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INTRODUCTION

As Babson has grown, it has become a more complex organization. We have a common vision, but multiple programs, activities and structures. This faculty handbook is designed to provide you with critical information and an overview of various aspects related to careers at Babson. It outlines the policies, procedures and benefits associated with working here.

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

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

Shahid Ansari  
Provost  
Dean of Faculty
INSTITUTIONAL OVERVIEW

Babson was endowed and founded in 1919 by Roger W. Babson. A graduate of the Massachusetts Institute of Technology, Mr. Babson pioneered in the field of business and financial research. The name of Roger Babson became synonymous with business forecasting.

From 1919 to 1943, Babson Institute offered one- and two-year programs in business administration leading to a certificate of completion. On June 12, 1943, Babson obtained from the Commonwealth of Massachusetts the right to grant the Bachelor’s Degree and the Master’s Degree. This degree-granting authority was not exercised immediately since the Federal Government took over the facilities for the Navy Supply Corps School, which occupied the campus for the duration of World War II. Following the war, Babson continued its certification programs but initiated its first degree curriculum at the undergraduate level. The first baccalaureate degrees were awarded in June of 1947. The College initiated an MBA Program in 1951 and awarded its first master’s degree in June of 1953. In March, 1995, the College received approval from the Commonwealth of Massachusetts to offer the M.S. Degree in Accounting. In November, 1999, Babson also attained approval from the Commonwealth of Massachusetts to offer the degree of M.S. in Management.

By the mid-1960s, the activities and mission of the institution had matured sufficiently that our trustees, faculty, and alumni felt the need to reflect in our name that we had become a collegiate institution. Consequently, in 1969, the Commonwealth of Massachusetts and the New England Association of Schools and Colleges, by which we had been accredited since 1950, approved changing our name from Babson Institute to Babson College.

Today, Babson’s degree programs are fully accredited by the New England Association of Schools and Colleges (NEASC); by AACSB International – the Association to Advance Collegiate Schools of Business; and by EQUIS, the European Quality Improvement System through the European Foundation for Management Development (EFMD). For NEASC, Babson’s next comprehensive evaluation for re-accreditation will occur in 2011. AACSB International accreditation was renewed in November, 2007 for a period of five years. Our EQUIS accreditation was granted for a full five-year period in 2009; we are one of only three institutions in the United States to have received EQUIS accreditation.

ORGANIZATION

The Governing Board

The following represents Babson College By-Laws as amended at the May 2010 meeting.

Babson College is a private, independent institution of higher education organized as a non-profit corporation in the Commonwealth of Massachusetts. The Corporation holds title to the assets of the College and is directed by a Board of Trustees that constitutes the governing body of the College and is responsible for the fulfillment of the educational mission to which these assets are dedicated. The Board of Trustees is composed of the President, Chairperson of
the Board, the President of the Babson College Alumni Association (who shall serve with a vote), and up to forty-five elected Trustees drawn from business, the non-profit sector, and professional practitioners such as lawyers, accountants, educators and consultants. The composition of the Board of Trustees is diversified by occupation, age, gender, ethnicity, degrees, geography, length of service, and relationship with the College. Members of the Board of Trustees serve voluntarily, without compensation. The authority, duties and responsibilities of the Board of Trustees in setting and carrying out the mission and purposes of the institution are enumerated and defined in the Bylaws of Babson College, adopted March 31, 1969, and amended October, 2010.

The Board of Trustees has adopted a committee structure for the purpose of carrying out its duties and responsibilities. These committees, described in Article Six of the Bylaws, include: the Executive Committee, Governance Committee, Audit Committee, Finance Committee, Investment Committee, and the Alumni and Development Committee. The Board can create additional committees and ad hoc task forces to work on other strategic areas of the College as needed. The Board of Trustees meets as a body on three occasions each year, in October, February and May. Generally, the standing committees meet separately, followed by a meeting of the full Board. The Executive Committee meets additionally in June. Additional meetings of the Executive Committee may be called during the year as deemed necessary by the Chairperson of the Board of Trustees. During the intervals between meetings of the Board of Trustees, the Executive Committee has general superintendence and administration of the current management of the affairs of the Corporation and may exercise the authority of the full Board.

General College Administration: Officers of the Corporation, President’s Cabinet, Academic Council

Officers of the Corporation:

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

The President (Len Schlesinger)

The President is the principal executive officer of the Corporation and exercises active executive management of the operations of the College. Assisting the President in the overall administration of the College are members of the President’s Cabinet, some of whom also serve as officers of the Corporation.

Provost (Shahid Ansari)

The Provost serves as the senior academic officer of the College and Chairperson of the Academic Council, providing overall leadership, administrative control and coordination for all academic affairs involving degree and non-degree programs.
Executive Vice President/Executive Dean (Currently Unfilled)

The EVP is the senior administrative officer of the College overseeing the administrative and operational functions of the College working closely with all members of the College’s leadership team to ensure the Corporation’s financial, capital, and operational resources are appropriately deployed and support its mission.

Vice President for Administration (Mary Rose)

The Vice President for Administration is a senior officer of the Corporation and is concerned with the management of the operation of the Corporation’s facilities, information technologies, human resources and other non-academic functions.

Vice President for Institutional Advancement (Deborah Sinay)

The Vice President for Institutional Advancement is concerned with the purposes, policies, programs, plans and objectives of the College relative to its external relationships, the enhancement of alumni relations, and the development of the College, including the raising of funds. In addition, the VP is concerned with communications, publications, and enhancements of the College’s public relations.

Vice President for Finance (Philip Shapiro)

The Vice President for Finance is the chief financial officer of the College and is responsible for the financial affairs of the College, including financial reporting, budget and investments.

Vice President and General Counsel and Assistant Clerk (Jonathan Moll)

The VP General Counsel is concerned primarily with the management of the Corporation’s legal affairs. The VP General Counsel provided legal advice and guidance to the Board of Trustees, the President, and the administrators of the Corporation.

Chief Information Officer (Samuel Dunn)

The CIO is concerned primarily with the planning and management of the College’s information technology, resources, and services.

Clerk of the Corporation (Richard Voos)

The Clerk, sworn to be faithful to the performance of the duties, keeps all records of meetings, proceedings, notices and is the custodian of corporate records and the seal of the Corporation.

The responsibilities of the President and the officers of the Corporation are described in Article Five of the Corporation Bylaws. In addition to the officers above, the following are members of the President’s Cabinet, who serve as leadership team members.
Vice Provost (Henry Deneault); Dean of Executive Education (Elaine Eisenman); Dean of the Graduate School (Raghu Tadepalli); Dean of the Undergraduate School (Dennis Hanno); Chief Diversity Officer (Elizabeth Thornton); Vice President for Development (Eric Graage); Associate Vice President/Director of Human Resources (Charles Anderson); Dean of Student Affairs (Betsy Newman); Vice President for Institutional Planning (Richard Voos, also noted above as Clerk); Cheryl Kiser (Executive Director of the Lewis Institute); and the Director of Strategic Communications (Diane Fulman), who serves in an ex-officio role.

Please see the organizational chart located in Appendix B for a complete listing of the President’s Cabinet members.

**Academic Administration (Academic Council) and Faculty Governance**

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

The Vice Provost assists the Provost in the overall administration of the academic unit, including program planning and review, academic initiatives, and the academic budget. The Dean of Faculty assists the Provost in matters related to faculty development and evaluation, and faculty personnel planning.

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

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

Three schools exist within Babson: The Undergraduate School, the Graduate School, and Babson Executive Education. These schools are closely linked with respect to program design and teaching and share one faculty. However, each school develops its own curriculum, admits students, and administers its own programs.

The Undergraduate School

The Undergraduate School at Babson offers a full-time, 4-year program of study leading to the Bachelor of Science degree. The current enrollment is approximately 1850 undergraduate students.

Dennis M. Hanno is Dean of the Undergraduate School. Reporting to Dean Hanno are the following teams/individuals that support the school:

Associate Dean, Undergraduate School
Melissa J. Shaak, Associate Dean, Undergraduate School; Director, Student Financial Services
Betsy Newman, Dean of Student Affairs
Linda E. Kean, College Registrar
Megan Houlker, Director, Undergraduate Career Development
Grant Gosselin, Dean, Undergraduate Admission
Josh MacArthur, Director of Athletics

The F.W. Olin Graduate School of Business

Graduate School is administered by Dean Raghu Tadepalli, The Murata Dean. He is aided by Robert Turner, Associate Dean, On-Site Programs; Valerie Denomy, Associate Dean; Meagan Ballard Hall, Assistant Dean; Peter Wilson, Executive Director, Blended Programs; Barbara Selmo, Director of Graduate Admissions; Terry Parham, Director of Graduate Programs and Student Affairs; Cheri Paulson, Director, Graduate Center for Career Development; and Jon Kerbs, Director of Graduate Marketing.

The Graduate School offers the degree of Master of Business Administration as well as the degrees of Master of Science in Management with a concentration in Global Entrepreneurship (Global Entrepreneurship Program), the Master of Science in Accounting, and the Master of Science in Management with a concentration in Technological Entrepreneurship as a Dual Degree offering with partner schools. In addition, the Graduate School offers a Certificate in Advanced Management and Entrepreneurship Certificate Program for students who have completed an MBA.

The Graduate School offers the degree of Master of Business Administration through many options: the Two-Year full-time MBA Program, the One-Year full-time MBA Program for Business Undergraduates, the Fast Track MBA, a blended program partially delivered online and partially face-to-face, and the Evening MBA Program for employed professionals. Upon completing the specific course requirements in each of the programs, graduate students have the
opportunity to take elective course work in a variety of areas such as accounting, finance, entrepreneurship, global management, management, information systems, technology and operations management, and marketing. Babson's MBA programs emphasize innovative and integrated curriculum. The underlying theme of our MBA programs is “entrepreneurial leadership in a changing global environment.”

MBA students participate in a variety of exciting experiential opportunities, such as:

**Global Management Program**

Since 1979, Babson has been enhancing student international business experience and perspective through the Global Management Program, formerly called the International Management Internship Program (IMIP). This highly regarded international internship program allows students to participate in structured field consulting projects for corporations around the globe. The Global Management Program provides students with the opportunity to manage demanding projects and deadlines, collaborate with highly skilled senior colleagues, and experience life in another culture, all while earning MBA credit. International students with U.S. internships may also participate in the program.

**Babson Consulting Alliance Program (BCAP)**

Established in 1993 as an integral and required part of the Two-Year full-time MBA program, the BCAP assigns student teams to work as consultants during the first year of the program. This innovative program covers eight months of the MBA curriculum; this length of time aids students’ ability to build relationships with the clients, learn about the corporate arena in depth, and develop team competencies.

During the fall semester, teams of between five and seven students work together to conduct an industry analysis and benchmark project designed to give students background information about the industry of the BCAP Company that they will work with in the spring. During the spring semester, the same student groups work as consultants for a sponsoring company. Students can immediately apply classroom learning to their consulting projects to produce professional quality work for the sponsor. Guided by BCAP advisors, student teams work directly with executives from the sponsoring companies to complete the project. The team evaluates and then makes recommendations regarding a current business issue within the sponsor company.

**Management Consulting Field Experience (MCFE)**

Established in 1978, the MCFE (Management Consulting Field Experience) program is a semester-long academic consulting program in which teams of 3 to 5 students work on a business challenge for a company. Student teams participate in a course designed to help guide them through the consulting process. The team is guided by a faculty advisor (the course instructor). Through the program, companies gain assistance on pressing business concerns while the students gain the opportunity to apply newly learned classroom skills to a real business situation. Corporate clients include Fortune 500 companies, not-for-profit organizations, new ventures, and privately held firms. In the Fall of 2008 the first GREEN MCFE offerings were made available to students. These MCFEs have been well received by students who are
interested in working on projects which have an environmental focus. The MCFE program is available to students in the elective portion of the curriculum.

MBA Offshore Electives

Babson offers a series of customized offshore courses to its MBA students through the Office of International Programs. These popular courses, developed and team-taught by Babson and host institution faculty, combine intensive classroom instruction, distinguished guest speakers, corporate site visits, and cultural excursions in a one- to three-week period abroad in Europe, Asia, Africa, or Latin America. The MBA Offshore Electives provides students the unique opportunity to gain exposure to a range of businesses in different cultural environments while earning MBA credits. These courses are available to students in the elective portion of the curriculum.

Semester Abroad

Students in the Two-Year full-time MBA program can enhance their international business education by spending a semester studying outside the United States. Babson presently has academic alliances with eight distinguished business schools: Université Catholique de Louvain, Louvain School of Management (Belgium); Tsinghua University, School of Economics and Management (China); ESCP-EAP, European School of Management (France); SDA Bocconi School of Management (Italy); Hitotsubashi University, Graduate School of International Corporate Strategy (Japan); ESADE Business School (Spain); Instituto de Empresa (IE) (Spain); and University of St. Gallen (Switzerland).

Babson Executive Education

Babson Executive Education is ranked as one of the world’s best executive education providers by Financial Times and Bloomberg Businessweek. With roots in entrepreneurial thought and action, we educate leaders on how to create opportunities, regardless of organizations’ size or structure. Organizations around the globe and from key industries choose Babson Executive Education for progressive and flexible solutions that leverage the global business and teaching expertise of our faculty, industry experts, and partners. Our solutions include a strategic blend of education, consulting, coaching, and research to enable our Clients to analyze challenges, develop solutions, and create opportunities to drive growth and value creation.

Portfolio of Solutions

Babson Executive Education’s Clients include those who seek:

Programs:

- **Custom Programs** that are designed and delivered to meet specific business needs and objectives
- **Open Enrollment Programs**, which develop individuals and teams in focused areas
  - Thought Leadership:
Proprietary research conducted through surveys and proprietary research on relevant general management topics such as “business uncertainty” or emerging trends like social media.

• Thought-provoking newsletters such as Babson Insight and the Retailing Newsletter.
  - Consortia:
    • Promote ongoing networking, learning, and the dissemination of information in areas such as information technology.
  - Consulting:
    • Needs assessment
    • Broad-based management consulting
  - Coaching:
    • Internal coaches
    • Coaching managers

Client Benefits

Babson Executive Education works with corporations, growing businesses, family businesses, new ventures, educational institutions, foundations, governments, and NGOs to develop and deliver customized executive education—based on the client’s unique needs.

At Babson Executive Education, our mission is to position our Clients to succeed by developing entrepreneurial leaders who create new opportunities through action, thereby driving growth and value creation. Our capabilities create and advance the leadership, strategy, and business insight and skills of our Clients and their employees.

Using a consultative approach and a foundation of research, we:

• Deeply assess Client needs
• Identify integrated solutions: Education; Consulting; Coaching; and Research
• Deliver solutions through programs, processes, services
• Follow up to ensure solutions meet Client’s current and future needs

Our Recognition

Babson Executive Education has received worldwide recognition for its innovative solutions and client-focused approach. Examples of the recognition Babson Executive Education has received include:

• Ranked #5 in the U.S. and #12 worldwide for customized Executive Education programs (Financial Times, 2010)

Bloomberg Businessweek also ranks Babson’s custom education programs among the top in the world.
Academic Approach

An integral component of Babson Executive Education’s solutions is the use of integrated curriculum and action-based learning. This powerful approach ensures that participants translate classroom learning into new opportunities to drive growth and value creation for their organizations. Participants are actively encouraged and challenged to use entrepreneurial approaches to problem solving through simulations, projects, discussions, and field assignments. Action-based learning prepares and motivates professionals by teaching critical-thinking skills, emphasizing teamwork, enhancing decision-making and communication skills, and encouraging application of this knowledge to real-life business issues.

BEE Faculty

Faculty includes distinguished educators, researchers, consultants, and industry experts. A distinctive quality of Babson’s faculty is that they invest time up front getting to know clients and assessing their business challenges before they design and deliver program solutions. Our clients know that they can trust our faculty to fully understand their issues before walking into the classroom.

A strong balance of theory and practical application builds the credibility of BEE faculty amongst our clients. Faculty members offer a breadth of practical and global business experience, as many are former executives themselves and/or active consultants to the business world.

Babson’s faculty team has taught at many international institutions including IMD (Switzerland), INSEAD (France), Ashridge (England), and Tsinghua (China), Australian Institute of Management among others. This international experience provides participating executives with a truly global business perspective.

Babson faculty members are consistently rated highly by program participants and the media.

As one program participant states, “Babson’s faculty show a real ability to understand our needs. Their interest in looking at issues from our standpoint and designing the curriculum accordingly has helped our relationship evolve into a true partnership.”

BEE invites faculty to share their “Big Ideas” on new business opportunities for BEE, including thoughts on how these ideas could be marketed and sold as part of the BEE portfolio. This may help provide a new platform to test and scale your ideas directly with practitioners and organizations. These ideas do not need to be inherently “big” in scale, but also may include ideas that are new, innovative, and contain market potential, or have been market tested. Our hope is that we can co-create with you new content, products, and solutions that will drive growth and support the College’s mission.

Faculty who wish to become involved in Babson Executive Education activities should discuss their interests with the Dean for Executive Education or the Assistant Dean of Client Services. Faculty interested in introducing corporate clients to Babson should contact the Dean to discuss possible incentives.
FACULTY

Governance

The Faculty Position

Responsibility for the College’s academic degree programs is ultimately vested in the full-time faculty. As of the 2008-9 academic year, many of these responsibilities were delegated to a new Faculty Senate. The Senate serves as the authorized body to deliberate on behalf of the faculty and call a general meeting of the faculty as a whole when needed. The faculty as a whole otherwise meets twice a year to carry out the College’s academic business, including making recommendations to the President in matters such as granting degrees and designing and administering academic appointment, rank and tenure policies.

In spring of 2008, the Babson faculty voted affirmatively to create a Faculty Senate consisting of 20% of eligible faculty (33 members at that time). Subsequently, the Babson faculty also elected the members of its first Senate, and voted affirmatively to create a set of Provisional Senate By-Laws that will govern Senate operations during the initial operating phase of the Senate. These By-Laws can be found in Appendix G, Addendum 1.

Faculty Committees

Faculty participate in the formulation of academic policies and practices through representation on five major committees: the Undergraduate Academic Policy Committee and the Graduate Academic Policy Committee, the Faculty Workload and Compensation Committee, the Advisory Committee on College Priorities (ACCP), and the Appointments Decision-Making Body (ADMB). The composition and mandate of each of the first three groups are described in the Provisional Bylaws of the Faculty Senate in Appendix G, Addendum 1.

The Appointments DMB (comprised of seven tenured members of the full-time faculty elected by the faculty as a whole to serve two-year terms) is responsible for hearing cases for academic rank upon initial appointment, tenure and promotion of tenure-track faculty, and the issuance of multi-year contracts and periodic contract reviews for non-tenure track full-time faculty. The Appointments DMB is further responsible for evaluating policies, procedures and standards regarding appointment, rank and tenure and for making recommendations to the faculty as a whole in such matters.
Faculty participation in the formulation and evaluation of other academic and institutional matters is made possible by the faculty’s representation on a number of additional committees, such as the Babson Faculty Research Fund, Babson Executive Education Advisory Committee, and the Library Committee. See Appendix J for membership of various committees. In addition, there is one autonomous decision making body called the Appointments DMB.

*Faculty Appointments Decision Making Body (ADMB)*

This DMB hears cases regarding tenure, promotion and initial appointments and makes recommendations on same to the President. In addition, the Appointments DMB is responsible for continually evaluating policies, procedures and standards regarding appointment, rank and tenure and for making recommendations to the faculty as a whole as appropriate.

The Appointments DMB is made up of five regular members and two alternates, all of whom shall be elected by the faculty as a whole. The Dean of Faculty serves ex officio as a non-voting member.

*Faculty Meetings*

Faculty meetings historically held each month during the fall and spring semesters, are now limited to one meeting each semester, as the new Senate will take on most of their work.

There are currently 183 full-time members of the Faculty (including visiting faculty, those on leave, and those serving in administrative roles), 89 percent of whom hold doctorate degrees or the equivalent. The full-time equivalent (FTE) student-faculty ratio during the 2009-2010 academic year was 14.3 to 1.

Voting members of the faculty, who may vote at a faculty meeting, include the President, the Provost; Dean of Faculty, Dean of the Graduate School, Dean of Undergraduate School, and the Dean of Executive Education, and all individuals who have received a full-time academic appointment from the President. Faculty meetings are "open" meetings, with a number of administrators and student representatives in attendance in a non-voting capacity. (See the Senate Provisional Bylaws in Appendix G, Addendum 2 for who is eligible to vote or attend Senate meetings.)

*Duties and Responsibilities*

*Rank and Tenure Criteria*

Through rank and tenure criteria, the faculty has described the principal features of a full-time academic career at Babson. These criteria have received endorsement from the Board of Trustees and provide important guidelines in building and in appraising faculty careers at the College. This section attempts to describe the criteria so that all faculty members can become familiar with the meaning of each criterion that has evolved over the years. Each member of the faculty should familiarize himself or herself with POLICIES AND PROCEDURES, a document passed by the faculty and approved by the Trustees, which describes the rank and tenure process. (The full text of POLICIES AND PROCEDURES is found in Appendix A.)

The criteria applying to tenure and rank are six in number: Teaching Effectiveness, Educational Status, Scholarly Performance, Professional Competence, Intellectual Vitality and General Contributions to the College. Since these six criteria form the basis for such important decisions as rank and tenure, they are also the foci around which annual reviews are constructed.
and, hence, they become the chief factors in determining a faculty member's salary each year. It should be noted that these standards are evolving constantly and are rising over time. The standards being applied at the time a new faculty member joins may not be those applied at the time that individual comes up for tenure or promotion consideration. The procedure used for annual salary review will be described later. (Appendix B details requirements and guidelines for submission of materials to the Appointments DMB.)

At Babson, each faculty member has the opportunity and the responsibility to plan and develop his or her own career. The College has a strong stake in supporting faculty in this endeavor since Babson, as a vibrant academic community, will thrive only if we can continue to develop fulfilling careers while at the same time maintaining balance in our lives. Therefore, Division Chairpersons are responsible for guiding non-tenured faculty towards a positive tenure decision and for guiding tenured associate professors toward promotion to full professor. This guidance requires 1) that the faculty member and the chairperson work together to plan the faculty member's development in the areas of teaching effectiveness, scholarly performance, and service; 2) that the chairperson provide frequent and honest feedback to the faculty member; and 3) that each faculty member take control of his or her own career.

To provide faculty with appropriate information as they develop their own careers, the Chairs, Deans, and Dean of Faculty offer the following guidelines for developing and evaluating teaching, research, and college service. These guidelines should 1) help each faculty member develop a strategy for professional success; 2) enable each faculty member to understand the development and evaluation processes at Babson whose aim is to help each faculty member achieve success in the three requisite areas of teaching, scholarship and college service; and 3) help ensure that similar processes are followed across divisions.

**Guidelines for Teaching Development and Evaluation**

I. The quality of teaching is the most critical aspect of a faculty member’s performance at Babson. Each faculty member, in conjunction with his or her chairperson, should develop a teaching plan that will facilitate the individual's development and coordinate the individual's desires with the College's needs. The three-year divisional teaching plans are an important component of each individual's teaching program. Conversations between faculty and chairpersons may include: the development of a primary program focus, plans for the faculty member's movement from one program to another, course development efforts, case writing and teaching materials development, and mentoring programs.

II. Teaching flexibility is highly valued at Babson. Faculty members are typically expected to teach in and are rewarded for teaching in integrative programs. In addition, faculty are also encouraged to be experimental with their teaching and to explore new uses of technology as applicable. Creating innovative courses and teaching materials is an important part of what Babson does.

III. Mentoring relationships in teaching are an important part of a faculty member's teaching development. Important components are: regular class visits by selected mentoring faculty with follow-up discussions (no evaluation component necessary); review and discussions with mentors of student yellow sheets (Student Opinion Survey comments), course syllabi, tests, and course materials. Individuals may seek more than one mentor, including mentors outside their divisions. Documentation of mentoring programs is an important part of a faculty member's teaching plans. Again, consultation with the chair is recommended as these processes evolve.
IV. Evidence of teaching accomplishment for faculty in any division should include students' evaluations of courses, peers' and chairperson's evaluations of classroom performance, creativity in course and materials development, the currency of syllabi, the quality of student assessment points (exams, papers, etc.), and teamwork in coordinated and integrated courses. Particular practice of these processes may be tailored to fit individual and/or division needs. The evaluation of teaching by peers should be an activity separate from mentoring, and documentation of the two activities should be separate.

*Guidelines for Developing and Evaluating Research and Scholarly Accomplishments*

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

II. Babson values a wide variety of scholarly activities presented to and published for diverse audiences. Each division should generally agree upon appropriate outlets that are consistent with the College's AQ/PQ policy (Appendix H). For divisions with a number of subsets of faculty research interests, appropriate outlets may be identified and agreed on by an individual and her or his chairperson.

III. Expectations are that full-time, tenured or pre-tenure faculty members develop a research pipeline, that is, continuous scholarly work with projects in various stages of completion. For long cycle-time projects, interim presentations and publications may be an important part of an individual's scholarly agenda. A thematic focus for a research program also seems especially appropriate for scholarly endeavors at Babson, since focusing on one or two major research themes and developing an area of expertise makes maintaining works in the pipeline more likely.

IV. Scholarly accomplishments should demonstrate intellectual and professional growth. Quality, more so than quantity, is important in demonstrating research accomplishment. Faculty members should provide evidence for the quality of their work through appropriate peer review. Expert critical evaluation of work may be available, for example, from the review processes involved when work is assessed for publication or presentation. A scholar is more likely to be in a position to provide such evidence if he or she has developed a focal area or expertise and is becoming known in this field.

*Guidelines for College Service*

Each faculty member is an important part of our community and contributes to creating the community spirit at Babson. Two components of community life are citizenship and college service. Citizenship consists of those activities in which we are all regularly expected to participate, such as Commencement, faculty meetings, division meetings, and recruitment of faculty. Babson relies on all faculty to participate in these activities as a routine part of their obligations.
Examples of college service are: committee work, task force involvement, in-depth program involvement, student advising, and a variety of other activities important to the running of the College that faculty are expected to engage in as the needs arise.

I. Each faculty member, in collaboration with the Division Chairperson, should develop a program of college service which integrates the individual's interests, divisional needs and College needs. A full-time faculty member, whether on the tenure track or not, is expected to spend 10% of their time on college service. As a rough guide, this is equivalent to the time associated with teaching one course or approximately 150 hours over the course of the academic year. In general, little college service should be expected in the first year at Babson. A typical progression would then be to work on divisional issues, then become involved in college task forces, and finally be elected to college-wide committees and assume more of a leadership role at Babson. Deans of the various programs will provide a list of college service possibilities as well as good citizenship events related to their specific programs.

II. The primary program concept is an important aspect of college service. Expectations are that an individual faculty member's college service will focus on the program in which he or she is primarily teaching (e.g., Undergraduate APC members teach primarily in the undergraduate program). Faculty members should not be stretched across three or more programs, nor should their service normally stretch across programs.

III. It is incumbent on each faculty member either to adhere to the plan established with his or her chairperson, or to discuss necessary adjustments to the plan with the chairperson. Each faculty member is also responsible for monitoring the amount of college service in relationship to the college service plan developed with her or his chairperson.

IV. Evaluation and documentation of the quality of college service are critical at Babson. Each faculty member is responsible for gathering evidence about the quality of his or her efforts in regard to college service. Examples of quality criteria include demonstrated leadership on committees, teamwork and collegiality. One important source of such evidence will be the reports that the Deans send to chairpersons at the end of each calendar year. These reports highlight the significant contributions individual faculty have made to program efforts in their domains.

Priorities in Balance

The key to successful career development is a balanced contribution, i.e., a career that can demonstrate the continued capacity to grow in all relevant areas. This means presenting a record before the Appointments DMB that demonstrates meaningful activities in the areas involved in the criteria. Please take time to read carefully the POLICIES AND PROCEDURES on rank and tenure (Appendix A). Faculty members should also feel free to consult with their colleagues who either have served or are now serving on the relevant bodies. Further, it should be emphasized that the heart of successful career development is the individual's own design for this progress combined with the self-drive to fulfill the goals specified in that plan.

Faculty Responsibility to Provide Feedback

It is expected that as an important part of the faculty member’s professional responsibility, return of graded student-submitted course assignments (i.e., examinations, cases,
presentations, papers, projects, etc.) will be done in a timely fashion so as to provide direct and personal feedback to the student throughout the semester, in order to evaluate his/her learning and overall academic performance in the course.

*Use of Student Opinion Surveys*

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

These perspectives are:

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

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

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

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

*Compensation and Workload*

*Consulting/Outside Work Policy*

Babson's location, reputation and faculty experience all combine to generate opportunities for personal writing, research, consulting, and other kinds of outside personal professional work. From the College's standpoint, both scholarly and practical experience outside the classroom present valuable avenues by which the faculty member can develop as a teacher and scholar. But there are sensible limits, which, if exceeded, cause an overshadowing of responsibilities to the institution.
Faculty are required, by POLICIES AND PROCEDURES, to inform the President (through their Division Chairperson), in writing of the nature of any services to be rendered to outside organizations and the identity of such organizations. (Babson's statement of "Policies Governing Faculty Outside Professional Activities and Conflict of Interest" is found in Appendix F.)

IT IS AGAINST COLLEGE POLICY FOR ANY FULL-TIME FACULTY TO TEACH FOR ACADEMIC CREDIT AT OTHER INSTITUTIONS OF LEARNING DURING THE NORMAL ACADEMIC YEAR WITHOUT FIRST RECEIVING APPROVAL OF THE DEAN OF FACULTY. This policy does not prevent a lecture in a course where the faculty member is contributing occasionally rather than "running" the class. Summer teaching at this or other institutions is considered acceptable, provided certain other career activities (such as completion of a terminal degree, or research) are not impeded.

Executive Education Opportunities

When faculty members participate in Babson Executive Education (BEE) activities, such as program design and teaching, compensation may be handled in one of two ways, depending upon circumstances. In certain cases, part of the faculty member's normal teaching load may be bought out by BEE. This is especially true where the commitment to BEE is substantial. In most situations, the faculty member may be compensated by BEE over and above the faculty member's regular salary at the College.

Faculty members who have ideas for programs and/or wish to become involved in BEE activities should talk with Dean Elaine Eisenman.

Faculty Fringe Benefits

“For the most up-to-date information on this topic please see the Faculty and Staff Handbook on the HR website at http://www3.babson.edu/Offices/HR/FacultyStaff/employment-guidelines.cfm or see your division chairperson or division coordinator to view a hard copy.”

Fast Track MBA Teaching Payment

The graduate program offers the Fast Track MBA. Fast Track teaching is subject to separate contracts. Faculty members may choose to teach the program “on-load” as part of their normal teaching duties or do it “off-load” at a rate of $1,000 per session. Two payments are made, both on the 15th of the month – the first after a course has commenced and the second, usually, on the 15th of the month following the completion of the course.

Housing on Campus

The College has a limited amount of housing on campus. The Trustees have determined that this housing should be available primarily to those whom the College requires "to live on" -- member of the Public Safety Department, a person from the Service Department, the Dean of Student Affairs, athletic trainer, and the individual in charge of student residence halls. Others to whom the limited remaining spaces are available will pay rent about 3.75% of the appraised value. The Internal Revenue Service requires that the difference between this rent and the rent
paid normally "on the outside" (5% of the appraised value) be considered as added compensation from which withholding tax is deducted. Normally, Babson personnel renting College housing will be expected to leave for "off campus" residences within a two-year period. This tenancy can be extended as long as there are no persons on the waiting list by June 1st. Any current faculty members interested in campus housing should so indicate in writing to the Vice Provost. A list will be kept as to the date of application. Priority will first be given to those required to live in College housing followed by new faculty members and then other new employees. While the date of application is important, an effort will be made to accommodate needs based upon availability. New faculty members interested in on-campus housing are given priority based upon the date of their acceptance of the Babson offer. They should discuss the matter with the relevant Division Chairperson who, in turn, should contact the Vice Provost.

Payroll

Your monthly salary is paid on the 15th business day of the month and cannot be obtained prior to that date. All checks are mailed to your home to be received on pay day. You will receive your salary by electronic direct deposit to bank accounts of your choice and the pay stub will be available for viewing on the HR portal.

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

Salaries

Babson strives to be competitive with the salaries paid by other leading schools. The College participates in the compensation survey published in the summer issue of the AAUP Bulletin (to which the library subscribes), as well as the annual AACSB Salary Survey.

Salary Payment Procedure

Payments to faculty and other monthly employees are made on the last business day prior to the 15th of each month. Payment is for the month just completed. Salaries, which are stated in the basic contractual letters covering academic responsibilities during the fall and spring semesters, are paid in 12 equal monthly installments beginning September 1 of each year. The faculty salary year runs from September 1 to August 31. Salary advances must be approved by the Treasurer's office.

Salary Review and Annual Performance

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

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

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

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

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

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

*Society Dues and Attendance at Professional Meetings*

The College will pay dues to professional societies relevant to faculty members' fields of interest. While no precise limit has been determined for the number of societies one may belong to, it is expected that the faculty will use discretion in their selections. A form for processing the dues payment is obtainable from the Accounting Office (just to the left of the main door of Nichols Hall).

It is the College’s policy to encourage full-time faculty members to attend conferences and professional meetings in their major field of interest and to this end the College will pay the expense of faculty members incurred in attending meetings and conferences when they are not on the program with the understanding that the maximum reimbursement to any faculty member in any fiscal year shall be $500. Faculty members presenting papers at national or international conferences may be reimbursed for their expenses up to $1,400 plus the cost of registration.
($700 plus registration fees for regional meetings) for each conference attended. (See Appendix E – Business Travel Policy for further details.)

**Summer Teaching**

Two summer sessions are offered in the graduate (day and evening) and in the undergraduate program. Faculty members interested in summer teaching are asked to indicate this interest to their Division Chairpersons and to the appropriate dean. Currently, summer teaching compensation is at the rate of $1/10 annual salary per section taught (for people on 9-month academic year contracts). In addition, the F. W. Olin Graduate School runs a summer term for its One-Year MBA Program.

The courses and faculty selected to teach in the College's summer programs are determined by the graduate and undergraduate deans acting with Division Chairpersons and approval by the Dean of Faculty.

The College will offer only those courses and/or sections that meet minimum registration standards. Faculty members are under no obligation to teach in summer programs, and the College assumes no obligation to offer summer teaching opportunities to any faculty person regardless of status, i.e., full or part-time. As a practical matter, the College does offer summer courses and, as a result, the appropriate dean will seek to cover the sections in the various programs. Thus, it is anticipated that opportunities to teach for additional compensation will normally exist. Part-time faculty teaching in summer programs are offered regular part-time salary rates for this work.

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

**Summer Teaching Payment**

Summer session teaching assignments are subject to separate contracts. For both programs, graduate and undergraduate, payment for the first summer session is made on June 15th. For the second session, payments are made on the 15th of July and August.

**Teaching Load**

At Babson, the normal full-time faculty teaching load is the equivalent of six courses per academic year. Full-time tenure track faculty who maintain AQ status (see Appendix H) have a standard teaching load of 5 courses. Full-time pre-tenure tenure-track faculty have an initial standard teaching load of four courses for 2 years. Faculty holding term chairs have a 4-course load and have a higher standard of research productivity than maintaining AQ status.
Teaching assignments in the MBA first-year and summer Modules as well as in some Fast Track Core courses and in certain areas of the Undergraduate Program do not come in neatly packaged "course equivalent" (CE) blocks. The components of these teaching assignments vary in length, "face time" and integration meeting time, depending upon the discipline. Course equivalencies for these teaching assignments are available through your division chair or the appropriate program dean.

**Course Banking Policy**

In general, faculty members are expected to teach their normal teaching load every year. Occasionally, due to unforeseen circumstances a faculty member may be unable to carry their full load and may request that a course be “banked” to be repaid later. Conversely, a faculty member may choose or be asked to “bank” a course by teaching an overload in excess of the required load in return for a reduction of teaching load in a future academic year. In general, while the practice of banking courses provides flexibility for a faculty member and the institution, it also creates problems for future scheduling and keeping track of the courses. The following guidelines apply to course banking:

1. Faculty who need (for unforeseen circumstances) or want (for sabbatical planning) to bank courses must first get the approval of the Division Chair.

