Contracts.

The standard faculty contract is for ten months covering the Fall, Winter and Spring academic quarters. Non-traditional ten month contracts covering other combinations of three of the four academic quarters (*e.g.*, Summer, Winter, Spring) may be considered provided faculty interest is expressed, College and school needs are met, and other circumstances permit.

3.10 Faculty Portfolio Workload Model

Preamble. The College of Science Faculty Portfolio Workload Model provides the guidelines for defining the faculty portfolio of work developed in the annual Plan of Work. The model defines the mechanism by which the College will comply with the Institute Policies and Procedures on Professional Activities and Scholarship, as defined in Section 5 of the Faculty Employment Policies (E4.0). The model applies only to tenured and tenure-track faculty. When faculty efforts are directed toward their strengths and interests, morale is improved and enthusiasm for their work promotes an exciting learning environment for students, both inside and outside the classroom. With proper adjustment to the assignments of each member of a school faculty, the teaching, scholarship and service goals of the school and the College of Science can be achieved without all faculty members contributing equally to each area.

The Model: Allocating the Talents of Individual Members of the Faculty. The model is designed to maximally match the strengths and interests of each member of the faculty to the overall mission of the College of Science and to take into account that faculty strengths and interests often change over time; allocation of efforts are individualized according to the strengths of each member of the faculty while fulfilling the mission of the school. At the end of each year, faculty are evaluated, using school and College determined expectations, against the goals and expectations for her or him as defined in the Plan of Work, not against how each performed given the same assignment.

Definition of Workload. Faculty workload in the College of Science is a flexible balance among the three components of teaching, scholarship and service. Flexible balance means that the proportion of teaching, scholarship and service will vary among faculty.

Definition of Teaching/Educational Load. The teaching/educational load for each member of the faculty will be determined on a yearly basis, rather than on a quarterly basis, since it may vary from quarter to quarter. For tenured and tenure-track faculty the maximum expected teaching load is 36 classroom equivalent contact hours per academic year. It is expected that the remaining 12 equivalent contact hours will be devoted to scholarship and service.

Definition of Scholarship. The Institute recognizes four kinds of scholarship: discovery, teaching/pedagogy, integration, and application. Scholarship in the College of Science

encompasses all four of these elements and the College recognizes the essential role of scholarship and its integration into the Faculty Plan of Work.

The College of Science broadly recognizes Scholarship and Professional Activities as two types of activity in which faculty should engage to fulfill the goals of the Institute policy. Some faculty will choose activities that are pure scholarship, others may choose more broadly defined professional activities, and others may choose an appropriate mixture of the two. Any scholarship or professional activity, however, to be considered for meeting the faculty member's obligation under the Institute and College policies must be peer reviewed and disseminated through normal scholarly means. For this purpose, peer review is defined as acceptance by a discipline-related peer organization or group that can accept or reject submitted work for dissemination in a forum whose intended audience is wider than the RIT community and is visible beyond the Institute.

Definition of Service. Faculty service in the College of Science includes, but is not necessarily restricted to; working with colleagues and students outside the classroom such as might be found in school, College or Institute committee work, student advising, office hours, and supporting student activities, as well as linking the professional skills of members of the faculty to the world beyond the campus.

Negotiation of Workload: the Plan of Work. The balance among teaching, scholarship and service will be determined by negotiation between the school head and each individual member of the faculty as a part of the annual Faculty Plan of Work so as to optimally match the strengths and interests of the faculty member to the overall mission of the school and the College. It is the responsibility of the school to ensure that the Plan of Work can be subject to renegotiation when necessary to meet the professional responsibilities of the school or of the faculty.

Faculty Portfolio Workload Factors

Teaching Factors:

- Number of courses taught (contact hours) per quarter or year.
- Whether the faculty member is teaching a course for the first time or has taught it several times in the recent past.
- Whether the teaching load involves multiple sections of the same course.
- Development of innovative teaching methods and significant course materials, which may include the integration of new technologies in the course.
- Current course and/or lab development.
- Academic advising and mentoring of students.
- Advising of graduate students especially in a thesis project.
- Advising of students in senior design projects, undergraduate research, and independent study courses.
- Size of a class.
- Team-teaching with faculty within and/or outside of the College of Science Class demographic – majors/non-majors, upper division/introductory classes.

Scholarship Factors:

- Development of new laboratories and new specialties in the curriculum.
- Refereed publications and conference papers.
- Generation of proposals.
- Funded proposals.

- Activities in a professional society.
- Professional seminars and workshops.
- Specific activities related to maintain one's expertise in a field and developing expertise in a new area.
- Publishing in peer reviewed journals.
- Dissemination of courses, curriculum, or educational content.
- Dissemination of new teaching tools/techniques.
- Publication of books, monographs, chapters, etc.
- Research that is externally validated by normal scholarly means.
- Organizing a panel/session
- Patents
- Consulting that is externally validated by normal scholarly means.
- Involvement in continuing education activities; maintenance of professional licensure/certification.

Service factors:

- Committees as a chairperson
- Committees as a member
- Administrative activities (e.g., administrative programmatic issues, help in making up teaching schedules, evaluation of admissions, etc.)
- Advisor of student organizations
- Institute outreach activities
- External organizations that benefit the Institute's Programs
- Recruitment/Open Houses/Orientation exercises

Workload Model: the Portfolios. The baseline workload model for tenured and tenure-track faculty is generally described as follows:

Faculty Workload = Educating + Scholarship + Service

where:

Educating = In-Class teaching + Independent Study + Undergraduate Research Supervision + Graduate Thesis Direction + Out-of-Class Teaching (Office Hours, Hours in Study Center, etc.)

Any non-compensated work in teaching/education, scholarship/research and/or service is at the discretion of the faculty. Faculty may select one of the following five portfolios as a part of the negotiation of the Plan of Work, and they will have an option to request switching from one portfolio to another on an annual basis. However, as a goal of each school is to enable each member of the faculty to develop strength in a particular specialty, faculty is encouraged to develop and submit a long-term, coherent and focused Plan of Work.

Model I: The Teaching, Scholarship & Service Portfolio. This model is a balanced blend of teaching, scholarship and service and, while teaching is the predominant activity, both scholarship and service are significant elements in the overall portfolio. It is anticipated that the majority of College of Science faculty members will adopt this Model.

Model II: The Scholarship Portfolio. This model recognizes research and scholarship as the predominant faculty activity; however, faculty adopting this portfolio will both teach and engage in service on a continuing, although limited, basis. Faculty adopting this portfolio, with substantially reduced teaching responsibilities, is expected to acquire significant external research funding and to have a high level of dissemination of peer reviewed activities.

Model III: The Teaching Portfolio. This model recognizes teaching as the primary activity. Scholarship and service will constitute little or no contribution to the portfolio of faculty effort in this model. **Note:** This portfolio is not recommended for faculty who are candidates for promotion and/or tenure.

Model IV: Administrative Faculty Portfolio. This model recognizes administrative responsibilities as a major component of faculty responsibility with a workload expectation for teaching and scholarship negotiated with the School Head. Such a model is recommended only for faculty who serve as Assistant or Associate School Head, Academic Coordinator, or Program Director.

Model V: The Service/Special Assignment Portfolio. This model recognizes service as the primary activity and would generally only be negotiated for relatively short-term special assignments for selected faculty. **Note:** This portfolio is not recommended for faculty who are candidates for promotion and/or tenure

3.11 Faculty Evaluation Policies and Procedures

Preamble: Faculty Evaluation is an integral part of the overall academic process in the College of Science. It is a means towards the creation of a completely and accurately documented record, which is used in making recommendations and reaching decisions on contract renewal, tenure, promotion in rank, and salary increments. Equally important is the use of Faculty Evaluation as a vehicle through which strengths are reinforced, achievements recognized, weaknesses identified and addressed, and constructive criticism offered with the objective of improving a faculty member's performance. Faculty Evaluation is also intended to be a means for exploring attitudes about changes within a School or the College, recommending improvements or new initiatives to meet the challenges of change, and providing a formal framework for an open dialogue with constructive exchange of ideas. It is understood that evaluation of faculty performance may rest on some factors of judgment about which there can be honest disagreement.

Introduction. Faculty Evaluation applies to all full-time and adjunct faculty in the College of Science. The College policy is supplemented by policies and procedures within each academic school/center in the College, which are consistent with all relevant College and Institute policies, but accommodate any school/center needs idiosyncratic to their academic/educational missions.

Full-time faculty in the College of Science are evaluated through a combination of the following four components, as expressed in the Faculty Plan of Work, and in which no priority should be inferred from the order of the list.

- Self-Evaluation
- Student Evaluation of instruction
- Peer Evaluation
- Administrative Evaluation

And, consistent with Institute policies and practices and with the Faculty Plan of Work, the College of Science reviews the performance and achievements of each member of the faculty in the four broad areas of:

- Educational/teaching
- Scholarship and other academic and professional qualifications and activities
- Service to the school, College and Institute
- Community activities

The review of part-time (adjunct) faculty in the College is according to these basic principles as appropriately modified to reflect the part-time status of these faculty members (see Section

III.I.3.c below). The College of Science believes that it is desirable for a faculty member to work in ways that are professionally creative for the individual and useful to the current needs of the School, the College, and the Institute. It is further understood that the nature of the activities in which faculty members are involved will vary from year to year and from individual to individual. Therefore, the College of Science evaluation process recognizes the importance of this diversity of activities. Specific criteria on which evaluation of a faculty member is based appear in Section III.I.4.f. The listing should neither be considered all inclusive nor exclusive, nor should it be interpreted that every faculty member should be engaged in all of these activities at any given time. Rather, the specific items are defined for each member of the faculty in the process of negotiation of the annual Faculty Plan of work. As a long-standing practice and an overall philosophy of the College of Science and the Rochester Institute of Technology, the Senior Faculty plays an important role in the process of Faculty Evaluation. For the purposes of this policy, the College of Science adheres to the following definitions:

Senior Faculty of an academic school consists of all full-time faculty members of that school who have been awarded tenure or for whom the award of tenure will become effective within one year. Under the special circumstances of a distinguished visiting faculty member, the Senior Faculty of a School in conjunction with the Dean may declare the distinguished visitor to be a member of the Senior Faculty.

Junior Faculty of an academic school consists of all other full-time faculty members who occupy one of the regular full-time positions allocated to that school.

Lecturer Faculty of an academic school consists of all full-time faculty members who occupy one of the regular full-time positions allocated to that school, on non tenure-track appointment.

Adjunct Faculty of an academic school consists of all full-or part-time members of that school who do not occupy one of the regular positions allocated to that school or program.

Procedures:

Senior Faculty. Senior faculty of the College are evaluated according to four criteria as follows:

Self-Evaluation: Senior faculty will annually prepare a self-evaluation document to be and submitted to the school head no later than November 30th of each academic year. The self-evaluation will contain at least the following:

- A report of activities during the past year
- Self-evaluative elements
- A final Faculty Plan of Work for the coming academic year
- A discussion on achievement of goals established in the previous
- Faculty Plan of Work

Student Evaluation of Instruction. Each member of the senior faculty will be evaluated by students in all sections of each course taught annually.

Peer Evaluation: All senior faculty members will be subject to a peer evaluation of their teaching at least every five years.

The School Head will appoint an ad hoc committee comprised of three tenure-track faculty members one of which will be a junior faculty, another will be a faculty whose area of expertise, if available, is the same as the faculty member under review, and one who is senior in rank. A peer review report will be written and submitted to the School Head.

1. Optional Annual Peer Review: Each faculty member, who believes that the elements used to conduct the Administrative Evaluation do not

provide enough or accurate information and feedback on his/her performance, will have the option to ask for a Peer Review.

The School Head will appoint an ad hoc committee comprised of three tenure-track faculty members one of which will be a junior faculty, another will be a faculty whose area of expertise is the same as the faculty member under review, and one who is a full professor. A peer review report will be written and submitted to the School Head.

2. Discretionary Peer Review: If a faculty member's student evaluations of instruction are consistently below the School's and College's average, by more than ½ standard deviation for three consecutive academic terms, the faculty member must comply with peer review. The purpose of the peer review will be to help the faculty member identify areas of teaching that need improvement or attention. The faculty member may be instructed to make use of the services of the RIT Teaching and Learning Center to get assistance in solving problems with teaching and to sustain and support effective teaching in all areas of instruction.

The School Head will appoint an ad hoc committee comprised of three tenure-track faculty members one of which will be a junior faculty, another will be a faculty whose area of expertise is the same as the faculty member under review, and another will be a faculty who is a full professor. A peer review report will be written and submitted to the School Head.

Administrative Evaluation. Each Senior Faculty member will meet with the Dean of the College at least once every other year for the purpose of reviewing the faculty member's activities and plans for continued professional development and for mutual critique. Additionally, each senior faculty member will receive an annual written detailed evaluation from the School Head, drawing upon information from sources described in Sections a, b, and c. The evaluation will place the faculty member in one of the following categories: Outstanding, Very Good, Satisfactory, Needs Improvement, and Unsatisfactory. Annual merit increments shall be determined on the basis of the performance review. All the evaluation documents will be shared with the evaluatee and the Dean of the College. The contents of this document will be discussed in a meeting involving the evaluatee and the School Head; such a meeting must be concluded prior to June 30 of that year.

Junior Faculty. Junior Faculty in the College of Science are evaluated according to the four criteria as follows:

Self-Evaluation. Same as for Senior Faculty (see III.I.3.a, bullet 2)

Student Evaluation of Instruction. Each member of the junior faculty will be evaluated by students in all sections of each course taught annually.

Peer Evaluation. Each Junior Faculty member will be evaluated by two or more Senior Faculty members at least once in any given academic year. The results will be shared directly with the evaluatee and School Head for incorporation into the administrative evaluation document (see Section III.I.3.b below)

Administrative Evaluation. Each junior faculty member will receive an annual written detailed evaluation from the School Head, drawing upon information from sources described in Sections a, b, and c. The evaluation will place the faculty member in one of the following categories: Outstanding, Very Good, Satisfactory, Needs Improvement, and Unsatisfactory. Annual merit increments shall be determined on the basis of the performance review. All evaluation documents will be shared with the evaluatee and the Dean of the College in accordance with the normal evaluation cycle.

Lecturer Faculty. Lecturer Faculty in the College of Science are evaluated according to the four criteria as follows:

Self-Evaluation. Lecturer faculty will annually prepare a self-evaluation document to be and submitted to the school head no later than November 30th of each academic year. The self-evaluation will contain at least the following:

- A report of activities during the past year
- Self-evaluative elements on teaching performance

Student Evaluation of Instruction. Each member of the Lecturer Faculty will be evaluated by students in all sections taught during the period of review.

Peer Evaluation. Each Lecturer Faculty member will be evaluated by two or more Senior Faculty members at least once in any given academic year. The results may be shared directly with the evaluatee or indirectly through incorporation into the administrative evaluation document by the School Head (see Section III.I.3.b below)

Administrative Evaluation. Each Lecturer Faculty member will receive an annual written detailed evaluation from the School Head, drawing upon information from sources described in Sections a, b, and c. The evaluation will place the faculty member in one of the following categories: Outstanding, Very Good, Satisfactory, Needs Improvement, and Unsatisfactory. Annual merit increments shall be determined on the basis of the performance review. All evaluation documents will be shared with the evaluatee and the Dean of the College in accordance with the normal evaluation cycle.

Adjunct Faculty

Self-Evaluation. Self-evaluation of Adjunct Faculty in the College of Science is not required; however, those Adjunct Faculty members wishing to have a Self-Evaluation as part of the overall evaluation may submit a Self-evaluation including any or all of the four elements (see III.I.3.a. bullet 2) as the deem relevant to their overall performance.

Student Evaluation of Instruction. Each member of the adjunct faculty will be evaluated by students in all sections of each course taught annually.

Peer Evaluation. Each Adjunct Faculty member will be evaluated by two or more Senior Faculty at least once in any given academic year. The results may be shared directly with the evaluatee or indirectly through incorporation into the administrative evaluation document by the School Head (see Section III.I.3.c, Bullet 4, below).

Administrative Evaluation. The School Head, drawing upon as many elements of student peer, and administrative evaluation as are deemed appropriate by the School, will assess an adjunct faculty member's performance as circumstances

of employment dictate. If written documentation results, it will be communicated to the Adjunct Faculty member.

Documentation. In the College of Science, a faculty member's file consists of the joint contents of two files. One file is located in the office of the faculty member's School Head and one file is located in the office of the Dean. All official documents pertaining to a faculty member are kept in these files, with the exception of the results of the Student Evaluation of Instruction which are kept on file elsewhere in the office of the Dean for at least the preceding three academic years. Among the official documents placed in a faculty member's file are:

- The initial employment agreement, which specifies the conditions of employment, expectations, and requirements with respect to tenure plus any additional documents which pertain to these matters.
- All administrative evaluation documents prepared by the School Head for each Senior Faculty member, as well as any document either the faculty member or the Dean may prepare and share as a record following their biennial meeting.
- The administrative evaluation documents prepared by the School Head and Dean during the process of evaluation of each Junior Faculty.
- Copies of (or reference to) publications; grant and research proposals; letters of commendation for participation in committees, task forces, recruiting activities, interactions with industry and other groups; and any other written materials that reflect the activities and performance of the faculty member.
- The self-evaluation document prepared annually by the faculty member.
- Copies of the annual Faculty Plan of Work negotiated between the member of the faculty and the school head.

The contents of faculty files and access to the contents are governed by Institute policy. At the time of tenure consideration of a faculty member, those contents of the faculty files allowed by Institute policy plus the results of the Student Evaluation of Instruction will be organized in collaborative fashion by both School Head and faculty and placed at the disposal of the Tenure Committee.

Faculty Evaluation Criteria. The following are criteria against which faculty performance will be evaluated for purposes of tenure, promotion and annual merit-based salary adjustments. The list is neither fully inclusive nor exclusive but is intended to reflect the Faculty **Workload Portfolio Factors** (see Section **III.H.3.a-c**) that form the basis for the faculty Workload Portfolio). The form of the Portfolio will determine against which criteria individual faculty will be measured.