2. Division chairs should submit the banking request or arrangement (in the case of those asked to teach an extra course) for approval to the Dean of Faculty’s Office (which will keep a record of all banked courses). Division chairs must send a letter or an email to the Dean of Faculty with a copy to the faculty member that describes their course banking plan (semester for banking the course and semester when the course is to be redeemed). The Dean should respond in writing or by e-mail so that the faculty member has a copy of the agreed upon arrangement.

3. Only full-time faculty may bank courses.

4. In general, all banked courses must be redeemed during the following academic year. A one-year extension may be granted by the Dean of Faculty under exceptional circumstances.

5. Courses may be approved for banking only when banking is called for due to unforeseen circumstances such as last-minute scheduling changes or to support sabbatical planning. They cannot be accumulated over time to create an extended leave of absence. In those rare circumstances where a faculty member desires to have a full year sabbatical to work on a significant project, he or she may “bank” up to 2 courses by teaching an overload during the year preceding their sabbatical year.

6. Course banking cycles begin with the fall term.

**Travel Allowance**

Faculty are provided with up to $425 to be used annually in connection with attendance at professional meetings and conferences. When the faculty member is presenting a paper the allowance shall be as follows:

$1,400 ... for presenting a paper at a national conference
$1,400 ... for presenting a paper at an international conference where foreign travel is involved
$ 700 ... for presenting a paper at a regional conference
The allowance is $500 when the faculty member is not presenting a paper, but is serving as a panel discussant or session/track chairperson.

Please refer to the BUSINESS TRAVEL POLICY (Appendix D) for a complete description of the particulars and guidelines associated with faculty travel.

Winter Session

Winter session provides students with a wonderful opportunity to take a course on a subject not offered during the regular academic semester or summer sessions.

Winter session course proposals must be approved by the appropriate division and then by the UAPC. The proposals should be prepared in accordance with course proposal guidelines (available in the Undergraduate Dean's office) which have been established by the UAPC. All proposals should be submitted to the UAPC no later than September 28th.
Compensation for the winter session is computed from the faculty’s base course rate or as a percentage of annual salary.

One 2-credit course: Greater of prorate of individual course rate or 5% of annual salary.
Two 2-credit courses: Greater of base course rate or 10% of annual salary.

Research and Development

Adjunct Faculty Development Policy

In conjunction with faculty development, this policy provides funding for adjuncts who have taught for five years or more. Funding is aimed at activities such as case writing, shadowing experienced instructors to prepare for new courses, presenting papers at professional conferences, research stipends, attending professional development courses, and so on. Once a year, the division chairs make a proposal to the Dean of Faculty for funding. The current maximum is $5,000 per proposal and usually there is enough funding to support 12-15 selected proposals.
**Approval Form for Corporate, Foundation, Government and Research Grants**

Forms are available from the Office of Corporate, Foundation & Government Relations (CFGR) Alumni Hall 209 ext5993; or on-line at K:/Faculty/Sponsored Programs/Forms/Babson College Approval Form.doc.

Date received in Office of Corporate, Foundation & Government Relations: ____________

**A. GENERAL INFORMATION**

P.I.(s)/Project Director: _________________________________ Division: _________________

_________________________________ Division: _________________

Agency/Grantor: _________________________________ Grant Period: _________________

Proposal Title: _________________________________

<table>
<thead>
<tr>
<th>Year</th>
<th>Request</th>
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<td>2</td>
<td>$__________</td>
<td>College Match: $____________ See B.2 below</td>
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<td>3</td>
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<td>Other source(s): $____________</td>
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TOTAL: $____________

**B. SPECIAL REQUIREMENTS** (Please fill in below or append additional information.)

1. Does this project involve:  
   - Human subjects? yes ___ no ___ approved ______   
   - Laboratory animals? yes ___ no ___ approved ______   
   - Recombinant DNA? yes ___ no ___ approved ______

2. Does this project involve College cost-sharing or waived indirect costs? Yes ___ No ___  
   
   If yes, please itemize and indicate source: Management Center/Account #__________________________  
   
   (must be approved by Budget Director)

3. Does this project require additional space or support? (i.e., telephones, repro., fax equipment, etc.) yes ___ no ___  
   
   If yes, please itemize: ____________________________________________

4. Does this project require academic year release time and/or Other Faculty Compensation? yes ___ no ___  
   
   If yes, please itemize: ____________________________________________
C. INVESTIGATOR FINANCIAL DISCLOSURE — TO BE FILLED OUT FOR NSF and DHHS (NIH, PHS) PROPOSALS ONLY

In keeping with the Babson College Conflict of Interest Policy (as described in Appendix F of the Full-Time Faculty Handbook), are there significant financial interests to be reported by any individual(s) responsible for the design, conduct, or reporting of this project? If yes, a Significant Financial Interest Disclosure Form and accompanying materials must be submitted to the Office of Foundation & Government Relations prior to receiving Campus Endorsements and before this proposal is submitted. Each P.I. must sign below.

_____ I have reviewed the Babson College Conflict of Interest Policy and there is no significant financial interest by any party as defined above. If this changes during the period of the grant, a revised Disclosure Form will be submitted immediately.

_____ There is a significant financial interest and a Disclosure Form was submitted to the Office of Foundation & Government Relations on (date): ________________
by: _____________________

NSF and DHHS P.I.(s):

_______________________________________Date___________
_______________________________________Date___________

D. SIGNATURES/CAMPUS ENDORSEMENTS: (to be obtained in sequence; the CFGR will be responsible for obtaining signatures from the Controller’s Office and the Academic Vice President)

Project Director ____________________________________________ Date ________

Division Chair ____________________________________________ Date ________

Director, CFGR ____________________________________________ Date ________

Grants Administrator/CFO _______________________________ Date ________

Budget Director (if required) ______________________________ Date ________

Provost ____________________________________________ Date ________
**Assistance Form**

The Office of Corporate, Foundation and Government Relations (CFGR) provides assistance to faculty members who are seeking funding from external sources for research projects. Please provide the information requested below to begin the process. You must have this form signed by your Division Chair and the Provost or Dean of Faculty to ensure he/she is aware of the research you are undertaking and the contributions you are making to Babson College.

**Name of Investigator(s)**

______________________________

**Date**

________________

**Division**

__________________________________________________________

**Phone Number**

__________________________

**Project/Proposal Title**

__________________________________________________________

**Amount of money you wish the Office of Corporate, Foundation & Government Relations to assist in securing:**

__________________________________________________________

**List any prospects you are aware of that may have an interest in supporting this project:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

**Division Chair’s Signature**

__________________________________________________________

**Date**

________________

**Provost or Dean of Faculty Signature**

__________________________________________________________

**Date**

________________

Should you ultimately request funding from an external agency, be aware that your final proposal must be submitted to the CFGR at least five working days before the deadline.
On a separate page, please provide a brief summary of your project in lay terms. Be sure to address the time frame for the project, its current status, and the significance of the project to Babson College and to your field in general. Please describe what benefit this project will provide to the community and/or to the greater society. Include any general comments you feel may be important.

Also, on a separate sheet of paper, please provide a one-page budget summary for the project. This summary should specify the portion of the project for which external funds are sought. Be sure to provide specific information in each category, such as type of personnel and equipment. The following example may be used as a guide in the preparation of your budget. A budget template can also be found online at K:/Faculty/Sponsored Programs/Forms/ Grant Proposal Budget.xls.

**SAMPLE BUDGET**

<table>
<thead>
<tr>
<th></th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONNEL SALARIES &amp; BENEFITS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td></td>
<td></td>
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<tr>
<td>SUPPLIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAVEL AND RELATED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROJECT COSTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERHEAD COSTS (Babson’s federally negotiated rate is 60.1% of salaries and wages; however some agencies have limits on what they will allow. 15% unless the grantor specifies lower cap.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= AVAILABLE FUNDS (include names of funding sources)

= TOTAL FUNDING REQUESTED
**Faculty and Staff Effort Certification Report**

**Purpose:** Effort reporting is a process mandated by the federal government to verify that direct labor charges to federally sponsored agreements are reasonable and reflect actual work performed. Office of Management and Budget (OMB) Circular A-21 includes regulatory requirements for the reporting and certification of faculty and staff effort associated with research projects and other activities. Additionally, many other sponsors require records to substantiate effort. Therefore, Babson College policy requires effort certification for all externally sponsored programs.

**Procedure:** To meet the A-21 requirements for reporting faculty and staff effort, Babson College will adhere to the following procedures. Salaries and wages of faculty and staff will be distributed to activities based on estimates of the individual’s planned effort. The employee’s effort distribution must be adjusted for any significant changes in actual effort (10% or more of the individual’s total workload) and the actual effort of the employee must then be certified on an after-the-fact basis. The report will encompass both sponsored and all other activities. An individual’s workload will reflect categories of activities expressed as a percentage distribution. Three times a year (Jan., June, Sept.), a statement will be signed by the employee, principal investigator, or responsible individual with direct knowledge of the work performed, stating that the salaries charged to research as direct charges, and to other categories (including instruction/departmental research and administration), are reasonable and accurate.

<table>
<thead>
<tr>
<th>Name of Research Project or Other Activity</th>
<th>Funding Agency and Grant No.</th>
<th>Babson College Account Number</th>
<th>Percentage Distribution of Total Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the percentages stated above are an accurate reflection of the work performed for the period indicated.

<table>
<thead>
<tr>
<th>Signature of Faculty or Staff:</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Principal Investigator:</td>
<td>____________________</td>
</tr>
<tr>
<td>Reviewed by Provost:</td>
<td>_____________________________</td>
</tr>
</tbody>
</table>
"Grants Administration Policies and Procedures and Opportunities for Faculty Development"

Support for Faculty Seeking External Funding

The Babson Faculty Research Fund (BFRF) offers grants of up to $1,000 each to support faculty who are developing and preparing grant proposals for external funding. The funds may be used for travel to visit granting agencies, outside editing, copying and mailing proposals, etc.

Contact Susan Chern in the BFRF Office, Babson 204, Ext. 5339.

Proposal Process

Babson College encourages faculty and staff to seek external funds to support projects and programs. Requests for external funds are handled by Corporate, Foundation & Government Relations (CFGR) within the Advancement Division. While this office will assist faculty with all applications for external funding, CFGR must be involved in the process for any grant where the funding will be presented to Babson College, as the fiscal agent, or where Babson College resources are utilized. In these circumstances, CFGR together with the faculty member(s) will manage the requests to private sources, including businesses and foundations, as well as to federal and state government agencies and to scholarly associations. Also, since institutional proposals must be approved by several administrative offices on campus, including Budget and Business and Financial Affairs, Provost and/or the President, CFGR will help make this process go smoothly. These grants may be Individual Grants — support to a faculty or staff member for an individual research, curriculum innovation or professional development project; or Institutional Grants — support for projects relating to academic programs, facilities, student life, and other institutional needs.

Proposal Submission Guidelines

- Discuss with your Chairperson, then Dean of Faculty or Provost your research and desire to seek external funding. Prepare the Babson College Assistance Form (attached); have it signed by your Chair and the Dean or Provost; send a copy to Corporate, Foundation & Government Relations.

- Contact Corporate, Foundation & Government Relations (CFGR) [ext. 5993; silverman@babson.edu; Alumni Hall 209] before proceeding with your proposal preparation. Plan to discuss your project, the areas in which you may need assistance, your ideas for possible funding sources, and your timeline.

- Should you need assistance in developing a budget for your project, the Grants Administrator will be available to help with this section of your proposal.

- Proposals for grants that will be administered by Babson College (where funds are to be paid to and disbursed by the College) must be reviewed and approved before they are submitted to the funding

*Proposals not required to go through this approval process must comply with all of the following conditions: 1) the grant would not affect the faculty member’s load; and 2) no Babson resources of any kind are used; and 3) Babson does not act as fiscal agent and is not mentioned in financial reports."
agency. This approval process usually takes a full five business days, which should be factored into your proposal planning.

- When your proposal is in near final form and at least five business days before your mailing date or electronic deadline, submit to Corporate, Foundation and Government Relations a copy of the following materials: IRB Approval Form (if required), Proposal, Budget, Attachments; Approval Form (attached) signed by you and your Division Chair.

- CFGR will review your proposal and budget to ensure it is ready for submission. A copy will be forwarded to the Grants Administrator in the Business Office for their review and sign off.

- CFGR will obtain the Provost’s signature on the Approval Form and will obtain a transmittal letter from the appropriate individual (President, Provost or Dean).

- CFGR will make the required number of copies, supply additional Babson documents as required, and will submit the completed proposal in time to meet the deadline. For proposals requiring electronic submission, CFGR will perform that function.

CFGR will distribute copies of the completed proposal to appropriate College offices.

**Facilities and Administrative Costs**

Costs on sponsored projects are divided into two major categories: (1) direct costs and (2) facilities and administrative (F&A) costs—sometimes referred to as “indirect costs” or “overhead.” Since the federal government uses the term “F&A costs” in all their documentation, we will also use “F&A costs” for the rest of this discussion.

Direct costs are those costs that can be identified specifically with a particular sponsored project relatively easily and with a high degree of accuracy.

F&A costs are project costs that cannot be readily and specifically identified on a particular sponsored project. F&A costs include, for example, the services of the Corporate, Foundation and Government Relations Office and the grant administrator, the services of the purchasing and accounting offices, building depreciation, library facilities, interest expense, utilities, e-mail, general office supplies, copying charges, etc.

A formal and extensive set of guidelines for determining F&A costs are issued by the Office of Management and Budget in Circular A-21. The Circular A-21 guidelines include formal criteria for justifying costs, methods for distributing the costs between instruction and research, and documentation requirements. In addition, certain costs are declared as unallowable.

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“In order to comply with Federal Regulations Title 45—Protection of Human Subjects Involved in Research Projects, Babson has established an Institutional Review Board (IRB). All research projects that involve human subjects must be reviewed and approved by the IRB to ensure that subjects will not be placed at risk. Human subject means a living individual about whom an investigator (whether professional or students) conducting research obtains: 1) data through intervention or interaction with the individual; or 2) identifiable private information. If you believe your research fits this criteria contact the Chair of the IRB, Michael Levy, at ext. 5629 or mlevy@babson.edu for instructions on scheduling a review.
The faculty member’s proposal addresses the direct cost elements only, and the direct cost commitment to the faculty member must be supplemented to pay for a share of the institutional cost of research. The F&A cost component is distinct from the direct cost award, and in theory it simply reimburses the institution for the real cost to the College of a specific research project.

To date, Babson College has used the salaries and wages method for calculating F&A rates. Our current federally granted and approved rate is 65% applied to a base of salaries and wages. Federal laws and regulations require that the approved F&A cost rate be applied consistently. When preparing a sponsored project budget to the federal government, the approved F&A cost rate should be used unless the sponsor limits the rate by statute and/or policy. Examples of federal government agencies that limit rates are the USDA and U.S. Department of Education.

When submitting proposals to private foundations, a minimum F&A rate of 15% on Total Direct Costs (TDC) will be proposed. Some foundations have published policies specifying reduced or no F&A cost rates. There may be instances when a faculty member feels it is in the best interest of the College to submit a proposal to a foundation or other sponsor that does not allow F&A reimbursement or allows less than 15%. For example, a project could have significant intellectual or educational benefits to the College that outweigh the loss of F&A reimbursement. In such instances, the faculty member should discuss the proposal with the Provost to obtain written approval from him/her before proceeding with the proposal.

Cost Sharing, Matching Funds and Gifts-in-Kind

Cost sharing on a sponsored program is when the institution agrees to fund a portion of the project with its own funds or from a third source. Some important points in the government’s cost sharing policy are listed below:

- Consistent with OMB Circular A-110, cost sharing is synonymous with the term “matching;”
- Cost sharing should be used with reference only to quantifiable and auditable contributions from non-federal supported activities;
- In the case of in-kind contributions, a quantifiable and auditable value must be established;
- Required cost sharing is an eligibility criterion, not a review criterion; and
- Unless a program solicitation specifically requires cost sharing, proposers should not include cost sharing amounts in the budget, and should not exceed the level or amount specified in the solicitation.

Cost sharing or matching on any sponsored project could be very costly and must be carefully evaluated before committing the College’s resources. Therefore, any cost sharing or matching requirements should be approved by the Provost and the Vice President of Finance before any faculty member begins the proposal process.

Post-Award Administration

When you receive notification that you have been awarded a grant or fellowship, notify Corporate, Foundation & Government Relations (CFGR) as soon as possible. If the grant is institutional in nature, that is, the payment is to be made to Babson College, CFGR initiates the process of documenting the award through Advancement and Business and Financial Affairs. Also send the award letter and any acceptance documents that must be signed by an officer of the College to CFGR to ensure that it is properly signed, documented, and returned to the sponsor. It is important to keep this office informed of responsibilities associated with the grant, such as
reporting deadlines, so that we can provide any assistance you need. Often, payments on grants are not made until reports are filed.

The Grants Administrator, Philip Smith (ext. 5848), in collaboration with the PI is responsible for administering all sponsored projects awarded to the College. This includes monitoring budget transactions, verifying and enforcing sponsor terms and conditions, processing administrative reports, preparing and overseeing subcontracts and implementing changes mandated by both government and private agencies. The Grants Administrator will also assist the accounts payable department in monitoring expenditures to ensure compliance with federal guidelines and Babson policies and procedures. The Grants Administrator is also responsible for the collection of tri-annual Effort Certifications (end of the spring semester, end of the summer semester, and end of the fall semester) required for all Federal grants.

**Establishing an Account**

Once an award has been accepted by the College, it is the responsibility of the Grants Administrator to establish an account for the award. The Grants Administrator will inform the PI of the account number assigned to the award, provide a fully-executed copy of the award agreement, the general terms and conditions and the reporting requirements for the award.

The account is set-up in accordance with the approved budget and the sponsor’s specified terms and conditions. The Grants Administrator will meet with the PI before setting up the budget to ensure the object codes chosen in the College’s accounting system will reflect the categories of the approved budget. It is the responsibility of the PI to ensure that the funds are expended in accordance with the award agreement. Please see section Internal Approvals and Expanded Authority for policies concerning deviations from the approved budget and/or changes to the terms and conditions of the award.

**Compliance**

Typically research awards are made to an institution, not to the investigator who has prepared the proposal (exceptions to this are fellowship awards from some federal agencies which are made directly to individuals). Therefore, the institution formally accepts responsibility for the project. Consequently, institutional policies and procedures should clearly state the responsibilities of all parties. The principal investigator bears overall responsibility for a funded project, including the scientific and technical aspects. The financial and administrative aspects will be handled by the institution.

Babson College has the role of a legal agency for the research projects sponsored by the government, industry, or foundations in accordance with established Federal administrative standards. This includes fiduciary responsibility for all funds. The applicable requirements are contained in:

- OMB Circular A-110: Uniform Administrative Requirements For Grants and Agreements With Institutions of Higher Education, Hospitals and Other Non-Profit Organizations
- OMB Circular A-21: Cost Principles for Educational Institutions
- OMB Circular A-133: Audits of States, Local Governments, and Non-Profit Organizations.

In addition to the documents listed above, each federal and non-federal awarding agency will have its own guidelines and grant conditions which the College must follow. Also, the College must follow the generally accepted accounting principles as outlined in Government Auditing Standards issued by the Comptroller General of the United States.
**Federal vs. Non-federal** Government-sponsored research is normally carried out under contracts, cooperative agreements, or grants, depending on which agency is sponsoring the work. Although government grants and contracts are subject to differing statutory requirements and regulations, there is no significant difference between them in terms of Babson research policy and administrative procedure. The administration of contracts from private organizations and grants from foundations does not differ markedly from that of government grants, cooperative agreements, and contracts and for the sake of uniformity, will be administered by the same Babson research and administrative policies and procedures. In general, all Babson policies and procedures will be followed for grants from foundations, except in the area of faculty compensation.

**Faculty Compensation under Federally Sponsored Research**

The federal government regards research as one of the normal functions of faculty members at institutions of higher education. Compensation for time normally spent on awards within the term of appointment is deemed to be included within the faculty member's regular organizational salary. Grant funds may not be used to augment the total salary or rate of salary of faculty members during the period covered by the term of faculty appointment or to reimburse faculty members for consulting or other time in addition to a regular full-time organizational salary covering the same general period of employment. Exceptions may be considered under certain NSF science and engineering education program solicitations for weekend and evening classes or for administrative work done as overload.

For periods outside the academic year, the summer months or other periods not included in the period for which the base salary is paid, salary is to be paid at a monthly rate not in excess of the base salary divided by the number of months in the period for which the base salary is paid. NSF policy on funding of summer salaries (known as NSF's two-ninths rule) remains unchanged: proposal budgets submitted should not request, and NSF-approved budgets will not include, funding for an individual investigator which exceeds two-ninths of the academic year salary. This limit includes summer salary received from all NSF-funded grants.

**Faculty Compensation under Non-Federally Sponsored Research**

For sponsored programs funded by private foundations, the College may allow extra compensation above base salary, but that compensation must be negotiated and approved by the Division Chair, the Provost and the Vice President of Finance. In no event will this compensation exceed 20% of base salary. Please see the Other Faculty Compensation Form at the end of this section.

**Unallowable Costs**

The following costs are unallowable as direct costs on any sponsored project:

- Alcoholic beverages
- Entertainment, including non-business meals
- Executive lobbying
- General purpose equipment
- Goods for personal use
- Social memberships
- Fund raising
First class travel
- Fines and penalties

**Equipment Used for Research**

Equipment means an article of nonexpendable property having a useful life of more than one year and an acquisition cost which equals or exceeds $5,000.

“Special purpose equipment” means equipment which is used only for research, medical, scientific, or other technical activities. Expenditures for special purpose equipment are allowable as direct charges, and when it is included in the proposed budget and approved by the sponsor, prior approval for purchase is not required. When equipment is not included in the approved budget or there is a change in what was proposed, prior approval must be coordinated with the Grants Administrator.

“General purpose equipment” means equipment whose use is not limited to research, medical, scientific, or other technical activities. Examples of general purpose equipment include office equipment and furnishings, reproduction and printing equipment, motor vehicles, and automatic data processing equipment.

Some sponsors prohibit the purchase of equipment within the last six months of the project period.

**Travel Related to the Project**

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the sponsored project. At Babson College, such costs will be charged on an actual basis and are reimbursed with original receipts. The travel reimbursement request must contain a statement on the purpose of the travel and clearly state how it relates to the project.

Any air transportation to, from, between, or within a country other than the U.S. must be performed by or under a code-sharing arrangement with a U.S.-flag air carrier if service provided by such a carrier is available. This applies even though:

- service can be performed at less cost by a foreign-flag air carrier;
- foreign-flag carrier service is more convenient for the traveler;
- service by a foreign-flag air carrier is preferred by the traveler.

Please refer to the BUSINESS TRAVEL POLICY (Appendix D) for a more complete description of the particulars and guidelines associated with faculty travel.

**Subcontracts**

The Grants Administrator, in coordination with the PI, is responsible for preparing and overseeing subcontracts as approved in the sponsored project award and issued by Babson College to other organizations. In general, the subcontractor is subject to the same terms and conditions of the award as is Babson College. Therefore, the subcontract agreement will contain specific terms and conditions, an approved budget and a statement of work. The subcontract is reviewed and approved by the PI. To be binding, the subcontract must be signed by the...
Controller. Extensions and changes to the subcontracts are made by the Grants Administrator based on the approval of the primary sponsor.

Consultants

Before hiring a consultant, it must first be decided whether the individual is indeed a consultant or if he/she should be paid as an employee. Using I.R.S. guidelines, Business and Financial Affairs can assist the PI in making that determination.

The following documentation will be required:

A signed Professional Consulting Agreement which contains a description of work to be performed, how the work relates to the project, the period of performance, and the total to be paid, and proof of insurance from the consultant. A signed invoice from the consultant which must include the consultant’s full name, home address, a brief description of work performed, hours or days worked, rate of pay, and total amount due. This invoice must be submitted with each request for payment.

Expenditure Processing

The Business and Financial Affairs Division is responsible for monitoring the financial activity on contracts and grants to ensure compliance with College policies and procedures and sponsor requirements. The Division accomplishes this by reviewing all check requisitions, purchase orders, payroll requisitions, expense transfers, and financial reports.

The Grants Administrator will review all expenditures charged to sponsored projects to determine the allowable costs within sponsor guidelines, as well as to verify that sufficient funds are available and that the budget line is maintained within 25% of the proposed amount. If expenditures exceed the 25% threshold, a Budget Revision is required. However, it is the responsibility of the PI to ensure that purchases are allowable within grant guidelines.

Cost Transfers

Cost transfers are occasionally needed to correct errors in original charges. When requesting a cost transfer through the Grants Administrator, written documentation, signed by the PI, must be provided that includes the reason for the transfer, the account originally charged, as well as the purchase order or check requisition number. All cost transfers that take place more than 90 days after the original charge must be supported by written justification for the lateness of the transfer, as well as the documentation discussed above.

Effort Certification

Effort reporting is a process mandated by the federal government to verify that direct labor charges to federally sponsored agreements are reasonable and reflect actual work performed. Office of Management and Budget (OMB) Circular A-21 includes regulatory requirements for the reporting and certification of faculty and staff effort associated with research projects and other activities. Additionally, many other sponsors require records to substantiate effort. Therefore, Babson College policy requires effort certification for all externally sponsored programs.
To meet the A-21 requirements for reporting faculty and staff effort, Babson College will must be adjusted for any significant changes in actual effort (10% or more of the individual’s total workload) and the actual effort of the employee must then be certified on an after-the adhere to the following procedures. Salaries and wages of faculty and staff will be distributed to activities based on estimates of the individual’s planned effort. The employee’s effort distribution-fact basis. The report will encompass both sponsored and all other activities. An individual’s workload will reflect categories of activities expressed as a percentage distribution. Three times a year, a statement will be signed by the employee, principal investigator, or responsible individual with direct knowledge of the work performed, stating that the salaries charged to research as direct charges, and to other categories (including instruction/Divisional research and administration), are reasonable and accurate.

Prior Approval and Expanded Authority

During the life of a federally funded grant award, it may become necessary to modify certain aspects of the original award. Some Federal sponsoring agencies, under what is frequently termed the “expanded authorities,” have delegated approval rights to the awardee for some of these modifications. The PI may request internal approval from the Controller for any of the following:

**Pre-Award Costs**

Pre-award costs incurred within the ninety (90) calendar day period immediately preceding the effective date of the award. Pre-award costs must be necessary for the effective conduct of the project and must be in accordance with the budget as proposed. Pre-award expenditures are made at the awardees’ risk. Awardees’ authority to approve pre-award costs does not impose an obligation on the sponsor.

**Extension of Award Expiration Date**

To initiate a one-time extension of the award expiration date of up to 12 months, funding agency must be notified at least ten days prior to original termination date. This extension may not be exercised merely for the purpose of using any unobligated balance. Extensions past the initial 12 months require prior-approval from the funding agency (funding agency must be notified at least 45 days prior to original termination date).

**Revision of Budget**

The budget plan is the financial expression of the project or program as approved during the award process. During the performance of a project, it may be appropriate for funds to be reallocated to support advancement of the project. NSF and OMB -110 authorize the transfer of funds among various budget categories for allowable expenditures without prior approval. Principal Investigators are required to remain within 25% of the proposed budget categories. When expenditures for a particular budget category are going to exceed the 25% threshold, a Budget Revision Form should be submitted with a justification that supports the advancement of the project.
Deviations in Budget and Program Plans

Awardees are required to report deviations from budget and program plans, and request prior approvals for the following changes:

(1) Change in the scope or the objective of the project.
(2) Change in PI or Co-PI.
(3) The absence for more than three months, or a 25 percent reduction in time devoted to the project, by the principal investigator.
(4) The need for additional Federal funding.
(5) The transfer of amounts budgeted for indirect costs to absorb increases in direct costs, or vice versa, if approval is required by the Federal awarding agency.
(6) The transfer of funds allotted for participant support (direct payment to trainees) to other categories of expense.
(7) Unless described in the application and funded in the approved awards, the sub award, transfer or contracting out of any work under an award. This provision does not apply to the purchase of supplies, material, equipment or general support services.

No other prior approval requirements for specific items may be imposed unless a deviation has been approved by OMB.

Progress and Final Reports

The Principal Investigator is responsible for submitting progress reports to the sponsor within the specified time frame and format indicated by the sponsor in the award document. Assistance from CFGR may be requested. Copies of all reports should be sent to CFGR.

Close-out of federal grants should be conducted with the assistance of the Grants Administrator to ensure all required documents have been completed.

Sabbatical Leaves

Sabbaticals were begun in 1969-70 as a result of the adoption of the College's Master Plan. This activity is administered through the Dean of Faculty’s Office.

Customarily, people have taken their sabbaticals for one semester (at full pay). Benefits are not affected. However, recently more faculty members are opting for a full academic year at 1/2 pay. In this case, benefits will continue; however, pension contributions are based on half salary.

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

If a faculty member takes an Unpaid Leave of Absence, she/he is responsible for the full cost of all benefits. The pension benefit will resume once she/he is back on payroll.
Proposals for a sabbatical leave award are due each year on October 1st, for sabbaticals to take place the following academic year. Sabbaticals are normally awarded so that faculty members may focus on their intellectual activities, undistracted by teaching and service assignments. It is therefore expected that proposals will be for a scholarly or creative project.

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

Applicants should submit a five-page proposal that includes the following information:

- a) a project description, including project scope and objectives (three pages);
- b) relevant literature discussion and citations (one page);
- c) a clear and well-articulated discussion of methodology (one page).

In addition to the proposal, the following information should be provided:

- a) evidence of the faculty member’s background and preparedness for undertaking the project, including a description of previous work in the area of the proposed project;
- b) timetable for project completion;
- c) Curriculum Vitae;

Following the sabbatical leave, a report (not to exceed five pages) must be submitted to the Division Chair and the Dean of Faculty no later than 30 days after the start of the semester following the sabbatical. No specific format is required for the report, but it should be informative, specific, and candid. A copy of this report should also be included in the annual performance evaluation submitted at the end of the calendar year in which the sabbatical ends.

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

Request for Other Faculty Compensation for Sponsored Programs

Employee_______________________________________________________________
Department_____________________________________________________________

Award Information

Sponsor: ________________________________________________________________
Grant Title: _____________________________________________________________
Grant No.: _____________________________________________________________
Principal Investigator: ___________________________________________________
Total Grant Amount: $___________ Grant Ending Date: _______________

Salary and Effort Information

Great Plains Account #: ___________________________________________________
Description of Effort: ____________________________________________________

Amount and distribution: (please indicate the total amount, the number of installments and the amount of each installment): ________________________________

To Begin (date):_______________ and end on (date): _________________________

AUTHORIZED SIGNATURE _____________________________Date: __________

(If payee is the Principal Investigator, Department Head is authorizing signature, if payee is a Co-PI or other research staff, the Principal Investigator is authorizing signature.)
Classes and Scheduling

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

Alcoholic Consumption in Classrooms

Under no circumstances shall the consumption of alcoholic beverages be permitted in class. Faculty shall in no way sponsor nor permit activities which lead to the consumption of alcoholic beverages related to class and classroom activities. (See Policy on Drug and Alcohol Use in the Workplace.)

Attendance Policy for Undergraduate and Graduate Students

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

For graduate students:

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

For undergraduate students:

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

If class discussion or oral presentations are relevant to the course performance, the faculty member evaluates such performances as part of the grade. Should a student elect to be absent significantly enough to damage this portion of the course performance record, the grade will obviously be affected. Each class should be taught as though everyone was present, regardless of the number actually there. No faculty member is obligated to hold "review sessions" for those who have been absent of their own volition.
The Athletic Department will continue its early notification system for students involved in intercollegiate athletic competitions. In essence, students involved in Babson's intercollegiate athletic program will be provided with the dates of scheduled games/competitions as early as possible into the semester (ideally within the first week or ten days of the term). Student athletes are then responsible for notifying each of their professors of any conflicts between scheduled major class events (exams, presentations, etc.) and athletic contests. Faculty are strongly urged to exercise a reasonable degree of flexibility and understanding in providing excused absences based upon these conflicts (for those students who have provided the necessary conflict information early in the term). It is hoped that this system will provide students with the opportunity to fully participate in the College's athletic programs.

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

Cancellation of Classes (Faculty Illness, Weather conditions, etc.)

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

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

Regarding SNOW...During the winter months, storms can become so serious that our parking lots cannot be cleared in sufficient time to allow the College to open (or remain open for evening classes), and driving simply can become too hazardous to encourage people to come to the College. Accordingly, classes may be canceled when these conditions exist. Announcements regarding a delayed opening or cancellation will be called into the following TV and radio stations generally by 6:30 a.m. and 3:30 pm for evening classes:

<table>
<thead>
<tr>
<th>TV Station</th>
<th>Channel</th>
<th>Radio Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>WBZ-TV</td>
<td>4</td>
<td>WBUR 90.9 FM</td>
</tr>
<tr>
<td>WCVB-TV</td>
<td>5</td>
<td>WBZ 1030 AM</td>
</tr>
<tr>
<td>WHDH-TV</td>
<td>7</td>
<td>WRKO 680 AM</td>
</tr>
</tbody>
</table>
Additionally, a message will be left on the VOICE MAIL system and the INFO line. The INFO line can be accessed by calling: (781)239/INFO [239-4636] for recorded announcements pertaining to the cancellation of classes or delayed opening due to weather conditions. A message concerning delays or cancellations will also be posted on the Babson portal and the Babson homepage.

The College’s snow policy is to remain open, except for extreme situations. One of the frustrations for our students comes from learning that Babson is “open” during a snow situation and then coming to campus only to find that a particular faculty member’s class has been cancelled. While we clearly understand that there will be occasions when a faculty member cannot get to campus during a storm even though the College is officially open, special attention must be paid to informing students and others when a faculty member cancels his or her class.

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

Although the above does not directly address the issue of early morning classes, this problem may be overcome through use of your "voice mail" and email capability. You should provide your students with your campus phone number and instruct them to call it for a voice message when there is some question as to whether class will be held (FOR ALL CLASSES, NOT JUST EARLY MORNING CLASSES).

To call and leave a voice mail message (e.g., "Although the College has not closed due to the storm, Professor X will not be holding class.") follow the instructions shown below:

1. From any OUTSIDE phone dial 781-239-5930.
2. When you hear the greeting "Welcome to the Message Center," enter 9 plus MAILBOX NUMBER
3. Now enter your pass code (4-10 digits)
THE SYSTEM WILL NOW TELL YOU HOW MANY MESSAGES ARE IN YOUR MAILBOX.
4. Press 7 to access user options
5. Press 4 for greeting then 5 to change your personal message and enter your new message providing notification of cancelled classes.
6. You should now call your campus number to ensure that your message has been recorded properly.
Using the voice mail to provide your own personal snow message should help in keeping your students informed. This will be especially appreciated by the evening MBAs and others who have to travel to campus.

Obviously, the faculty member who has been forced to cancel a class meeting arranges to make up the class work via appropriate means such as a special class meeting. For evening classes, Friday evenings have traditionally served this purpose.

If it is known in advance that a class must be cancelled, for any other reason, the faculty member should obtain the approval of the chairperson and either make arrangements for a colleague to cover the class or schedule a make-up session at a time convenient for the class. A written notification should be forwarded to the appropriate Dean's office indicating the canceled date and specifying the procedure for covering the class. In cases where a class is rescheduled, the faculty member should make every effort to assist any student to make up the missed assignment if that student is legitimately unable to attend the extra meeting.

**Delay Information**

<table>
<thead>
<tr>
<th>Announcement</th>
<th>Graduate School</th>
<th>Undergraduate School</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-hour delay</td>
<td>No 8:00 a.m. classes</td>
<td>No 8:00 a.m. classes</td>
<td>Staff arrive at 9:30 a.m.</td>
</tr>
<tr>
<td>1½-hour delay</td>
<td>No 8:00 a.m. classes</td>
<td>No 8:00 a.m. classes</td>
<td>Staff arrive at 10:00 a.m.</td>
</tr>
<tr>
<td>2-hour delay</td>
<td>All classes scheduled to begin before 10:15 a.m. are cancelled</td>
<td>No 8:00 a.m. or 9:45 a.m. classes</td>
<td>Staff arrive at 10:30 a.m.</td>
</tr>
<tr>
<td>No morning classes</td>
<td>All classes scheduled to begin before noon are cancelled</td>
<td>No 8:00 a.m., 9:45 a.m., or 11:30 a.m. classes</td>
<td>Staff arrive at noon</td>
</tr>
</tbody>
</table>

**Class Lists**

Class lists (with or without student photos) are available on-line to faculty and administrative assistants prior to the start of and throughout the entire semester.

**Class Size**

Currently, class size is limited to a maximum registration of 42 students for undergraduate and graduate elective classes, and 50 for graduate core courses. There are a few exceptions to this limit where enrollment is capped at a lower number (most notably the undergraduate science labs, rhetoric, and writing-intensive courses).

Obviously, the policy to establish maximum limits has drawn us to the concept of minimum registrations below which it is simply unwise to assign faculty talent. At pre-registration, undergraduate classes drawing less than 15 registrations may be subject to cancellation. Sections that are candidates for cancellation for the upcoming semester are discussed by the Dean of Faculty, appropriate program dean, and Division Chairperson. When a section is cancelled, the assigned faculty member is reassigned to maintain the full load of 3 classes per semester. The Graduate School
Office watches for the same minimum in drawing the section load for the new semester. Courses that remain at or below an enrollment of 15 students at the end of the phased registration periods (prior to start of Add/Drop) may be subject to cancellation.

Classroom Assignments

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

Course Registration

Online Registration incorporates two separate methods by which students select their courses for the following semester. This is a brief outline of the various methods.

*Undergraduate Students:* The students register by using the "live" online registration application located in Portal. Registration cohorts are based on earned credits plus in progress credits. Alphabetized subgroups within this cohort are selected in random order and assigned dates for registration; these subgroups rotate each term. Registration is cascading in that each student receives a "begin date" based on her or his registration group and can register from that date until the end of the registration period. Students are able to view their confirmed schedule upon completion of the registration process. A manual registration process is in place for summer and winter sessions.

*Graduate Students:* One Year and Two Year students register using a two phase registration process. During Phase 1 students can select courses totaling 6 credits. During Phase 2 students can register for any additional courses, up to 16.5 credits. This will include the original 6 credits chosen during the 1st phase of registration plus additional courses added during the 2nd phase for a total of 16.5 credits. After Phase 2, on-line access closes for these students. Phase registration is simply a way of assigning priority to the classes that a student would most like to take. After Phase registration ends the Evening students register, by group, based on earned plus enrolled credits. Students closest to graduation register first. The first group also includes students in the MSA, MSM with a concentration in Tech Entrepreneurship and Certificate in Advanced Management curriculums. Add/drop reopens for One and Two Year students after the end of group registration. Graduate students are able to view their confirmed schedule upon completion of the registration process.

Registration is "real time". Students can view Course Listing information in Portal and determine if there is a space available in a class. If there is space and registration/add/drop is open a student can register for the class and view their schedule immediately.

*Prerequisites:* If a student has not completed a prerequisite, the system will, in most cases, prevent the student from adding the course. Periodically, the Registrar's Office checks
student registrations to assure that prerequisite requirements have been met. If a student is missing a prerequisite requirement, the student is told to obtain permission from the instructor to remain in the class. The Registrar's Office must receive all prerequisite waivers in writing or via the Registrar's e-mail account registrar@babson.edu. If a student fails to secure a prerequisite waiver within the timeframe allowed, s/he will be administratively dropped from the class.

**Waitlists:** There are no waitlists for courses that are selected through on-line registration.

**Over Enrolled Courses:** If an instructor chooses to increase capacity to accommodate additional students, the Registrar's Office will change the course capacity. If an instructor chooses to over enroll a course, students will be added upon receipt of written permission from the instructor and confirmation from the student.

**Faculty Teaching Schedules**

**Full Semesters (Fall and Spring)**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Schedule</th>
<th>Time</th>
<th>MTG Hours</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1 evening</td>
<td>6 (plus final) additional 8 hours required</td>
<td>180 mins/mtg</td>
<td>1560 mins/term</td>
</tr>
<tr>
<td>3</td>
<td>1 day/week</td>
<td>13 (plus final)</td>
<td>150 mins/mtg</td>
<td>1950 mins/term</td>
</tr>
<tr>
<td>3 credits</td>
<td>2 days/week (i.e. M/W, T/R)</td>
<td>26 (plus final)</td>
<td>75 mins/mtg</td>
<td>1950 mins/term</td>
</tr>
<tr>
<td>3 credits</td>
<td>3 days/week (i.e. M W F)</td>
<td>38 plus 50 mins (plus final)</td>
<td>50 mins/mtg</td>
<td>1950 mins/term</td>
</tr>
<tr>
<td>4 credits</td>
<td>1 evening</td>
<td>13 (plus final) additional 8 hours required</td>
<td>150 mins/mtg</td>
<td>2470 mins/term</td>
</tr>
<tr>
<td>4 credits</td>
<td>1 evening</td>
<td>13 (plus final) additional 2 hours and 10 minutes required</td>
<td>180 mins/mtg</td>
<td>2470 mins/term</td>
</tr>
<tr>
<td>4 credits</td>
<td>2 days/week (i.e. M/W, T/R)</td>
<td>26 (plus final)</td>
<td>95 mins/mtg</td>
<td>2470 mins/term</td>
</tr>
<tr>
<td>4 credits</td>
<td>3 days/week (i.e. M W F)</td>
<td>38 (plus final)</td>
<td>65 mins/mtg</td>
<td>2470 mins/term</td>
</tr>
<tr>
<td>5</td>
<td>1 evening</td>
<td>13 (plus final) additional 12 hours required</td>
<td>180 mins/mtg</td>
<td>3060 mins/term</td>
</tr>
</tbody>
</table>

**Half Semesters**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Schedule</th>
<th>Time</th>
<th>MTG Hours</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>1 day/week</td>
<td>6 (plus final)</td>
<td>165 mins/mtg</td>
<td>990 mins/term</td>
</tr>
</tbody>
</table>

**Summer Semester**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Schedule</th>
<th>Time</th>
<th>MTG Hours</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2 day/week</td>
<td>13 (plus final)</td>
<td>150 mins/mtg</td>
<td>1950 mins/term</td>
</tr>
<tr>
<td>3</td>
<td>4 day/week</td>
<td>26 (plus final)</td>
<td>75 mins/mtg</td>
<td>1950 mins/term</td>
</tr>
<tr>
<td>4</td>
<td>4 day/week</td>
<td>26 (plus final)</td>
<td>95 mins/mtg</td>
<td>2470 mins/term</td>
</tr>
</tbody>
</table>

**Winter Semester**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Schedule</th>
<th>Time</th>
<th>MTG Hours</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5 day/week</td>
<td>10 (plus final)</td>
<td>120 mins/mtg</td>
<td>1200 mins/term</td>
</tr>
</tbody>
</table>

Please note: Monday day classes meeting once a week will meet on the Monday holidays unless the professor schedules a make up which will be announced in the course description.
Field Trips

It may be appropriate, in certain situations, to schedule field trips for students. Under such circumstances, it is normally expected that students will bear their share of any costs incurred, although SMALL expenditures incurred by the faculty member may be reimbursable, with approval of the Division Chairperson and the Vice Provost. Should circumstances appear to warrant a different funding approach, approval MUST be obtained in advance, and provision should be made, to the extent possible, to incorporate any such plans in the budget cycle.

Registration Changes (Add/Drop and Withdrawal)

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

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

**Deadlines for Dropping or Withdrawing from Graduate Courses**

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

**Day Courses**

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

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

Half-Semester Courses

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

Summer Session Courses

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

First-Year Modules in the Two-Year MBA Program

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

Summer Modules in the One-Year MBA Program

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

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

**Intensive Electives**

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

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

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

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

**Religious Observance**

Babson College welcomes and values people and their perspectives and respects the interests of all members of our community. Babson recognizes the breadth of religious observance among students, faculty and staff and the potential for conflict with scheduled components of the academic experience. Students are expected to review their syllabi and notify faculty as far in advance as possible of potential conflicts between course requirements and religious observances. Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact the instructor as early in the semester as possible. In such event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

Faculty are encouraged to consult the multi-faith calendar at: (http://www3.babson.edu/Offices/SpiritualLife/) and/or the Director of Spiritual Life (X 5623) should they desire further information regarding religious observances.

Massachusetts General Laws Chapter 151C, Section 2B:

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

**Syllabus language for Religious Observance:**

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

**Room Reservation Service**

Babson utilizes a computer room-scheduling system. To reserve rooms that are not scheduled for instruction by the Registrar, consult the room reservation booklet for the appropriate form, or contact the Scheduling Office at Ext. 4527. These include all rooms not pre-scheduled on the master classroom schedule or office space. For example, all non-scheduled classrooms, conference rooms, the Board Room, Fo’c’s’le, etc.

**Term Papers**

The decision to have a term paper in a course is left up to the professor. Generally the object of a term paper assignment is to permit independent effort, either individually or in a group (where appropriate for the course material) coupled with the experience of expressing one's thinking in writing. These two educational experiences serve to broaden students' capabilities in handling the subject area.

Before making the assignments it would be wise to check carefully with the library staff to ensure that adequate materials are available for the task you want accomplished and try to schedule the due date so that you avoid having to grade term papers and finals at the same time. Also, a term paper may be assigned as a substitute for an exam or final exam (if sufficiently substantial and challenging). In the case of making a term paper assignment in lieu of a final, contact your Division Chairperson as soon as possible. (See the section on Final Examinations for a discussion of this matter.)

**General Information for the Faculty Member**

**Divisional Administrative Coordinators**

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

Evaluations of division coordinators are conducted once each year, at which time supervisors should solicit the input of all faculty in a building who are supported by the division coordinator.
Division coordinators are responsible for increasing the productivity of Babson’s faculty and administration, and therefore they should seek to help in any way they can. Such assistance includes but is not restricted to:

- routine course support;
- routine administrative support (e.g., answering the phone, faxing, distributing mail, copying, typing letters, scanning documents, filling out expense forms, and contacting students);
- typing papers, book chapters, articles, and monographs;
- supervising student workers;
- acting as clearing houses by distributing faculty work to student assistants;
- ensuring office machinery is functioning properly;
- ordering supplies
- greeting and directing visitors and students.

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

**Equipment Return and E-mail & Blackboard Accounts**

Faculty and staff who will be terminating their relationship with the College will no longer have E-mail or Blackboard access at the end of their last semester of employment. All Babson-owned equipment (including laptops) should also be returned by the close of the semester.

**Home Phone Listing**

Please note that off-campus information is listed in the online Babson Portal directory only if you give permission. Whether or not your home information is listed in the directory, you must notify your Division Chairperson, the Human Resources Office, and the Office of the Provost when changes occur.

On occasion, questions have been raised about listing home phone numbers of faculty members. The questions have arisen because of the frequency (and odd hours) students have been known to call their professors and the associated inconvenience to the people at home. Generally, the College tries to foster interchanges between faculty and students, but listing your home information is your decision.

**Keys**

Your keys (to office and building) can be obtained from the Facilities Department. We have had several office break-ins and thefts. It is advisable that you insure valuable personal property that you keep in your office and that you lock up school property in a desk or filing cabinet. Obviously, it is also unsafe to leave upcoming exams unsecured in faculty offices. Exams must be secured in a safe location either with the division coordinator or locked in a desk or filing cabinet in your office.
Offices

The College is very concerned with providing adequate and attractive offices for all full-time faculty. If you need help in arrangements and household matters, call the Buildings and Grounds Office. If you need equipment, please order through your Division Chairperson. Assignment of faculty offices is handled by the Vice Provost (Henry Deneault) acting via recommendations from Division Chairpersons. So, questions, comments, requests, etc., ought to follow this route.

Office Hours

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

Privacy Act

Babson adheres to the 1974 Federal Family Rights and Privacy Act, which applies to student records and information. While it is certainly permissible to discuss individual student issues with professional colleagues, no information may be released to parents, other students, or outside agencies without the student's permission. The most common issue may be a parental desire for grades or progress reports. This applies to all Babson students, and a student's age or financial dependency does not change this reality.

Purchasing Books and Case Materials

Textbooks and case materials for each semester are to be ordered through the Bookstore. Faculty will be notified well in advance of applicable cut-off dates. Personnel at the Bookstore will be happy to handle any special text requirements you might have.

Relocation Expense

The College does not expect any employee to be put to a great deal of unnecessary time and personal expense in moving, but employees are asked to keep expenses to a minimum. There is a formal "Relocation Expense Policy" statement and both employees who are making job offers and those who are receiving them should familiarize themselves with this document (which can be obtained from the Purchasing Office).

In general, department heads may authorize reimbursement to newly hired faculty with approval of the Vice Provost. Normally, reimbursement is limited to 2/3 of the cost, up to a maximum of $4,000. This includes costs for related travel as well as the movement of goods. Individuals who are moving are asked to obtain binding competitive bids from three (3) responsible movers and submit these to the College Purchasing Office before making any commitments. In addition, the College maintains an agreement with Allied Van Lines/Whalen. New employees are requested to contact them at 800-759-4253, ask for the College's contact,
Ms. Heather Nappi, and ask that they submit an estimate through the Babson / E & I Membership. Again, more details can be obtained from Purchasing (Anne Krueger-Ext. 4947).

**Student Employment Hiring Procedures for Faculty**

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

- A student position description must be on file in the Student Employment Office (SEO).
- If necessary, the position is posted on the Student Employment website at: [http://www3.babson.edu/offices/hr/students/](http://www3.babson.edu/offices/hr/students/)
- It is up to the interested students to contact the faculty directly.
- Once a student is hired, the faculty must inform the student to fill out the necessary paperwork via the Student Employment Portlet in Portal.
- Questions about hiring international students should be directed to the SEO office at ext. 4286.
- The student must stop by the SEO (Nichols 166) to hand in specific forms that they are notified to do so when completing the online paperwork. Students cannot work until all paperwork is complete.
- Hired students must complete a student timecard every week. The card must be signed by the hiring faculty and sent to the payroll office in a timely manner.
- All forms are available in the Student Employment Portlet. A complete handbook is available at [http://www3.babson.edu/Offices/HR/FacultyStaff/StudentSupervisors/](http://www3.babson.edu/Offices/HR/FacultyStaff/StudentSupervisors/).

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

**Use of College Facilities While Acting as an Outside Consultant**

At times, faculty and administrators have requested permission to use the College facilities for seminars in which they are acting as consultants for outside organizations. A few guidelines are appropriate.

Of primary concern is that the project not interfere with a program that could be handled by BEE. This should be done by clearing the nature of the program, in writing, with BEE.

Personnel wishing to use a College facility for a meeting or function of a private nature should contact the Scheduling Office at ext. 4527. If the schedule permits, facilities may be used at a nominal fee. If any special setups are needed, the cost of these will be the responsibility of the user.

Those wishing to use College facilities for programs in which they are acting as consultants may do so, at a nominal fee. An hourly rate will be charged for each room used and the program must not conflict with College offerings. Time spans must be short, and long-term commitments (with the exception of those contracted for in BEE) will not be made, in order to keep facilities open for College activities. The College reserves the right to cancel any reservation at any time. For full details on the use of College facilities, contact the Student
Activities Office at x4438 for a copy of the Babson College External Use Policy. Faculty members should clearly distinguish between their official College roles and their consulting activities. For example, College stationery should not be used in conducting the latter.

Donald W. Reynolds Campus Center

Jennifer Zamora, Director, Student Activities and Leadership

Reynolds Campus Center

Building hours during academic year:

Sunday–Wednesday........................... 7 a.m.–Midnight
Thursday–Saturday........................... 9 a.m.–2 a.m.

Hours during the summer and over breaks will be posted.

Information Desk hours:

Sunday–Wednesday............. Noon–Midnight
Thursday–Saturday................. Noon–2 a.m.

The Donald W. Reynolds Campus Center is a 38,000-square-foot facility that serves as both a crossroads and living room for the Babson campus. As a gathering place of the College, Reynolds seeks to foster a sense of community. A variety of services are available in Reynolds, including the Information Desk, Babson Bookstore operated by Barnes & Noble, Dunkin’ Donuts, Freshëns, Crossroads Café, RTN Credit Union, two ATM machines (RTN Credit Union and Citizens Bank), Canon Copy Center, vendor carts, commuter lockers, the Global Lounge, Reynolds Back Lounge, student mailroom, meeting rooms, Game Room, student resource room, and Campus Life suite which includes Community Standards, Residential Living, and Student Activities and Leadership. The second floor of the Reynolds Campus Center adjoins the Richard W. Sorenson Center for the Arts and Hollister Hall. If you are interested in any services provided in Reynolds Campus Center, please ask the Building Assistants at the Information Desk.

The Reynolds Campus Center provides a great space for late-night and weekend programming as the building is open until 2 a.m. with late-night food options also available at Dunkin’ Donuts and Freshëns. There is plenty to do in Reynolds with a variety of events, programs, games and entertainment. Contact the director of Student Activities and Leadership in the Office of Campus Life for assistance in planning an event in Reynolds or check out the campus calendar for upcoming programs.

Office of Community Engagement and Multifaith Programs

Bernon Center for Public Service and Glavin Family Chapel

Lisa Thomas, Director

The Office of Community Engagement and Multifaith programs support’s the college’s mission to educate a generation of leaders who create great economic and social value ... everywhere. We offer the Babson community an opportunity to develop and practice these skills
through social action and community engagement programs as well as worship services, spiritual events and reflection.

*Bernon Center for Public Service*

Josh Stevenson, Coordinator

The Bernon Center for Public Service is a resource center for all types of community-service opportunities in the Greater Boston area. Information is available from agencies that need volunteers to donate their time and skills to assist people in need. The Bernon Center can help you or your student organization find ways to get the most out of your community-service experience. The Bernon Center can help you organize your friends to get involved with projects that are rewarding and fun. Stop by or call the Bernon Center office in the Reynolds Campus Center at Ext. 5565 for more information.

The Bernon Center provides service opportunities on a weekly basis throughout the academic year, as well as several community-service programs. These programs include the First Year Service in Action, the Bernon Scholar and the Community Action Program. Please check our websites for further information.

http://www3.babson.edu/Centers/Bernon/

*Glavin Chapel*

Denning Aaris, Coordinator

The Glavin Family Chapel serves as a multifaith sanctuary in the heart of Babson College. All members of the Babson community are invited to practice their religious faith, to seek inspiration and guidance, and to find peace in the quiet of this beautiful space. The main sanctuary of the chapel is large enough for 150 chairs arranged in a number of configurations.

The Glavin Chapel provides programs and opportunities to foster personal growth, support community spirit, and encourage spiritual development. Multifaith programs include regular worship services in a variety of religious traditions; multifaith dinners; yoga instruction; meditation sittings; liturgical and musical events, seasonal celebrations, and educational seminars. The Multifaith staff is available to all members of the Babson community.

www.babson.edu/chapel

**STUDENTS**

*Undergraduate Students*

There were 1898 undergraduate students enrolled in the fall of 2009. These students originate from 41 states and 66 countries. The largest number of undergraduate students comes from the New England area (40%) with Massachusetts (28%) as the leading state in the region. Approximately 22% percent are international students. Academic indices of the entering freshman for the last eight years are shown below.
Enrolled Freshmen

Class Rank *

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>75%</td>
<td>75%</td>
<td>81%</td>
<td>76%</td>
<td>77%</td>
<td>81%</td>
<td>75%</td>
<td>76%</td>
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<tr>
<td>Top 40%</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
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<td>97%</td>
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<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

*Based on information for those students whose high schools rank.

Office of Academic Services

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

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

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

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

- Academic Advising
- Support for students in difficulty or crisis
- Coaching for Leadership and Teamwork Program
- Disability Services
- Honors Program
- New Student Orientation
- First Year Seminar (FYS) program
- College Awards and Dean’s List
- Student Mentors (FME Mentors, Peer Mentors, Peer Advisors)
- Class Steering Committees
- Class Based Programming
- Strategies for Success (Academic skills development)
The primary mission of the office is to ensure students have the ability to make the most of their curricular and co-curricular experience.

Rob Major is Associate Dean in Academic Services who primary responsibility is the first year students. Rachel Reiser is the Associate Dean responsible for the sophomore through senior years.

The class deans are as follows:

Pam Gibbs – Class of 2012  
Dan Kwash – Class of 2011  
Gerri Randlett – Class of 2013  
Rob Major – Class of 2014

Students will formally pick up a class dean in their sophomore year. Rob Major and Brian Duggan provide personal and academic support for the first year students.

Disability Services

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

To meet these goals, Babson College has created policies and practices that comply with federal law and support the accommodation needs of students with disabilities for all faculty members. Specifically, faculty members have the following rights and responsibilities:

Babson College faculty have the right to:

- arrange with students the means for providing accommodations in their course;
- refuse to provide accommodations for students with disabilities who have not followed Babson College policies and procedures for participating in the accommodation process;
- Identify and establish the skills and knowledge that are fundamental and essential components to their academic courses/program and to evaluate each student’s performance on this basis. Babson College faculty have the responsibility to:
- Maintain the academic standards of the College;
- Acknowledge and provide reasonable and appropriate accommodations for students with documented disabilities in a timely manner. This includes providing accommodations themselves or making arrangements with their administrative assistants;
- Maintain the confidentiality of disability-related information and communication unless otherwise given written consent or authorized by the student;
- Obtain from the Manager of Disability Services any necessary clarifications concerning policies and procedures for requesting and securing accommodations and/or auxiliary aids;
- Provide equal access to classroom resources and exams comparable to that provided to any student in their class;
- Facilitate exam and quiz logistics in a timely manner to insure that all tests are administered in a standard and proper fashion. Faculty determine the testing conditions under which the exam or quiz is to be administered (e.g., closed book, use of a calculator, etc.).

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

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

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

Accommodation needs are determined by the Manager of Disability Services. The process for requesting accommodations includes:

1. Students must self identify and provide comprehensive and qualified documentation that meets institutional standards to the Manager of Disability Services in a timely manner. The evaluation process varies given the complexity of any individual case.

2. Each semester students must complete an Accommodation Request form that is used to create accommodation letters for faculty members. Accommodations may not be implemented for late requests. Students reserve the right to choose not to request accommodations and request them at various points in the semester.

3. Upon receipt of the Faculty Accommodation Letters, students are responsible for meeting with faculty members to deliver and discuss accommodation letters, their learning style, and exam accommodation arrangement in a timely manner.

4. As per College policy, faculty members are responsible for proctoring their own exams and should discuss exam accommodation arrangements with eligible students. If a scheduling conflict arises due to extended time testing, faculty should work with their administrative assistants or division chairs for support.

For more information, please visit the Disability Services website at http://www3.babson.edu/Offices/AcademicServices/Disability. The Manager of Disability Services is also available for individual consultation regarding accommodations, the Americans with Disabilities Act (ADAAA) and other laws, and teaching strategies.
**Student Affairs**

Dennis Hanno is the Dean of the Undergraduate School. The following administrators are located within the Student Affairs Division: Betsy Newman, Dean of Student Affairs; TBA Director of Public Safety; Sharon Yardley, Director of Health Services; Sara Iszard, Assistant Dean of Student Affairs; TBA, Assistant Dean, Campus Life; Colleen Ryan, Director of Community Standards; Carl Citron, Director of Sodexo Campus Services; Michele Oshima, Director of the Sorenson Center; Betsy Kelly, Director of the Babson Counseling Program at HRS, Jennifer Zamora, Director of Student Activities and Leadership, Lisa MacDonald, Director of Residential Living, Lisa Thomas, Director, Community Engagement and Multifaith Programs.

Student Affairs plays an active role in the educational process and is dedicated to creating a safe, inclusive community while providing the highest quality student-centered programs and services in support of the academic mission of the College. The departments interact and collaborate with all divisions of the College to enhance the curricular and co-curricular experience of both graduate and undergraduate students.

Student Affairs professionals are educators who share in the responsibility for creating educationally purposeful activities that contribute to the personal and affective development of students, the achievement of desired skills and competencies, and the overall cognitive/intellectual ability of students. Student Affairs is guided by a holistic philosophy of learning that is consistent with the College’s mission and goals of the academic program.

**Campus Life**

The Office of Campus Life, located on the second floor of the Reynolds Campus Center, is a multifaceted department of the division of Student Affairs encompassing Residence Halls and programs, Graduate Housing, Student Activities, Leadership Development Programs, Student Clubs and Organizations, Fraternity and Sorority Life and the Reynolds Campus Center.

The Office of Campus Life staff includes a team of students and professionals. All members of the team work to encourage all students to take an active role in their residence hall and co-curricular environment. The Office of Campus Life seeks to create and maintain an atmosphere conducive to academic, emotional, and social growth. One of our major goals is to assist students in acquiring the life skills they will need when they leave Babson.

Some members of The Office of Campus Life Staff coordinate room assignments and resident assistant training, and help resident assistants with programming efforts within the residence halls. In addition, the staff members are excellent resources for all residents’ questions or problems.

Other members of the Office of Campus Life staff coordinate campus-wide events, leadership development programs, registration of clubs and organizations, multicultural events, advise the fraternities and sororities, late night and weekend programming in the Reynolds Campus Center, and the training and development of campus leaders. Nine professional staff members reside on campus along with over 42 student resident assistants.

www3.babson.edu/offices/campuslife.
**Student Activities**

Academics are not the only part of your college experience. The leadership skills you develop through student activities are an important part of the education you’ll receive at Babson. Student Activities and Leadership believes the complete college experience involves both academics and student activities. Here at Babson, you can join a club or organization or even become the founding president of a new organization. You can join a fraternity/sorority, attend leadership conferences, enjoy Spring Weekend events, or participate in a club sport. The opportunities are endless, and it’s all up to you to create your own experience and a lifetime of memories.

**Clubs and Organizations**

Did you know Babson College students can join one or more than 93 clubs and organizations each year? Some of the clubs and organizations have a long history with Babson, while others are just starting to make their mark. The annual Organization Carnival held the first Friday of the fall semester is a great way to get acquainted with our different organizations and the programs and services they provide. You can find the most current list of all our registered student organizations at [www.babson.edu/ugradclubs](http://www.babson.edu/ugradclubs).

**Benefits for Registered Student Clubs and Organizations:**

- Eligibility for funding from the Student Government Association
- Support from the Office of Campus Life staff
- Use of campus transportation for student organization-sponsored, off-campus events
- Enhancement of valuable leadership skills
- Invitations to attend leadership training sessions and conferences
- Ability to reserve rooms on campus for meetings and functions
- Access to the Resource Room and use of machines/equipment
- Ability to fundraise in accordance with College and Commonwealth guidelines
- Use of the UGRAD list serve to market events
- Office space in the Forest Annex for your group (limited space available)

The basic steps to create a new organization at Babson include:

- A commitment from at least five other students who will assist you in starting up the organization.
- A faculty or staff member who is willing to serve as your adviser.
- A meeting scheduled with the coordinator of Student Activities and Leadership to start the registration process.

The College determines whether a proposed organization is eligible for recognition and funding.
Leadership Program

Student Leadership is an integral part of the Babson experience. Several opportunities exist for student leadership on campus from leadership conferences and the student leader workshop series to student speak outs, roundtables, and the annual Student Government Association Recognition and Appreciation Banquet. The programs offered look at student leaders from a developmental point of view, building upon current leadership skills, and finally transferring these skills into professional skills. In addition, resident assistants, peer mentors, Honor Board members, FME mentors, members of Women’s Leadership Undergraduate Admissions interns, and CommUnity Educators (CUEs) are selected in the spring of each academic year through the Leadership Selection process. If you need further information concerning any of the Leadership Programs or selection process, please contact Jennifer Zamora, director, Student Activities and Leadership.

Greek Life

Joining a fraternity or sorority is a lifetime commitment. Members of the five fraternities (Alpha Epsilon Pi, Delta Tau Delta, Sigma Phi Epsilon, Tau Kappa Epsilon, and Theta Chi) and three sororities (Chi Omega, Kappa Kappa Gamma, and Sigma Kappa) share bonds of friendship, leadership, and the pursuit of academic excellence that last well beyond the college experience. The men and women of Babson’s Greek community are scholars, athletes, philanthropists, and true leaders on campus. If you are interested in joining a fraternity or sorority, please plan on attending the information session and recruitment events. If you have further questions about Greek Life at Babson, please contact Catherine Sohor, assistant director, Student Activities and Leadership.

Student Government Association

Students have an active voice in the affairs and governance of Babson College. Student representatives serve on several standing committees including but not limited to the Dining Advisory Board, Traffic Appeals Board, and Undergraduate Policy committees. Eligible student leaders can run for the Student Government Association Executive Board at the end of the spring semester. Executive Board positions include: president, executive vice president, vice president of commerce, vice president of campus activities, vice president of communications, and vice president of finance. Student leaders also can become house representatives by attending three consecutive SGA meetings. SGA meetings are held every Wednesday at 6:30 p.m. in Trim 201/202. For more information, please contact Jennifer Zamora, director, Student Activities and Leadership.

Campus Activities Board

The Campus Activities Board sponsors many social, educational, and cultural programs on campus. The Campus Activities Board, more commonly referred to as CAB, plans campus-wide events during the academic year. These events are open to all Babson College students and their guests. You don’t want to miss out on CAB’s Knight Parties or Pub Nights. During the spring semester, CAB sponsors a major concert—it’s the event of the year! Groups that want to co-sponsor an event are encouraged to meet with the coordinator for Student Activities and Leadership for assistance with the planning process. To better ensure coordination of programs,
events must be registered with Campus Life at least seven days prior to the date of the event. Please consult the Babson College Campus Events Calendar when planning an event.

**Residential Living**

If you are like most students, one of Babson’s 15 residence halls will be your home while you are on campus. Living in this community can be one of your most valuable college experiences. There are several types of accommodations available on campus, ranging from private single rooms to six-person suites. Room rates vary according to room type.

**Residence Hall Staff – Your Connection to Babson**

Your area director is a full-time staff member of the Office of Campus Life and lives in your area. Area directors supervise the resident assistants (RAs) and help in the development of positive residential communities.

There are approximately 42 RAs on campus. Yours will live on your floor or on a neighboring floor.

- An RA is an upper-class Babson College student.
- RAs are the foundation of Babson’s residential life program.
- RAs are student staff members who perform a very important job – they supervise a community of their peers.
- RAs arrive on campus approximately 10 days before fall move-in for training. During training, they work on developing their information resource, teaching, helping, leadership, crisis management, and administrative skills. The training program also encourages teamwork among all RAs campus wide.
- The RA staff is out in full force on move-in day to assist you in settling into your new living space.
- Additionally, your RA is available to assist you throughout the year to help you with any issues (great or small) that you might have.
- RAs are most often used as helpers and resources. For instance, if you need help with school work, your RA can help you arrange an appointment at one of Babson’s many resource centers (math, writing, etc.).
- If you become homesick or need a friendly ear, RAs are trained to be effective listeners who will help you walk through your issues so that you can work them out or refer you to appropriate campus resources.
- To further assist you, RAs serve on call in each area of campus each night.
- If you ever need assistance from your RA, you can call Public Safety for the RA on-call duty schedule.
- RAs undergo a rigorous application and interview process. They submit essays and a résumé as well as participate in group and individual interviews. Competition for positions is quite intense, and those who are hired receive a single room at no charge as compensation.
- Finally, RAs are required to coordinate programs for your community. If you ever have a suggestion for an activity or would like to help in organizing it, just tell them. RAs love input!

**Reasons to See Your RA**

- You need advice on where to go at Babson for help in any area.
- You need someone to talk to (about anything).
• You have something in your room or hall that is broken or missing.
• You are looking for someone to hang out with you or attend a program with you.
• You are not getting along with your roommate(s).
• You need to check in or out of your room.
• You have a suggestion for an activity in your community.
• You need assistance in resolving a noise complaint.
• You need advice on selecting courses.
• You have questions, comments, or concerns.
• You have a suggestion about the quality of life for your residence hall.
• You wish to get involved in your community.
• You want a room change, due to a roommate conflict.
• You have an administrative or Conduct Council hearing.
• You want to give feedback about your residential experience.
• You want to say hello, visit, or talk about anything.

FERPA Guidelines

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 afford students certain rights with respect to their education records. Disclosure of personally identifiable information requires consent from the student unless the disclosure is to college officials with a legitimate educational interest or contains directory information only (see specific definitions below).

Students have the following rights with respect to their educational records:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Registrar, written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. NOTE: The right to challenge grades does not apply under the Act unless the grade assigned was inaccurately recorded.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to College officials with legitimate educational interests. Another exception is the release of "directory information," which may be released without a student’s consent unless specifically prohibited by the student. The following is considered directory information:
A student’s name, local address, hometown, e-mail address, and telephone number (*For resident students, local address is their PO Box number and residence hall. For commuting students, if no local address is available, the permanent address applies.);
- school, major field of study and concentration;
- secondary school and hometown or city at time application was filed by student;
- participation in officially recognized activities and sports;
- weight, height, and age of members of athletic teams;
- dates of enrollment, attendance and graduation;
- full-time or part-time status;
- certificates, degrees, and awards received, including Dean’s List and graduation honors;
- Photo –I.D. Card Image.

A student’s grades are considered directory information only to the extent that Dean’s List and graduation honors may be published. Individual grades and GPA information are not directory information and will not be released without the consent of the student.

A request form to prevent disclosure of directory information is available at the Registrar’s Office (Hollister Hall, 334) and must be filed prior to the close of the drop/add period in any given semester or term.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of federal law as they pertain to access and disclosure of students’ education records. The name and address of the Office that administers this law is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, DC 20202-4605.

Questions or concerns about the privacy of students’ education records or these procedures may be brought to the attention of the Office of Student Affairs, 2nd Floor of Hollister Hall, 781-239-4218 or the Registrar’s Office, 3rd Floor of Hollister Hall, 781-239-4519.

Undergraduate Honor Code

Honesty, Respect, Trust, Fairness, Ownership

Babson College strives to be a community of honor. Babson students, faculty, and staff all pledge to work together to achieve this goal. We agree that each of us has the responsibility to be truthful in all we say and do, to value individuals and appreciate their differences, to ensure that everyone at Babson has access to community resources and opportunities, to credit the ideas and celebrate the achievements of others, and to take responsibility for our own actions, including our mistakes. Each of us agrees to take action to encourage others to fulfill their responsibilities toward our community, and each of us accepts our responsibility to act when we see others violating their obligations toward the Babson community. We will be proud of Babson College as a Community of Honor, and of ourselves as people of honor.

Babson: Being a member of our community of honor. Integrity is a core institutional value at Babson. In your coursework, activities, and life in the residence halls, we challenge you to learn, understand, and reflect on how your decisions impact the Babson community and the broader communities in which you live, work, and serve. We expect you to be ethically responsible leaders, both in business and in life. The Babson College Undergraduate Honor Code
creates the kind of campus culture that we believe will foster critical learning and development—an essential element to your success, both as Babson students and future alumni.

The Babson College community is dedicated to providing you with a quality education and enriching student experience with integrity at the core. The Babson College Undergraduate Honor Code sets forth the fundamental principles of academic honesty and integrity in pursuit of the ethical application of knowledge within the academic environment. It also serves as a beacon to inspire and reinforce your ethical decision making across campus by creating in you a sense of moral responsibility to this community.

The Babson College Undergraduate Honor Code sets forth clear expectations with regard to how your behaviors, actions, and decision making support our institutional commitment to integrity. The Code, and all that it comprises, aims to build a Community of Honor at Babson—one that is connected and strengthened by each member’s individual commitment to integrity and ethical decision making in all that we do. As a Babson student, you are committing to being an active and engaged participant in our Community of Honor, in partnership with your fellow students, faculty, staff, and alumni.

As an active and engaged member of Babson’s Community of Honor, you are expected to act with integrity. Your actions, behaviors, and decision making should demonstrate reflection and support for the five guiding principles set forth in the Code’s Five Pillars of Integrity: honesty, respect, trust, fairness, and ownership. At Babson:

*Honesty* is truthfulness in all that we do and say, including clear attribution for others’ thoughts and ideas.

*Respect* is showing sincere consideration and appreciation for individuals and the differences among them.

*Trust* is the ability to believe in the integrity and reliability of others.

*Fairness* is actively ensuring that everyone has access to the same opportunities and community resources.