Educational: Instruction

- Demonstrated ability to organize course material
- Effective presentation style
- Development and conduct of meaningful laboratory experience
- Development of meaningful web material
- Receptiveness and responsiveness to student questions and concerns
- Utilization of clear and effective testing procedures
- Availability and helpfulness to students outside of class
- Demonstration of ability to intellectually stimulate and engage the student in the learning process
- Presentation of course content that is up to date and in keeping with advances in the discipline

Scholarship: Academic and Professional Qualifications and Activities

- Further graduate study relevant to faculty development
- Work experience of professional nature
- Involvement of students in research and development efforts

- Sponsoring students in independent study and undergraduate/graduate research courses
- Development of new courses and/or programs
- New approaches to improve teaching
- Research directed to improvement of teaching techniques
- Special studies of student learning problems
- Professional writing
- Presenting professional papers
- Publishing research results
- Submitting grant applications
- Editing and reviewing professional manuscripts, proposals, and books
- Research activity including supervision and stimulation of research
- Consulting that is externally validated by normal scholarly means
- Activity in professional organizations
- Participation in professional seminars
- Involvement in continuing education programs/maintaining professional licensure/board certification
- Organizing professional meetings and seminars
- Attending professional meetings

Service: Contributions to the School, College and Institute

- Service on School, College, and Institute Committees
- Work with student organizations
- Work with individual students, faculty, or staff
- Generation of ideas on institutional improvement
- Professional interaction with high school and/or two-year colleges
- Maintaining contact with co-op employers and internship affiliates
- Involvement in student advising and student activities
- Participation in development work for School, College, and Institute
- Helping recruit prospective RIT students
- Fostering articulation agreements with community colleges
- Participation in efforts toward student retention
- Involvement in interdisciplinary activities
- Off-campus representation in official capacity
- Community service which reflects favorably on RIT in a direct way
- Offering courses, seminars and workshops to the community at large
- Organizing professional meetings and seminars
- Volunteering in the community
- Participation in Faculty Exchange Programs

3.12 Policies, Procedures and Criteria for Promotion in Faculty (See Institute Policies and Procedures, Section E 7.0)

Preamble. In recognition of the essential role of the faculty in the determination of the quality and integrity of its academic programs, the following policies, procedures and criteria for the appointment to and promotion in the professorial ranks are defined herein by and for the faculty of the College of Science of the Rochester Institute of Technology. Hence, the performance criteria delineated in this document are neither all-inclusive nor exclusive.

The faculty is fully cognizant of the Institute Policies and Procedures that require administrative review and recommendation by the School Head, Dean, Provost, and Vice President for Academic

Affairs and that the responsibility for the final decision in the matters of faculty appointment and promotion resides in the Office of the President; however, the College Policies and Procedures recognize the primary role of the faculty in the assessment and evaluation of their colleagues. Thus, the determination of promotion of or appointment to the faculty is primarily a reflection of the evaluation of a faculty member's work by his or her peers who are knowledgeable in the member's field. The essential body responsible for the designation of a promotion is the School in which the faculty member resides.

Policies and Procedures for Promotion in Faculty Rank. In addition to the Institute policies and procedures pertaining to the promotion in faculty rank included in the RIT Faculty Policies and Procedures Manual, the following are specific to appointment to and promotion in faculty rank in the College of Science:

- A member of the faculty nominated for promotion must be informed of that nomination and has the right to refuse prior to forwarding to the Dean.
- The candidate's promotion documentation will be made available to all school faculty members superior in rank to the individual under consideration.
- The candidate's promotion documentation and all faculty recommendation letters* will become a part of the file forwarded to the Dean of the College of Science.
- In the case of denial of promotion, a conference will be held with the Dean of the College of Science, the School Head, and the candidate to discuss the reasons for denial. A written summary of the conference will be prepared by the Dean, shared with the School Head and the candidate and made a part of the candidate's permanent file in the Office of the Dean along with any rebuttal response from the candidate.
- Upon completion of the process, the faculty recommendation letters, the School Head's letter of transmittal, and the Dean's letter of transmittal will be maintained in the candidate's confidential file in the Office of the Dean. All other documentation will be returned to the candidate.

* Letters of recommendation by the candidate's peers and the letters of transmittal are for the confidential use of the School Head, the Dean and the Provost.

Criteria for Determination of Faculty Rank in the College of Science

Introduction. Guidelines and criteria for determining faculty rank are established to improve the quality of instruction, to give recognition to a faculty member's expertise and consistent performance, to signal the aspirations and expectations of the home school, and to provide a broad and consistent base of input to all decisions relating to promotion in, and determination of faculty rank.

In an organization that fosters diversity to ensure excellence in all of its endeavors it is not expected that every member of the faculty will participate fully and equally in activities related to all of the listed criteria. Rather, it is reasonable to assume that faculty activities will, and should, vary from individual to individual and even from year to year for the same individual. So too will the relative values of faculty work to the individual, the School, the College, and the Institute.

Guidelines to Determine Faculty Rank. In determining faculty rank, the evaluator should take into consideration the expected levels of consistent contribution and achievement, and the experience, expertise and reputation that are currently associated with each rank. Below are given non-inclusive/non/exhaustive criteria recommended for consideration and specific to each faculty rank (*all need not be satisfied*).

Lecturer: Criteria for Appointment.

- Education: minimum of master's degree or equivalent in the appropriate discipline or discipline-related area.

- Experience: one or two year's teaching in an accredited institution; demonstrated commitment to teaching excellence.
- Expertise: ability to teach lecture and laboratory courses at the introductory level; evidence of excellent written and oral communication skills; ability to function independently in the classroom and laboratory as specified by needs of the school.
- References: at least two letters of recommendation from referees external to the Rochester Institute of Technology attesting to the candidate's credentials and teaching potential.

Assistant Professor: Criteria for Appointment/Promotion.

- Education: highest degree or equivalent experience in the appropriate discipline or a discipline-related area.
- Experience and expertise: demonstrated commitment to teaching excellence at the undergraduate and, for some positions, graduate levels; demonstrated teaching ability and potential for making valuable contributions to course and curriculum development; experience, accomplishments, and expertise in research, and/or other scholarly activity specific to the position as described in the job description and in the letter for appointment.
- Professional activity: membership in at least one discipline or discipline related professional organization; evidence of recent successful research/scholarly accomplishments, and potential for continuation of successful research/scholarly activity.
- References: three letters of recommendation from referees external to the Rochester Institute of Technology attesting to the candidate's teaching potential and other professional capabilities.

Associate Professor: Criteria for Appointment/Promotion. Standards set by the criteria for the rank of Assistant Professor must be demonstrably exceeded. The candidate has:

- substantially exceeded minimum performance standards required for the Assistant Professor;
- established a consistent, documented track record of effective teaching coupled to effective student advising and one-on-one student interactions in scholarship and/or professional activities;
- demonstrated expertise, enthusiastic interest, and successful experience in teaching the broad range of discipline courses at the undergraduate level;
- demonstrated expertise, enthusiastic interest, leadership, and successful experience in graduate teaching and/or scholarship where applicable, and consulting and/or industrial interaction;
- made significant contributions through course/curriculum development, development/enhancement of laboratory facilities for student scholarship and instruction, and/or special efforts resulting in significant improvement of the quality of instruction and/or scholarship capability;
- consistently engaged in noteworthy scholarly activity that is documented in refereed journals, contributed and invited papers at national/international meetings, monographs published books technical reports, and/or written proposals; actively and consistently participated in the life of the School, the College and the Institute through serving and providing leadership on School, College, and Institute committees, and by participating fully in faculty meetings, taking part in open houses, conducting tours, recruiting students, etc.;

- interacted successfully with external publics such as students/teachers/administrators, K-12, community colleges, institutions of higher education, the industrial/business community, local, state, and/or federal government agencies, professional organizations, etc.;
- made consistent, noteworthy efforts to support research/scholarly interests or School/College/Institute goals/objectives through the writing of proposals to secure external funding

Note: Normally, a faculty member granted tenure has met the minimum performance standards required for appointment to the rank of the Associate Professor.

Professor: Criteria for Appointment/Promotion. Performance standards defined by criteria satisfied by the candidate at the time of appointment to the rank of Associate Professor must be demonstrably exceeded. Appointment to the rank of Professor is a distinct honor that goes well beyond recognition of length of service. The candidate has (during tenure as Associate Professor, or in a position deemed equivalent):

- substantially and consistently demonstrated performance that exceeded (breadth and/or depth) performance criteria satisfied at the time of appointment to the rank of Associate Professor to include effective teaching;
- been cited for outstanding achievement by peers within and external to the School, the College, the Institute;
- taken on a consistent, documented leadership role in a professional organization and/or activity;
- made significant contributions to and provided leadership in administration of the School, the College, or the Institute;
- made significant contribution to the mentoring of junior faculty of the School, the College or the Institute;
- established a track-record of proposal writing to obtain external funding for research, instruction, and/or other efforts to support School/College/Institute goals and objectives;
- established a track-record of research/scholarly activity that is documented in refereed journals, published books, invited/contributed papers at national/international meetings, monographs, technical reports, and/or written proposals;
- achieved outstanding success in one or more areas judged by the evaluator to be especially noteworthy.