*Ownership* is taking pride in and responsibility for one’s actions and authorship, and having the courage to compel others to do the same.

So how will you know if your behaviors, actions, and decision making support the Code? The Code challenges you to take leadership and responsibility for your own self-evaluation by asking you to reflect on two central questions before choosing to act:

- Am I being true to my work, my word, and my friend?
- Do my actions demonstrate my commitment to Babson’s Community of Honor and the Code’s Five Pillars of Integrity?

**Honesty:** Am I being true to myself and others?

**Respect:** Do my actions reflect my appreciation and consideration for differences among members of this community?
**Trust:** Do my actions promote an atmosphere of openness and mutual understanding?

**Fairness:** Do my actions maintain a fair and level playing field?

**Ownership:** Do I take responsibility for my actions and the actions of others?

**Student Responsibilities**

While educational opportunities will be offered to you, as members of Babson’s Community of Honor, it is your personal responsibility to know, understand, and abide by the Code and seek clarification when needed from faculty, staff, and fellow students. Specifically, you must:

- Demonstrate a commitment to and accept responsibility for acting in accordance with the Babson College Undergraduate Honor Code.
- Understand the policies for academic honesty and integrity and community expectations, as they are set forth in the Babson College Undergraduate Honor Code and Undergraduate Handbook.
- Take personal responsibility for knowing and following any additional written or verbal requirements in your coursework provided by the faculty on individual projects, papers, assignments, or exams for a specific course.

Your failure to take appropriate steps to fully understand the Code will be neither an acceptable nor tolerable excuse for any Honor Code offense. Honor is not an option for you or any other Babson student; it is an expectation and requirement of this community. Your expressed commitment to understand and abide by the Code is a requirement of your continued enrollment at Babson, and you will be asked to reaffirm your understanding of and commitment to the Babson College Undergraduate Honor Code throughout your years as a Babson student.

As a first step, you will be asked to provide your electronic signature demonstrating agreement and commitment to live and learn by the guiding principles of the Babson Honor Code and its motto, which is inspired by a quotation by Henry David Thoreau:

“As a member of Babson’s Community of Honor, I pledge to be true to my work, my word, and my friend.”

For your coursework, you will be required to affirm your understanding of and commitment to the academic honesty and integrity expectations set forth in the Code. You will be required to write the following pledge on every exam, paper, project, or other academic exercise:

“I pledge my honor that I have neither received nor provided unauthorized assistance during the completion of this work.”

You are expected to handwrite the pledge on your work without being prompted to do so by your faculty member or you may sign a pledge that is already provided on your assignment, project, or exam. Signing the pledge is a requisite for all assignments to be graded. While failure to sign the pledge is not an honor violation, it is not a defense for an Honor Code violation. Your refusal to write or sign the pledge will warrant an explanation to the faculty member.
Honor Offenses: Academic and Non-Academic

The Babson Honor Code is comprehensive and its philosophies apply to all of your behavior and decision making at the College, both inside and outside the classroom. Academic honor offenses include offenses of:

- College academic honesty and integrity policies, and
- Specific course- or assignment-specific policies as identified by individual faculty.

Academic honor offenses currently fall under six general categories: cheating, fabrication, plagiarism, unauthorized collaboration, participating in academically dishonest activities, and facilitating academic dishonesty. Nonacademic offenses include offenses of all policies outlined in the Community Expectations section of the Undergraduate Handbook.

Faculty and Staff Responsibilities in Building a Community of Honor

Babson faculty and staff also play a vital role in building our Community of Honor by upholding the principles and expectations of the Honor Code in the environments in which you live and learn. Faculty members foster an environment that is conducive to academic honesty and integrity by:

- Informing students that academic dishonesty of any kind is considered to be an Honor Code offense and that students are expected to know, understand, and adhere to the Babson College Undergraduate Honor Code and all institutional academic integrity policies.
- Identifying specific academic honesty and integrity expectations for an individual course or assignment within a course when deemed appropriate. Any academic integrity offenses related to specific course expectations also will be considered an Honor Code offense.
- Providing in each course syllabus a written reference to the Babson College Undergraduate Honor Code and its policies for academic honesty and integrity, including the Honor Code Pledge, which students are required to sign.
- Implementing precautions, as necessary and when able, to ensure that the environment in which examinations, projects, papers, and other assignments are given minimizes the risk of Honor Code offenses.
- Adhering to the policy pertaining to the reporting and adjudication of Honor Code offenses. Staff members will collaborate with student leadership on campus to develop, communicate, and uphold Code expectations. You are responsible for reaching out to faculty and staff to seek clarification on Code expectations. A failure to successfully implement any of the above will be neither an acceptable nor tolerable excuse for any Honor Code offense.

Reporting Honor Code Offenses

A fundamental component of the Babson Honor Code is your obligation to act. As a member of this Community of Honor, you are expected to feel a sense of duty and obligation to confront ethical dilemmas and to take some action, even if it means not officially reporting it through the disciplinary processes. Simply put, if you are not comfortable turning in another student for an honor code offense, you must do something. Doing nothing is not an option. You have multiple avenues for confronting ethical dilemmas, and it is the community’s expectation that you will choose one of them including, but not limited to:
• Alerting a faculty member that cheating may be occurring in his/her class.
• Reporting the unethical student to a faculty or staff member, or to the Adviser to the College Honor Board and Director of Community Standards.
• Approaching the unethical student and requesting that he/she turn him/herself in to his/her faculty member or to the Adviser to the College Honor Board.
• Calling attention to the suspected offense as it is occurring.
• Speaking directly to the unethical student about concerns relating to his/her behavior.
• Contacting your Area Director or Resident Assistant, Dean of Students, or other staff member.

**Adjudication Procedures for Honor Code Offenses**

The following description provides a brief overview of the student disciplinary system for Honor Code offenses. A more detailed description can be found in the Guide to the Undergraduate College Judicial Process. The administration of campus disciplinary matters related to the Babson College Undergraduate Honor Code has been delegated by the President to the Office of Student Affairs. Other members of the dean’s staff may be involved at the College’s discretion where appropriate. Professional staff members provide leadership for the processes by advising students, faculty, administrators, and staff in regard to disciplinary concerns.

The College disciplinary process is designed as an educational process for resolving honor offenses. The goals are to protect the rights of Babson community members, to assure that all parties receive fair process in the handling of complaints, and to assist students in becoming responsible citizens and accepting the consequences of their behavior.

The Office of Student Affairs reviews reports of alleged honor offenses and any supporting documentation, including the seriousness of the honor offense, location of the incident, and prior disciplinary record. After this review, the Office of Student Affairs delegates the matter to one of the following disciplinary processes.

**College Honor Board:** The College Honor Board adjudicates all academic honor offenses and significant nonacademic honor offenses as outlined in the Guide to the Undergraduate College Judicial Process. The College Honor Board is a student-led and student-majority disciplinary process. Each formal hearing involves a student chairperson, three students, one faculty member, and one administrator. The Board views each case involving an honor offense as being distinct, which allows it to consider unique aspects of every situation without being bound by prior decisions. An informal resolution process is available for academic honor offenses and is used when the Director of Community Standards deems it appropriate. Informal resolution involves a meeting including the Director of Community Standards, faculty member, and accused student when specific conditions are met.

**Administrative Review:** For nonacademic honor offenses, students who accept responsibility for alleged Honor Code offenses or do not wish to have an incident further investigated, or in situations where the circumstances of an incident are generally regarded as factual, an administrator, appointed by the Dean of Student Affairs, may conduct an administrative review of the matter.
Conduct Council: The Conduct Council is composed of students who adjudicate alleged non-academic honor offenses that occur in the residence halls and issues with likely outcomes that will not include a change of status, which include loss of College housing, suspension, or expulsion. The goal of this peer review process is to empower students to hold each other accountable for their actions in the residential environment and in the greater College community.

Outcomes for Academic Honor Offenses

Each case involving an academic honor offense is evaluated on the unique set of facts and circumstances. The Babson College Undergraduate Honor Code does not use a “single-sanction” approach for academic honor offenses. The current list of possible sanctions for academic honor offenses include, but are not limited to, the following: expulsion; suspension; failure in a course, paper, project, or examination; or grade reduction in final course grade. Grade penalties are coupled with a transcript notation indicating an academic Honor Code offense was committed involving that class. Students can petition for removal of the transcript notation after the successful completion of an educational project focused on ethical decision making.

The Babson College Undergraduate Honor Code serves as a guide to each community member’s actions and responsibilities. By signing the Honor Code pledge and living by its motto, you have a stake in upholding our institutional values, living with integrity, and maintaining the excellent reputation of the Babson Community. Knowing and abiding by your obligations makes your personal and professional growth while a student here both challenging and enriching. The core institutional values instilled in you will reach far beyond your campus experience and will help shape you as a future leader of tomorrow. The Undergraduate Honor Code can be found at www.Babson.edu/honorcode.

Honor Board (Undergraduate)

The Undergraduate College Honor Board is a forum through which any member of the Babson community may initiate a complaint against an undergraduate student. The purpose of the Board is to protect the rights of the Babson community, to assure that all parties receive fair process in the handling of complaints, and to assist students in becoming responsible citizens and accepting the consequences of their behavior.

There are two types and procedures for Undergraduate College Honor Board hearings. They are academic and non-academic case hearings.

Jurisdiction of the Board includes, but is not limited to:

- academic dishonesty
- alcohol policy violations
- assault
- defiance of authority
- disorderly conduct
- drugs and drug-related incidents
- furnishing false or misleading information to any College official
- forgery, alteration or misuse of any form of identification
- harassment
- hazing
- sexual assault/sexual harassment
- theft
- vandalism & damage
- violation of the College's Computer Code of Ethics
- violation of College policies and procedures, whether written or unwritten
- violations of fire regulations
- violations of Public Safety procedures
- violations of residential regulations, including contracts, standards imposed by the residential community, and those listed in the Campus Life section of the Undergraduate Student Handbook
- violations of student organization regulations
- violations of telephone regulations

It should be noted that there is NO relationship between the Undergraduate College Honor Board and the Babson College Grievance Procedure. The Grievance Procedure does not apply to grievances concerning grades or actions of the Undergraduate College Honor Board.

The Board is composed of a pool of members representing the three constituent groups of the Babson community, and includes two student chairpersons, eighteen students, ten faculty members, and eight representatives from the administration and staff.

If the undergraduate College Honor Board is called upon to hear a case during the summer, the Honor Board Advisor has the authority, on behalf of the College, to select substitute student representatives on an ad hoc basis, including former board members (alumni) in order to adjudicate the case in a timely manner. A special board may convene that consists of a Chair, one student board member, and one faculty or administrative member to hear a case.

Faculty members are most frequently involved with the Undergraduate College Honor Board in bringing suspected cases and/or charges of academic dishonesty. Reports of academic misconduct (plagiarism, cheating, unauthorized collaboration, fabrication, facilitating academic dishonesty, participation in academically dishonest activities) should be called to the attention of the Director of Community Standards who serves as Advisor to the Honor Board. He/she will meet with the faculty member or person filing the complaint, and review the evidence and supporting documentation to determine whether there is sufficient evidence to formally charge a student with an academic misconduct violation. If there is sufficient evidence, the case is immediately referred to the Undergraduate College Honor Board for adjudication. There are two processes used by the Undergraduate College Honor Board to adjudicate academic misconduct cases:

1. The Undergraduate College Honor Board Hearing.
2. The Undergraduate College Informal Review Meeting.

The Director of Community Standards determines the appropriate process based on a case-by-case basis and in accordance with the procedures set forth in the Guide to the College Judicial Process.

Faculty members and the Director of Community Standards do not have the discretion to resolve these matters informally. The accused student will be formally charged in accordance with the procedures as outlined in the Guide to the College Judicial Process.
If a student is found responsible of academic misconduct, the Board may impose one or more or a combination of the following sanctions (this list is not all inclusive):

- expulsion/suspension from the College
- failure in a course
- no credit for a paper/project/examination
- no credit for a component of the total course grade
- course grade reduction
- disciplinary probation
- completion of an academic integrity seminar
- participation in an ethics seminar
- written warning
- recommended loss of privileges
- reassignment to another living area

Other sanctions for non-academic cases can include appropriate sanctions from the above list as well as:

- community or monetary restitution
- disciplinary probation
- loss of College housing
- alcohol/substance abuse assessment and/or educational program
- fines
- loss of privileges
- housing reassignment

A more complete description of the Undergraduate College Honor Board and its processes may be found in the Guide to the College Judicial Process available from the Office of Student Affairs in Hollister Hall. For a complete description of the behavior expected of Babson students, including alcohol and drug policies please refer to the Undergraduate Student Handbook.

**Graduate Students**

There were 518 full-time graduate students enrolled in the fall of 2009. In addition, 1029 individuals were enrolled in graduate MBA programs on a part-time basis. The majority of evening/part time MBA students resides in Massachusetts along with contingents from New Hampshire and Rhode Island. The Fast Track MBA program has in recent years expanded to include locations in Portland, Oregon and San Francisco, California. Approximately 36% of Babson’s full time MBAs* are international students. *Full-Time student status is based on credit level.

The average GPA for entering full-time MBA students in the fall of 2009 was 3.17 with an average GMAT score of 625, and an average GMAT score of 606 for Evening MBA students. Business experience is approximately 5 years for new full-time graduate students and 11 years for new part-time degree candidates.
Academic Honesty and Integrity Policy for the Graduate School

The F.W. Olin Graduate School of Business has an academic honesty and integrity policy with established standards of academic conduct, which is to be followed by all graduate students at Babson College. The Graduate School has its own Graduate Judicial Board. Please refer to the Graduate Student Handbook for more details.

The academic honesty and integrity policy, which describes the philosophy of the policy and the associated procedures, including the judicial process, may be obtained through the Graduate Programs and Student Affairs department in Olin Hall.

Under the academic honesty and integrity policy, faculty members are expected to provide clear instructions on their course syllabi and for any graded assignment concerning grading criteria and the parameters of each assignment. (Faculty should also clearly specify whether the assignment is to be completed by an individual, group, or other collaborative arrangement.)

Graduate Judicial Board

The Graduate Judicial Board (GJB) handles issues related to academic and nonacademic disciplinary matters. The board consists of ten to fifteen graduate students representing the various programs at the graduate school and three to five faculty members who teach in the graduate school; two of the students serve as nonvoting chairpersons. The three to five faculty members are appointed for two-year terms.

Reports of alleged student misconduct or academic dishonesty may be submitted in writing to the adviser to the GJB, the Dean or Associate Dean of the Graduate School.

Academic matters are handled in one of two ways:

After a report is made, the GJB adviser investigates, as may be appropriate under the circumstances; interprets the alleged misconduct/dishonesty in order to determine whether the conduct in question is a possible violation of College regulations, local, state or federal law; determines if there is sufficient evidence to pursue a charge; and identifies those specific charges that will be initiated. There are two ways to proceed with an academic matter:

1) Academic Review Meeting—The faculty member or complainant, accused student and board advisor convene for a review of academic misconduct offenses in circumstances when the relevant facts of the case or circumstances related to the incident are clear and agreed upon in all material respects and the accused student(s) accepts responsibility in whole or in part for the policy violation(s) in question. The faculty member and the board advisor will determine jointly the appropriate sanction(s).

2) GJB Hearing—Implicated students go before a board comprised of students, faculty, and staff. A trial is conducted and appropriate sanctions are imposed by the GJB.
Non-academic matters can be handled in one of two ways:

1) Administrative Review Meeting – Administrative Review is used when a student or group of students are allegedly involved in a violation of a College regulation or policy which is non-academic. This process is used in several instances including, but not limited to, when the facts appear to be without dispute and when a student accepts responsibility for the matter. The Graduate Judicial Board Advisor or his or her designee will make the final determination as to whether Administrative Review is the appropriate method in which to review a given matter.

2) GJB Hearing – Non-academic matters which are brought to the judicial board are first investigated by the adviser to the GJB to determine whether there is sufficient basis to proceed. The board of seven is enlarged to include a member of the Office of Program Management and a defense representative/advisor (optional). If a student is found to be responsible, appropriate sanctions will be imposed by the GJB.

Appeals of the GJB’s decision for both academic and non-academic cases are made to the Dean of the Graduate School and can be made solely on the grounds of error in the charge and/or hearing process that has materially affected the outcome, or in the event of new evidence that could not have been discovered prior to the hearing through the exercise of reasonable diligence. It is not possible to appeal nonacademic matters which have been through the Administrative Review process.

For further details regarding the Academic Honesty and Integrity Policy and the Graduate Judicial Board, please refer to the Graduate Student Handbook and the Guide to the Graduate Judicial Process.

Graduate Student Fellowships/Scholarships

The F.W. Olin Graduate School of Business awards fellowships, scholarships, and assistantships to the most qualified full-time MBA candidates, domestic and international. The awards and appointments are made at the time of admission. Awards are made on the basis of academic, professional, and personal merit, without regard to financial need. Candidates are notified of merit awards upon acceptance into the MBA program. All merit-based award decisions are made by the MBA Admission Committee.

Merit-Based Fellowship Programs

Olin Fellows This prestigious award recognizes outstanding full-time MBA candidates. Each fellow receives a full-tuition, fee, books, and supplies award in anticipation of significant academic and professional contributions to the graduate school. Olin Fellows are required to devote 240 hours per academic year to a designated research or administrative project.

Babson Fellows Fellowships ranging from $15,000 to full-tuition are awarded to highly qualified full-time MBA candidates. The work requirements are the same as for the Olin Fellows.

Additionally, members of the following professional organizations will be considered for designated fellowships (*to be considered, apply for admission by the April 15 deadline).

NABA (National Association of Black Accountants)
NSHMBA (National Society of Hispanic MBA)
ALPFA (Association of Latino Professionals in Finance and Accounting)
Posse Alumni

**Price-Babson Fellows** This fellowship is a full-tuition award based on entrepreneurial experience, academic and personal accomplishments, and financial need (determined based on the Free Application for Federal Student Aid). The work requirements are the same as for the Olin Fellows. *A separate 250-word essay is required on the following topic: What are your specific entrepreneurial accomplishments, and how will these accomplishments add value to the Babson MBA?*

*Merit-based Scholarship Programs*

**Olin and Babson Scholars:** Scholars receive awards of $5,000 to $20,000 per year in recognition of academic ability and personal and professional accomplishments. Scholars are expected to provide leadership in the classroom and all related activities.

**Forté Foundation Fellowships:** Forte Foundation Fellowships of $10,000 to $20,000 per year will be awarded to exceptional female candidates. Forté Foundation is a consortium of major corporations, top business schools and influential nonprofit organizations that in only four years has become a powerful change agent directing talented women toward leadership roles in business. Through a combination of research, scholarships, and network development, Forté Foundation reaches a broad spectrum of women from college, business school, and beyond to ignite and sustain their participation in the global economy as corporate and entrepreneurial achievers. The mission of the Forté Foundation Fellowship is to increase the number of women who are business owners and leaders through business education and networks. Babson is proud to be one of the members of the Foundation. We encourage you to visit the Web site at www.fortefoundation.org to learn more and to sign-up to receive information about Forte’s upcoming events.

**Women’s Leadership Awards:** Women’s Leadership Awards are $5,000-per-year scholarships offered on the basis of demonstrated leadership in career and other life activities, and the expectation that the Babson MBA will enable the candidate to further develop her leadership potential.

_Recipients of both the Forté Foundation Fellowship and the Women’s Leadership Awards are offered opportunities for leadership development training, coaching, mentoring, and networking with a growing community of actively involved students, faculty, administrators, and alumnae._

**Graduate Assistantships**

Graduate assistants work in a variety of academic and administrative departments on campus doing research, program development, and project coordination. Assistantships are awarded to selected full-time students based on merit. Awards equal the value of 6 credit hours per academic year, in exchange for 240 hours of work.

*Hamilton Entrepreneurial Scholarships and the Price Fellowship for Entrepreneurship*

Candidates for the Two-Year MBA program are invited to submit an essay concerning their entrepreneurial accomplishments. Applicants are considered for one of the five $10,000-
per-year Hamilton Entrepreneurial Scholarships, awarded to outstanding MBA candidates with significant entrepreneurial experience. The Price Fellowship, a full-tuition award, is based on entrepreneurial experience, academic and personal accomplishments, and financial need, and has a work requirement the same as for the Olin Fellows Program.
ACADEMIC CALENDAR 2010-2011
All dates subject to change. Last update on July 30 2010.
http://www3.babson.edu/Academics/calendar/2010-11AcademicCalendar.cfm
View current calendar on Registrar's Website.

FALL 2010

<table>
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<tr>
<th>Date</th>
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<tr>
<td>Th-F</td>
<td>8/26-9/3 Graduate Two Year Program Orientation</td>
</tr>
<tr>
<td>F</td>
<td>8/27 Undergraduate Orientation Begins; Residence Halls Open for New Undergraduates at 8:00 am</td>
</tr>
<tr>
<td>Sa</td>
<td>8/28 Graduate Orientation for Evening MBA, Certificate in Adv. Mgmt., MSA, and MSM in Tech EPS Programs</td>
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<tr>
<td>T</td>
<td>8/31 Residence Halls Open at 9:00 am for Returning Undergraduates</td>
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<tr>
<td>W</td>
<td>9/1 Undergraduate Classes Begin</td>
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<tr>
<td>M</td>
<td>9/6 Labor Day: No day or evening classes</td>
</tr>
<tr>
<td>Tu</td>
<td>9/7 Graduate Classes Begin; Graduate Two Year Program Modules Begin</td>
</tr>
<tr>
<td>W</td>
<td>9/8 Undergraduate Add/Drop Ends</td>
</tr>
<tr>
<td>Tu</td>
<td>9/14 Graduate Add/Drop Ends</td>
</tr>
<tr>
<td>M</td>
<td>10/11 Columbus Day Holiday: No Classes</td>
</tr>
<tr>
<td>Tu</td>
<td>10/12 Babson Monday: Follow Monday Class Schedule, No Tuesday Classes</td>
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<td>(this includes evening classes)</td>
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<tr>
<td>F</td>
<td>10/22 Undergraduate Mid-Semester Warnings Due from Faculty</td>
</tr>
<tr>
<td>Tu</td>
<td>10/26 Undergraduate Mid-Semester Warnings Sent to Students</td>
</tr>
<tr>
<td>Tu</td>
<td>10/26 Graduate &quot;A&quot; Session Courses End</td>
</tr>
<tr>
<td>W</td>
<td>10/27 Graduate &quot;B&quot; Session Courses Begin</td>
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<tr>
<td>Th</td>
<td>11/4 Last day to withdraw from an Undergraduate course</td>
</tr>
<tr>
<td>W</td>
<td>11/17 Last day to withdraw from a Graduate course</td>
</tr>
<tr>
<td>M - F</td>
<td>11/22 - 11/26 Undergraduate Thanksgiving Break (5 days)</td>
</tr>
<tr>
<td>W - F</td>
<td>11/24 - 11/26 Graduate Thanksgiving Break (starts Wednesday evening; no Grad evening classes)</td>
</tr>
<tr>
<td>Th</td>
<td>12/9 Last class meeting</td>
</tr>
<tr>
<td>F - Su</td>
<td>12/10 - 12/12 Undergraduate courses Reading Days</td>
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<tr>
<td>F - Su</td>
<td>12/10 - 12/12 Graduate day courses Reading Days</td>
</tr>
<tr>
<td>M - Sa</td>
<td>12/13 - 12/18 Undergraduate Final Exams</td>
</tr>
<tr>
<td>M - F</td>
<td>12/13 - 12/17 Graduate day and evening courses Final Exams</td>
</tr>
<tr>
<td>F</td>
<td>12/17 Graduate Two Year Program Modules End</td>
</tr>
<tr>
<td>Sa</td>
<td>12/18 Undergraduate Residence Halls Close at 8:00 pm</td>
</tr>
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WINTER 2011

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>M</td>
<td>1/3 Undergraduate Winter Session Begins; see UG on-line Registration</td>
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Guide for add/drop deadlines

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sa</td>
<td>1/8 UG winter session class meeting</td>
</tr>
<tr>
<td>F</td>
<td>1/14 Undergraduate Reading Days</td>
</tr>
<tr>
<td>Sa</td>
<td>1/15 Undergraduate Winter Session Final Exams held</td>
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</tbody>
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SPRING 2011
Graduate Orientation for Evening MBA, Certificate in Adv. Mgmt., MSA, and MSM in Tech EPS Programs

Residence Halls open for Transfer students

Undergraduate Orientation Begins for Transfer Students

Martin Luther King Holiday - No day or evening classes

Residence Halls Open for Returning Undergraduates at 9:00 am

Undergraduate and Graduate Classes Begin;

Graduate Two Year Program Modules Begin

Undergraduate Add/Drop Ends

Graduate Add/Drop Ends

Presidents’ Day Holiday: no day or evening classes

Babson Monday: follow Monday class schedule, No Tuesday Classes

Graduate "A" Session Courses End

Graduate "B" Session Courses Begin

Spring Break Graduate and Undergraduate (5 days)

Undergraduate Mid-Semester Warnings Due from Faculty

Undergraduate Mid-Semester Warnings Sent to Students

Last day to withdraw from a Graduate course

Last day to withdraw from an Undergraduate course

Patriots’ Day Holiday: no day or evening classes

Babson Monday: follow Monday class schedule, No Wednesday Classes

Last day to withdraw from an Undergraduate course

Undergraduate Reading Days

Undergraduate and Graduate Reading Days

Graduate evening Finals

Graduate day courses Final Exams

Undergraduate Final Exams

Undergraduate Residence Halls Close at 8:00 pm for Non-Graduating Students

Graduate Two Year Program Modules End

Commencement: UG at 10:00 am; Grad at 2:30 pm; Seniors check out of Residence Halls by 8:00 pm.
SUMMER 2011

**M** 5/16  Graduate Summer Session I Courses Begin; see Grad on-line Registration Guide for add/drop deadlines

**Tu** 5/17  Undergraduate Summer I Courses Begin; see Undergrad on-line Registration Guide for add/drop deadlines

Note OEM & MCE have different start days, see course descriptions or exact dates

**Th** 5/19  Graduate One Year Program Modules Begin

**F** 5/20  Babson Monday (Undergrads Only): follow Monday class schedule, regularly scheduled Friday classes will also be meeting

**M** 5/30  Memorial Day: no day or evening classes

**F** 6/3  Babson Monday (Undergrads and Graduates ): follow Monday class schedule, regularly scheduled Friday classes will also be meeting

**Th** 6/9  Last day to withdraw from an Undergraduate course

**Th** 6/9  Last day to withdraw from a Summer I Graduate course (one meeting per week)

**W** 6/15  Last day to withdraw from a Summer I Graduate course (two meetings per week)

**M - Th** 6/20 - 6/23  Last Summer I Graduate class for once a week evening courses

**M-Tu** 6/27 - 6/28  Last Summer I Graduate class for twice a week evening courses

**M - TH** 6/27 - 6/30  Graduate evening Finals for Summer I for once a week courses

**Tu** 6/28  Last Undergraduate Summer I class

Note OEM & MCE have different last class days, see course descriptions for exact dates

**W - F** 6/29 - 7/1  Undergraduate Finals (3 days)

Note OEM & MCE have different days for final, see course descriptions for exact dates

**W- Th** 6/29 - 6/30  Graduate evening Finals for Summer I for twice a week courses

**M** 7/4  4th of July: no day or evening classes

**Tu** 7/5  Graduate Summer Session II Courses Begin; see Grad on-line Registration Guide for add/drop deadlines;

**Tu** 7/5  Undergraduate Summer Session II Courses Begin

**F** 7/8  Babson Monday (Graduates ): follow Monday day and evening schedule, regularly scheduled Friday classes will also be meeting

**Th** 7/28  Last day to withdraw from a Summer II Undergraduate course

**Th** 7/28  Last day to withdraw from a Summer II Graduate course (one meeting per week)

**W** 8/3  Last day to withdraw from a Summer II Graduate course (two meetings per week)

**M - Th** 8/8 - 8/11  Last Summer II Graduate class for once a week evening courses

**F** 8/12  One Year Program Modules End

**M - Tu** 8/15 - 8/16  Last Summer II Graduate class for twice a week evening courses;

**M - Tu** 8/15 - 8/16  Last day of Undergraduate Summer II class

**M - Th** 8/15 - 8/16  Graduate evening Finals for Summer II for once a week courses

**W - Th** 8/17 - 8/18  Graduate evening Finals for Summer II for twice a week courses;

**W - Th** 8/17 - 8/18  Undergraduate Finals for Summer II class
EXAMINATIONS

General Examination Policy

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

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

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

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

Academic Honesty & Integrity

Essential to the mission of Babson College is the commitment to the principles of intellectual honesty and integrity. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most they can from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and deprecates the achievements of the
entire College community. Accordingly, Babson College views academic dishonesty as one of the most serious offenses that a student can commit while at college.

All members of the Babson College community, students, faculty, and staff, share the responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member and to the Director of Community Standards, x5914, who will provide you with step-by-step-recommendations on how to proceed and advise you on the use of the College Honor Board if appropriate.

The following is a broad overview of what constitutes academic dishonesty, but is not meant to be an all-encompassing definition.

*Excuses from Final Examinations; Make-Up Policies*

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

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

*Final Examinations*

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

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

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

1. No mandatory course deliverables may be neither due, nor mandatory class meetings held, during any “Reading Days” designated as such on the Academic Calendar.
2. To reserve a room for review sessions online at portal.babson.edu (click on the Room Reservations link listed in the Smarts Tools box) or by calling the scheduling office, Ext. 4527.
3. Explanation of exam procedures should appear on the syllabus.
4. The final exam schedule will be available to faculty and students approximately one month after the start of school.

Final Examination Scheduling Conflicts

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

Guidelines for the Conduct of Examinations (Faculty policy approved by President, 2/17/70)

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

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

1. Any unauthorized communication or reference between or among students and/or objects without proctor permission will be considered cheating. Cheating is a most serious offense and those suspected of cheating will be referred to the Student Judicial Board.
2. Correct examination decorum implies that books, papers, notes, etc., are to be left outside the examination room unless specifically exempted by the proctor.

3. Illness during examination will be referred to the Dean of Students (usually via the Health Center or other medical channels) for determination and decision regarding make-up examination (including your decision whether or not to give an 'I' grade to the student - see section on the 'I').

4. Students arriving after the examination has started may be admitted to the examination room as long as no other student has left the room.

5. Necessary trips to the lavatory may be allowed, but only one student should be out of the examination room at a time.

6. It is the faculty's recommendation that each instructor will proctor his/her own final examination. Additional "faculty" proctors may be assigned for each additional group of 30 students or part thereof.

7. Faculty should take every and all precautions necessary to ensure that the environment in which examinations are given minimizes the risk of cheating. Precautionary measures include, but are not limited to, the following:

   a) Multiple-choice, true/false, or fill-in-the-blank examinations (when necessary to use them) should be given in multiple forms.
   
   b) Once an exam is given, it must not be given again in the same form for at least four years.
   
   c) Shred all preliminary copies of tests and exams.
   
   d) The same version of an exam should not be used for multiple sections of the same course when a common out-of-class examination time is not being utilized.

Cheating:

Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Examples:

- Unauthorized use of notes, text, or other aids during an examination;
- Copying from another student's examination, research paper, case write-up, lab report, homework, computer disc/USB flash drive, etc.;
- Talking during an examination;
- Handing in the same paper/assignment/components of a paper for more than one course without the explicit permission of the instructors;
- Perusing a test before it is given;
- Hiding notes in a calculator or other electronic and non-electronic devices for use during an examination;
• Using a laptop/hand-held computer/cell phone/wireless device or other electronic device to transmit exam material;
• Receiving assistance/help on an academic exercise from another person/resource without the expressed permission of the instructor.

_Fabrication:_

Intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

_Examples:_

• Making up the data for a research paper
• Altering the results of a lab experiment or survey
• Listing a citation for a source not used
• Stating an opinion as a scientifically proven fact

_Plagiarism:_

Intentionally or knowingly representing the words or ideas of another or your own from previous academic work as one's own in any academic exercise, by not providing proper documentation of source by way of footnote, endnote, or inter-textual note.

_The following sources demand notation:_

• Word-for-word quotations from a source, including your own from a previous academic exercise or another student's work
• Paraphrasing the ideas of others in your own words, including another student's work
• Unusual or controversial facts - facts not apt to be found in many places
• Interviews, WWW/internet, radio and television programs, and telephone conversations
• Information obtained from Internet sources must be cited in a manner consistent with other sources

_Unauthorized Collaboration:_

This refers to instances when students, claiming sole authorship, submit or attempt to submit separate reports or other materials that are substantially similar to one another or which contain duplicate or paraphrased passages. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of that data must be each individual's.

_Participation In Academically Dishonest Activities:_

Intentionally or knowingly seeking to create an unfair advantage for oneself, another student or others over other community members.

_Examples:_

• Stealing an examination or seeking access prior to its administration
• Purchasing or otherwise obtaining all or part of a pre-written paper through a mail-order or computer Internet service or similar service
• Selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarism, or carrying out other academically dishonest acts
• Alteration, theft, forgery, or destruction of the academic work of other students, library materials, laboratory materials, or academic records including transcripts, course registration, course syllabi, and examination/course grades
• Intentionally missing an examination or assignment deadline to gain an unfair advantage
• Misrepresenting or falsifying your class attendance, or participation in required activities, or that of another student
• Intentional misrepresentation of academic information— Including grade point average (GPA), course work, rank, grades earned, and honors received—on a resume or job application

_Facilitating Academic Dishonesty:_

Intentionally or knowingly helping or attempting to help another to violate any provision of this policy.

_Examples:_

• Inaccurately listing someone as co-author of a paper, case write-up, or project who did not contribute
• Sharing a take home examination, homework assignment, case write-up, lab report, etc. with another without expressed permission from the instructor
• Taking an examination or writing a paper for another student

_Sanctions For Findings Of Academic Dishonesty:_

The list is representative of possible sanctions, but is not all-inclusive:

• expulsion from the College
• suspension from the College for a period of time
• failure in a course
• failure on a paper, project, or examination
• disciplinary probation
• participation in an ethics/academic integrity seminar

_Faculty Response:_

Faculty discretion regarding the handling of academic dishonesty in the classroom involves determining the initial course of action to take with students prior to consulting with his/her division chair and the Director of Community Standards. The action to be taken depends upon the circumstances surrounding the incident. For example, during an examination a faculty member who witnesses alleged or suspected cheating has the option of dismissing a student from the exam, waiting to verify the cheating until papers are graded, or confronting the student prior to the examination being graded.

For all cases of suspected academic dishonesty the following practices are to be used:

• consult with your division chair and the Director of Community Standards
• maintain a record of the circumstances
• keep all original materials
• contact the student and arrange a meeting to discuss your concerns
if there is an indication that a policy violation may have occurred, it must be forwarded to the Undergraduate College Honor Board for adjudication
inform the student if the incident is being referred to the Undergraduate College Honor Board
assign an incomplete (I) grade for the assignment or course until the outcome of the incident or hearing has been concluded
contact the Director of Community Standards after the meeting has taken place
complete the Notification of Complaint form or submit a detailed email outlining the policy violation to initiate the judicial process
consult the section in your handbook on the Undergraduate College Honor Board for details on the process.

Recent trends in higher education and response from the courts indicates that institutions with well designed and publicized policies that include consistent measures taken by faculty, and that afford "due process" to students, are legally upheld and foster a greater sense of academic integrity among the community as a whole. Faculty who choose to handle matters of suspected academic dishonesty on their own may jeopardize the rights of the individual and the efforts of the College as a whole, in addition to their own legal liability.


Other Examination Information

While the Babson faculty has not sensed a 'rash of cheating' by any means, the College does admit human beings with all the usual frailties. In short, to protect the honest students, it pays to be conscientious in preventing an environment conducive to cheating. To assist this objective, you should endeavor to find a sufficiently large classroom to handle a multiple section examination, if appropriate. However, it is our general practice to use a regularly scheduled class period for other than finals. If you wish to arrange a multiple-section examination, obtain a desirable hour by consultation with your classes to guarantee against unknown conflicts due to student schedules and then call the Scheduling Office at (Ext. 4527) for a room assignment; also please notify the Registrar’s Office that you are making changes to your assigned classroom.

Students who have a regularly scheduled class during the time you want to schedule an exam should not be forced to miss a class in order to take your exam. Faculty are expected to proctor their own examinations. In certain extraordinary situations where the faculty member is neither able to proctor his/her own examinations nor procure the aid of a faculty colleague, a graduate assistant may be used as a proctor in the case of an undergraduate exam. Graduate students may not be used to proctor exams in graduate courses.

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

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

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

Reference to Former Exams

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

Retention of Final Examinations

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

GRADING AND STUDENT PERFORMANCE

Grading System

The grading system adopted by the faculty is based upon 4.0 as the top attainment. 2.0 is considered to be satisfactory work at the undergraduate level, and 2.80 is passing work at the graduate level. To obtain a student's average on the 4.00 quality point scale, the Registrar uses values assigned to letter grades submitted by the faculty. According to our scale, the following values are attached to letter grades:
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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>4.00</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>D</td>
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<td>B-</td>
<td>2.67</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>F</td>
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Please Note: Starting spring 2006 the Undergraduate school will no longer be accepting the grade of A+ as voted on by faculty. Starting fall 2006 the Graduate school will no longer be accepting the grade of A+ as voted on by faculty.

During the semester you can grade on a numerical or a letter basis, whichever you prefer. However, when reporting to the Registrar on final grades, faculty members convert to the letter grades shown above.

It is vital to the learning environment that a grade be a PERFORMANCE measure. As previously stated, encourage students, but grade the results. The evaluation of this performance is your own but, AS A GUIDE, SATISFACTORY PERFORMANCE IS NOTED BY THE C GRADE. B GRADES show a record which is CLEARLY ABOVE SATISFACTORY and A grades indicate really superior performance.

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

For graduate students, C represents THE LOWEST PASSING GRADE. Consequently, the grades of D+, D and D- are not given at the graduate level. For undergraduates, an F IS THE SIGNAL OF FAILURE to pass the course (in the case of a core course, the student must repeat; in the case of a non-core course, the student must repeat or take another to obtain the needed hours toward the degree). In both cases, the failing grade of F remains on the student's record. Please Note: When the grade of “F” is issued, Faculty must provide a comment on the online grade sheet.

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

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

1. “The FORMER GDMB (REPLACED BY GAPC) recommends the following grading guidelines for graduate courses: a mean between 3.2 to 3.4 for core courses and between 3.4 to 3.6 for electives.”
2. The FORMER UGDMB (REPLACED BY UGAPC) made the following recommendations:
Foundation  2.5 – 2.75  
Intermediate  2.75 – 3.0  
Advanced  3.0 – 3.25

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

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

**Knowing Your Students**

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

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

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

**Grading Deadlines**

After each semester, the Registrar needs the course grades as soon as possible. Effective Fall 2010, all grades must be submitted using the online grading system. Online Grading can be found on the Smart Tools section of your Babson Portal page. Graduate grades are to be returned to the Registrar within 72 hours after the end of the final exam as the Official Record of the Semester Grades. Undergraduate final grades are due 72 hours after the last scheduled final exam when on-line grading is implemented. Your cooperation is absolutely vital for the academic processes of graduation. (We graduate students in September, December, and May). Warning, probation, and suspension decisions all depend upon calculation of the student's cumulative average. Generally, everyone would like more time than it is possible to arrange. So, after finals...
the faculty is faced with "grading pressure" and the planning of time along with the self-direction needed to respond. The shortest time occurs in determining grades for the potential May graduates. Please remember that in every exam schedule someone has to give the last final on the last day!

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

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

**Grade Changes**

If you wish to change a grade, please obtain a Change of Grade Form from your divisional Administrative Assistant and submit it to the appropriate Graduate or Undergraduate dean once you've obtained the signature of your Division Chairperson. Grade change forms are also available at the Registrar’s Office and can be mailed to the Instructor’s Babson email account upon request. If the Dean wishes to discuss the matter with you, it is because the Dean is attempting to carry out the mandate of the President and the faculty. The following two paragraphs summarize the philosophy governing the acceptance or rejection of grade changes.

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

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

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

**Grade Review**

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

By tradition, each student has a right to a grade review by his/her professors. This is not to facilitate grade negotiation but rather to check the accuracy of the process and to learn about inadequacies or strong points. If a student appears to have legitimate and reasonable basis for inquiry, a review of the finals, the calculations, and transcription of the grade seem wholly appropriate. An explanation to the student should emerge. This procedure DOES NOT require the professor and student TO AGREE upon the final result. The obligation, simply, is to assist the student to understand (a wholly different objective than agreement).

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

*The "Incomplete"*

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

A faculty member should weigh carefully those reasons being given for course work not completed on time. Fairness to all students in a class is in question when and if additional time is granted without valid reasons. Definitions of the make-up periods pertaining to the graduate and undergraduate programs were adopted by the faculty on 11/30/77 and later approved by the President. *The GRADUATE student must make up the necessary work "prior to the conclusion of the next semester in residence," or one calendar year following the issue of the
INCOMPLETE if the student is not in residence during the semester following the issue of the INCOMPLETE. The UNDERGRADUATE student must remove the INCOMPLETE by making up the necessary work or taking the needed examinations by the end of the registration period of the next fall/spring semester. Exceptions to this timeline must be submitted in writing by the student to the instructor with a copy sent to the student's class dean and the Registrar’s office by the end of registration. "I" graded courses which fulfills pre-requisites for the following semester must be completed 72 hours prior to the end of the registration period. This earlier deadline is to provide faculty time to grade the outstanding work before the end of registration. If the "I" grade remains after registration ends, the pre-requisite will be considered not met; therefore the student will be dropped from the associated course. In the cases of students who do not make up the work within the periods specified above, the professor will award "the grade...based upon the normal requirements for the course." This latter quotation from the faculty minutes means, in effect, that the faculty member will proceed as noted in the last three lines of the opening paragraph to this section, i.e., give an "F" for the work not made up and calculate the grade. All grades must be submitted to the Registrar within 72 hours of completion of all course work or within 72 hours of the final deadline for submission of all incomplete work.

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

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

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

**Probation and Suspension (Academic)**

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

Undergraduates must complete, at minimum, 126 hours with a minimum cumulative grade point average of 2.0. If after passing 126 hours, the undergraduate fails to achieve a 2.0, up to 12 more credit hours may be taken to raise this average to the required level. Graduate students must complete their work with a 2.8 average or better to graduate (3.0 for graduate students enrolled in the Certificate Program). If after passing the normally specified number of
courses the graduate student’s average is still below 2.8, he/she may take two more courses to raise the “cum” to the required level. For graduate Certificate Students, one additional course is permitted to raise the average to the required 3.0 level. The following summary reflects the faculty’s standards that apply to the undergraduate.

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

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

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

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

Review by Academic Standards Committee (Undergraduates)

The Academic Standards Committee is charged with conducting a review of the academic performance of undergraduate students and recommending appropriate actions for substandard performance, using guidelines developed by the Undergraduate Decision Making Body. A quorum for any action consists of no less than four members present and voting, which must include at least two of the Faculty Members. Faculty Members must comprise no less than 50% of the total vote on any action. A vote to suspend or dismiss must be unanimous.

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

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

The mission of Babson's Information Technology and Services Division (ITSD) is to integrate and deliver customized information and teaching services which are convenient and support Babson's educational program and life-long learning services. The Division is based in the Horn Library/Computer Center complex and includes the Library and Information Technology services. ITSD is organized by function and includes:

- The Horn Library (including the Stephen D. Cutler Center for Investments and Finance, and the Archives)
- Enterprise Services (including server administration and data communication network planning)
- The IT Service Center (including support for desktops, laptops, Babson standard software, multimedia equipment and data/voice communications services)
- Architecture and Development (including project management for development and implementation of software, database support for enterprise systems, and intranet web development)

Accessing Babson Resources from Off-Campus

All of Babson’s primary online services, such as Babson Portal, Blackboard, e-mail and network drives (such as the K-drive), may be accessed directly from the Babson Portal (http://portal.babson.edu). For questions regarding any of our online services, please contact the IT Service Center at 781-239-4357 or support@babson.edu.

Classroom Emergency Line

When you are conducting a class and you need immediate assistance, call x4421.

Computer Code of Ethics/Acceptable Use of Campus Network and Computing Systems

It is the responsibility of each member of the community to use the services provided by the College's campus network and computing systems appropriately and in compliance with all College, town, county, state, and federal laws and regulations. This policy covers all persons accessing a computer, telecommunications or network resource at Babson College, including the campus data network, electronic mail, file sharing, printing, world-wide web services, telephone services and cable television. College computing systems are College resources and may be provided to employees for business purposes. Computers and the information contained on them are the property of the College and may be accessed by College officials at any time.

College policy and relevant laws apply to use of the College's network and computing services. Actions that are unacceptable in the College community are also unacceptable on the network, computing systems and other electronic services. A complete copy of the Babson College Computer Code of Ethics/Acceptable Use Policy may be obtained from the ITSD Service Center policies page at www.babson.edu/it under ‘About ITSC.’ Faculty and staff who use Babson College computer facilities, equipment, or network servers are responsible for understanding and adhering to all College policies related to such use.
Computer Training

Training classes in computer applications and other topics of interest are offered by IT, HR and CITG.

a) Basic office productivity software programs: Microsoft Office, Sharepoint, etc.
   a. Online: elearning.babson.edu: IT/x4357
   b. In-person (either on or off campus): HR/x4492
b) Advanced eLearning programs: Blackboard, Elluminate, etc.: CITG/x6351

For a full list of academic applications training and tip sheets, visit: http://citg.babson.edu.

The Horn Computer Center is adjacent to the Horn Library and includes the IT Service Center, IT administrative offices, four classrooms with presentation technology and a 24-hour computer lab equipped with specialized hardware and software (Horn 150).

The IT Service Center can be contacted via 781-239-4357, support@babson.edu or visiting Horn 220. The academic year support hours are:

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Monday-Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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</thead>
<tbody>
<tr>
<td>Walk-in Support IT Service Center</td>
<td>7:30 a.m.—9:30 p.m.</td>
<td>7:30 a.m.—6:00 p.m.</td>
<td>Noon–4:00 p.m.</td>
<td>Noon–8:00 p.m.</td>
</tr>
<tr>
<td>220 Horn Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support via Telephone xHELP (4357)</td>
<td>7:30 a.m.—Midnight</td>
<td>7:30 a.m.—6:00 p.m.</td>
<td>7:30 a.m.—4:00 p.m.</td>
<td>Noon–Midnight</td>
</tr>
<tr>
<td><a href="mailto:Support@babson.edu">Support@babson.edu</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Support</td>
<td>7:00 a.m.—9:00 p.m.</td>
<td>7:30 a.m.—5:00 p.m.</td>
<td>Closed</td>
<td>Closed</td>
</tr>
<tr>
<td>Web Self Support</td>
<td><a href="http://answers.babson.edu">http://answers.babson.edu</a></td>
<td><a href="http://www.babson.edu/it">http://www.babson.edu/it</a></td>
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All computer workstations may be used with an active Babson account. Visitors without an active account may request temporary access to the network from the Library Circulation Desk.

Developing materials for a class

There is a Curriculum Innovation & Technology Group (CITG) that is a consulting-type resource to help faculty develop innovative teaching and learning experiences. CITG partners with faculty to create course materials, develop innovative teaching methods, brainstorm and train on using technology in the classroom, share best practices, highlight what others are doing, stay current on trends, etc. Call CITG (x6351) or email citg@babson.edu to set up an appointment. Check the CITG website at http://citg.babson.edu for examples, instructions and best practices.
The IT Service Center provides a central, convenient location to go for help with technology related to your work here at Babson.

“HELP” (x4357) or email support@babson.edu. IT Service Center/Horn 220.

The best way to get technical help is to call “HELP” (x4357) or email support@babson.edu. This will connect you to the IT Support Center where a technician can help you directly or connect you to the correct department. Utilizing one central place for support makes it easy to remember and allows IT to track the type of issues/questions that people are experiencing so improvements can be made.

Help with a Babson issued Laptop or Desktop

If you are having a problem with your Babson-issued laptop, simply bring it to the IT Service Center in 220 Horn Library, and the technicians there will help diagnose and resolve the problem. If the problem cannot be resolved within a reasonable amount of time, we will ask you to leave your laptop with us. Generally, laptops left with us are ready within a few hours. If you are having a problem with your Babson-issued desktop, call the IT Service Center at extension 4357 where a Service Center Specialist will log your call and do his or her best to resolve your question/problem immediately. If the issue cannot be resolved over the phone or through remote access, a mutually convenient time will be established for a technician on-site visit.

Help with Multimedia or AV Equipment

Babson has more than 50 multimedia equipped classrooms all over the campus. Faculty members who will be using audiovisual equipment and classroom computer setups, are requested to familiarize themselves with the classroom equipment and its operation prior to the scheduled class. You will find a video tutorial and general instructions on the IT website (http://www.babson.edu/it) under ‘Get Help With’ and ‘Classrooms’. Please contact the IT Service Center at x4357 (“HELP”) for more specific questions, individual instruction and reservations for auxiliary equipment.

If any technical problems occur during class time call the Classroom Emergency line at x4421. If you need to make a presentation in a room that does not have the necessary equipment, you may request equipment delivery by calling the Service Center at x4357 (“HELP”). Please note there are no weekend delivery hours unless previously arranged.

Help with other IT questions

If you are having problems with any other technology here at Babson, such as Blackboard, Babson Portal, or e-mail, call the IT Service Center at “HELP” (x4357). If it’s more convenient, please stop by to see us. When you call, please have as much specific information as possible ready to tell the technician (what were you trying to do when you got the error message, what were you clicking, what is the specific course ID, etc.). The technician will first log a trouble ticket and work with you to resolve the issue. If required, the technician will route the ticket to a more appropriate group within ITSD or CITG. Additionally, you may email support@babson.edu with as much specific information as possible.
Selected ITSD Policies and Procedures

In the past, Babson College has maintained loose guidelines pertaining to the deployment and use of computer hardware and software on campus. Unfortunately, the growing dangers from computer viruses as well as the ever-present risks to information security and the liabilities associated with breaches of patent and copyright necessitate clearly articulated rules and regulations. It is with these circumstances in mind that the following statements have been formulated.

**Hardware** - All computer, media, and voice/data communications-related hardware purchased by Babson College are the responsibility of the Information Technology and Services Division (ITSD). With direct participation of Babson Faculty, Administration and other appropriate College users, ITSD will establish standards for the selection, purchase, and support of said hardware and will be solely responsible for the maintenance and upkeep of standard, College-owned hardware.

No user may modify his/her hardware configuration without first consulting ITSD, and as appropriate, without the direct participation of Division personnel. Users who violate this principle do so at their own risk. As a rule, no public network or work station configuration, including classroom and computer lab equipment, will be altered in any way except as directed by senior ITSD personnel.

**Software** - All software running on Babson College hardware, including software owned by either the College or its individual employees, must be fully licensed, authorized, and documented. All software registered with the IT Service Center meets these requirements. The community is asked to contact the ITSC before purchasing software for Babson systems. The ITSC will systematically evaluate software on functionality, ease of use, hardware requirements, and establish, with the owner, the support level ITSD will provide. Active participation by the individual making the request is encouraged.

All software accepted by the IT Service Center will be reviewed on an annual basis or sooner. Appropriate ITSD personnel must install all software running on public access systems, including computer lab and classroom environments. While users with computer workstations in their private offices may choose not to register with the ITSC and instead, install software on their own, they do so at their own risk. ITSD will take no responsibility for problems associated with the installation and operation of said software nor will they permit the distribution of said software through Babson's network.

**Student Employees** - It is a common practice on College and University campuses to employ students in support of the curricular and co-curricular programs of the institution. It is also common for faculty to employ students to work for them. From time to time, a student may work for a faculty member while studying under that same person. This circumstance may be further complicated by the fact that the employment in question may involve work unrelated to the institution's operations. For example, a faculty member may ask a student to assist in an off-campus consulting assignment. In such instances, the faculty member must take care so as not to place his/her student in an unfair situation.
At Babson, a student may find him/herself working as an employee for both the ITSD and a faculty member. This should be an uncommon occurrence and has led to difficulties in the past. It is the joint obligation of the faculty member/employer, College Administration and ITSD to avoid overburdening the student. The following guidelines seek to clarify the parameters within which College administrators, ITSD and Babson faculty should operate.

If a student works for both ITSD and a faculty member or College administrator, this work must be kept separate in all respects.

Students may not perform non-ITSD work during their ITSD work hours.

Students may not perform non-ITSD work on ITSD premises, including ITSD offices, labs, work rooms, classrooms, and operations areas, if such work deprives other ITSD employees from performing their assignments or otherwise consumes significant ITSD resources, without the employee in question first obtaining the approval of an ITSD Director or the Vice President of Administration.

Students may not use College hardware, software, materials, or supplies in conjunction with non-Babson College-related work, without the employee in question first obtaining the approval of an ITSD Director.

Students must not be pressured into violating College policies and procedures, including the unauthorized use, installation, or operation of computer hardware and software.

**Horn Library**

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

The Library web site [http://library.babson.edu](http://library.babson.edu) contains helpful information about the library services and serves as the gateway to access library e-resources. The Library web site contains a wealth of information, including research guides and online tutorials on many topics, as well as access to over 250 databases, 85,000 e-books, 64,000 online journals, e-audio books, book summaries and an extensive virtual reference shelf.

Library’s Main Number 781/239-4596
Horn Center

Academic Year Hours
Monday - Thursday ..................... 7:30am - midnight
Friday ........................................ 7:30am - 7:30pm
Saturday ..................................... 8:30am - 5:30pm
Sunday ......................................... 9:00am - midnight

Hours vary with holidays, summer, and intersessions. Changes are posted:

- at the Library and Computer Center entrances
- on the Library web site
- on the telephone recording at x4265

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact</th>
<th>Extension</th>
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</thead>
<tbody>
<tr>
<td>Access Services</td>
<td>Dee Stonberg</td>
<td>4391</td>
</tr>
<tr>
<td>Collection Management</td>
<td>Martha Burk</td>
<td>4988</td>
</tr>
<tr>
<td>Information Desks</td>
<td>Emily Bullitt</td>
<td>5604</td>
</tr>
<tr>
<td>Research Consultations</td>
<td>Kristin Djorup</td>
<td>4471</td>
</tr>
<tr>
<td>Instruction, Graduate</td>
<td>Kristin Djorup</td>
<td>4471</td>
</tr>
<tr>
<td>Instruction, Undergraduate</td>
<td>Dominique Winn</td>
<td>6482</td>
</tr>
<tr>
<td>Interlibrary Loan, Document Delivery</td>
<td>Barbara Kendrick</td>
<td>4574</td>
</tr>
<tr>
<td>Reserves</td>
<td>Information Desk</td>
<td>4596</td>
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</tbody>
</table>

Adaptive Technologies

Horn Library Study Room 211 offers a number of adaptive technologies designed to assist users in accessing and utilizing academic content.

- **Kurzweil 3000**: A program that enables conversion of print to electronic text, which can be read to the user. The program also offers a variety of study skills tools to make learning easy
- **Dragon Naturally Speaking 9.0**: A program that allows users to dictate and edit documents and emails using voice technology. Works with many Windows programs including Word, Outlook, and Internet Explorer
- **Inspiration**: A tool used to visualize, think, organize and learn
- **Assistive Listening Devices**: Can be used with our without hearing aids to overcome the negative effects of distance, background noise, or poor acoustics
- **Microsoft Accessibility Features**: Please visit the Microsoft Accessibility Site to learn more about assistive functionality in Office 2007.
Course Support

Librarians assist and instruct students in the identification, use, and evaluation of information sources through instruction sessions (curricular and non-curricular), online tutorials, and the library web site.

Librarians can also help faculty members develop reading lists, establish links to readings in Blackboard, comply with copyright regulations, and identify the inappropriate use of references or plagiarism instances.

Faculty Borrowing

Your Babson College OneCard is used to check out library materials. Faculty members may check out books for as long as one semester, and although materials may be renewed, you are encouraged to purchase personal copies of books needed longer than one semester. The Babson Faculty Research Fund should be considered as a potential funding source for research expenses associated with extensive online searches, research assistants, books, and periodicals.

Faculty Research Support

The Library supports faculty research through various means:

- Research consultations and training for faculty and their assistants
- Access to journals, books and databases
- Document delivery and interlibrary loan

Graduate/Faculty Assistants

Faculty wishing to authorize a student assistant to check out library materials on their behalf should contact the library’s main information desk and request an authorization form. This form will allow your research assistant to borrow books for a semester loan and take periodicals and/or reference material out of the library for short-term loans with special permission from staff.

Information Literacy & Instruction Program

Librarians work with students to make them independent, self-sufficient information users. Adapting the American College & Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education to our programs here at Babson, we have the following goals for students at both the undergraduate and the graduate level.

After completion of required courses the information literate student:

- Has familiarity with library facility, resources and services
- Can conduct global company/organization and industry research
- Evaluates information and its sources critically
- Understands the value of information and uses it ethically
Librarians work as partners with faculty members to assist and instruct students in the identification, use, and evaluation of information sources. Research guides, open workshops, individual and group consultations, and live demonstrations on research strategies for specific class projects are examples of Library instructional services provided to students.

For more information about our library instruction and information literacy programs, contact Dominique Winn, Undergraduate Instruction Librarian, at dwinn@babson.edu or x6482, and Kristin Djorup, Graduate Instruction Librarian, at kdjorup@babson.edu or x4471

Library Privileges for Contract Researchers

*Network Accounts:* It is the responsibility of the hiring unit or individual to provide contract or other research assistants with an appropriate network account and password, if needed. Generally network accounts for non-student individuals are established through Human Resources. The Library’s Services for Visitors page contains a list of databases available without a network account.

*Research Assistance:* All individuals who conduct faculty and departmental research, including adjunct and occasional researchers, may consult with librarians concerning research strategies and information resources.

*Electronic services:* Library e-resources may be used for faculty research unless their use constitutes a copyright violation or is prohibited by terms of the Library’s contractual agreement with the information provider. The Horn Library website’s instruction page includes information about specific electronic resources restrictions.

Materials on Reserve at the Library

All other reserve materials are available at Information Desk1: supplemental course readings, popular reference books, videos, DVDs, audiocassettes and software used for courses. For a list of materials on reserve, click the Reserve Desk link in the library catalog. To place course materials on reserve, please contact Information Desk1 at x4596.

Reserve requests should be received at least four weekdays before it’s needed by students. Reserve requests that require the material’s purchase are requested at least six weeks in advance. The Library pays any necessary copyright fees for copies to be placed on reserve. Anthologies of required materials (course packs) are available from the College book store.

Multimedia and Film Rental for Classroom Use

All media to be used in courses should be placed on reserve to ensure their availability at class time. The Library will generally purchase a requested media item if it is not in the collection although rentals will be arranged for items that are out-of-print or too expensive. Rental requests are authorized and paid for by the faculty member’s Division Chair.
Showing a Home-Use Video in Class

Videos are sold with and without “nontheatrical-public-performance rights.” Those shown with the rights usually cost more because of the additional value conveyed in the sale. Section 110(1) of the copyright law allows showing videocassettes labeled "For Home Use Only" in classrooms under the following conditions: Legitimately-made copies may be shown only to teachers and students in face-to-face instruction, in courses given for academic credit, in classrooms or other locations devoted to instruction (e.g. laboratories, gymnasiums, libraries, etc.).

To show a videocassette labeled “For Home Use Only” to a group outside class time, permission must be obtained from the publisher. Videocassettes labeled "For Home Use Only" may not be shown, without permission from the publisher, under the following circumstances: during entertainment or recreation activities (e.g. recess, lunch-hour, and after-school showings); to an audience which is not confined to the students and faculty assigned to a specific course, (e.g., showings at parents' programs, residence-hall social gathering, or community activities).

Photocopying and Document Delivery/Interlibrary Loan Services for Faculty/Staff

Faculty and staff members may request books and photocopies of periodical articles from:

- the Babson collection and
- other libraries.

First Search’s World Cat database with its Get This Item/Borrow feature and Internet bookstores are helpful for identifying books not held by the library.

Submit your request:

- via the online request form at the Library web site (http://library.babson.edu);
- by contacting Barbara Kendrick (x4574 or interlibraryloan@babson.edu);
- via FirstSearch's feature, "Get This Item…Borrow This Item."

All books borrowed through ILL must be returned on or before the date listed on the book’s label. Renewals must be requested before the due date and are granted at the discretion of the lending library. Charges for items not returned are the cost of replacement, as determined by the lending library, plus a $20 handling fee.

Privileges at Other Libraries

If you would like to conduct research at another library, consult our online listing of local libraries privileges for applicable policies. The list is linked on our Services for Faculty page.

Stephen D. Cutler Center for Investments and Finance

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

Horn Library provides campus-wide and off-campus access to a wealth of e-resources including databases, e-books; and full text online journals, newspapers and magazines. Library e-resources are for curricular and scholarly use only. A complete list of available services is on the Library web site by selecting Electronic Resources. Most e-resources are available off-campus by using your Babson network username/password.

RESOURCES, SERVICES AND ADMINISTRATION

Business Affairs

From time to time you will want to make use of the services of the Business or Financial Affairs Offices. The following guidelines may be helpful, although these may change as financial policies continue to be developed.

College Bills

From time to time you may receive a bill from the College for supplies or services for which you are personally responsible (long distance telephone, postage, library service, etc.). Please note that this bill is due and payable 10 days from date of issue. Should there be a problem with a bill, please contact the appropriate office from where the bill came from promptly so that corrections can be made.

Procurement cards (Pcard)

It is recommended that all Staff and Faculty members traveling for the college request a Procurement Card-Pcard (Bank of America’s MasterCard). Please contact the Purchasing Department and they will send you an application for the Pcard as well as the guide lines. The application should be completed and signed by both the applicant and his/her supervisor.

Professional Dues and Subscriptions

The College will only pay organizations directly for professional dues and subscriptions. If you pay with your own funds, we will no longer reimburse you.

Risk Management

The Office of Risk Management (Nichols Hall) handles all insurance matters for the College—automobile, general liability, workers’ compensation, theft, professional liability, builders risk, employment practices, equipment, medical liability, accident and planned events. All contracts entered into on behalf of the College should be reviewed by both the Risk Management Office and General Counsel. For a comprehensive overview of services, please visit the Risk Management website at www3.babson.edu/Offices/risk. Contact information is available in the Reference/Referral Guide of this manual.
Summer Programs Office

Summer programs support Babson’s financial and strategic goals by selecting and hosting camps and conferences during the summer for student and academic organizations. The programs bring important audiences of potential students, influencers of potential students, and academic colleagues to Babson’s campus. Sports and day camps serve additionally to reinforce community and neighbor relations.

Travel Policy

Please refer to the Business Travel Policy in Appendix D for a complete description of the particulars and guidelines associated with faculty travel.

Mathematics Resource Center (MRC)  http://roger.babson.edu/mrc

The MRC, located on the ground level of Babson Hall, is dedicated to assisting students in improving their fundamental quantitative skills and problem-solving strategies. The MRC is open during the regular academic year on a drop-in basis and is staffed primarily by Babson undergraduates.

Members of the Babson community are encouraged to visit the MRC Website at http://roger.babson.edu/mrc/.

This website is updated each semester and provides information on our mission, staff, and current schedule. Computers in the MRC are connected to the Babson network and have the standard mathematical and statistical software tools used in our QTM courses.

Writing Center/Foundation Rhetoric Program and Elective Writing Courses

As part of the Liberal Arts Curriculum, the Foundation Rhetoric Program is committed to teaching students the art and craft of rhetoric: the thoughtful use of language considered for a range of purposes and settings, whether written or spoken, to explain, inform, and persuade. Required and elective courses are offered in rhetoric, expository, and creative writing.

**Foundation Rhetoric Program:** All entering undergraduates (first-year and transfer students) are automatically enrolled in Rhetoric A and Rhetoric B, a two-semester course sequence designed to teach the principles of rhetorical communication. Students who receive AP credit for English or those who gain transfer credit for prior undergraduate work in English may be exempted from a first-year rhetoric course.

**Elective Writing Courses:** Non first-year students may elect to take Expository Writing (ENG3600), an advanced liberal arts elective course for students with strong writing skills. Creative writing courses—Writing Poetry (ENG3604), and Writing Fiction (ENG3605)—are scheduled regularly, and a literature course, Introduction to Poetry (LVA2423), is also offered. For those students with excellent writing and interpersonal skills, Practicum in Peer Consulting and Writing (ENG3602) is scheduled every spring semester to train Writing Center staff; admission requirements include a writing sample, interview, and instructor permission.
The Writing Center: Located in Babson 205, the Writing Center promotes writing as a tool for learning, expression, and communication in every discipline. Staffed Sunday through Thursday by Faculty and professionally trained Peer Consultants, the Center provides individualized assistance with all stages of the writing process to members of the Babson community. Additionally, it serves as a resource center for the exploration of writing, both as a skill and an art. Appointments may be made by visiting Portal—Smart Tools—Writing Center Appointment, or by calling 781-239-4365 during regular hours. Walk-ins are also welcome. Kerry Rourke (x5704) is the Director of the Writing Center.

The Writing Handbook: All students enrolled in the Foundation Rhetoric Program are required buy a writing handbook. The rhetoric faculty has agreed to use A Writer’s Reference by Diana Hacker (Bedford). Besides discussing writing processes and providing guidance with grammar, punctuation, and mechanics, this handbook explains source documentation styles for the Modern Language Association (MLA), and the American Psychological Association (APA), as well as electronic documentation formats.

Making Writing a Part of Your Course: The rhetoric faculty concurs with the implications of the resolution passed by the Conference on College Composition and Communication (1978) that “though composition faculties have principal responsibility for helping students develop writing skills, maintenance of these skills is a responsibility shared by the entire faculty.” If you wish to discuss how to incorporate rhetoric assignments into your syllabus, please contact Steve Bauer (X6332).

Copyright Policies

The Policy

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

The Babson College Copyright Policy is located:

- in this handbook in abbreviated form
- see Copyright Information page on Library web site.

The policy addresses:

- media materials shown in the classroom
- print materials duplicated for classroom use
- library reserves
- copied music
- recorded television programs
- computer software and database use
- film, videotape, filmstrip, slide set, etc. duplication
- computer scanning
- "free and benefit" performances
- student projects
Contact your library liaison with questions concerning copyright or email research@babson.edu.

**Citing Sources**

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

**RefWorks** is Web-based software for managing citations, creating bibliographies and adding citations as you write within Word.

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

Why would you use citation software?

- Import citations as you're doing research in databases like EBSCOhost or InfoTrac or from Google Scholar.
- Bring these citations directly into your Word document and the software will format it however you need it!
  - Easily create Works Cited pages.
  - Add in-line citations or footnotes as you write.
  - If you need to change citation styles, it can happen with the click of a button.

Click the RefWorks and EndNote tabs on the library’s Citing Resources web page for additional information.

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**Note:** MLA Style Example for Factiva Article:


**Note:** For an Ebscohost Article:

Works Cited


**Note:** For additional MLA examples, see http://www.mla.org/.
Copyright FAQs

How do I get copyright permission to post something on Blackboard?
If there is something you wish to post on your Blackboard page contact your library liaison and we will take care of getting copyright permission for the item, provided that the copyright holder is willing to grant permission. Fees are paid for by the library.

What if I want to post readings on my own website?
You are responsible for copyright permission for your own website where the library does not have access; however we can create a Readings only Blackboard page that can be linked directly to your website. In this instance we take care of copyright permissions. The complete Babson College copyright policy is available in the Faculty Handbook or on the K: Perm drive.

What do I do if I find a reading during the semester that I want to give to my students?
You have several options. You can contact the Reserves Coordinator and she may be able to create a durable link to the reading through Blackboard. If the article is not available in this format you may make one copy per student to pass out in class for that one semester only. You may also place one copy of the article on reserve at the Library Information Desk. If you want to continue to use an article for future semesters that is not available through E-Reserves, it should be added to your course pack.

What if I have created an anthology of readings that I want to give to my students?
Articles can be distributed once to students free of charge. After that any anthology of readings should be distributed as a course pack, where copyright permissions are obtained.

Can I add a case to my Blackboard site or place one on reserve?
No. Since copyright permissions need to be purchased for each individual who will be using the case, they are not available online and the library does not own any. Cases can be purchased through the bookstore or you can find information on the library website on how to purchase them yourself. For Babson cases, you can also contact Stephanie Viera, Coordination of Case Publishing, x6103.

How do my students retrieve copies of Harvard Business School or Babson cases?
Direct students to go to the Bookstore, which has an arrangement with the HBS and Babson to photocopy and distribute cases.

Can I post .pdf files of articles from websites and/or Library databases onto my Blackboard or personal website?
No. Downloading .pdf files off of databases and posting them onto Blackboard or your personal website is a form of copyright and contract violation. Database providers pay royalties to publishers according to the number of times an article is viewed. Use of documents loaded onto sites and not linked cannot be counted. However, you may post a link to Pdf already existing on the web.

Can I show a home-use video in class?
Videos are sold with and without “nontheatrical-public-performance rights.” Those shown with the rights usually cost more because of the additional value conveyed in the sale. Section 110(1) of the copyright law allows showing videocassettes labeled "For Home Use Only" in classrooms under the following conditions: Legitimately-made
copies may be shown only to teachers and students in face-to-face instruction, in courses given for academic credit, in classrooms or other locations devoted to instruction (e.g., laboratories, gymnasiums, libraries, etc.).

To show a videocassette labeled “For Home Use Only” to a group outside class time, permission must be obtained from the publisher.

Videocassettes labeled "For Home Use Only" may not be shown, without permission from the publisher, under the following circumstances: during entertainment or recreation activities (e.g. recess, lunch-hour, and after-school showings); to an audience which is not confined to the students and faculty assigned to a specific course, (e.g., showings at parents' programs, residence-hall social gathering, or community activities).

For more information see Babson Copyright Guidelines: http://libguides.babson.edu/copyrightinfo.

Copyright Quick Guide

The following "quick guide" is a brief summary of the copyright law for the faculty. It cannot substitute for a careful reading of the entire Babson College Copyright Policy, which is available on the network at k:/perm/library/copyright. Footnotes have been omitted to keep it as brief as possible. The sources are cited in the Babson College Copyright Policy. A web-based copyright information resource (http://libguides.babson.edu/copyrightinfo) has been created to provide additional help. Copyright questions may be referred to research@babson.edu or contact your Librarian Liaison directly.

I. Classroom Showing of Media Materials:

Films, videos, filmstrips, etc., whether purchased, rented or leased, may be shown in classrooms as part of the established curriculum. They may not be shown for recreational or entertainment without a "nontheatrical-public-performance license."

II. Duplicating Print Materials for Classroom Use:

A. An individual educator may make:
   1. Single copies of:
      a. chapter of a book,
      b. an article from a magazine or newspaper,
      c. a short story, short essay, or short poem, or
      d. a chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or
         newspaper.
   2. Multiple copies for classroom use (not to exceed one copy per student per course):
      a. a complete poem of less than 250 words,
      b. an excerpt, not to exceed 250 words, from a longer poem,
      c. a complete article, story or essay of less than 2,500 words,
      d. an excerpt from a larger printed work not to exceed ten percent of the whole or 1,000
         words,
      e. one chart, graph, diagram, cartoon or picture per book or magazine issue if the individual
         item is not separately copyrighted, or
      f. two pages or ten percent of the words from children's picture books or comic books.
   3. All copies must include an appropriate copyright warning notice.
   4. Copying must be made by the teacher or at the request of the teacher--not at the direction of
      higher authority.
B. An individual educator may not (without securing permission):
   1. Copy more than one work or two excerpts from a single author during one class term,
   2. Copy more than three works from a collective work or periodical volume during one class term,
   3. Make multiple copies of more than nine works for distribution to students in one class term,
   4. Use photocopies to create, replace, or substitute for an anthology,
   5. Copy "consumable" works such as workbooks, standard tests, answer sheets, etc., or
   6. Copy the same work from term to term without permission.

III. Library Reserve:

   In lieu of classroom distribution, a reasonable number of copies may be placed on reserve for one semester. The number of copies depends on the size of the class, possibly one copy per ten students. Repeated use of a given material requires written permission.

   E-Reserves:

See Copyright FAQs for guidelines on electronic reserves for Blackboard or personal websites.