Documentation for Promotion in Faculty Rank. [This goes in the same appendix as the criteria]

The items noted in the following categories represent a non-inclusive/non-exhaustive list of documents that should be available in the candidate's promotion file at the time of promotion evaluation. Other than the exceptions footnoted below, all documentation must be made available to every person involved in the evaluation of the candidate.

General:

- Resume/Curriculum Vitae
- List of Honors
- All School Head, Dean and Annual Self Evaluations including any rebuttal documents
- Letters of recommendation by peers**
- External letters***

Teaching:

- Summary of teaching evaluations
- Brief description of curriculum development activities
- Annotated list of courses taught

Administrative Appointments:

- Percent of appointment and description of administrative duties
- Evaluations by superiors and/or members of the administrative unit

Professional Development:

- First page of each publication
- First page of each professional manuscript including internal publications, journal publications, etc.
- Announcements for talks presented
- List of grant received and applied for
- List of professional consulting activities

Service:

- Annotated list of involvement in School, College and Institute committees
- Annotated list of service to professional organizations
- Annotated list of community service efforts

** Letters of recommendation by the candidate's peers and the letters of transmittal are for the confidential use of the School's Head, the Dean and the Provost.

*** External letters are confidential at the discretion of the author and are optional at the discretion of the candidate

3.13 **Tenure Policy**

The College of Science Tenure Policy, formally approved by the College's faculty in May, 1985, and amended April, 1986, is an official supplement to the Institute Tenure Policy; see Institute Policies and Procedures Manual, E5.0 Policies on Tenure.

Preamble. The College of Science has long recognized the importance that a tenure decision holds for the candidate as well as for the candidate's School, the College, and the Institute as a whole. The characteristics of instructional excellence, professional accomplishment, and active participation in service to the Institute and beyond are essential to the continued development and advancement of the College of Science and its faculty. The standards employed for tenure decisions in the Schools of the College of Science, standards which have developed within the College over many years, are formulated in this document as the Criteria and the Process for Tenure in the College of Science.

Criteria. The criteria for granting tenure in the College of Science are consistent with the Institute's policies. These criteria are grouped into the following broad categories, which are listed according to priority but without any assigned weight. The assignment of weight to the categories may be made in the initial employment agreement and/or annual reviews of the faculty member.

Instruction. RIT has long subscribed to the great importance of the teaching function; the College of Science has upheld this position and considers teaching to be the foremost activity of its faculty and of paramount importance in the granting of tenure.

Academic and Professional Qualifications, Scholarship and Professional Activities. These include attainment of advanced degrees and recognition through awards, honors and professional licenses. Moreover, they include research as well as other scholarship and creative activity in a specialty, writing and publishing (wherever possible in refereed journals), development of new courses and curricula, modification of existing courses or programs, investigation of alternative learning strategies, consulting and submitting grant proposals. These will be grouped as follows:

- Past Achievements refer to those achievements listed above which were attained before coming to RIT. They indicate experience and potential for professional development at RIT.
- Current Achievements refer to accomplishments since joining RIT and they demonstrate a continuing commitment to professional development.

Contributions to the Institute. These refer to relationships with students and colleagues outside the classroom. Related activities include: service on school, college and institute committees; involvement in student advising and organizations; maintaining contacts with co-op and internship possibilities; and recruitment. Participation in these activities frequently fosters an awareness in the current and future directions of the Institute.

Community Activities. These include activities linking the professional skills of members of the faculty to the world beyond the campus and other community service in the public interest. These activities help project both awareness and a positive image of RIT in the local, state, national and international communities. Specific items pertaining to qualities or achievements that apply to each of the principal categories of criteria or achievements are given in **Section III.1.5.a-c.**

Faculty

Evaluation Criteria. This listing should not be considered to be exhaustive, nor should it be interpreted to mean that each faculty member should be engaged in all of these activities at any given time. However, it is expected that, prior to the tenure decision, a faculty member will have significant achievements in several of the categories, demonstrating both breadth and depth of accomplishments.

Formation of the College of Science Tenure Committee. The College of Science Tenure Committee will consist of one tenured member elected by each of the six academic schools and one tenured faculty member from another college appointed by the Academic Senate. In order to allow for continuity, the selection of the committee's membership, described in the process below, will provide for at least two members to continue serving on the committee over any two-consecutive-year period. Service on a tenure committee is a responsibility of a tenured faculty member. Therefore, a tenured faculty member may not decline either nomination for election or service to a tenure committee. If extraordinary circumstances exist, a tenured faculty member may petition the dean for exemption from this responsibility, explaining the reason(s) for the request.

The process for selecting (a) the College of Science Tenure Committee members and (b) the nominee from the College of Science for possible tenure committee appointment by the Academic Senate is as follows.

Recommendation for approval for tenure shall require five members in favor as determined by secret vote. There shall be neither abstentions nor avoidances of voting by absence. Recommendation for approval or non-approval of tenure, a written statement of reasons for approval or non-approval, and the vote shall be forwarded by the chair of the tenure committee to the dean of the college and to the chief academic officer by February 1st.

Documentation. The tenure documentation file for a tenure candidate consists of the documentation described in Section III.I.4 of the College of Science Faculty Evaluation Policy, plus any additional documentation gathered by the Tenure Committee. It is the practice of the College of Science for a tenure committee to examine the existing documentation on a tenure candidate to determine if the documentation is adequate to reach a fair judgment on the candidate. Committee recommendations for the primary file prepared and submitted by the candidate with assistance from the School Head are as follows:

- Cover Sheet signed by the candidate's school head/center director certifying that he/she has reviewed the file for content and organization.
- Letter of Appointment (required by RIT Policy).
- Letter from School Head/Center Director Letter of Support.
- School Head/Center Director Support Documentation.
- Up-to-Date Curriculum Vita; include a listing of all publications (including status submitted, accepted, *etc.*) and presentations (RIT, regional, national, international), arranged chronologically with the most recent first. Indicate which cover work performed at RIT during the pre-tenure probationary period.
- Personal Narrative (maximum 4 pages). A summary of philosophy, goals and accomplishments in each of the three areas of evaluation, including a clear and succinct description of scholarship and pedagogy, written in a way that can be understood by someone not in the field. If the candidate has received credit toward tenure as a condition of appointment, relevant experience prior to coming to RIT should be included.
- Letters of support from faculty and collaborators (RIT and external) where appropriate. External letters of support must be provided by those faculty members who have used the research portfolio.
- Administrative evaluations and plans of work, arranged chronologically with the most recent first.
- List of all courses taught (number and title), including examples of curriculum development.
- List, with relevant dates, of all committees and other types of Institute, community and professional service.
- List of all grant/contract applications (if appropriate) arranged chronologically with the most recent first. Indicate which cover work performed at RIT during the probationary period. State whether pending, funded or unfunded and give the dollar amount.
- List all student mentorship and other interactions.
- Teaching Evaluations. Candidate should supply numerical evaluations for the pre-tenure probationary period, arranged chronologically with the most recent first. The evaluations should indicate the course by both number and title. The Office of the Dean will supply copies of the written evaluations for the same period.

The Committee may determine that additional information would serve the best interests of the candidate and the College. The Committee, through its chair, may solicit additional information in the form of either written documentation or oral presentation from any of the following sources:

- Additional information from the candidate.
- Evaluation statements from alumni or students.
- Evaluation statements from colleagues within or outside the candidate's school.
- Other sources deemed appropriate by the Committee.

The candidate shall be informed by the Chair of the Tenure Committee about all additional information being sought. The candidate shall not be denied access to any additional documentation unless the right to access has been specifically waived in writing by the candidate.

3.14 Coordination and Supervision of Summer Laboratory Courses.

The College of Science must offer a full complement of courses in certain areas during Summer Quarter to accommodate co-op scheduling for majors. However, many full-time faculty in the College opt to use the Summer Quarter as an opportunity for research or other areas of professional development; consequently some of the required courses must be taught by adjunct faculty or teaching assistants. The quality, caliber, and content of the courses, nevertheless, must conform to that which has been approved by RIT, the College of Science, the academic School/Center, New York State School of Education, and any external accrediting agencies. Both lectures and laboratories must adhere to the normal standards, but laboratories can pose special problems in terms of preparation and delivery of instruction. This is especially true if an adjunct faculty member or teaching assistant has limited experience with normal RIT operating procedures. Under these circumstances, it may be necessary for a full-time faculty member to provide assistance, coordination, or supervision of the educational activities. The present policy specifies terms and conditions under which the need for, and the manner in which, such services by a faculty member will be determined and compensated as follows:

- College of Science policy, approved by the institute, considers adjunct faculty and teaching assistants as full instructors whose responsibilities include, but are not restricted to, delivery of subject matter, grading and evaluation of relevant examinations, laboratory reports, and the assignment of final grades. To maintain standards held during the Fall, Winter, and Spring Quarters, it may be necessary for a full-time faculty member to provide assistance and guidelines for these tasks.
- In general, an school/center will be expected to anticipate curricular and logistical needs for courses that will be offered during the Summer Quarter. This effort should be directed toward needs such as ordering texts, notes, chemicals, materials, and special equipment necessary for the normal delivery of these courses.
- Every effort must be made by the school to identify instructors for the Summer who are self-sufficient and require no substantial assistance or supervision beyond the necessary discussions about course content or objectives.
- Although not always possible, it is desirable to select teaching assistants who have had previous experience, especially in the same (or similar) course. Even so, most teaching assistants need supervision, guidance, and advice.
- Compensation of faculty responsible for the coordination of laboratory sections will not exceed the normal amount paid for one (1) hour of laboratory instruction per week at the rate described by Institute policy.
- For each laboratory course which is deemed to require supervision or coordination, the Head of the School
 - describe the needs to the appropriate School Heads; and
 - recommend the amount of compensation commensurate with the services to be rendered in agreement with (5) above. Based on this information, the School Heads will determine the amount of compensation.
- No policy can anticipate all possible situations. When special cases arise, the School Head and the School Heads will review the circumstances and reach a decision consistent with the guidelines above.

3.15 Faculty Compensation for Independent Study, Undergraduate Research & Graduate Thesis

The College of Science guidelines on providing contact hour compensation to faculty teaching independent study or supervising research are as follows. These guidelines apply to faculty conducting undergraduate research collaborations and supervising graduate student theses.

1. **Independent Study:** For faculty teaching independent study during the academic year, the compensation will be 1 Classroom Equivalent Contact Hour per independent study course up to a maximum of three independent study courses per year. This is independent of the credit hours being earned by the students. A faculty member may choose to offer more than three independent study courses during the regular academic year but will not be compensated for the independent study courses beyond the maximum allowed number. Each independent study course and accompanying contractual outline of proposed work and expectations must be approved by the School Head and should be negotiated in the faculty member's Plan of Work.
2. **General Undergraduate Research :** For faculty who are supervising undergraduate research not leading to a senior thesis/capstone project during the academic year, the compensation will be 1 Classroom Equivalent Contact Hour for each student up to a maximum of 3 students per academic year. In special cases, an additional credit (up to 2 classroom equivalent contact hour) can be negotiated. This is independent of the credit hours being earned by the students. With the approval of the School Head and Program Director, a faculty member may choose to supervise more than 3 students during the regular academic year but will not be compensated for the students beyond the maximum allowed number. The Undergraduate research courses and contractual outlines of expectations must be approved by the School Head and appropriate Undergraduate Program Director, and should be negotiated in the faculty member's Plan of Work.
3. **Undergraduate Senior Research Theses/Capstone Projects:** For faculty who are supervising undergraduate research theses/capstone project during the academic year, the compensation will be 2 Classroom Equivalent Contact Hours for each student up to a maximum of 3 students per academic year. This is independent of the credit hours being earned by the students. With the approval of the School Head and Program Director, a faculty member may choose to supervise more than 3 students during the regular academic year but will not be compensated for the students beyond the maximum allowed number. The supervising of senior research theses/capstone projects should be negotiated in the faculty member's Plan of Work.
4. **Graduate Thesis Research:** For faculty who supervise graduate research theses (or major research projects leading to a masters degree in the final year of the student's program) during the academic year, the compensation will be 2 Classroom Equivalent Contact Hours for each student per quarter up to a maximum of 3 students per quarter. This is independent of the credit hours being earned by the students. With the School Head and Graduate Program Director's approval, a faculty member may choose to supervise more than 3 graduate students during a quarter of the regular academic year but will not be compensated for students beyond the maximum allowed number. Graduate advising responsibilities should be negotiated in the faculty member's Plan of Work.
5. **Total for Research Supervision:** For faculty who supervise both undergraduate and graduate research theses and undergraduate research for credit, a total maximum of 9 Classroom Equivalent Contact Hours per quarter can be awarded for research supervision, which must be approved by the School Chair and negotiated in the faculty member's plan of work in advance.

3.16 Faculty Compensation for Overload.

The College of Science conforms to the Institute policies, procedures and definitions in the **RIT Institute Policies & Procedures Manual (Section 13.1 [Policy for Faculty Extra Service Compensation and Summer Employment](#))**

3.17 Grant Programs in Support of Faculty Scholarship and Professional Activity.

Consistent with the Institute statement on scholarship, the College of Science endeavors to encourage and support the research, scholarship and professional activity of its faculty through the following programs in the belief that such activities enhance the intellectual lives of faculty members and students alike.

Formation of an Internal Grants Review Committee. An Internal Grants Review Committee must be established. The committee will consist of one tenure-track faculty member elected by each of the academic units of the college. The term of each member of the committee shall be two years. The responsibility of this committee will be to review the proposals, rank the proposals based on their merit, and make recommendations to the dean. The dean shall be responsible for the disbursement of faculty development awards.

Dean's Summer Fellowship

Overview The Dean's Summer Research Fellowship Program was established to encourage research in the College of Science. The program has supported faculty of the College for well over a decade and, subject to availability of funds, is expected to be continued in the foreseeable future. The amount of funds available for support of the Dean's Summer Research Fellowship Program and, therefore, the number of proposals that can be funded, varies from year to year, depending on the overall budget of the College. Because of timing as well as fiscal realities in any given year, the number of proposals that can be funded in any year is not known at the time that applications must be submitted.

The designation of Dean's Fellow may be used by a faculty member who has been awarded a Dean's Fellowship. All Dean's Fellows are required to carry out their proposed activities during the regularly scheduled summer quarter. Dean's Fellows are expected either to remain in the employ of the College of Science for at least three academic quarters following the award or to reimburse the RIT College of Science for the entire stipend and fringe benefits received under the grant.

Dean's Fellows are required to submit a summary report by October 15 of the grant year. The report must describe the work that was accomplished during the grant period, evaluate the merit of a continuation of the grant for the same or a related project, and indicate the publications or grant proposals based on the grant project that are in preparation or completed.

The deadline for submission of proposals is February 15 of each year for the following summer. Every attempt will be made to announce the grant awards by May 1.

Eligibility. Every faculty member who is on a continuing appointment in the College of Science and expects to remain in the employ of the College during the following academic year is eligible to submit a proposal.

Submission of Proposal. One copy of the proposal should be submitted to the Dean. The grant proposal will consist of three parts: summary pages, narrative, and optional appendices, assembled in that order. Any information contained in the proposal that should be considered confidential should be so designated so that appropriate steps can be taken to preserve its confidentiality.

Summary Pages. The summary pages will include the cover page, the budget, additional support, and a brief biographical sketch.

Cover Page. The cover page should present a title for the proposed project, the name and the school of the applicant, date of submission, the School Head/Center Director's signature, and the applicant's signature.

Budget. The Dean's Summer Research Fellowship Program provides only for a salary stipend for the faculty member performing the proposed research. A maximum stipend of 12% of the current academic year salary will be awarded a Dean's Fellow. Note, however, that Institute policy requires that the total summer salary of a faculty member for activities within RIT may not exceed 24% of the academic year's salary. The budget page should include the requested salary for the project.

Additional Support. All proposed expenditures other than salary for the applicant should be listed. Monies for these expenditures must be secured through other sources. Information on all sources of additional support should be provided, including monies from the school budget, other RIT sources, and sources external to RIT. College of Science equipment to be used, if any, should be listed.

Biographical Sketch. The biographical sketch should be very brief, but adequate for possible outside reviewers to evaluate the applicant's qualifications to perform the proposed research.

Narrative. The narrative should contain a detailed but concise description of the proposed research. Applicants should bear in mind that readability of the narrative will have a significant impact on evaluation of the merits of the proposal. The narrative section should not exceed five double spaced pages in length.

Appendices (Optional). Any supporting materials should be included in appendices.

Proposal Evaluation. Dean's Summer Research Fellowship proposals will be evaluated on the basis of several criteria.

- A successful applicant will have proposed a carefully planned, original basic or applied research project in an area of the physical, natural, or medical sciences, mathematics, or statistics.
- Proposals from newer faculty members will be given a slightly higher priority in order to assist them in establishing programs of scholarly activity.
- Faculty members who have been Dean's Fellows for a number of summers and have made no attempt to obtain available external funding will be given low priority for further support.

At the discretion of the Dean, the proposal review process may include evaluation by the applicant's School Head or Center Director, by members of the applicant's school/center who have not submitted applications to the Program, and by reviewers outside the school of the applicant with expertise in the general field of the proposed project. The Dean will make the final evaluation and announce the results.

Dean's Project Initiation Grant

Overview. It is clear that present and future higher education budgets in general, and the budget of the College of Science in particular, will be inadequate to support all the legitimate professional activities of faculty members. Thus, without external funding to complement the resources of the College, professional activities of a faculty member may be restricted by limited resources. The Dean's Project Initiation Grant Program was established to encourage professional activity in the College of Science within the framework of increasing the potential for securing external funding to support professional activities and, in some instances, increasing professional activities in selected priority areas for which external funding is available.

The Dean's Project Initiation Grant Program is intended to assist faculty members in developing their projects to the stage that competitive proposals for external funding can be submitted. Funding from any of the various external funding agencies to support a professional activity has several positive outcomes. Most importantly, the faculty member has support to accomplish professional goals while the professional credentials of the faculty member are enhanced. At the same time, the students, school, College, and Institute benefit directly and indirectly in a variety of ways.