IV. Music Copying:

   A. Sheet Music:
      1. An educator may:
         a. make an emergency copy for an imminent student performance, if the original copy was lost and there is not enough time to order a replacement copy. The temporary copy must be destroyed promptly after the performance,
         b. make multiple copies (up to one per student) of excerpts not constituting an entire performance unit or more than ten percent of the total work for academic purposes other than performance,
         c. edit or simplify purchased sheet music provided the character of the work is not distorted or lyrics added or altered, or
         d. duplicate individual parts if they are out of print or unavailable except in complete works and are used for teaching purposes.
      2. An educator may not:
         a. copy to substitute for an anthology or collection,
         b. copy from works intended to be "consumable,"
         c. copy for purposes of performance except for emergency copies to replace a lost copy (item IV.A.1.a. above),
         d. copy to substitute for purchase of music, or
         e. copy without including the copyright notice.

   B. Recordings:
      1. An educator may make a single recording of student performances. The recording may be retained by the institution or the teacher for evaluation purposes only.
      2. An educator may not reproduce musical recordings or convert them to another format (e.g., record to tape, tape to cassette, etc.) without written permission.

V. Recording Television Programs:

   A. Recording Off the Air or Off the Cable:
      1. The guidelines only apply to nonprofit institutions,
2. Television programs may be recorded from broadcast or simultaneous cable transmissions to the "general public," which excludes premium-pay programs, (e.g., HBO, CineMax, Disney, etc.).
3. Programs may be shown once and repeated once for reinforcement within ten "teaching days" of the broadcast. They may be retained for forty-five calendar days from the date of the broadcast.
4. Recording must be made by the teacher or at the request of the teacher.
5. Programs may not be rerecorded at a later date, regardless of the number of times it is rebroadcast.
6. A limited number of copies may be made to meet the needs of several teachers.
7. Programs need not be used in their entirety but may not be edited or electronically altered or combined.
8. All copies must include the copyright notice as it appears in the program, and
9. Institutions are expected to implement appropriate control procedures.

B. Recording Programs at Home for Classroom Use:
   Television programs recorded at home by teachers may be used in the classroom if they meet all the conditions of the Recording Guidelines, noted in V.A., above.

C. Recording Public Broadcasting System Programs:
1. For short-term retention, follow the guidelines, in V.A., above.
2. For long-term retention, call the local PBS station for information about extended retention rights for specific programs. Library staff can assist.

D. Recording off of Satellites:
   Programs may not be recorded from a television satellite unless the programs are authorized for free reception or the institution obtains a license to copy the programs.

E. Transmission of Audiovisual Works:
   Films, videos, etc. may not be transmitted to classrooms by open- or closed-circuit television without a transmission license or written permission.

F. Home-Use-Only and Rental-Store Videos:
   Programs labeled "For Home Use Only" or rented from rental stores may be used in classrooms under the following conditions:
   1. The programs are shown to students in a face-to-face setting.
   2. The programs are shown only in courses given for credit,
   3. The programs must be shown only in classrooms or other locations devoted to instruction,
   4. The programs must be legitimately-made copies, and
   5. The programs may not be shown for entertainment, recreation, or reward.

VI. Computer Software and Databases:

A. Backup copies:
   One backup copy of computer software may be made for archival purposes in case the original is destroyed.

B. Computer Laboratories:
   Except for the back-up copy exemption above, software may not be duplicated without appropriate licenses or agreements.
C. Multiple Loading:
Loading programs into several computers for simultaneous use is only permitted with permission or a license.

D. Networks:
Computer software may not be used in a network (LAN or WAN) without permission or a license.

E. Database Downloading:
Downloading from a database is an infringement. Short-term, single-use retention is "accepted" by the copyright owners as a fair use, but long-term retention and multiple use of data requires a license.

VII. Duplicating Films, Videotapes, Filmstrips, Slidesets, etc.

A. An educator may duplicate a "small part" of an item for research or instruction. While no guidelines exist for copying these materials, the congressional reports accompanying the Copyright Revision Act of 1976 suggest that copying ten percent of a program is reasonable, if the ten percent is not the "essence" of the work.

B. An educator may not:
1. Reproduce an audiovisual work in its entirety, or
2. Convert one media format into another, (e.g., film to video, filmstrip to slide, etc.), without permission.

VIII. Microforms:
Microforms may be copied according to the rules applying to the materials reproduced, (e.g., books, periodicals, poetry, etc.). However, microform copies of works in the public domain may be copied freely.

IX. Newsletters:
Only a very small part of a newsletter may be duplicated without permission.

X. Artworks:
Artworks may not be duplicated without written permission except for illustrations copied under the "Agreement on Guidelines for ClassroomCopying," (see II.A., above.)

XI. Electrocopying (Computer Scanning):
A. Artworks: scanning for the purpose of reproduction or for creating derivative works requires permission.

B. Text:
1. Scanning for research (e.g., textual analysis) is permissible, but
2. Reproduction to create a copy or to prepare a derivative work requires permission.
XII. "Free and Benefit" Performances:

Storytelling, poetry readings, and musical performances of non-dramatic works are authorized if (a) admission is free, or (b) the gate receipts, over and above costs, go to a charitable cause, and the performers and managers contribute their services.

XIII. Student Projects:

Students may copy materials as a learning experience. This includes the right to integrate various materials into computer/sound/visual programs if the resultant product remains the property of the student, is not placed into the school's collection and no copies are sold, broadcast, transmitted, or performed outside the classroom.

Curriculum Innovation and Technology Group (CITG)

About CITG

The Curriculum Innovation and Technology Group (CITG) is a curriculum-based technology consulting organization that provides thought leadership and support services to the Babson College academic programs and Babson College faculty. At CITG, instructional designers, graphic artists and content developers work collaboratively with faculty and staff to brainstorm, develop, train and advise on best-in-class methods and technologies to enhance the learning experience.

The group's primary focuses include:

- researching and developing best practices and innovative uses of technology in education
- empowering faculty to use technology and appropriate pedagogies in their course and content development
- collaborating with program administrators and faculty to innovate the curriculum through technology integration
- contributing to Babson brand-building by positioning the College as a leader in curriculum innovation and technology

CITG is available to work with program deans and individual faculty members in a variety of ways. To learn more or to request a consultation, please contact CITG at CITG@babson.edu or x6351.

Events

Throughout the academic year, CITG hosts a variety of events, including:

- **eLearning ePlatform Training**: In these hands-on sessions, CITG walks Babson faculty and staff through any of the Babson eLearning ePlatform tools: Blackboard (including all integrated tools like Web Syllabus, Wiki, Blog, Assignment Manager, Gradebook, etc.), Elluminate, Breeze/Presenter, **Blended Learning Workshops**: In these open and collaborative sessions, CITG partners with faculty and program office resources to discuss what teaching blended is all about. A session can focus on giving examples of great blended course designs, walking through how to use the new Web Syllabus, or having open discussions on how to manage timed exams at a distance.

- **Taste of Innovation**: We have started informal wine and cheese sessions at CITG with beginner and advanced topics that include spotlights of what others are doing in their classes, overviews of programs and tools, Did you know sessions, tips & tricks, etc. Check the CITG website for more
information. (citg.babson.edu) It is a fun and casual way to learn more about technology – and what others are doing and inspire new ideas for your courses.

- **Check the CITG website for listings of current events** http://citg.babson.edu

**Services**

CITG offers a variety of services to best meet the needs of Babson programs and faculty. Specifically:

- **Technology and process education**, in which CITG helps faculty learn to use an application, think through an approach to developing a learning object, or use Babson’s eLearning ePlatform tools (i.e. Blackboard, Elluminate, Breeze/Presenter, SafeAssign)
- **Content development**, in which CITG works with faculty to develop learning objects (i.e. digital assets, video, audio powerpoints, etc.) for use in class, to serve up via the web, to host from Blackboard, or to burn onto CD or DVD
- **Webinars and Virtual Classes**, in which CITG trains faculty on the technologies to run virtual classes, meetings, office hours and more. CITG has trained “drivers” to manage the technologies so faculty can concentrate on the learning objectives until they feel comfortable using the technology themselves
- **Consulting services**, in which CITG provides thought leadership and advice to faculty on best practices for teaching with technology, a particular approach or process to developing content, and using Babson’s eLearning ePlatform tools.

**Web Site**

CITG is redesigning its website, [http://citg.babson.edu](http://citg.babson.edu), to make it easier to get answers to your questions, spotlight what others are doing, offer tip sheets, best practices, training guides and more.

**Facilities Management & Planning**

**About**

The Facilities Management and Planning Department supports the Babson College community by creating and maintaining a high quality environment for living and learning. The department’s goal is to provide responsiveness, efficiency and deliver the highest quality of service possible. The Facilities team strives to work in a respectful, cooperative, efficient and sustainable way.

*Customer Service Response Center workorder@babson.edu*

**How to Obtain Services**

The Customer Service Response Center is open from 8a.m. to 4 p.m., Monday through Friday.

The Customer Service Response Center is open from 7 a.m. to 5 p.m., Monday through Friday.

Normal Services should be requested via the Babson Portal (including key and lock requests) [https://fusionmx.babson.edu/index.cfm?method=Portal.ShowPortal](https://fusionmx.babson.edu/index.cfm?method=Portal.ShowPortal) go to Smart tools, Administrative, Facilities web request, then follow the instructions and include ALL relevant information.
General inquiries, including concerns about existing work requests should be submitted by e-mailing us at workorder@babson.edu.

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

*Campus Scheduling (ext. 4527)*

*All event requests and logistics should be submitted to the Scheduling department by e-mailing scheduling@babson.edu.*

Requests for space by non-College organizations should be made to the Office of Special Events at ext. 5265.

*Capital Projects Management*

Capital Projects Management (CPM) is responsible for the planning, programming and execution of new construction or major renovations. General consultation regarding specific design and engineering services, permitting, and construction management, as well as cost estimates, are provided by CPM to department heads and building users as required. Requests should be made through the senior operations group through your representative Vice President or Dean.

*Energy Management Program and Sustainability*

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

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

Babson has completed many initiatives to improve sustainability on campus and many more are underway. To learn more about sustainability at Babson, please contact the Sustainability Office at ext. 6000.

Babson College has a recycling program for all buildings. You can help by collecting recyclable materials and depositing them in the appropriately labeled containers. If you have questions or suggestions, please contact the Facilities Help desk at ext. 4444.
Environmental Health and Safety

Any issues or concerns with environmental health and safety or personal safety related to regulations such as those issued by the Occupational Safety Health Administration (OSHA) are being handled by Facilities Management and Planning through its Environmental Health and Safety representative, Glenn McGeoghegan. Glenn can be reached at Ext. 4465, or by cell at 781-831-1371, or by email at Glenn.McGeoghegan@verizon.net.

GENERAL INFORMATION

Athletic Facilities

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

Faculty are invited and encouraged to participate in all intramural programs. Call ext. 6058 for details.

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

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

Policies regarding athletic schedules and other such administrative matters should be referred to Josh MacArthur, Director of Athletics, 781-239-4528.

Athletic Facilities for Faculty, Administration and Staff

All faculty, administration and staff with valid identification cards (pictured Babson ID) are entitled to full usage of the facility whenever the complex is open.

A. Guest Policy - with a valid ID, each faculty, administration and staff member is entitled to bring one guest (18 years old or older) per day, with a limit of 15 guest visits per semester. The Babson member must present his/her ID and register his/her guest at the front desk. The Babson member must accompany the guest and take full responsibility for his/her guest's conduct.

B. Spouse/Partner Policy - with a valid ID (issued through the Athletic Office), the spouse of a faculty member, administrator, or staff member is entitled to full usage of the recreation facility, at no charge, whenever the complex is open. A spouse is not entitled to guest privileges.

C. Children - children under 18 are not permitted to use the facility. Children 18 or over are governed by the Guest Policy above.
In 1985, Babson College established the Center for Information Management Studies (CIMS). The Center is a consortium of companies in the New England area who have joined with Babson College to find new ways to improve the use of Information Technology (IT). The major activities associated with CIMS consist of monthly workshops, technology update sessions, research projects, and working papers. IT management education programs were launched in 2003.

Corporate sponsors help guide the managerial and practical activities, which are the focus of CIMS. These corporate members have access to educational programs, ongoing research, and a growing network of IT professionals. Currently, there are over 40 corporate sponsors of CIMS represented, in part, by the following companies:

- Bose Corporation
- Fidelity Investments
- Analog Devices
- Dunkin’ Brands Inc
- John Hancock Insurance
- Mitre Corporation
- TJX Companies
- Partners HealthCare System, Inc.
- Staples
- NSTAR Electric & Gas Corporation
- State Street Corporation
- Welch’s

The Center for Information Management Studies conducts workshops on topics of special interest to the information technology executive. The following programs were presented by CIMS during the 2008-2009 academic year:

- Outlook for IT in Post Recession
- Measuring the Effectiveness of Project Management
- Cloud Computing- What is it? Who’s using it and When?
- Leading the Virtual Workforce
- Analyzing and Assessing Project Vulnerabilities
- Marketing IT _ A Key to IT/Business Alignment
- Information Security, Identity and Global Compliance
- Developing an IT Innovation Culture
- IT Performance Metrics
- Using Agile in Projects
- IT’s about Collaboration
- Architecture in the Era of Cloud, SaaS, Managed Services, Outsourcing
- Leading Radical Change in IT
- Inside the IT Vendor Pricing Game

CIMS concentrates on information technology issues that are pertinent to its corporate sponsors and supports research projects conducted by students and Babson faculty relating to these issues.

Individuals interested in learning more about CIMS may contact Kavin Moody, Executive Director, at 781-239-6346, fax requests to 781-239-6416, or e-mail inquiries to moodyk@babson.edu. Also, please visit the CIMS Web site at www.babson.edu/cims.
Health Services

Health Services is committed to maintaining and improving student health through preventive, diagnostic, and therapeutic care. The staff consists of a team of nurse practitioners, a supervising physician, a full-time health educator, a consulting nutritionist, and an administrative assistant. The nurse practitioners are certified by the national nursing organization and are licensed to diagnose and treat illnesses, prescribe medication, order and interpret diagnostic tests, and provide health counseling and education. They work collaboratively with the supervising physician to evaluate and treat acute and chronic medical conditions and manage ongoing health maintenance issues. When appropriate, referrals are made to independent health care providers and medical specialists. Appointments can be made by calling Ext. 6363. The physician is available for consultation, on an on-call basis, when Health Services is closed during the academic year. In order to provide comprehensive care, Health Services works closely with the Babson Counseling Program and other departments across campus.

Hours of Operation and Location

Health Services is located on the first floor of Hollister Hall, and services are available to all full-time Babson College students. The department is open Monday to Friday, 9 a.m. to 5 p.m., on Monday and Thursday nights there are urgent care walk-in from 5 p.m. until 6:45 p.m., during the fall and spring semesters. During the summer months, Health Services clinical hours are 8:30 a.m. until 4:30 p.m. by appointment only. Appointments are required, and can be made by calling Ext. 6363, or going to the Web site http://healthinfo.babson.edu. Limited services are available during Winter Session.

• After-Hours Care: during times when Health Services is closed (nights, weekends, holidays), students can call Public Safety at Ext. 5555 to speak with the on-call clinician.
• Emergencies: for on-campus emergencies, Public Safety (campus police) should be contacted at Ext. 5555. They will respond promptly and provide or arrange transportation to Health Services or to Newton-Wellesley Hospital. Acute emergencies are referred to Newton-Wellesley Hospital.

Confidentiality

All visits to Health Services and conversations with the staff are confidential. A student’s permission must be obtained before information will be given to anyone not directly connected with that student’s care. This includes parents, spouse, and College officials. There are limited exceptions to this policy as Massachusetts public health law requires that certain communicable diseases be reported to the Department of Public Health. The other exception relates to life-threatening situations where there is a threat to self or others.

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

Mail Services

Mail Services is located in the Central Services Building and is open from 8:00 a.m. until 4:30 p.m., Monday through Friday. All incoming and outgoing U.S. and international mail is
processed here, along with package and courier deliveries. Outgoing U.S. and international mail can be left in mail bins centrally located in each department. Mail and packages are picked up and dropped off here once per day, beginning at 1:30 p.m. All outbound mail, packages, and overnight shipments should have the departmental account number indicated on the top piece or airway bill for accounting purposes. All outgoing matter is processed daily.

Mail Services manages the College’s relationships with UPS, FedEx, and DHL for shipping and overnight deliveries. Supplies and pick-ups for all of these vendors are available by calling ext. 4280. It is important to use the centralized College account number when shipping through these vendors, because of the volume discounting the College receives. All shipping forms provided by Mail Services will have this account number preprinted on them. UPS software is available for setup on your desktop that will allow you to create airway bills through your computer. Please be sure to fill in the internal reference number with the appropriate departmental account number, and retain a copy of the airway bill for tracking purposes.

Additionally, Mail Services offers complete mail preparation services including folding, inserting, metering, presorting, mail merging (for personalized letters and envelopes), database management, address assignment, document generation, and high speed addressing of envelopes or self-mailers. All of these services are available at no additional cost to the department. Any requests for assistance with on or off campus mailings can be made by calling Mail Services at ext. 4280.

**Meals at Trim Dining Hall**

Sodexho Campus Services has been serving the Babson Community since 1966 and is proud to begin its 44th year in the fall of 2010. Services are provided in the Trim Dining Hall, Crossroads Cafe and Dunkin Donuts and Freshens in the Reynolds Campus Center, Pandini’s at the F. W. Olin Graduate School, Roger’s Pub (Park Manor Central), and the Jazzman’s in the Horn Gallery. Trim Dining Hall is a Resident Dining Facility, meaning that it is "All You Can Eat" for one set price. Pandini’s and the Cafes are both "A la Carte" retail snack bars. In addition to the operations in these facilities, The Dining Service also provides Catering Services on campus.

Faculty can choose to purchase either DCB (Declining Cash Balance) which allows their One Card to be used as pre-paid debit card or purchase a Block Meal Plan at the main dining office located in Trim Hall. Cash and credit cards are also accepted at all dining locations on campus.

Faculty may also pick up a Babson College Faculty Discount Lunch Card from their division coordinator. With this card, lunch at Trim Dining Hall on Wednesdays or Thursdays is only $1.19 and is valid for the fall and spring semesters.

**Parking and Traffic**

The parking and traffic policy attempts to: make Babson a safe motor vehicle and pedestrian campus; minimize the noise and traffic in the vicinity of college buildings; reduce the opportunities for vandalism; keep automobiles from destroying the beauty of the Babson
campus; and make Babson more of a walking campus. Major parking lots are located near the two entrances to the campus, promoting a walking campus.

The Department of Public Safety, located at Forest Annex I, is responsible for enforcement of all traffic and parking regulations. Parking decals must be displayed on all employee motor vehicles in order to avoid parking violations. Employee parking decals may be obtained at the Department of Public Safety and are issued 24 hours a day at no charge or they may be obtained online at www.babson.edu/ps/.

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

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

Any faculty member who possesses a physical disability which necessitates the use of a special parking permit should contact Jean Drapeau, Public Safety Assistant, at Ext. 5598 for further information. Please feel free to contact the Public Safety Department at 781-239-5598, Monday through Friday, from 8:30 A.M. to 3:30 P.M., if you have any questions regarding parking or traffic on campus.

The following is a list of employee parking lots. Please do not park in areas not designated for long-term parking for employees.

<table>
<thead>
<tr>
<th>Lot</th>
<th>Buildings</th>
<th>Overflow</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Nichols</td>
<td>Nichols, Alumni, Park Manor, Millea 227 Forest St.</td>
<td>Trim lot</td>
<td>Grad and U/G student parking after 5 p.m.</td>
</tr>
<tr>
<td>Hollister</td>
<td>Hollister, Gerber, Kriebel</td>
<td>Trim lot</td>
<td>Employee parking only</td>
</tr>
<tr>
<td>Luksic</td>
<td>Luksic, Mustard, Tomasso, Babson Hall, Horn</td>
<td>Knight lot</td>
<td>Employee parking only</td>
</tr>
<tr>
<td>Webster</td>
<td>Recreation and Special Events Ctr.</td>
<td>Athletic Upper Deck</td>
<td></td>
</tr>
<tr>
<td>Babson Hall</td>
<td>Special Permission Only</td>
<td>No Employees</td>
<td>Reserved for:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1) Handicapped Parking</td>
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<td></td>
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<td>2) President's Office</td>
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<td></td>
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<td>3) Short-term</td>
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</tbody>
</table>
Personal Property

The College does not provide insurance, nor does it take responsibility to cover any losses to the personal property of employees. Where insurance appears desirable, the best method is usually to work through one's homeowner's policy. Although insuring books does not present a problem, the issue of art objects, research papers and materials and the like may be more complex.

The Public Safety office has engraving pencils available for those wishing to mark their personal property. Those interested should call ext. 5555.

Pets

In order to preserve the safety and well-being of the students and faculty and staff of Babson, dogs and other pets are not allowed within the buildings of the College. The only exception is for guide dogs accompanying blind persons. The housing of dogs and other pets in the student resident halls is not permitted.

Public Safety

Public Safety provides a wide range of assistance and service such as building security, emergency medical response, medical and safety escort services, lost and found, fire safety prevention and detection, crime prevention, law enforcement, and after hours OneCard replacement—24 hours per day, seven days per week, 365 days per year. The office enforces College policies and investigates violations of state and federal laws. In addition to law enforcement, Public Safety provides parking and traffic services. All visitors to the college are required to stop at Public Safety and obtain a visitors pass for the campus. Most public safety officers are sworn officers of the Commonwealth of Massachusetts and have powers of arrest on the Babson campus. If you have an emergency situation, dial 781-239-5555 or Ext. 5555 from a campus telephone.

Richard W. Sorenson Center for the Arts

The Sorenson Center for the Arts serves multiple constituencies, expanding and enhancing the presence of the arts and culture on Babson’s campus while serving as a paradigm of creative thinking and entrepreneurial practice for academic programs across the business and liberal arts spectrum. The center supports student performing groups, sponsors programs in the visual arts and creativity, presents guest artists, screens films, and manages theater rentals by community arts organizations. The center manages the 441-seat Carling-Sorenson Theater, equipped with state-of-the-art lighting, sound, and projection systems, that also includes a rehearsal and dance studio, and music practice rooms. A band room is located in Park Manor Central.

The visual arts center in Trim Hall features a ceramics and sculpture studio, a B&W photography lab, a drawing and painting studio, an Artist-In-Residence studio, and a student art gallery. Regional fine art is shown in public spaces throughout the campus. Ongoing co
curricular classes are offered in ceramics, photography, drawing, and acting skills for business people.

Undergraduate elective courses are offered in B&W photography, 2D and 3D art, acting, and introduction to theater. The center collaborates with other Babson programs and departments to produce creative workshops designed to build presentation/leadership skills and expand multicultural knowledge on the campus.

The Center welcomes collaborations, new program ideas or suggestions for artists. For more information call x 5682 or visit Sorenson Center offices in Park Manor South.

Solicitation by Trades people

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

Special Events

Special Events has the primary responsibility for the design, planning, and execution of campus-wide events, events for the President’s Office, and approved external events – all that showcase Babson to its many constituents. Major events include Founder’s Day, Commencement, Service Awards, Town Meetings, and various speaking engagements. Special Events also consults with students, faculty, and staff to help them organize and deliver the highest quality meetings, lectures, conferences, and other programs.

Multifaith Programs

Glavin Chapel www.babson.edu/chapel

The Glavin Family Chapel serves as a multifaith sanctuary in the heart of Babson College. All members of the Babson community are invited to practice their religious faith, to seek inspiration and guidance, and to find peace in the quiet of this beautiful space. The main sanctuary of the chapel is large enough for 150 chairs arranged in a number of configurations.

The Glavin Chapel provides programs and opportunities to foster personal growth, support community spirit, and encourage spiritual development. Multifaith programs include regular worship services in a variety of religious traditions; multifaith dinners; yoga instruction; meditation sittings; liturgical and musical events, seasonal celebrations, and educational seminars. The Multifaith staff is available to all members of the Babson community.

The Law, Employment and Grievance Procedure

For the most up-to-date information on these topics please see the Faculty and Staff Handbook on the HR website at: http://www3.babson.edu/Offices/HR/FacultyStaff/employment-
Office of Institutional Advancement

The Office of Institutional Advancement includes Development, Alumni Relations, Public Relations, Marketing Programs and Operations, and Web Services. The Office of Institutional Advancement is charged with:

- promoting Babson College as the globally recognized leader in entrepreneurial management education;
- developing a broad base of financial support from alumni, parents, friends, foundations, and corporations;
- engaging Babson’s alumni in the life of the College and in a mutually supportive network.

Additional marketing staff, in Babson Executive Education, the F.W. Olin Graduate School, the Undergraduate School, and the President’s Office, report directly to those business units. With the Vice President for Institutional Advancement and the central marketing groups, the Marketing Directors are collectively responsible for promoting Babson’s general reputation and supporting the specific business goals of the respective units of the College.

The vice president coordinates marketing strategy, planning, and execution. Integrated marketing plans include market research, advertising, media and public relations, publications, Web site and digital marketing to ensure consistent, cohesive, and effective promotion of Babson to its constituencies.

The Vice President for Development leads the Leadership Gifts team and The Fund for Babson and has responsibility for Babson’s fundraising. In Fiscal Year 2009, philanthropic support to Babson totaled more than $11 million, providing critical support for the current educational expenditures of the College, as well as endowment to sustain key activities for the long term. The President’s Society, the College’s leadership annual giving club includes faculty, staff, alumni, parents of students, and members of Babson’s governing boards.

In October 2007, the College publicly launched the largest fundraising campaign in its history, Babson Rising, with a goal of raising $200 million to support faculty excellence, scholarships and fellowships, entrepreneurship and global management, and student life. As of summer 2009, the campaign was halfway to its goal, with $100 million of gifts and commitments.

The Vice President for Alumni and Community Relations and the Alumni Relations team are responsible for undergraduate and graduate alumni programs, including regional and affinity clubs, collaboration with the Alumni Association, and reunions. The College draws on alumni talents and resources to support programs and events both on and off campus. Our outstanding alumni network connects more than 30,000 alumni across all 50 states and U.S. territories, as well as in over 100 countries. During Fiscal Year 2008, more than 1,300 volunteers were involved in various programs to support the College’s initiatives. The Office of Alumni Relations supports programs and activities that enrich the professional and personal lives of alumni worldwide.
Office of College Marketing

Document Center

Effective 9/01/10, the Document Center is located on the first floor of the Central Services (behind the Mail Room) and is open Monday through Friday; from 8:00 a.m. to 5:00 p.m. Copy services (listed below) are available to current students, faculty, and staff for a fee. Please consult the Babson Copyright Policy guidelines prior to initiating any projects. For information on the process for job submissions, special requests, and pricing, please call the Document Center at x4266. This facility is managed by Canon Business Solutions.

- High-speed, high-volume copying (on stock of varied sizes, weights, and color)
- Binding (including GBC comb, wire-o, tape, and saddle stitching)
- Poster printing, laminating, and mounting (foam core)
- Banner printing
- Course pack production

Public Relations

Public Relations promotes, reinforces and enhances the local, regional, national, and international recognition of Babson College and of the members of the Babson community. The department manages external relations between Babson and print, electronic and social media. PR promotes the thought leadership and newsworthy activities of faculty, students, staff, and alumni through:

- direct work with reporters, editors, bloggers, and other members of various media;
- use of public relations tools such as releases, advisories, videos, and blogs;
- publication of material on the Babson web site and the Babson Newsroom page, on the Babson News blog and the Entrepreneurial Thought in Action, A Babson Faculty Blog, on the Babson and Babson College PR Twitter accounts, on the Babson College News Facebook page, on the Babson College YouTube page, and other Babson-branded sites and vehicles.

The department advises members of the Babson community on proper media relations activities and publicity techniques and offers media training sessions. PR manages the annual faculty photography session that takes place at the beginning of the fall semester. The Director is a member of the College’s crisis communications team and serves as an official spokesperson for the College. PR handles community relations efforts and publishes the Babson in the Community annual guide.

Trademark Policy

All College trademark applications, maintenance, and defense activities are coordinated by the Vice President of Institutional Advancement with College Counsel. Please see the Intellectual Properties section of this handbook for complete information on the College’s Trademark Policy.
**Buildings and Facilities**

<table>
<thead>
<tr>
<th>Number</th>
<th>Building Name</th>
<th>Handicap Access</th>
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</thead>
<tbody>
<tr>
<td>46</td>
<td>Admission, Graduate (Olin Hall)*</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Admissions, Lunder Undergraduate Admission Center (Mustard Hall)*</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Alumni Hall*</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Athletics (Webster Center)*</td>
<td></td>
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<tr>
<td>33</td>
<td>Babson Executive Conference Center BECC)*</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Babson Globe</td>
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<tr>
<td>21</td>
<td>Babson Hall*</td>
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<tr>
<td>31</td>
<td>Roger W. Babson Memorial</td>
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<tr>
<td>48</td>
<td>Arthur M. Blank Center for Entrepreneurship*</td>
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<td>Bryant Hall*</td>
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<tr>
<td>10</td>
<td>Canfield Hall</td>
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<tr>
<td>26</td>
<td>Carling-Sorenson Theater*</td>
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<tr>
<td>15</td>
<td>Coleman Hall*</td>
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<tr>
<td>28</td>
<td>Stephen D. Cutler Investment Management Center*</td>
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<tr>
<td>7</td>
<td>Dining (Trim Hall)*</td>
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<tr>
<td>33</td>
<td>Executive Conference Center (BECC)*</td>
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<tr>
<td>10</td>
<td>Forest Hall*</td>
<td></td>
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<tr>
<td>5</td>
<td>Facilities Management and Planning (Sullivan Building)*</td>
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<tr>
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<td>Forest Hall Annex</td>
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<tr>
<td>23</td>
<td>Gerber Hall*</td>
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</tr>
<tr>
<td>27</td>
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<tr>
<td>53</td>
<td>Goff Alumni Suite</td>
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<tr>
<td>9</td>
<td>Health Center (Hollister)*</td>
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<tr>
<td>9</td>
<td>Hollister*</td>
<td></td>
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<tr>
<td>29</td>
<td>Horn Computer Center*</td>
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<tr>
<td>28</td>
<td>Horn Library*</td>
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<tr>
<td>22</td>
<td>Humphries Plaza</td>
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<tr>
<td>11</td>
<td>Keith Hall</td>
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<tr>
<td>44</td>
<td>Knight Auditorium*</td>
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<tr>
<td>24</td>
<td>Kriebel Hall*</td>
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<td>50</td>
<td>Lunder Undergraduate Admission Center (Mustard Hall)</td>
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<tr>
<td>47</td>
<td>Lukics Hall*</td>
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<tr>
<td>1</td>
<td>Main Entrance</td>
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<tr>
<td>45</td>
<td>Malloy Hall*</td>
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<tr>
<td>81</td>
<td>Map Hill Drive</td>
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</tr>
<tr>
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<td>McCullough Hall</td>
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<tr>
<td>57</td>
<td>Millea Hall*</td>
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<tr>
<td>50</td>
<td>Mustard Hall (Lunder Undergraduate Admission Center)</td>
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<tr>
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<td>Newton Apple Tree</td>
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<tr>
<td>60</td>
<td>Nichols*</td>
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<tr>
<td>46</td>
<td>Olin Hall (Graduate School)*</td>
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<tr>
<td>54</td>
<td>Park Manor Central</td>
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<tr>
<td>55</td>
<td>Park Manor North</td>
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<tr>
<td>53</td>
<td>Park Manor South</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Pietz Hall*</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>President’s House</td>
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</tr>
<tr>
<td>6</td>
<td>Public Safety*</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Publishers Hall</td>
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<tr>
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<td>Purchasing and Receiving</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Putney Hall*</td>
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<tr>
<td>25</td>
<td>Donald W. Reynolds</td>
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</tr>
<tr>
<td>2</td>
<td>Classroom Center (Handicap Access)*</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Babson Skating Rink and Boston Sports Club*</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Richard W. Sorenson Center for the Arts*</td>
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<tr>
<td>8</td>
<td>Sorenson Family Visual Arts Center*</td>
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<tr>
<td>5</td>
<td>Sullivan Building</td>
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<tr>
<td>18</td>
<td>Van Winkle Hall*</td>
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<tr>
<td>30</td>
<td>Webster Center (Athletics)*</td>
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<tr>
<td>42</td>
<td>Westgate Entrance</td>
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<tr>
<td>40</td>
<td>Westgate Hall*</td>
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<td>70</td>
<td>70-80 Woodland Hill</td>
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<td>14</td>
<td>Pietz Hall*</td>
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<td>41</td>
<td>President’s House</td>
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<td>Westgate Hall*</td>
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<tr>
<td>70</td>
<td>70-80 Woodland Hill</td>
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</tr>
</tbody>
</table>

**Parking Lots**

- A Athletic Deck
- B Babson*
- C Coleman*
- E BECC*
- F Forest*
- H Hollister*
- K Knight*
- L Lunder*
- N Nichols*
- P Webster*
- S Sullivan*
- T Trim*
- W Woodland
- Y Bryant*
APPENDIX A

Policies and Procedures
I. General

1. The full-time faculty shall consist of the President, Provost, Vice President for Corporate Programs and Executive Education, Dean of Faculty, program deans and all individuals who have received a full-time academic appointment from the President and hold academic rank/title.

2. The full-time faculty shall include those persons who have received a full-time academic appointment from the President in one of the following categories: (1) tenured faculty, (2) tenure track faculty, (3) pre-tenure track faculty, (4) non-tenure track faculty, (5) visiting faculty, and (6) those serving under special arrangements.

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

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

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

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

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

(b) those members of the faculty who possess the necessary academic credentials to serve on the tenure track but have requested and received a non-tenure track appointment from the President, and

(c) those members of the faculty jointly appointed with the F.W. Olin College of Engineering.
Visiting Faculty: Those members of the faculty holding a visiting appointment from the President.

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

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

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

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

4. For voting purposes, "eligible faculty" shall include all full-time faculty with the exception of non-tenure track faculty and visiting faculty. The latter two categories of faculty may vote on general issues brought before the faculty as a whole but shall not vote on revisions to these "Policies and Procedures" relating to the appointment, tenure, salary, and rank of full-time faculty.

5. Full-time faculty members shall abide by the college's "policies governing faculty outside professional activities and conflict of interest." Faculty wishing to enter into agreements with other educational institutions during the normal academic year must first have the approval of the President before entering into such agreements.

6. A faculty Appointments Committee shall have jurisdiction over all matters involving tenure, rank and promotion.

Il. (A) Appointments and Dismissals

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

2. Chairholders may be awarded pre-tenure contracts which can total no more than 5 years in duration.
3. All appointments are to be made a matter of official record through a letter issued by the President or his/her designee in triplicate. The appointee will retain one copy and return two signed copies to the President. One of these will be kept on file by the Clerk of the Board of Trustees; the other will be kept in the President’s office.

4. Faculty appointed as "non-tenure track faculty" shall be subject to the following provisions:

   (a) Upon recommendation by the Division Chairperson, initial appointments to the “non-tenure track” may be made by the President or Provost, and Dean of Faculty and such appointment shall normally consist of a one-year contract. Initial appointments of a longer duration (up to a maximum of 5-years) may be made in those cases where, in the opinion of the President or Provost, and Dean of Faculty (and with the concurrence of the Division Chairperson) it is in the College’s best interest to do so. Such multi-year appointments shall also be subject to approval by the Appointments Committee.

   (b) Following the initial one-year appointment, the second and subsequent appointments for faculty serving on the "non-tenure track" may consist of contracts of one, two, three, four, or five-year durations.

   (c) The Appointments Committee shall review the performance of all faculty on the “non-tenure track” prior to the issuance of any multi-year contracts. Such multi-year contracts shall be subject to a majority vote of the Appointments Committee.

   (d) Full-time non-tenure track contracts shall be for one, two, three, four or five years. Initial appointments are normally for one year.

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

   (e) The criteria used in the evaluations noted in (c) and (d) (above) shall be tailored to the specific individual and tied to the goals and objectives which have been established for that faculty member. These criteria shall require teaching effectiveness, relevant professional activities and practices and/or scholarship as determined upon initial and subsequent appointments.

   (f) A faculty member on the tenure track may change to full-time non-tenure track status only by majority vote of the Appointments DMB and subsequent endorsement by the President (in case of a veto, the same provisions apply as in a tenure case). In the event of a successful status change, the initial contract off the tenure track will be for one year or for the duration left on the faculty member’s tenure-track contract, whichever is longer.
An application for such a change in status must be submitted to the ADMB no later than November 1 of the academic year preceding tenure consideration, for a requested status change to be effective the following September 1. A status change must be in agreement with the needs of the institution and be supported by the division chair.

5. The maximum allowable percentage of non-tenure track faculty college-wide shall be 25 percent (rounded up).

6. Normally, "visiting faculty" shall be appointed under one-year contracts with total time served in a visiting capacity not to exceed two academic years. Exceptions to the two-year duration shall be subject to a majority vote of the Appointments Committee.

7. The term "academic year" shall mean the period beginning on September 1 and continuing through the following August 31. Unless otherwise specified, all non-tenure appointments terminate at the end of the academic year. In the case of the death or disability of a faculty member before the end of the academic year, the Board of Trustees shall determine the College's obligations, if any, regarding compensation from the date of death or disability.

8. Faculty members shall be subject to the tenure guidelines of Section II. (B) of this document.

9. A tenure track faculty member not accorded tenure at the end of the pre-tenure period shall not be re-appointed with the exception that the President, in conjunction with the Provost, Dean of Faculty and the appropriate Division Chairperson, may offer such a faculty member a one-year terminal contract.

10. The Board of Trustees shall act upon the President's recommendations regarding the status of full-time and part-time faculty members. Not later than March 1 for full-time faculty members in their first academic year of service (as defined in Section II. (A) 3) and not later than December 31 of the second and succeeding academic years of service (see section II. (A) 3) during the pre-tenure period, if the appointment expires at the end of the academic year, the President or his/her designated representative shall inform faculty members in writing whether or not they are to be recommended for reappointment. Not later than March 15, the President or his/her designated representative shall discuss with each faculty member his/her status for the coming year including salary. Written notice of status for the coming year shall be sent to each member on or before April 15. Each faculty member shall have the opportunity to discuss his/her status with the appropriate Division Chairperson, the Provost, Dean of Faculty, and the President.

11. Section II. (B) 1 shall not limit the power of the Board of Trustees to release the faculty during a period of national emergency, when and if declared by Congress or by the President of the United States.
12. In considering a request for release from a faculty member, the President and the Board of Trustees will use their discretion as to the earliest possible date for the release consistent with the best interests of all concerned.

13. (a) Nothing herein shall limit the right of the President and Board of Trustees of Babson College to remove any part-time member of the faculty for disability, neglect of duty, incompetence or lack of satisfactory cooperation with College Policies. Such removals shall not be used to restrain faculty members in their exercise of academic freedom. A part-time faculty member so removed may if he/she wishes, discuss the reasons for the termination with the President.

(b) The President and the Board of Trustees may terminate before its expiration the contract of a non-tenured, full-time faculty member for adequate cause. Adequate cause shall consist of incompetence, neglect of duty or violation of the rules and regulations established by the College. Termination of contract will be preceded by discussion between the concerned faculty member and the President. The individual so terminated will be furnished with the reasons for the action in writing.

(c) The faculty member so terminated shall have the right to request a hearing before the Appointments Committee. The Appointments Committee's conclusions and recommendations will be sent to the person so terminated and to the President.

14. In the event of the non-reappointment of a non-tenured, full-time faculty member, the member shall have the right to raise the question of the infringement of his/her academic freedom, in which case the Appointments Committee shall proceed as in 13 (c) above.

15. All changes (refer to Chart in II. (B) 3. (a)) in faculty status which relate to the timing of tenure consideration will be reported to the Appointments Committee semi-annually in September and February. At the Appointments Committee’s discretion, these changes are subject to a majority vote of the Committee.

16. Nothing herein contained shall be held to affect the regulations of the Board of Trustees with respect to the Babson College Annuity Plan.

II. (B) Tenure for Tenure Track Faculty Members

1. After expiration of the pre-tenure period as hereinafter defined and after affirmative vote of the Appointments Committee, tenure track members of the faculty shall signify in writing to Dean of Faculty not later than February 1 of the calendar year following notification whether they accept the offer of a tenure contract; and having signified in the affirmative, thereafter their services shall not be terminated without their consent except for adequate cause, or because of the College's financial exigencies.

(a) A faculty member who is offered tenure but either refuses or later renounces it and who continues as a faculty member at the institution (as specified below) shall have all the rights, privileges and obligations of a tenured faculty member with the exception of those relating to length of
the employment contract. Faculty members who do not accept the offer of tenure (or who have tenure and renounce it) will be offered a five-year contract (subject to the College's retirement policy) which will be renewable every three years by agreement of the President, Provost, Dean of Faculty, and the appropriate Division Chairperson. The purpose of this provision is to enable the College to offer a satisfactory status to those faculty members who are opposed to tenure for themselves. A faculty member's decision to accept or decline tenure shall not be a consideration in the determination of his/her compensation.

(b) Adequate cause for removal from tenure status shall be incompetence, neglect of duty, or violation of the rules and regulations established by the College. Charges alleging adequate cause must be filed in writing with the Chairperson of the Appointments Committee and the President with a copy to the accused. If the charges are filed, the concerned faculty member shall have the right to request a hearing before the Appointments Committee in accordance with the principles and procedures to be set forth by a committee elected by the faculty for this purpose. Removal shall require confirmation by at least four of the five voting members of the Appointments Committee.

(c) Any person or persons, including members of the Appointments Committee, may file charges alleging adequate cause for removal from tenure status.

(d) Financial exigency on the part of the College shall be a valid reason for dismissal of a tenured member of the faculty if in the judgment of at least four of the five voting members of the Appointments Committee the claim of financial exigency is bona fide.

2. The pre-tenure period for tenure track faculty members shall be seven years. All prior "full-time" teaching experience at the college level after the completion of a terminal degree, once approved by the Appointments Committee, will be credited toward required experience up to a maximum of five years. Credited prior experience for each appointee shall be established by the Appointments Committee after receiving a written recommendation from the appropriate Division Chairperson and the individual concerned and shall be made known to the President and the appointee, if practicable, prior to the signing of the contract of employment and, in any case, within three months after joining the faculty.

3. Progress toward tenure for tenure track faculty members shall include the elements and follow the contract patterns outlined in (i) – (vi) below:

(i) Fourth-Year Review

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

Consistently applied Fourth-Year Reviews should:

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

(ii) Contract Sequence: 2-3-2

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

The overall contract sequence is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>2-Year Contract</th>
<th>3-Year Contract</th>
<th>2-Year Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>One</td>
<td>Two</td>
<td>Three</td>
</tr>
<tr>
<td>Review</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
</tr>
<tr>
<td>Contract Renewal Review</td>
<td>4th Year Review</td>
<td>Tenure Review</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

(iii) First Contract Renewal

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

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

The Division Chair advises the Dean of Faculty regarding the contract renewal. The dean makes the final decision.
The chair, in consultation with the dean, selects the members of a review committee from among the tenured members of the division. The review committee must consist of at least two tenured faculty members, in addition to the Division Chair.

The committee solicits input from relevant faculty members, as well as other members of the community. Relevant faculty could include all division members, division or non-division members who share expertise in the faculty members’ field, or any division or non-division members who have worked closely with the faculty member. Outside reviews of the faculty member’s research are not normally expected to be solicited, but may be requested in extraordinary circumstances.

The committee reviews the faculty member and produces a written report (using the criteria outlined in “Policies and Procedures,” Section II.B.7. (A-F) for tenure and also used during the annual evaluations), recommends future development, and advises the dean regarding contract renewal for the following December. The dean attaches these results to his or her own letter communicating the dean’s decision to the faculty member. Together the dean and chair meet with the faculty member to convey the results of the evaluation orally and to deliver the dean’s letter and written report.

(i) Appeals Process

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

(1) The appeal is to be filed within 60 days of the day on which the faculty member is notified, orally or in writing, of a negative decision.

(2) Grounds for appeal are: omissions or errors of fact that influenced the judgment of the division and/or the Dean of Faculty; or violations of the processes spelled out in this document.

(3) The Provost will decide on the appeal, and notify the faculty member in writing, within 60 days of filing, but no later than December 31 of the final year of the contract then in force.

(ii) Deferral of Tenure Decision

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

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

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

4. Normally, the college does not grant tenure unless a tenure track faculty member has taught full-time at Babson for at least two academic years. At the same time, the college recognizes that extraordinary circumstances may arise. Consequently, in certain unusual and extraordinary cases the Appointments Committee may decide to consider a departure from the time requirements found in table 3 (a) (above). This also includes reviewing a candidate for tenure prior to initial appointment to the faculty. It is anticipated that such cases will be rare and such candidates would be subject to a rigorous review process by the Appointments Committee, which shall include the recommendation of the relevant discipline/division. Following its evaluation, an affirmative recommendation by the Appointments Committee will result in the candidate receiving tenure upon initial appointment.

5. The Appointments Committee shall consist of seven members of the faculty, who have been offered tenure, each of whom shall serve for two years and each of whom shall be elected to no more than two successive two-year terms. Five of the above-mentioned faculty shall serve as regular voting members of the committee, with the remaining two faculty serving as committee alternates. The Committee shall annually elect a Chairperson from its regular voting members. Each year two members of the faculty shall be elected as committee alternates; they shall attend meetings and vote only in case a vacancy occurs on the committee, or a committee member does not sit on a particular case. In the event a Division Chairperson shall be elected as a regular voting member of the Appointments Committee, one of the alternates shall be randomly selected to replace the Division Chairperson for purposes of voting on candidates from the Division Chairperson’s own division. The Dean of Faculty shall serve as an ex-officio, non-voting member of the Appointments Committee.

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

(a) Faculty members shall be elected to the Appointments Committee in February of each year by all members of the faculty. Two-year terms shall be staggered so that new members are elected each February. The
two faculty elected to the Committee each February with the lowest vote counts shall serve as alternates during the initial year of their term. Alternates shall become regular voting members following the initial year of their term. No more than one member may serve from any academic division with less than 1/current number of divisions of the full-time faculty. No more than two members from the same academic division may serve concurrently. Any faculty vacancies shall be filled by election for any unfilled part of the terms.

(b) Before November 1 of each academic year, the Appointments Committee shall send official notice to those eligible faculty members whose credited prior years of service qualify them for tenure consideration. The faculty member so notified shall inform the Committee in writing on or before November 7 whether or not he/she wishes a committee vote taken on his/her application for tenure.

(c) Appointments Committee decisions on tenure shall be by majority vote and a quorum shall be five voting members, including alternate members, if necessary, to vote on all decisions. A minority recommendation may be submitted.

(d) The Committee shall submit its recommendations in writing to the President, together with a supporting rationale, through the office of the Dean of Faculty. The Dean of Faculty shall submit his/her own recommendations to the President along with those received from the Appointments Committee through the Office of the Provost.

(e) The President may veto recommendations concerning tenure. In this event, the recommendation will be referred back to the Appointments Committee, which may override the veto of a positive recommendation only by vote of at least four of the five members who provided the original vote on the recommendation in question. The Appointments Committee may override the veto of a negative recommendation by a majority vote of the five members of the Committee who provided the original vote on the recommendation in question.

(f) In the case of an affirmative vote of the Appointments Committee, the appointment, if made by the President, shall carry tenure. In the event of a negative vote of the Appointments Committee on a tenure candidate, the President shall not make a subsequent appointment. If a veto has occurred in accordance with II. (B) 5. (e), the tenure votes mentioned in this paragraph are those following that veto.

6. The Appointments Committee shall have jurisdiction over all matters involving tenure. A permanent record shall be made of Appointments Committee meeting deliberations.

7. Not fewer than fifteen months prior to the expiration of a tenure track faculty member's pre-tenure period, unless postponement has been made per II. (B) 3. (a), the Appointments Committee shall decide whether or not the person is to be accorded tenure. The faculty member shall be notified in writing by the President of the decision of the Committee. The tenure decision shall be
communicated to the faculty member no later than May 31 of the next-to-last year of his/her pre-tenure period as determined by the Table in II. (B) 3. (a). In its deliberations, and in arriving at its decisions regarding tenure (as well as in arriving at its decisions regarding academic rank - see Section III), the Committee shall use all the following criteria:

(a) Teaching effectiveness with whatever audiences are assigned; for example, undergraduate, graduate, executive or other adult audiences. Teaching effectiveness shall incorporate the ability to achieve the learning objectives of the course, program, or session through the appropriate selection, organization, and presentation of materials and pedagogy to fit the particular audience.

(b) Educational status including possession of an appropriate terminal academic and/or professional degree and any relevant subsequent education or experience.

(c) Scholarly performance evidenced by research or writings in the form of professional books and articles, textbooks, reports, presentations, essays and papers including any relating to course and curriculum development, for example, exercises, simulations, cases and pedagogical materials and innovations.

(d) Professional competence evidenced by professional activities other than purely routine that contribute positively to professional growth. Such activities could include consulting, conducting a professional practice, giving speeches, and active participation in business, professional and governmental organizations.

(e) Both scholarly and professional activities are indicators of a fundamental criterion: intellectual vitality. This involves the creation and dissemination of intellectual capital (contribution to the knowledge base of the field), reflecting a significant involvement with one's field(s). The individual's profile could be a combination of scholarly and professional activity. The quality of the intellectual capital is evaluated by the degree of acceptance and utilization by academic and professional colleagues. Quality of the intellectual capital created, not quantity alone, shall be the principal basis for judging scholarly and professional activities: the dissemination of the knowledge base can be accomplished through a wide range of vehicles and activities.

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

In using these criteria, the Appointments Committee shall:

1. Consider teaching effectiveness to be the fundamental threshold for tenure.
2. In addition, the Appointments Committee will take into account the faculty member's educational status and effectiveness on the remaining criteria.

3. Consider the written annual performance evaluations in its deliberations.

8. The Chairperson of the Appointments Committee shall invite each tenured faculty member of the division of which the applicant is a member to appear, at the tenured faculty member's discretion, to give an oral report to the Committee concerning the applicant. The Committee may request the presence or participation on an ad hoc basis of any persons it considers useful in its deliberations.

9. The Chairperson of the Appointments Committee shall notify any tenure track faculty member coming up for tenure that he/she has a right to present any materials the person considers relevant to the Appointments Committee for its consideration.

III. (A) Academic Rank/Titles

1. There shall be four progressive categories of academic rank, as follows: Instructor, Assistant Professor, Associate Professor, and Professor.

2. There shall be two academic titles for full-time faculty appointed to the faculty on the non-tenure track under I. 2. (a), as follows: Lecturer and Senior Lecturer. Upon initial appointment to the faculty on the non-tenure track, new members of the faculty appointed under I. 2. (a) shall receive the title of Lecturer unless, by a decision of the Appointments Committee, they should be awarded the title of Senior Lecturer due to previous experience, external recognition in their professional life, academic status at other institutions of higher learning, or because of other special circumstances. Promotion from Lecturer to Senior Lecturer shall be subject to approval by the Appointments Committee. Although the criteria used in evaluating non-tenure track faculty under I. 2. (a) shall be tailored to the specific individual and tied to the goals and objectives which have been established for that faculty member, the Appointments Committee shall include the following criteria in its evaluation of cases for promotion to Senior Lecturer: achievement of high-level teaching results at Babson, and some combination of (I) external recognition in one’s professional or scholarly life and (II) leadership within the Babson Community. Non-tenure track faculty under I. 2. (b) shall carry the rank of either Associate Professor or Professor. Non-tenure track faculty under I. 2. (c) shall carry the normal categories of academic rank (i.e., Assistant Professor, Associate Professor, and Professor). A part-time member of the faculty shall be designated as "Adjunct Lecturer." The title of Preceptor shall be used for those members of the faculty appointed by the President to teach a specific number of courses (normally four) during a specific academic year. A faculty member who serves on a visiting basis shall be designated by whatever rank is deemed appropriate by the Dean of Faculty (in consultation with the Division Chair), with the word “visiting” prefixed thereto.

3. A member of the faculty who, upon retirement, holds the rank of Associate Professor, or Professor shall be designated as Professor Emeritus.
4. The Appointments Committee shall have full responsibility for making recommendations and decisions on academic rank/title.

(a) Appointments Committee decisions on academic rank/title shall be by majority vote and a quorum shall be five voting members, including alternate members, if necessary, to vote on all decisions. A minority recommendation may be submitted.

(b) Committee alternates shall attend meetings and vote only in case a vacancy occurs on the Committee, or a committee member does not sit on a particular case. In the event a Division Chairperson shall be elected as a regular voting member of the Appointments Committee, one of the alternates shall be randomly selected to replace the Division Chairperson for purposes of voting on candidates from the Division Chairperson's own division. No member of the Appointments Committee shall sit as a voting member for purposes of considering his/her own case for promotion. In the event the case of a regular member of the Appointments Committee comes before the Committee, one of the alternates shall be randomly selected to replace the member in question for purposes of hearing the case. Further, in the event that the case of a regular member of the Appointments Committee shall be heard and that member's Division Chairperson also serves as a regular member of the Committee, both alternates shall replace the member in question and his/her Division Chairperson.

(c) The Committee shall submit its recommendations in writing to the President, together with a supporting rationale, through the Office of the Dean of Faculty. The Dean of Faculty shall submit his/her own recommendations to the President along with those received from the Appointments Committee through the Office of the Provost.

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

(e) The Appointments Committee shall have jurisdiction over all matters involving academic rank/title and promotion. A permanent record shall be made of Appointments Committee meeting deliberations.

5. An Assistant Professor receiving a favorable tenure decision from the Appointments Committee shall automatically be promoted to the rank of Associate Professor effective with the date of the tenure appointment.

6. An Assistant Professor may be considered by the Appointments Committee for promotion to the rank of Associate Professor provided he/she has service as an instructor and Assistant Professor for at least seven years (including the year of deliberation of the promotion case) at one or more institutions of higher learning.

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

1. Consider teaching effectiveness to be the fundamental threshold for promotion to Associate Professor.

2. In addition, the Appointments Committee shall take into account the faculty member's educational status and effectiveness on the remaining criteria.

7. An Associate Professor may be considered for promotion to the rank of Professor provided that he/she has service as an Associate Professor for at least five years (including the year of deliberation of the promotion case) at one or more institutions of higher learning.

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

In using these criteria, the Appointments Committee shall:

(a) Consider teaching effectiveness to be the fundamental threshold for promotion to Professor.

(b) In addition, the Appointments Committee will take into account the faculty member's educational status and effectiveness on the remaining criteria with the expectation of an even higher level of intellectual vitality in criterion (c) and/or (d) than that normally expected of an Associate Professor.

8. Failure of a faculty member to receive a higher rank/title due to a decision of the Appointments Committee shall not preclude the possibility of the promotion being considered by the Appointments Committee at a later date. In order to continue at Babson, joint appointments with Olin College of Engineering must have their applications for promotion reviewed by the Appointments Committee regardless of any action by Olin College. Promotion decisions for these faculty shall be based on Babson performance and promotion criteria. Faculty members at the Assistant Professor rank who hold joint appointments with Olin College of Engineering must have their case for promotion to Associate Professor considered according to the Babson time frame (i.e., no later than the Spring Semester of their 6th year at Babson). Failure to receive promotion to Associate Professor according to this timetable will result in termination as a faculty member at Babson College.

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

(b) In appointing a Provost, the President shall consider only those who hold at least the rank of Associate Professor or those who by decision of the Appointments Committee are eligible to become an Associate Professor or Professor immediately upon appointment. The position of Provost may be considered to be a non-tenure track position.

11. The time requirement in any rank may be waived if, in the opinion of the Appointments Committee, the candidate is exceptional in meeting the other stated requirements.

IV. Salary Scales

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

V. Statement on Academic Freedom

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

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

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

The word "teacher" as used in the above statement is understood to include the investigator who is attached to an academic institution without teaching duties.
Since the presentation of the AAUP's 1940 statement (above) is a direct quote, it bears mention that all references to the male gender are understood to include both male and female faculty members.

VI. Amendments

1. The Board of Trustees of Babson College may amend these Policies and Procedures by a majority vote at any regular meeting of the Board provided a copy of the proposed amendment shall have been mailed or delivered to each member of the Board, and to each faculty member, not less than thirty days prior to the date on which the amendment is to be voted upon, except that any proposal to amend II. (B) must originate as a Faculty Amendment Proposal, VI. 2.

2. The Faculty of Babson College may initiate amendment proposals in the following manner:

(a) The Faculty member, or members, initiating the proposal shall submit the proposed amendment, in writing, to the Provost and to each member of the faculty. Not less than 15 days –or more than 30 days – thereafter the Provost shall call a meeting of the faculty for consideration of the proposed amendment. Amendments to this proposal may be amended by a majority vote of the faculty assembled. A proposed amendment shall become a faculty Amendment Proposal if it is approved by two-thirds of all eligible voters by an electronic ballot.

b) An electronic vote will be distributed within forty-eight (48) hours after the close of the faculty meeting at which the proposal to amend Appendix A has been distributed and has been discussed.

c) The ballot must be returned to the Faculty Agenda Committee or designee by the eligible voting faculty within seven (7) days after the time of its distribution.

d) The current Faculty Agenda Committee or designee will prepare the ballot.

e) No proxy voting will be allowed.

(f) Faculty Amendment Proposals shall be transmitted by the Provost to the President of Babson College. The President shall bring such proposals to the attention of the Board of Trustees.
APPENDIX B

Requirements and Guidelines for Rank and Tenure Consideration
REQUIREMENTS AND GUIDELINES
FOR RANK AND TENURE CONSIDERATION

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

ADMB guideline documents are also posted on the Babson portal in the Academic Affairs portlet.

REQUIREMENTS

Timing:

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

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

Resume:

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

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

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

Materials:

Materials in support of candidacies are to be placed in Horn 325 for access by members of the Appointments Committee. These materials should be arranged in folders or notebooks in the same
REQUIREMENTS (continued...)

sequence as they are listed in the resume. In addition to sending the resume to each member of the Appointments Committee, a copy of the resume should be included with the materials placed in Horn 325 for the committee.

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

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

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

GUIDELINES FOR CONTENT OF MATERIALS PACKAGE FOR RANK AND TENURE CONSIDERATION

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

Overall

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

Criteria

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

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

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

Evidence of the highest degree received.

(3) **Scholarly Performance:**

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

(4) **Professional Competence:**

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

(5) **Contributions to the College:**

(a) Letters attesting to the nature of your contribution or the names of fellow committee members;
(b) A list of committee assignments and any other campus and relevant civic activities.
ILLUSTRATIVE SOURCES OF TENURE AND RANK EVIDENCE

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

(a) Written annual performance evaluations and reviews (it is recommended that these be included by the candidate);

(b) Division Chairperson, deans, other members of the administration;

(c) Candidate's resume and introductory statement.

(d) Materials candidate has placed on reserve:

   1. student opinion surveys and course enrollments;
   2. course materials and examinations;
   3. publications;
   4. other materials.

(e) Testimony, written or oral, from tenured members of the faculty (including members of candidate's own division) in the case of tenure deliberations, and in case of rank deliberations, testimony from faculty holding the same academic rank for which the candidate is being considered.

(f) Testimony, written or oral, from anyone solicited or wishing to volunteer the same;

(g) Appearance of the candidate before the Appointments Committee (if utilized);

(h) Class visitations by other faculty as appropriate;

(i) Any other relevant sources of information.
The following has been prepared as a "quick" reference guide to assist faculty in identifying sources of information relative to a number of common areas of concern. This is by no means meant to be an exhaustive list, nor does it include all of the various individuals on campus who are qualified to deal (or are dealing) with the topic areas presented.

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<tr>
<th>TOPIC/AREA OF CONCERN</th>
<th>CONTACT</th>
<th>EXT.</th>
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<td>Academic Advising (MBA)</td>
<td>Evening MBA (Petia Whitmore)</td>
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<td></td>
<td>1-Year MBA (Kate Buckman)</td>
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<td>2-Year MBA (Beth Bristol)</td>
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<td>Fast Track MBA (Sandy Lundeen)</td>
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<td>Academic and Personal Advising (U-Grad)</td>
<td>Associate Dean, Foundation Program (Rob Major)</td>
<td>5246</td>
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<td>Associate Dean, Intermediate/Advanced Programs (Rachel Reiser)</td>
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<tr>
<td>Class Deans</td>
<td>Class of 2011 (Dan Kwash)</td>
<td>4002</td>
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<td>Class of 2012 (Pam Gibbs)</td>
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<td>Class of 2013 (Gerri Randlett)</td>
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<td>Class of 2014 (Rob Major)</td>
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<tr>
<td>Disabilities Specialist</td>
<td>(Mary Powell)</td>
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<td>Accounting - Controller's Office</td>
<td>Controller (Rich Bowman)</td>
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<td>Admission Questions</td>
<td>Director, Graduate Admission (Barbara Selmo)</td>
<td>6147</td>
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<td>Dean, Undergraduate Admission (Grant Gosselin)</td>
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<td>Babson Executive Education</td>
<td>Dean Executive Education (Elaine Eisenman)</td>
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<td>Board of Research</td>
<td>Coordinator, Board of Research (Susan Chern)</td>
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<td>Budget</td>
<td>Budget Director (Jeff Dubois)</td>
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<td>Business Services</td>
<td>Director (Teresa Pitaro)</td>
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<td>Campus Life</td>
<td>Director of Campus Life (Vacant)</td>
<td>4500</td>
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<td>Career Counseling (Students)</td>
<td>Undergrad (Megan Houlker)</td>
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<td></td>
<td>Graduate (Cheri Paulson)</td>
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<tr>
<td><strong>Computer Assistance</strong></td>
<td>HELP DESK</td>
<td>4357</td>
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<td><strong>Course Schedules</strong></td>
<td>College Registrar</td>
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<td>(Times, Changes, Class Lists, Etc.)</td>
<td>(Linda Kean)</td>
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<td><strong>Curriculum, Undergraduate</strong></td>
<td>Associate Dean, Undergraduate School (vacant)</td>
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<td><strong>Emergencies</strong> (Fire, Medical, Health)</td>
<td>Public Safety Department (Emergency Line)</td>
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<td><strong>Health Services</strong></td>
<td>Director of Health Services (Sharon Yardley)</td>
<td>4979</td>
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<tr>
<td><strong>Financial &amp; Budgetary Matters</strong></td>
<td>Vice President for Finance (Phil Shapiro)</td>
<td>5698</td>
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<tr>
<td><strong>Financial Aid (Students)</strong></td>
<td>Director, Student Financial Services (Melissa Shaak)</td>
<td>4398</td>
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<tr>
<td><strong>F.W. Olin Graduate School</strong></td>
<td>Murata Dean (Raghu Tadepalli)</td>
<td>5237</td>
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<tr>
<td><strong>Human Resources</strong></td>
<td>Vice President, Administration (Mary Rose)</td>
<td>5075</td>
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<td></td>
<td>Associate VP, Human Resources (Vacant)</td>
<td>4207</td>
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<td></td>
<td>Benefits Manager (Susan Glover)</td>
<td>5480</td>
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<td></td>
<td>Employment Manager (Sandy Breda)</td>
<td>4419</td>
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<td></td>
<td>Manager, Compensation (Kate O’Leary)</td>
<td>4209</td>
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<td></td>
<td>Sr. Payroll Administrator (Kelly Walsh)</td>
<td>4554</td>
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<tr>
<td><strong>Information Technology Service Division (ITSD)</strong></td>
<td>Chief Information Officer (Sam Dunn)</td>
<td>6404</td>
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<tr>
<td><strong>Internship Programs</strong></td>
<td>Elise Beaudin</td>
<td>4482</td>
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<tr>
<td>Joint MCFE (International)</td>
<td>Rosemary Casey</td>
<td>4003</td>
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<tr>
<td>Undergrad MCFE</td>
<td>Mark Biddle</td>
<td>6149</td>
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<tr>
<td>Grad MCFE</td>
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<tr>
<td><strong>Library</strong></td>
<td>Director, Libraries</td>
<td>4259</td>
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<tr>
<td><strong>Library Information Desk</strong></td>
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<td>4596</td>
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<tr>
<td><strong>Office of the President</strong></td>
<td>President (Leonard Schlesinger)</td>
<td>4263</td>
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Office of the Provost
Provost/Dean of Faculty
(Shahid Ansari) 4277

Scheduling
Scheduling Coordinator
(Sandy Sweetman) 4527

School Cancellation- Announcements
(Snow, etc.)
In the event of school closing due to snow storms, etc., a recorded announcement will be placed on 781-239-INFO. Also listen for announcements on the following radio stations: WBZ 1030, WRKO 680, WBUR 90.9, and on TV stations: WBZ-TV (Channel 4), WHDH-TV (Channel 7), WCVB-TV (Channel 5), WFXT-TV (Channel 25).

Student Affairs Division
Dean of Students
(Betsy Newman) 4538

Undergraduate School
Dean of Undergraduate School
(Dennis Hanno) 5660
The travel policy provides guidance for procedures and guidelines pertaining to reimbursement of expenses for those who travel on college business. College personnel should travel comfortably and in a manner which professional people would normally expect. At the same time, each person should be conscious of an obligation to keep expenses within reason.

Travel Approval: Employees planning to attend a professional meeting, convention or seminar, must complete the "TRAVEL AUTHORIZATION FORM" (available in the Accounts Payable Office or may be accessed on the Community Shared K Drive - See "PERM" and then "BUSINESS FORMS"), and have it approved in advance by the supervisor and then by the appropriate Vice President/Division Director. A reasonable estimate of the cost of the trip should be listed on the form. (Please Note: A "Travel Authorization‖ and —Request for Check" form must be prepared, approved, and filed with the Accounts Payable Office, even if a travel advance is not requested. The authorization must be on file before the Accounts Payable Office can pay convention registration fees, air fare, etc.). A travel advance of no more than 75% of the employee's out-of-pocket cost is available when the form is submitted to the Accounts Payable Office. Except under special circumstances, Travel Authorization forms should be submitted to the Accounts Payable Office at least THREE WEEKS PRIOR TO THE TRIP.

The following travel limits apply to faculty members (limits for other staff listed later in this document) who present papers at a professional meeting: $1,400 per trip limit for paper presentations at national association meetings/conferences. $1,400 per trip limit for paper presentations at inter-national association meetings/conferences involving foreign travel. $700 per trip limit for paper presentations at regional association meetings/conferences (please note that a "regional" meeting may be held outside of the Northeast "region"), or when attending any association meetings/conferences as an officer of the association (and not presenting a paper). $500 per year limit for attendance at all other meetings/conferences, including meetings where faculty member serves as a discussant or panel chairperson. Faculty will ordinarily be reimbursed one time during an academic year (July 1 - June 30) for presenting a specific paper. The maximum reimbursements (per trip) for all other members of the community are $1,400 national/international and $700 for regional levels.

Registration or conference fees are NOT considered as part of the travel "cap". All faculty requests for travel are subject to approval by the appropriate Division Chairperson and Vice Provost. The Vice Provost/Division Chairs, or their designees, will make the final decision regarding limits, with advance approval on the Travel Authorization form. Some members of the community, who have frequent and/or unusual travel schedules/requirements, may have a continued exception granted by a Vice Provost/Division Chair.

Expense Reimbursement: At the conclusion of the trip, an "EMPLOYEE TRAVEL EXPENSE REPORT" form must be completed, approved by the supervisor, and forwarded to the Accounts Payable Office no later than ten business days after the conclusion of the trip. Should actual expenses exceed estimated expenses by more than 10%, the approval of the appropriate Vice President/Division Director is also required. The Accounts Payable Office will provide prompt reimbursement of the expense (within 10 days), less amount advanced, if the following conditions are met: * A receipt/voucher is expected to cover most expenses. If such a receipt is not available, a suitable explanation should be provided on the Travel Expense Report or attached. * Expenditures should be in line with the parameters set out in the following paragraphs.

Air Travel: All air tickets must be booked through Cleveland Circle Travel or Great International Travel which are the College’s two authorized travel agencies. Cleveland Circle Travel 1034 Great Plain Avenue Needham, MA 02492 (781) 449-6860 Or (800) 370-4888 FAX (781) 444-7764 Great International Travel, 200 Highland Avenue Needham, MA 02494-3019 (781) 455-8600 FAX (781)
455-8611 (available through the Travel Portal at www.babson.edu). These two travel agencies will require a valid Babson account number before arranging airline, automobile rental or hotel reservations for business travel. Questions may be directed to Anne Krueger in Purchasing X4947. All travel should be economy class (i.e., coach, tourist, super saver). All employees must utilize lowest fare routing. In comparing flights, lower fare guidelines are as follows: 1. Round-trip savings of at least $100 on one-stop flights without a change of plane. 2. Reasonable departure and arrival times allowing no more than a 2-hour change in requested departure time. 3. When bookings can be made with round-trip savings of $200, with not more than one scheduled airplane transfer each way. From time to time, both travel agencies will negotiate discounted fares on frequently traveled destinations at substantial reductions. All employees will avail themselves of these discounts. Invoices from Babson's air travel account will be paid directly from a Babson College Corporate MasterCard (Pcard). They will be charged to the appropriate account, as determined by the travel authorization that is on file, and the account number supplied to the travel agent. Representatives at both travel agencies have been instructed to seek the least expensive travel (and/or most efficient for the traveler) alternatives for Babson employees. Employees should utilize their expertise and services. The travel representatives can also assist with hotel and car rentals. Employees are guaranteed the lowest airfare at the time of the booking, subject to airline restrictions and rules. Babson will not reimburse anyone other than the employee. The travel representatives will send documentation to the Purchasing Department Office. This information is submitted to Babson as part of the annual service review of travel agent effectiveness. Babson will reimburse only for coach and special air travel rates. Once an air travel arrangement has been made, and college funds committed, reimbursement for costs associated with a change in the booking (i.e., changing a return ticket from one-stop to direct) must have an endorsement of the appropriate member(s) of the Cabinet. Babson maintains a group travel policy which covers employees when traveling anywhere in the world on college business, both in the air and on the ground (rated for specific injury and up to five times annual salary for loss of life). Addition flight insurance which is not provided by the College may be purchased, but is not reimbursable.

**Local Transportation:** Where possible, the use of public transportation is encouraged. Limousine or "airport bus" services are alternatives. Check with the hotel as to whether it operates a service to and from the airport. Employees are encouraged to use similar types of public transportation services between Babson (or an employee's home) and Logan Airport. Babson will reimburse an employee not more than $100 per one-way trip (receipts required) for ANY means of transportation to and from Logan Airport. The College has arrangements with several transportation services: Airport Direct (1-800-444-1511), Boston Coach (800-672-7676) and Charles River Transportation (508-651-1112 or 781-437-1000) to provide employees transportation services (the cost includes all tolls) -- the primary usage being to and from Logan Airport. If using an automobile, this reimbursement amount includes the cost of tolls and parking. The appropriate Vice President/Division Director may make exceptions to these limits in special circumstances.

**Automobiles:** For local business travel, most employees use personal automobiles (if this presents a problem, supervisors can make exceptions). Mileage is reimbursed at the current IRS business mileage rate, 55.0 cents per mile updated 01/01/2009. In addition, parking and toll expenses are reimbursable (receipts required). Citations of all descriptions and repairs are not reimbursable expenses. When using a personal automobile, you must maintain adequate auto insurance. When traveling out of the local area, it may be necessary to rent an automobile at the destination point. All automobile rentals can be arranged through either of the college’s two authorized travel agencies. When signing a contract for a rental vehicle for college business, employees should sign as follows; Joe Smith, Director of Athletics for Babson College. Although subcompact or compact cars are usually least expensive, both travel agencies will apprise employees of any special rates available. Babson has a formal relationship with Avis and Budget (through the purchasing organization E & I Cooperative), National Car Rental, Enterprise Rent-A-Car, Merchants Automotive Group, Inc. (through the Purchasing Consortium MHEC). Employees traveling on college business should decline the collision damage insurance (sometimes referred to as CDW or LDW), personal accident insurance, and any liability insurance supplements. It is sometimes
possible to get "special deals" by combining automobile rental with airline reservations. Both travel agencies have information available with regard to car rentals, and will gladly seek out options and make reservations. Questions may be directed to Anne Krueger in Purchasing X4947.