A second thrust of the Dean's Project Initiation Grant Program addresses the ability of the College to optimize its long range opportunities in areas with high growth potential or to work towards achieving a specific goal of the College. One or more priority areas with external funding potential, typically cross-disciplinary or interdisciplinary in nature, may be defined periodically for special emphasis by the Program with the objective of encouraging faculty members with interest and expertise in a priority area to increase their professional activities in that area. Priority areas of emphasis will not eliminate funding of proposals for other areas; qualified proposals in any area covered by the Program will be considered for funding.

Proposals for a grant under the Dean's Project Initiation Program may request a grant period of up to four academic quarters. Proposals requesting support of less than \$500 and more than \$5000 will not be considered.

Recipients of a Project Initiation grant are required to carry out the proposed activities during the grant period. Within 90 days following the closing date of the grant period, the principal investigator must submit a summary report that describes the work that was accomplished during the grant period and outlines plans for the submission of proposals for external funding.

Proposals should be submitted at least 60 days prior to the requested start date of the grant period. Application deadlines are January 5 and June 15.

Eligibility. Every faculty member who is on a continuing appointment in the College of Science, expects to continue employment in the College is eligible to submit a proposal. The following guidelines govern eligibility of those who have previously received a Dean's Project Initiation grant. Recipients who have completed a Project Initiation grant and have not submitted a minimum of two grant proposals to external funding agencies requesting support for the continuation of the project supported by the Program are ineligible to resubmit to the Program. In any event, recipients are ineligible to resubmit to the Program until a full calendar year has elapsed from the closing date of the grant period supported under the Program.

Submission of a Proposal. The proposal should be prepared and submitted by the principal investigator. Only one proposal per individual will be considered at a time. One copy of the proposal should be submitted to the Dean. The grant proposal will consist of a cover page, narrative, sources of external funding, budget, budget justification, additional support, and appendices, assembled in that order. Any information contained in the proposal that should be considered confidential should be so designated so that appropriate steps can be taken to preserve its confidentiality.

Cover Page. The cover page should present a title for the proposed project, the name and school of the applicant, proposed starting and closing dates of the project, date of submission, the School Head/Center Director's signature, and the applicant's signature.

Narrative. The narrative should contain a detailed but concise description of the proposed project. The description should include a statement of objectives, methods to be employed, and significance of the project to the field and to the College. Applicants should bear in mind that readability of the narrative will have a significant impact on evaluation of the merits of the proposal. The narrative section should not exceed eight double spaced pages in length.

Sources of External Funding. This section will list and describe the possible sources of external funding for the type of project described in the proposal. Each source should name the funding agency, the applicable program sponsored by the agency, and a brief statement of the purpose or objective of the grant program. Applicants are urged to consult appropriate RIT resources in developing this list.

Budget. The proposed budget should be a complete, itemized listing prepared according to the following guidelines.

- **Personnel.** Funding for wages for the technical assistance of graduate and undergraduate students may be requested. The total hours and rates of pay for student technical assistance should be given. Direct salary and wages for the principal investigator, other faculty, or staff are not allowed under the Program. However, release time from regularly assigned duties for some part of the academic year covered by the principal investigator's contract may be requested. The School Head should be consulted about the amount of release time that is feasible and the replacement cost; both the amount of release time requested and the cost should be stated in the proposed budget.
- **Permanent Equipment. :** Domestic travel, including Canada and U.S. possessions, may be requested and the purpose of such travel should be clearly stated.
- **Travel.** Computer services, based on established computer service rates, may be requested.
- **Computer Services.** Computer services, based on established computer service rates, may be requested.
- **Other.** Although the Program usually funds only those budget line items described above, other items may be requested. Each item will be considered on its individual merit in relationship to the proposed project and the purpose of the Project Initiation Grant Program.

Budget Justification. Each line item of the proposed budget should be justified in terms of the proposed project.

Additional Support. All proposed expenditures, if any, beyond the proposed budget items allowed by the Program should be listed and the sources of funding described. Existing College of Science equipment to be used, if any, should be listed. All space requirements, which must be provided through existing School/Center resources, should be listed. In co-signing the proposal, the School Head/Center Director certifies the impact of such use can be borne by the school without adverse effect on the normal operation of the school.

Appendices. The appendices will be arranged as follows.

- **Biographical Sketch.** The biographical sketch should be very brief, but adequate for possible outside reviewers to evaluate the applicant's qualifications to perform the proposed project.
- **Bibliography.** This section will consist of a short bibliography of the journals and other references most relevant to the proposed project.
- **Other (Optional).** Any supporting materials should be appended.
- **Proposal Evaluation.** Dean's Program Initiation Grant proposals will be evaluated on the basis of several criteria, listed below in order of descending importance.

A successful applicant will have proposed a carefully planned, original basic or applied research project in an area of the physical, natural or medical sciences, or mathematics, or statistics; or will have proposed a project carefully designed to address the educational or curricular needs of any of the current or potential student populations of the College of Science; and will have demonstrated that a project of the nature proposed has considerable potential for external funding.

Proposals related to an area of emphasis defined by the Program will receive a slightly higher priority than proposals related to other areas.

Proposals from faculty members who have not previously received a Program Initiation Grant will receive slightly higher priority than proposals from faculty members who are previous recipients.

At the discretion of the Dean, the proposal review process may include evaluation by the applicant's School Head, by members of the applicant's school who are not current applicants to the Program, and by reviewers outside the school of the applicant with expertise in the general field of the proposed project. The Dean will make the final evaluation and announce the results.

Faculty Evaluation and Development (FEAD) Funds.

Overview. The Faculty Evaluation and Development (FEAD) funds are provided by the Institute.

Eligibility. Every faculty member who is on a continuing appointment in the College of Science is eligible to submit a proposal.

Steps.

- The faculty member provides an initial draft of the proposal to the School Head on November 30 along with the plan of work for the coming year
- The final version is submitted to the School Head by February 15.
- The proposal with the accompanying evaluation by the School Head/Center Director is submitted to the College of Science Faculty Evaluation and Development (FEAD) Committee by March 1.
- The committee submits its report to the Dean by April 1.
- The awards are announced on May 15.

Submission of Proposal. One copy of the proposal should be submitted to the Dean's office. The grant proposal will consist of five (six) parts: Summary Pages, Narrative Plan of Work, Review of Previous Work Funded by the College, School Head/Center Director Evaluation and Optional Appendices, assembled in that order. Any information contained in the proposal that should be considered confidential should be so designated so that appropriate steps can be taken to preserve its confidentiality.

The Proposal

Summary Pages. The summary pages will include the cover page, the budget, additional support, termination date and a brief biographical sketch.

Narrative. The narrative should contain a detailed but concise description of the proposed project. Applicants should bear in mind that readability of the narrative will have a significant impact on the evaluation of the merits of the proposal.

Plan of Work.

Review. The review shall list awards during the last five years from Project Initiation Grants, Dean's Summer Fellowships, and FEAD and discuss the accomplishments supported by the awards.

School Head/Center Director Evaluation. In co-signing the proposal, the School Head/Center Director certifies the impact of the use of school/center space and equipment can be borne by the school/center without adverse effect on the normal operation of the school/center, that the project

is consistent with the proposer's plan of work and that effective use was made of previous awards.

Appendices (Optional). Any supporting materials should be included in appendices.

Proposal Evaluation. A successful applicant will have proposed a project in an area of the physical, natural or medical sciences, mathematics, statistics or imaging science. The proposals will be judged on their merits in promoting faculty development, particularly as they lead to improved educational opportunities for students and expanded scholarship/research within the College.

Scholarship/Research Resource/Space Allocation in the College of Science.

Scholarship at RIT is established as an essential ingredient in the facilitation, enabling and support of student learning, and the full and successful integration of the scholarship and teaching enterprises into a single process is the key to achieving the desired institutional culture at RIT*. The following criteria characterize a research/scholarship program appropriate to supporting this learning environment in the College of Science. And, while no research/scholarship program is anticipated nor expected to satisfy all criteria in full measure, assessment of the degree to which any program meets these criteria constitutes the basis for allocation of College of Science/RIT resources (space, equipment, fiscal, ...).

a. Impact on the teaching/learning process:

- integrating relevant aspects of scholarship into course material, classroom discussion, laboratory/studio experiences, and out-of-class assignments,
- connecting, wherever possible, scholarship activity with course material and coop/internship experiences,
- including discussion of scholarship in one-on-one and small group interactions in the faculty mentoring/advising process,
- encouraging/requiring students to attend relevant scholarly presentations as integral/complementary to course material,
- providing opportunities for participation in scholarship through Special Topics/Independent Study courses,
- requiring participation in scholarship as part of the curriculum,
- encouraging/facilitating the interaction between students engaged in scholarship with those not as engaged (both graduate and undergraduate), and
- others as may be appropriate to particular disciplines/programs.

b. Refereed publications

c. Conference proceedings

d. Published books, monographs and chapters therein

e. Reviewed and published software

f. Public Presentations; *e.g.*, at universities, industries, government laboratories,... *etc.*

g. Intellectual property development, *e.g.*, patents, *etc.*

h. Grant/Contract support

- Proposals prepared and submitted
- Grants/Contracts funded

i. Specific recognition in the form of prizes or awards for published works or presentations

j. Others as may be appropriate to particular disciplines/programs

* *Category of One University: Uniquely Blending Academic Programs with Experiential Learning for Students' Success, VI.C, p. 17.*

Trustees Scholarship Awards

The Trustees Scholarship Awards are given annually to up to three RIT faculty who have demonstrated excellence in scholarship productivity. Consistent with Institute policy, the process by which the College of Science will identify and present nominees for the Award are as follows.

- a. The faculty of the academic units of the College of Science will:
 - Nominate candidates for the Trustees Scholarship Award (Self-nominations are encouraged.). The names of the nominees will be submitted to the Dean of the College no later than November 1.
 - Elect from their membership a representative and an alternate to serve on the College of Science Trustees Scholarship Awards Committee. The alternate will serve on the Committee in place of the elected representative in the event that representative is nominated for the award by the faculty. The names of the representatives and alternates will be submitted to the Dean of the College no later than October 15.
- b. Each academic year the Dean of the College will appoint two (2) students from the College to serve on the College of Science Trustees Scholarship Awards Committee.
- c. The Dean will convene and charge the Trustees Scholarship Awards Committee, which will elect a Chair, review candidate information, and present to the Dean the names of up to three (3) nominees from the College no later than January 15.
- d. Information should be provided to the Chair of the Awards Committee that includes, but might not be limited to:
 - a description of the work that forms the basis of the nomination,
 - a statement of the significance of the work,
 - a list of peer-reviewed publications,
 - objective peer review commentary of the work
 - number and names of students who contributed to the work
- e. The Dean will select one of the nominees for forwarding to the Provost no later than February 1.
- f. As per the Institute policy on Trustees Scholarship Awards, "*Faculty scholarship which will qualify for the Trustees Scholarship Awards must be scholarship which "is integral to, and not separated from, all aspects of a student's educational experience at RIT"* (***Category of One University: RIT Strategic Plan for 2005-2015***, p. 8) and which fits within one or more of the following classifications: teaching/pedagogy, application, integration, or discovery." The criteria below are used to assess scholarship in the College of Science and are given to provide guidance to the Committee and to the Dean in the selection of the nominee from the College.
- g. Impact on the teaching/learning process
 - integrating relevant aspects of scholarship into course material, classroom discussion, laboratory/studio experiences, and out-of-class assignments,
 - connecting, wherever possible, scholarship activity with course material and coop/internship experiences,
 - including discussion of scholarship in one-on-one and small group interactions in the faculty mentoring/advising process,
 - encouraging/requiring students to attend relevant scholarly presentations as integral/complementary to course material,
 - providing opportunities for participation in scholarship through Special Topics/Independent Study courses,
 - requiring participation in scholarship as part of the curriculum,
 - encouraging/facilitating the interaction between students engaged in scholarship with those not as engaged (both graduate and undergraduate), and

- others as may be appropriate to particular disciplines/programs.
- h. Refereed publications
- i. Conference proceedings
- j. Published books, monographs and chapters therein
- k. Reviewed and published software
- l. Public Presentations; e.g., at universities, industries, government
- m. laboratories, *etc.*
- n. Intellectual property development, e.g., patents, etc.
- o. Specific recognition in the form of prizes or awards for published works or presentations
- p. Grant/Contract support
 - Proposals prepared and submitted
 - Grants/Contracts funded

Section 4: COMMITTEE STRUCTURE

4.1 Institute Committees.

Refer to RIT Policies and Procedures Manual for detailed description of these committees.

Academic Appeals Sub-Committee of the Institute Appeals Board: 2 College of Science representatives appointed by the Academic Senate for 2-year terms.

Academic Computing Committee: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Academic Coordinators Committee: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Academic Liaison/HEOP Committee: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Academic Senate Council: 4 College of Science representatives elected by the faculty of the College for 3 year terms.

Academic Affairs, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Academic Support, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Campus Environment, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Faculty Affairs, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Graduate Council, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Institute Curriculum, Academic Senate Standing Committee: 1 College of Science representative for a 3 year term.

Long Range Planning, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Nominations, Academic Senate Standing Committee: 4 Institute Council representatives from Faculty Senators for 1 year term.

Resource Allocation & Budget, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Student Affairs, Academic Senate Standing Committee: 1 College of Science representative for a 2 year term.

Academic Senate Executive Committee: no current College of Science representative.

Appeal Committee on Faculty Salaries: 2 College of Science representatives, 1 elected by the College faculty and 1 appointed by the Provost.

CIO Council: no current College of Science representatives.

College Key Program: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Academic Accommodations Liaison: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Dismissal Review Committee: Chair of the College of Science Tenure Committee is College representative.

Eisenhart Awards Coordinator: 1 College of Science representative appointed by the Academic Senate for a 1 year term

Eisenhart Nomination Committee: 2 College of Science representatives elected by Faculty of the College for 1 year terms.

Faculty Grievance Committee: 1 College of Science representative appointed by the Academic Senate or a 1 year term.

Faculty Honorary Degree Committee: 1 College of Science representative appointed by the Provost for a 1 year term.

Faculty Leave for Professional Development Committee, 1 College of Science representative appointed by the Academic Senate for a 3 year term.

Handicapped Student Advisory Board: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Information Security Coordinator: appointed by the Dean of the College for an indefinite term.

Institute Council Representative: 1 College of Science representative elected by the College faculty from COS Senators for a 1 year term.

Institute Committee on Effective Teaching: 1 College of Science representative appointed by the Academic Senate for a 2 year term.

Institute Committee on Projects Relating to Productivity: 1 College of Science representative appointed by the Provost for a 2 year term.

Institutional Review Board on Human Subjects in Research: 2 College of Science representatives appointed by the Provost for 2 year terms.

Intellectual Property Policy Committee: 1 College of Science representative appointed by the Provost for a 4 year term.

Institute Library Committee: 1 College of Science representative elected by the College of Science Library Committee for a 1 year term.

Minority Affairs Officer: appointed by the dean of the College for an indefinite term.

Nathaniel Rochester Society Scholarship Selection Committee: 1 College of Science representative appointed by the Dean.

Ombuds Advisory Committee: 1 College of Science representative appointed for a 2 year term.

Parking Advisory Committee: 1 College of Science representative appointed for a 2 year term.

Provost's Learning Innovation Grants Committee: 1 College of Science representative appointed by the Provost for a 3 year term.

Provost's Teaching Award Committee: 1 College of Science representative appointed by the Academic Senate for a 1 year term; 1 College of Science representative appointed by the Provost for 1 year term.

Radiation Safety Committee: 4 College of Science members appointed by the dean of the College for an indefinite term.

Research Oversight Committee: 1 College of Science representative appointed by the Provost for a 3 year term.

Safety Committee: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Scheduling Officers Committee: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Special Services Committee: 1 College of Science representative appointed by the Dean of the College for an indefinite term.

Staff Council Executive Committee: no current College of Science representative.

Institute Writing Committee: 1 College of Science representative appointed by the Dean of the College for a 2 year term.

4.2 College of Science Standing Committees

Academic Conduct Committee: 6 faculty members and 6 faculty alternate (one from each academic school/center of the College of Science elected by the faculty of that school/center for 2 year terms, and 6 students and 6 student alternates (one from each academic school/center of the College appointed by the respective school head/center director for 1 year terms.

Administrative Council: permanent membership; Dean, School Heads, Assistant Dean, and Director of the Chester F. Carlson Center for Imaging Science.

Animal Welfare & Narcotics Committee: 1 member of the College of Science faculty appointed by the Dean of the College for an indefinite term.

Curriculum Committee: Chairs of the school/center curriculum committees, School Heads (*ex officio* members), NTID Support team representative (*ex officio* member), and chaired by a school head appointed by the Dean of the College.

Distinguished Alumni Committee

Faculty Evaluation & Development Committee (FEAD): 1 member of the faculty of each of the academic schools/centers in the College of Science elected by the faculty of that school/center for 2 year terms.

Graduate Council Committee: 1 member of the faculty of each of the academic schools/centers in the College of Science elected by the faculty of that school/center for indefinite terms.

Honors Committee: 1 member of the faculty of each of the academic schools/centers in the College of Science elected by the faculty of that school/center and chaired by a member of the College of Science faculty appointed by the Dean of the College

John Wiley Jones Task Force: chaired by the Dean of the College and 6 members of the College of Science faculty appointed by the Dean.

Library Committee: 1 member of the faculty of each of the academic schools/centers in the College of Science elected by the faculty of that school/center for indefinite terms.

Outstanding Undergraduate Scholar Selection Committee: chaired by the Dean of the College (or designate), 1 member of the faculty of each of the academic schools/centers in the College of Science appointed by the dean of the College for one year terms, and one member of the RIT faculty from outside the College of Science, also for a one year term.

Premedical Advisory Committee: Chair and 1 member of the faculty from each of the academic schools/centers in the College of Science, all appointed by the Dean of the College for indefinite terms.

Safety Committee: Chair and 1 member of the faculty from each of the academic schools/centers in the College of Science, all appointed by the Dean of the College for indefinite terms; Facilities Manager serves *ex officio*.

Space Committee: Chair and 1 member of the faculty from each of the academic schools/centers in the College of Science, all appointed by the Dean of the College for indefinite terms

Section 5: HIRING AND EMPLOYMENT POLICIES

General Policy. RIT has developed detailed procedures that **MUST** be followed in all cases and for all categories of personnel employment. A copy of the Personnel Policies Manual is available in the Dean's Office and in each School/Center Office and should be consulted before any steps are taken in hiring personnel. It is the basic policy of the College of Science that all employment in the college requires the prior knowledge and approval of the dean. This policy applies to all stages of the employment process: advertising, interviewing, offers of employment, and the processing of appropriate formal documents.

Student Employment. In order for RIT to meet its Equal Employment Opportunity (EEO) commitment, it is essential that all student job openings be listed with the Student Employment Office

(SEO). Schools/Centers with positions to fill must inform the SEO of the job opportunities through the School Heads and must interview candidates whose eligibility has been verified by SEO. Students may NOT be interviewed, nor may employment commitments be made, for positions not yet publicly listed at SEO. Salary for a student employee is determined by the nature of the work and Institute guidelines; salary amounts should not be promised to a student by a school or school representative. Additional information can be found in the [Personnel Policies Manual](#).

Section 6: BUDGETARY AND FISCAL AFFAIRS

General Information. The ultimate authority and responsibility for all budgetary matters related to the College of Science rest with the Dean of the College. Therefore, every activity involving expenditures chargeable to any College of Science account must be cleared with and receive approval by the Dean.

The School Heads and the Financial Analyst will coordinate all budgetary matters of the College and can act as the budget officer for the College on behalf of the Dean. The School Heads are authorized to grant approval for expenditure against College funds. The Assistant Dean is also authorized to approve certain expenditure requests. The basic principles guiding the fiscal policies of the College are as follows:

- Any expenditure against funds allocated to a School/Center must be cleared with and approved by the Head of that School/Director of that Center in advance and approved by the Dean's Office.
- Any expenditure over and above the School allocations must be cleared with and approved by the Dean's Office in advance.

Additional information about any budgetary matters can be obtained from the Dean's Office.

Bookstore Requisitions. This form should be used for the purchase of textbook and office supplies needed for official Institute activities (not for personal reasons) by the College of Science faculty and staff. All Bookstore Requisitions must be approved by the School Head/Center Director.

Check Requests. A check request may be initiated by any member of the College of Science faculty and staff for payment of services or goods received or to be received by the College. Typical cases where check requests may be used include payment for:

- Hospitality Charges
- Honoraria
- Professional Charges
- Advance Conference Registration

The requester must obtain the approval and signature of the appropriate School Head/Center Director. In preparing a check request, it is imperative that all items be filled in with all available information so that Accounting may process it promptly. Incomplete information invariably results in delays until Accounting receives all necessary data. All check requests for honoraria or other taxable income for an individual must have the person's social security number and address. All other check requests must have the address of the recipient. All check requests must have receipts attached where appropriate. For non RIT individuals, a W-9 form must be submitted as well.

Grant Accounts. Control and handling of grant/contract accounts is the joint responsibility of the Principal Investigator/Project Director, who ordinarily will be the grantee, and the Dean. The latter has the ultimate authority and responsibility for such accounts for as long as the grantee is a member of the College of Science faculty or staff.

Petty Cash Vouchers. This form may be used for securing reimbursement for approved expenditures incurred by College of Science faculty and staff. It should be used for transactions:

- that can be completed and paid for in advance by the user, and
- where the amount involved will be relatively small (less than \$50).

A Petty Cash Voucher supported by all available receipts and/or a note of explanation as to the nature and purpose of the expenditure must be approved and signed by the appropriate School Head.

Project/Work Orders. Work requests to the Campus Services School will be given to the School Heads who, upon approval, will forward the request to the Assistant Facilities Manager. The Assistant Operations Manager will monitor the execution of Work Requests. Depending on the nature of the request, the School Heads may process it for Cost Estimate by Campus Services, reserving final approval until after such estimate is made. However, such a course of action will be discussed, in advance, with the requester. Advance direct consultation with the Campus Services School as to the feasibility of a proposed project is permitted and encouraged. However, this contact with Campus Services should be made by the School Heads or the Assistant Facilities Manager. With the exception of serious emergencies when direct calling will save precious time, a work request for the execution of a project should be processed as described above if it is to be honored by the College for reimbursement.

Travel on RIT Business. Travel on official RIT business is permitted upon approval by the appropriate administrative officer of the College and subject to availability of funds. The Institute Travel Policy applies to all Institute personnel (faculty, staff and students) who, in the course of conducting Institute business, incur reasonable costs for travel at the expense of the Institute. This policy not only applies to travel (both foreign and domestic), but also includes accommodations, meals and hospitality. Travel on RIT Business includes, but is not limited to, field trips for classroom instruction, faculty, staff, and student attendance at conferences, trade shows, and seminars, and faculty, staff, and student recruitment. Detailed instructions concerning reimbursement, tickets, car rentals, cash advances, and other items associated with authorized travel on official Institute business are found on the reverse side of the Travel Expense Reimbursement form. The form must be signed by the respective School Head/Center Director and the Dean's Office. Travel expenses, once approved by the respective budget authority, are subject to the following policy on arrangements.

1. Institute travelers are free to use the travel agency of their choice. However, to assist with travel reservations, RIT has made arrangements with Borrelli Travel or Grinnell Travel Agencies for:
 - Ticket delivery direct to the traveler's office.
 - Direct billing to the Institute under the following procedures:
 - i. Provide the 24-digit account number and school name at the time arrangements are booked.
 - ii. Included with the ticket will be a travel itinerary and invoice copy marked "Do not pay this invoice – the RIT Accounting School will pay this amount and charge the account number shown from invoices sent directly to them."
2. When dealing with various airlines directly or with travel agencies other than the ones listed above, be certain you understand their billing procedures. Most require payment at the time of issuance of the ticket. Arrangements should be made as far in advance as possible in order to take advantage of any possible discounts: e.g., Senior Citizen or Supersaver discounts, if eligible.

Section 6: STOCKROOM POLICIES AND PROCEDURES

The stock room provides the following services:

- Breakage and Loss
- Faculty/Staff Checkouts
- Loans and Chargebacks
- Requests for Laboratory Course Preparations
- Research Materials

- Stock Items
- Stockroom
- Stockroom Equipment
- Student Check-Outs
- Student Laboratory Lockers
- Waste Disposal

Section 7: MISCELLANEOUS ITEMS

Copying. Faculty members may have materials such as class notes, problem sets, laboratory exercises, readings, or laboratory manuals copied for distribution to the students in their courses. It is the policy of the College of Science that, with the exception of occasional short hand-outs, these materials will be copied and then sold at cost (non-profit basis) in order to recover the costs of copying. Arrangements for copying and distribution are made through the School Heads. Faculty members are responsible for the content of all materials copied and should be cognizant of and adhere to the laws governing the copying of copyrighted materials. Information on the laws can be found in the "Copyright Law Handbook" available at the Reference Desk of the Wallace Memorial Library. Faculty planning the distribution of manuals, class notes, etc., are asked to observe the following:

- Submit request for reproduction of manuals at least three weeks prior to the start of the appropriate quarter to allow time to schedule copy time. Do not duplicate these material since a special number is used in order to keep a record of costs.
- If minor revisions are necessary in order to utilize materials left over from previous quarters or in order to effect last- minute corrections, please consider using an errata sheet which will allow use of any current inventory on hand.
- If more than one version of a manual are to be used for the same course, please provide the appropriate information and details so that the various versions can be clearly distinguished. It is important to designate whether the materials are required or optional for the class.

Course Related Field Trips. Students on Institute sponsored off-campus field trips are covered by RIT Insurance; to comply with RIT Insurance requirements, a documented list supplying the date and the names of the students on the field trip must be provided to the individual School Head/Center Director to be kept on file; in the case of an accident or injury Campus Safety should be supplied with the pertinent information.

Emergency Closing Procedures. In the event of an emergency closing of the Institute due to severe weather or emergency physical plant operational problems the Office of the Vice President for Finance and Administration will notify the Dean's Office which will then notify the divisions of the College. In cases of very inclement weather, staff occasionally request permission to depart early even though the Institute is not officially closed. Under such circumstances each Head should exercise good judgment and decide accordingly, taking into consideration that sufficient personnel must remain in the school offices, the stockroom, and the Dean's Office so that these areas operate efficiently as long as the Institute is not officially closed. **NO ONE IN THE COLLEGE** is authorized to declare a closing of any part or division of the College because of inclement weather.

Fund Raising Policy. The RIT Development & Alumni Relations Division is responsible for external fund raising for RIT, and Institute policy provides that "No solicitation of funds, grants, contracts, or property shall be made by anyone for the benefit of the Institute without the prior approval of the President or his designated representative." Accordingly, all requests to initiate private funding on behalf of the College of Science shall be submitted to the Dean prior to any external initiative.

Off-Campus Literature. All College of Science literature for off-campus distribution (brochures, flyers, booklets, posters, etc.) for activities to which the name of RIT, the name of the College of Science, or the name of any part of the College will be attached must be reviewed by the Marketing Coordinator in the Dean's Office as the literature items are being produced to ensure consistency and a unified focus for the public image of RIT and the College of Science.

Personal Locks. In general, personal locks are not to be placed on any door in the College of Science. Whenever a special need demands that a personal lock be used, the Dean's Office must be notified in advance and be supplied with two duplicate keys.