**Lodging, Meals, Hotels:** Hotel reservations should be made through either of the college’s two authorized travel agencies. Although the "convention" hotel is likely to be the most convenient and may offer a "discount" rate, every effort should be made to secure economical as well as comfortable accommodations. Babson will reimburse an employee for hotel expenses up to $210 per day (not including tax). The following list of specific cities (not including international travel) allow for a $270 limit: Boston Philadelphia Chicago San Francisco Los Angeles Washington, DC New York City If an employee guarantees the reservation and then fails to arrive, the employee will be charged for the room. This can be avoided by calling either travel agency to cancel the reservation. Employees calling directly should be sure to obtain a cancellation number, and the name of the person responsible for the cancellation. The College will not reimburse employees for unused guaranteed reservations.

A copy of the actual hotel bill, with charges clearly identified, must be submitted to the Accounts Payable Office. Babson will not reimburse for room service charges (beyond normal meal expenses) and other "extras"; i.e., movies are not a reimbursable item. MEALS Listed below are the meal reimbursement amounts faculty members may receive on business travel. For any full day or overnight trips, 3 meals, including beverage and tip, will be reimbursed up to $90 per day. Guidelines for meal reimbursement for partial days of an extended trip are included here, although a traveler can "pool" these amounts and submit meal expenses on a per-day basis:

- Breakfast..............................$15
- Lunch....................................$25
- Dinner..................................$50

The previous list of specific cities allows for a higher limit of meal expenses. This should be approved by the appropriate Vice President/Division Director. A drink with meals is a reimbursable expense. Reasonable tips are to be made, but with a 10-20% range as a normal guideline. Employees should avoid paying for other employees' (being reimbursed for the same trip) meals, unless it is a bona fide business meeting. When paying for clients, volunteers or guests of Babson, employees should indicate who these individuals are. The partial day meal reimbursements still apply for each person. In all cases, to be reimbursed, receipts will be required.

**Miscellaneous:** The costs of gifts are reimbursable when given as a "thank you" for food and/or lodging. Receipts must be submitted. Personal telephone calls home are reimbursable up to $10 per day. Calls made on Babson business will be reimbursed, but must be marked as such (calls home are not considered business). If an employee anticipates making a large number of calls while traveling, the Vice President/Division Director can request a College phone card assigned to his/her office account. Laundry, dry cleaning and pressing are reimbursable in the event of inclement weather, or for trips which exceed five consecutive days. Those traveling to other countries will be reimbursed for the normal expenses, currency exchange differentials, and other such expenses. (Note: when international travel is involved, the best exchange rate can usually be received from an overseas bank. Employees should avoid changing money at a U.S. airport or in foreign hotels).
APPENDIX E

Organizational Charts for the President’s Cabinet and Academic Affairs
APPENDIX F

Policies Governing Faculty Outside Professional Activities and Conflict of Interest
Policies Governing Faculty Outside Professional Activities and Conflict of Interest

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

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

The College Position

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

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

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

Outside Professional Activities

1. Full-Time Service and Outside Activity

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

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

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

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

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

3. Responsibilities of the Division Chair

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

being currently informed as to the outside professional activities of members of the division and passing on such information to the Provost and the President (as outlined in Policies and Procedures);

advising faculty members so they may avoid conflicts of interest or situations which may adversely affect the College;

consulting with the Provost in situations where they or faculty wish such advice.

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

- number of days spent on outside professional activities having as their primary service of the type performed for professional societies; for government and industry committees, review boards, and panels; or for other educational institutions, and for which compensation is normally incidental;

- the number of days spent on compensated outside professional activities (but not to include the amount of compensation derived therefrom);

- the nature of the relationship involved in the outside connections of a faculty member;

- the extent to which a company in which a faculty member is involved does business with Babson, and information on any significant financial interest the faculty member may have in such a
company; and names and responsibilities of committees (in government and industry) on which the faculty member serves.

- The fact that such a review is made once a year should not lead faculty members to ignore their obligation to keep their Division Chair continually informed concerning their outside professional activities.
Policy on Ethics and Conflict of Interest

Effective as of January 1, 2002
Updated on July 28, 2009

1. Statement of Purpose and Disclosure of Potential Conflicts of Interest
   The goal of this Policy is to clarify the obligations of members of the Administration and Staff of Babson College and its Affiliates to disclose and avoid conflicts of interest. The members of the College’s Administration and such Staff designated under Section 5.D. below (each such administrator and staff, an “Employee”) must disclose any Substantial Interest he or she has in any corporation, partnership, limited liability company or other association or entity (each, a “Business”) that had in the prior fiscal year, currently has or seeks to have a financial relationship with the College or any Affiliate. Each Employee shall submit a Disclosure Statement in the form attached to the Vice President for Administration for each fiscal year on or before June 30th, which shall be promptly updated to disclose any new or proposed financial relationships with the College arising after it is filed.

2. College Assets and Resources
   A. Sound business conduct requires that each employee, as a basic condition of employment, assume responsibility for safeguarding and preserving the assets and resources of the College, particularly those for which he or she is responsible. The following policy statements serve to remind us of that basic commitment and responsibility.
   B. All revenues generated by the College, and all expenditures for goods and services, must be recorded and accounted for within the financial accounting system of the institution.
   C. No false or artificial entries are to be made in the accounting records of the College for any reason. Moreover, no payment on behalf of the College is to be approved or made with the understanding that any part of such a payment is to be used for any purpose other than that described by the documents supporting the payment.
   D. The use of College funds or assets for any personal, unlawful, or improper purpose is prohibited.
   E. No unrecorded or undisclosed bank accounts are to be established by any department to fund, or to assist in funding, any authorized College activity.
   F. The use of any College equipment, supplies, or facilities for a revenue generating activity that benefits an individual employee is strictly prohibited without the express written approval of the Vice President of Administration and the President.
   G. No person in a supervisory or management position is to use the authority of that position to assign an employee to perform non-employment-related tasks.

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

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

5. **Procedures for Evaluating Conflicts of Interest**
   A. Initial Review of Annual Conflict of Interest Disclosure Statements. Disclosure Statements shall be reviewed initially by a committee comprised of the Provost, the Controller, the Associate Vice President for Planning and the Associate Vice President for Human Resources. The initial review shall (i) confirm that all Employees and others required to file a Conflict of Interest Disclosure Statement have done so and (ii) whether any conflict of interest or potential conflict of interest has been reported. Any matter identified in (ii) shall be reported to the Chair.
   B. Scope of Review. The Conflicts Committee shall evaluate any alleged violations of this Policy. The Conflicts Committee shall also determine whether any proposed financial relationship is advisable, notwithstanding the existence of a conflict of interest. All findings of the Conflicts Committee shall be recorded in the minutes of its proceedings.
   C. Membership of Conflicts Committee. A Conflicts Committee shall be formed, comprised initially of the College’s Vice Presidents of Administration, Business and Financial Affairs, and the Provost. The President may, in consultation with the Audit Committee of the Board of Trustees, alter the make-up of the Conflicts Committee. In the event any member of the Conflicts Committee is the subject of an inquiry concerning a potential conflict, such member shall not participate in the deliberations of the Conflicts Committee, and the President may appoint one or more disinterested temporary members to determine whether such member has a conflict. Additional members (up to a total of seven members) may be appointed to the Conflicts
Committee by the President in his discretion if the potential conflict involves a financial relationship that would exceed three years in duration or obligate the College to make payments in excess of $100,000 in any given 12 month period. The Conflicts Committee shall report (i) to the President and Board of Trustees on an annual basis concerning its activities under this Policy and (ii) to the Chairman of the Board of Trustees with respect to any actual conflict of interest that is reviewed by the Conflicts Committee. To assure that the best interests of the College are always placed first in the case of any Financial Relationship that must be disclosed this Policy, the Conflicts Committee shall conduct an annual examination and review of any such arrangement to assure that it is in the best interests of the College.

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

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

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

6. Sanctions for Violation of Policy
   If the President of the College or of an Affiliate, if applicable, affirms the findings of the Conflicts Committee that an Employee of the College or Affiliate has violated this Policy, the President of the College or such Affiliate may, consistent with the terms of employment for that Employee, discipline, demote or dismiss the Employee, and shall report the violation and the disciplinary action to the Executive Committee of the College’s Board of Trustees.
Babson Faculty Report on Outside Professional Activities and Conflicts of Interest for 2010
(January 1, 2010 to December 31, 2010)

NAME_____________________________    DIVISION____________________________

I. **Compensated Outside Professional Activity**: (consulting, teaching, board membership, etc. DO NOT indicate amount of compensation.)

<table>
<thead>
<tr>
<th>Company or Organization</th>
<th>Nature of Work or Relationship</th>
<th>Total Calendar Days (Academic Year)</th>
</tr>
</thead>
</table>

II. **Uncompensated Outside Professional Activity**: (professional societies, committees, panels, community service, etc. with no or nominal compensation.)

<table>
<thead>
<tr>
<th>Company or Organization</th>
<th>Nature of Work or Relationship</th>
<th>Total Calendar Days (Academic Year)</th>
</tr>
</thead>
</table>

III. **Disclosure of Substantial Interests**

Do you, directly or indirectly, have a Substantial Interest in a business entity that in the prior calendar year had, or now has or seeks in the coming calendar year to have, a financial or other business relationship with the College or an Affiliate of the College?

NO (__)      YES (__)

If yes, please provide the information below:

<table>
<thead>
<tr>
<th>Name &amp; Name of Owner</th>
<th>Name of Business Entity</th>
<th>Nature of Ownership Interest</th>
<th>Nature of Financial Interest</th>
<th>Identify of or Business Relationship</th>
</tr>
</thead>
</table>

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

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

IV. Considering the College policy on conflict of interest, in your view have any of the relationships described in this report the potential or the appearance of a conflict of interest? If so, please describe.

Signature ____________________________________________
APPENDIX G

Governance at Babson College
GOVERNANCE AT BABSON COLLEGE

In 2005, a Governance Task Force (GTF) was formed by the College faculty to study and recommend improvements to our current system of shared governance. The faculty then voted to create a Governance Implementation Group (GIG) to implement changes to the governance system along the lines recommended by the GTF. The GIG issued its recommendations during 2007 and its final recommendation in spring 2008. These recommendations were voted on by the College faculty and resulted in changes to its committee structure, voting procedures, and most significant a Faculty Senate of approximately 33 people as a deliberative body that makes decisions on behalf of the entire faculty. The provisional Bylaws of the Faculty Senate are reproduced in Addendum 1 of this Appendix.

The following areas of governance are under the purview of the entire faculty and have not been affected by the creation of the new Faculty Senate.

Selection and Role of Division Chairpersons

Under current practice, Division Chairs serve 3-year renewable terms and are appointed by the Dean of Faculty following consultation with division faculty members. While it is difficult, indeed, to provide a listing of each and every specific activity a Chairperson engages in, the role and responsibilities of Division Chairpersons may be broadly understood to include the following:

- Mentoring and Evaluation of Full and Part-Time Faculty;
- Overseeing and Maintaining High Quality in the Educational Delivery System;
- Guiding faculty research and teaching/curriculum activities in concert with the strategic initiatives of the college;
- Divisional Manpower Planning including Recruiting both Full-Time and Part-Time Faculty;
- Presentation of Rank and Tenure Cases;
- Divisional Budget Management and Divisional Administration;
- Conflict Resolution (e.g., student grades);
- Advise Provost through Chairs & Deans Group.

Faculty Appointments Decision Making Body (DMB)

The Faculty Appointments DMB shall hear cases regarding tenure, promotion and initial appointments and make recommendations to the President. In addition, the Faculty Appointments DMB shall be responsible for continually evaluating policies, procedures and standards regarding appointment, rank and tenure and make recommendations to the faculty as a whole as appropriate.

The Committee shall be made up of five (5) regular members plus two alternates, all of whom shall be elected by the faculty as a whole. The Committee shall annually elect a chairperson from its regular voting members. Committee alternates shall attend meetings and vote only in case a vacancy occurs on the committee, or a committee member does not sit on a particular case. In the event a Division chair shall be elected as a regular member of the Faculty Appointments DMB, one of the alternates shall be randomly selected to replace the Division Chair for purposes of voting on candidates from the Division Chair's own
division. No member of the Appointments DMB shall sit as a voting member for purposes of considering his/her own case for promotion. In the event the case of a regular member of the Appointments DMB comes before the Committee, one of the alternates shall be randomly selected to replace the member in question for purposes of hearing the case. Further, in the event that the case of a regular member of the Appointments DMB shall be heard and that member's Division Chair also serves as a regular member of the Committee, both alternates shall replace the member in question and his/her Division chair. Members of the Committee shall serve 2-year terms with no more than two consecutive terms of office. Two-year terms shall be staggered so that each year 3 or 4 new members are elected. The two members elected each year with the lowest vote counts shall serve as alternates during the initial year of their term. Alternates shall become regular voting members following the initial year of their term. No more than two members from the same academic division may serve concurrently. All members must be tenured or have been offered tenure.

With the exceptions noted above, the process to be followed by the Committee shall be similar to the current practices of the Tenure Committee including, but not limited to, the following:

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

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

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

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

Role of the Chairs and Deans Group

The Chairs and Deans Group, composed of the Provost, Dean of Faculty, Vice Provost, 3 Program Deans and 10 Division Chairpersons, shall continue to serve in an advisory role and sounding board for Academic Affairs administration.

Babson is committed to building and maintaining a diverse community and this commitment extends to the composition of committees and other representative bodies of the faculty. As such, the Chairs and Deans Group shall be sensitive to the differences within the faculty (e.g., male/female, tenured-non-tenured, minorities, junior/senior faculty, etc.) and recognize the College's commitment to diversity and balance as it develops its nominations/appointments for the committees for which it is responsible.

BEE Advisory Board

The Babson Executive Education Advisory Board provides input and serves as a sounding board for the Dean and the senior leadership team of BEE in developing and implementing its strategic initiatives. The BEE Advisory Board consists of five faculty members elected to 3-year terms by the faculty as a whole and the Dean who serves as Committee Chair.
Babson Faculty Research Fund

The Babson Faculty Research Fund (BFRF) shall evaluate and make recommendations to the Dean of Faculty on faculty research proposals for course releases, summer stipends, etc.

The BFRF committee consists of five members elected by the full faculty. The BFRF Chair, elected by members of the BFRF, represents the BFRF. BFRF decisions must be approved by the Dean of Faculty. It is important to have a diverse set of faculty members serving on this committee. There will be not more than one member from any division.
Appendix G Addendum 1

Provisional Bylaws of the Faculty Senate

Voted May, 2008

PREAMBLE

The faculty of Babson College has the primary responsibility to develop, sustain, and enhance the intellectual and academic quality of the College. To ensure this, the College uses a model of shared governance in which its faculty is responsible for all policies relating to the college curriculum content and pedagogical process, intellectual vitality and research, academic standards and admissions policies, as well as the manner in which faculty work. On February 29, 2008, the Babson College faculty voted to create a Faculty Senate as the representative body of the faculty. It shall be governed by these Bylaws.

Article 1. Name, Purpose, and Organizing Principle

1.1. The name of this organization shall be the Faculty Senate of Babson College ("Senate").

1.2. The purpose of the Senate is to:

a) Create a structure for faculty deliberation and decision-making that brings all relevant information and faculty constituencies together for active discussion and policy resolution;

b) Promote the self-organization of the faculty to ensure a productive leadership role in shared governance that is nimble and flexible in confronting and directing institutional change;

c) Enhance faculty efficiency in legislative decision-making and oversight in those areas where the faculty has the prerogative;

d) Provide a forum for expression of the opinion of the Babson College Faculty;

e) Be the faculty-sanctioned voice to make recommendations in those decisions that affect the faculty or impact the overall mission of the institution or compromises the values or reputation of the College;

f) Promote transparency so that data or reasons behind decisions are clear and well-understood;

g) Promote a climate of academic freedom for the College community;

h) Encourage intellectual and artistic vitality;

i) Support an appreciation of the arts, humanities, and sciences as integral components of business education;

j) Establish the institutional foundations to prescribe processes, carry forward institutional memory, and produce decision-making efficiencies; and

k) Support the overall mission of the College.

1.3. Organizing Principle: Shared Governance

The faculty of Babson College affirms its commitment to shared governance and collegiality as the most effective bases upon which to manage the affairs of and maintain excellence in the College. Shared governance is used here to describe faculty involvement with the College administration where:

a) Faculty, through the Senate, collaborate with the administration, staff, and students in a manner that advances the instructional mission of the College and improves the quality of the entire Babson experience;
b) Faculty, through the Senate, facilitate coordination between and among the several parts of the Babson organization;

c) Deliberation precedes decision-making in order to bring together relevant constituencies and information for active discussion and debate;

d) All parties continually strive for transparency in decision-making;

e) All parties communicate openly and appreciate the diversity of individuals in relation to the more broadly-defined needs and interests of the institution; and

f) All parties work to create an environment of trust and goodwill.

Article 2. Organization and Membership

2.1. Size. The Senate will be comprised of 20% of the eligible voting faculty (rounded to nearest whole number) as defined in 2.2 below. For example, if there are 166 eligible faculty members, the Senate will consist of 33 elected faculty members. In addition, there will be 5 elected Alternate Senators whose responsibilities are delineated in 2.4 below.

2.2. Eligibility. All full-time faculty members who have received an appointment from the President in one of the following categories, as defined below: (1) tenured faculty, (2) tenure track faculty, (3) pre-tenure track faculty, and (4) non-tenure track faculty are eligible to be members of the Senate. (Collectively, “Eligible Voting Faculty”)

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

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

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

2.2.4. Non-Tenure Track Faculty. Those members of the faculty who have received and accepted a non-tenure track appointment from the President and those members of the faculty who have received and accepted a joint appointment with the F.W. Olin College of Engineering.

2.3. Election of Senators. Each academic division of the College will elect one Senator. The remaining Senate seats will be filled through College-wide elections, with the exception of the four reserved seat appointments for major standing committee chairs pursuant to 2.5 below. No division will be allowed to have more than five members serving in the Senate in total. Senators who are members by virtue of their position as standing committee chairs and Alternate Senators (see 2.4) will not be counted towards the five divisional Senators limit. In the event two or more academic divisions combine, divisional Senators from the combining divisions will serve the balance of their terms, and thereafter a single divisional Senator will represent the newly combined division.

2.4. Alternate Senators. The five highest vote getters whose vote count is insufficient to yield a permanent seat on the Senate shall be appointed as Alternate Senators for a one-year term. By September 1 of each year, the Senate Chair shall prepare a roster of the five Alternate Senators based on the election results, availability, willingness and ability to serve and any other factors s/he deems necessary. Keeping these factors in mind, at the beginning of each meeting, the Senate Chair will determine which Alternate Senators will stand in for Senators who are absent from the Senate meeting. Alternate Senators who are
standing in will be included in the quorum and may vote; Alternate Senators who are not standing in will not be included in the quorum and may not vote, but may participate in discussion.

2.5. **Reserved Seats.** Chairs of the following four faculty committees of the College will automatically be voting members of the Senate: Undergraduate Academic Policies Committee; Graduate Academic Policies Committee; Faculty Budget, Workload and Compensation Committee; and the Babson Faculty Research Fund (“Major Standing Committees”). A member of the Senate Executive Committee may not serve as Chair of any of the committees listed above. In the event a new major standing committee is created, its chair will automatically be a voting member of the Senate.

2.6. **Terms of Senators.** Each Senator will serve a three-year term so that at most a third of the Senate could change in any given year. Terms shall begin on September 1 of each year and end on August 31.

2.7. **Vacancies.** In the event of a resignation of a Senator or election of an existing Senate member to Chair of a Major Standing Committees or appointment of a Senator to an Ex Officio position, the Senate Chair shall appoint an Alternate Senator to fill the vacant Senate seat for the balance of the vacating Senator’s term.

2.8. **Term Limit.** No Senator may serve more than two consecutive three-year terms. Senators who serve two consecutive three-year terms must have at least a two-year break without serving before they are eligible to serve again. Nothing in this provision will prohibit an individual from serving in the Senate in a seat reserved for Committee Chairs pursuant to 2.5.

2.9. **Ex Officio Members.** The following persons shall serve as ex officio, non-voting members of the Senate: the President of the College, Provost of the College, Vice President for Corporate Programs and Executive Education, Dean of Faculty, and Graduate and Undergraduate Program Deans. A member of the Senate who is appointed to one of these positions during his or her term shall vacate his/her Senate seat upon the date of such appointment and be replaced by an Alternate Senator pursuant to 2.4 above. An ex officio member may not be elected to the Senate, even if s/he is a faculty member pursuant to 2.2 above.

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**Article 3. Individual Senators and their Duties and Responsibilities**

3.1. **Senatorial Role.** All Senators, whether elected by Division or by the faculty at large, including Alternate Senators, represent the voice of the Faculty and are entrusted to exercise this voice in the context of the Senate. In this role, a Senator is expected to support and execute the larger purposes and goals of the Senate described in the Preamble and in Article 1.

3.2. **Senatorial Duties and Responsibilities.** Beyond supporting these purposes, a Senator is charged with fulfilling the duties and responsibilities attendant on that office and with practicing its powers and prerogatives in person to the extent possible. These duties and responsibilities are:

a) To be an informed and participatory member of the Senate;

b) To attend all meetings of the Senate, or if unable to attend a meeting, to advise the Chair to arrange for an Alternate to go in his or her place;

c) To hear and deliberate on the interests and issues of concern to the Faculty, to bring these concerns to the Senate, and, for Divisional Senators, to bring Senate issues, information and activity to his or her respective Division;
d) To engage in dialogue with faculty colleagues in order to explore or explain decisions being contemplated and to solicit input for these decisions;

e) To recognize and respect the duties and responsibilities of fellow Senators; and

f) To be collegial and fair-minded during deliberation and debate in the Senate.

**Article 4. Officers of the Senate and their Duties and Responsibilities**

**4.1. Senate Executive Committee.** A five-member Senate Executive Committee (SEC) consisting of a Chair, Vice Chair, Secretary-Treasurer, and two other members, elected pursuant to 4.2 below, shall oversee and coordinate the work of the Senate. All five members will be considered officers of the Senate and the term of each officer will be one year. The Vice Chair shall serve as Chair in the event of the absence, incapacity, resignation, or death of the Chair. Chairs of any of the Major Standing Committees may not be elected to the Senate Executive Committee.

The duties and responsibilities of the Executive Committee of the Senate are:

a) To convene and preside over meetings of the Senate;

b) To prepare and distribute the call for agenda items and to determine the agenda for both the Senate and general faculty meetings;

c) To provide notification of time, place and agenda to Faculty for both Senate and general faculty meetings;

d) To record all proceedings of the Senate by maintaining the minutes, correspondence, and other necessary records or to arrange for such recording;

e) To distribute the minutes of the Senate meetings to all faculty;

f) To receive and preserve reports from Senate committees;

g) To take action on behalf of the Senate when time does not permit the Senate to act and such actions shall be automatically included on the Consent Calendar for the next Senate meeting pursuant to 10.5;

h) To create ad hoc committees as necessary;

i) To nominate faculty for consideration by the Senate to fill vacancies that occur in the membership of Senate committees after the Elections Committee has made its nominations for the year pursuant to 8.6 below;

j) To consult with the Senate regarding nominations of faculty for appointment to institutional task forces, advisory committees, and trustee committees and to include such nominations in the consent agenda of the next scheduled meeting for Senate approval; and

k) At the request of the President, the Senate Executive Committee or its designees may constitute themselves as, or become part of, a search committee for the purposes of filling, on an interim basis, a vacancy in the College administration.

**4.2. Election of Officers of the Senate.** The Senate shall elect its own officers in accordance with the procedure described herein. Nominations of officers for the Senate will be made by the Senate Elections Committee. These nominations will be published and distributed to all Senators and will consist of at least one nominee for each office. The Senate Elections Committee will conduct the election of the officers using the procedures and calendar established by Addendum A, where not in conflict with this provision. Officers will be declared elected after they receive the highest number of all votes cast in the election and if there is a tie, a second ballot will be taken between the two tying candidates. Upon their election, the five
officers of the Senate Executive Committee shall designate Chair, Vice-Chair and Secretary-Treasurer roles among themselves.

4.3. Replacement of Officers. In the event that an officer of the Senate resigns his or her office, or resigns from the Senate, or is removed pursuant to 4.4 or is otherwise prevented from exercising the duties and responsibilities of his or her office, the Senate shall elect, from within its membership, a replacement for that office to serve the remainder of the extant officer’s term in accordance with 4.2 and Addendum A.

4.4. Removal of Officers. The Senate may, by a majority vote, remove from office any officer of the Senate, with or without cause, provided that written notice of such proposed action shall have been given to the officer and to all other members of the Senate at least one week prior to the meeting at which the removal is to be proposed and that the Senator whose removal has been proposed is given the opportunity to speak at the meeting prior to any vote.

4.5. Executive Sessions. The Senate Executive Committee may hold executive sessions to discuss and act upon personnel or other sensitive matters relating to the College as follows:

a) The President, Provost or Board of Trustees may consult with the Executive Committee in executive session about personnel matters related to the central administrative staff of the College.
b) The President, Provost or Board of Trustees may wish to consult with the Executive Committee in executive session to discuss a matter that is under legal or judicial board review or subject to a legal or administrative action.
c) The Senate Executive Committee may wish to convene to discuss College administration search committee matters under 4.1(k).
d) The Senate Executive Committee may hold executive sessions to discuss and act upon personnel matters relating to any staff assigned to support the Senate;
e) The minutes or record of proceedings will be read and acted upon only in executive session. Any actions taken at such a session may be reported in public only if the Executive Committee votes to disclose such information.
f) A member can be subjected to disciplinary action if s/he violates subsection e.
g) All other rules for executive sessions shall comply with the most recent edition of Robert’s Rules of Order.

Article 5. Powers of the Senate.

5.1. Representative Role of the Senate. To the extent of the powers described in these bylaws, the Senate will serve as the official body of the Faculty that makes decisions and voices opinions and recommendations on behalf of the entire Faculty in matters under the purview of the Faculty. The Senate and the Senate Executive Committee shall act in lieu of the entire Faculty on all matters not reserved explicitly for direct action by the Faculty in these Bylaws, or subject to review by the Faculty in regular or special meetings. Actions of the Senate in areas not reserved by the Faculty for direct action in accordance with the provisions of Article 6 of these Bylaws shall be deemed to have been approved by the Faculty.

The Senate shall be responsible for academic policy decisions and all other policy decisions that affect the faculty as a whole and may make recommendations on any matter of concern to the College not specifically reserved to other bodies.

5.2. Senate Responsibilities. The responsibilities of the Senate include, but not limited to, the following:

a) Academic Policy: The Senate shall guide the innovation, design, execution, and review of the curriculum, College-wide. Working in collaboration with the Program Deans and Academic Policy Committees, the Senate will provide advice and determine final approval for major curriculum...
decisions as defined in 8.3 at the program level (including new degree and certificate programs) and serve as a process keeper, pursuant to 8.1.3 and 8.2.3, and to refer to the Faculty those academic policy issues that can benefit from wider consideration. Routine curriculum decisions will be carried out by elected faculty Graduate and Undergraduate Academic Policy Committees.

The Senate may review and recommend policies regarding College-wide degree requirements, admissions standards, transfer policies, and academic standards for students. The Senate may also make recommendations regarding the academic calendar and course scheduling. To the best of its ability, the Senate shall ensure that the guarantees of academic freedom are observed in all dimensions of teaching and scholarship at the College. Academic freedom remains the prerogative of the faculty.

b) **Resources and Strategic Planning:** The Senate may participate in Strategic Planning and Budgeting and develop recommendations regarding program and resource allocation priorities. It shall also make recommendations regarding the addition of new programs, beginning at the earliest possible stages in the program-planning process, and regarding the elimination of existing degree programs. These priorities will be communicated through its standing committees or faculty representatives on College-wide boards or committees and/or Board of Trustee committees.

c) **Elections:** The Senate will vote on those nominations received by the Senate Executive Committee in connection with appointments to institutional task forces, advisory committees and Trustee committees.

d) **Creation of Committees:** The Senate can create special committees or task forces of the faculty it considers appropriate.

e) **Governance Administration:** The Senate shall be the official keeper and interpreter of Rules and Procedures pertaining to all aspects of Faculty governance including quorum, voting, ballots, eligible voting faculty, balloting, election procedures, and other related matters.

f) **Research and Scholarship:** The Senate may review and recommend policies regarding faculty responsibilities, faculty development, academic freedom, faculty and student research, scholarship and other creative work. Review and recommend policies regarding research and related matters and encourage faculty and student research, scholarship, and creative work.

g) **College Honors:** The Senate shall review and recommend policies relating to the award of College-wide academic prizes and honors.

*Article 6. Relationship to Faculty*

**6.1. Senate Source of Power.** The ultimate authority for faculty governance rests with the Faculty and the Senate exercises such powers as are delegated by the Faculty and are not in contradiction with authority delegated by the Board of Trustees.

**6.2. Senate Limitations on Power.** The Faculty retains and may not delegate authority to the Senate on the following:

a) to decide policies on matters of academic freedom involving:

i. the relationship of professor to student in the classroom;

ii. the methods, procedures and subject matter used by professors in their teaching assignments; and

iii. the content, method, and publication of academic research;

b) to change Policies and Procedures located in Appendix A of the Babson College Faculty Handbook; and
c) to vote on conferring College Degrees.

The Faculty retains the ability to participate in and review Senate decisions pursuant to the mechanisms described in Articles 6, 7, 10 and 11.

6.3. Faculty Convocation and Discussion at Initiation of the Senate. The Senate may convene a faculty meeting to vote on issues that, in the judgment of the Senate, will benefit from full faculty discussion and debate. A matter will be referred to an all-faculty meeting and vote if moved on the floor of the Senate and approved by a majority of the Senators present at an official meeting of the Senate with the required quorum in attendance.

6.4. Faculty Convocation and Discussion at the Initiation of the General Faculty. A faculty member may preempt and elevate a discussion and subsequent vote on any issue to the all-faculty level by submitting a referendum petition signed by at least 20% of the Eligible Voting Faculty, including faculty currently serving as Senators, to the Senate Executive Committee.

6.5. Faculty Convocation and Discussion at the initiation of the President, Provost or Board of Trustees. An all-faculty meeting may be convened upon the call of the President, Provost or Board of Trustees of the College.

6.6. All-faculty meeting procedure. The Chair of the Senate or a designee shall send a notice for the all-faculty general meeting together with an agenda at least seven days in advance of such a meeting to all Eligible Voting Faculty. The all-faculty meeting will be governed by the rules for quorum, assembly and voting contained in Appendix G of the Babson Faculty Handbook and Addendum A of these Bylaws.

6.7. Faculty Ability to Revoke Senate Powers. The Faculty may revoke any authority granted to the Senate using the procedures located in Article 10 of these Bylaws.

Article 7. Senate Meetings.

7.1. Frequency and Attendance. The Senate shall meet monthly during the academic year at fixed dates and times, and at such place as determined by the Senate Executive Committee but no less than twice every semester.

In addition, special meetings of the Senate shall be called:

a) at the request of the President, Provost or Board of Trustees of the College; or
b) at the request of the Chair of the Senate Executive Committee; or
c) at the request of a majority of the Executive Committee; or
d) at the request of a majority of the members of the Senate.

When such meetings are called, Senators will receive a seven-day notice.

7.2. Quorum. The presence of 80% of the total number of Senators (including Alternate Senators) will constitute a quorum for the purpose of conducting Senate business at a regularly scheduled, or special meeting of the Senate.

7.3. Voting. Voting by Senators at Senate meetings shall be conducted by a show of hands. Motions will carry if there is a simple majority.
7.3.1. Written Ballots. A written ballot in lieu of a show of hands may be used if approved by a majority of the Senators present for the vote or by recommendation of the Senate Executive Committee.

7.3.2. Electronic Voting. The Senate Executive Committee can authorize the use of electronic voting for routine or time-sensitive issues provided that any such vote will be accepted and recorded into the minutes of the next Senate meeting.

7.3.3. Proxy Votes. No proxy voting will be allowed at Senate meetings.

Article 8. Committees of the Senate

8.1. Undergraduate Academic Policy Committee (UAPC)
The UAPC shall be responsible for conducting on-going reviews of developments in the arts and sciences as well as keeping abreast of changes in the global business environment, in order to determine appropriate changes in the curriculum. The UAPC shall initiate, focus, nurture, guide and approve programmatic change (including programs, curricula, and standards) that allows the program to remain current with pedagogical issues and theories such that a relevant program will be in place.
Recognizing that an academic program focusing only on curriculum may falter unless placement and admissions are integrally linked to the program, the UAPC should coordinate its activities with those of the admission and placement services.

8.1.1. Composition. The UAPC will consist of seven faculty members (no more than two from any one division) elected by the full faculty for three year staggered terms. The election will be conducted by the Senate Elections Committee, pursuant to 8.6 and Addendum A below. Preferably, faculty elected to the committee will have taught at the undergraduate level within a 2-year period prior to their election. Two student representatives will also serve on the UAPC as voting members, preferably for a two-year term. A faculty member and the Undergraduate Dean shall serve as co-chairs of the committee.

8.1.2. Responsibility. The UAPC will be accorded autonomous decision-making authority in all routine academic policy matters. It will make decisions as needed and inform the Senate of such decisions as part of the UAPC’s regular communications to the Senate. For major academic policy decisions, such as new program development or major changes to an existing degree program, the UAPC will confer with the Senate early while a program is still in design stage and prior to any binding agreements with external parties or final decisions. The final proposal(s) for major academic policy changes require(s) approval by the Senate. (See 8.3 for a more detailed determination of what is considered a minor and what is considered a major academic policy decision.) In case the UAPC is in doubt, it will seek a ruling from the Senate Executive Committee to determine whether the issue is major or routine, and the Senate Executive Committee’s determination will be final.

8.1.3. Curriculum Process. The following process will be used to ensure the effective, timely and concise flow of information from the UAPC concerning major changes to the curriculum to the rest of the Babson community.

a) Fall Senate Meeting -- Early in the fall semester, after the UAPC has set its agenda for the coming year, it will report to the Senate at a regularly scheduled Senate meeting devoted primarily to curriculum issues. In this meeting, the UAPC will present the initial concepts or status of concepts and ideas for major changes in academic policies that it plans to address during the coming year. The goal of the meeting is to seek faculty input before the actual design has been determined, before the proposals have been finalized and before commitments have been made to external parties. The minutes of this meeting will capture the input provided by the Senate. Should a major initiative arise during the year, the UAPC will consult with the Senate Executive Committee and
provide a report to the Senate to seek input as may be needed, with appropriate minutes recording the input.

b) **Meeting Agendas and Minutes** – Prior to any scheduled UAPC meeting, a copy of the agenda will be circulated by e-mail to all faculty and staff. This agenda also will be posted on each UAPC Blackboard or appropriate site to which all faculty members have easy access. As soon as the minutes of each meeting have been approved, they will also be distributed by e-mail and available for review at the designated site.

c) **Informal Dialogue** – The Senate expects that individual UAPC members will engage in informal dialogue with their colleagues on a regular basis in order to better understand faculty concerns pertaining to major changes in academic policies so as to better represent these concerns to the UAPC.

d) **Invitation to participate in dialogue** - All UAPC meetings will be open to all faculty, students, staff and administration and it is the expectation that these meetings will provide the opportunity for community members who do not serve on the UAPC or the Senate to communicate directly with the UAPC and participate in a dialogue on the important topics the UAPC will address. The UAPC will directly invite specific community members from affected units, disciplines, and division chairs to attend its meetings when those persons’ input is particularly needed, relevant or valuable for major changes in academic policies.

e) **Record of Input from Affected Constituencies** – The minutes of all such meetings (described in this section) will capture the input provided by the various constituencies. The final recommendations from the UAPC about major changes shall be accompanied by a brief summary of the consultation record as follows:

   i. Who was consulted in developing the final proposal?
   ii. What feedback did they provide? and
   iii. How is the feedback incorporated in the final proposal? If not, why was the feedback not incorporated?

f) **Blackboard or Other Electronic Site** - The UAPC will maintain a Blackboard or other suitable site which will provide all pertinent information such as agendas, minutes, and discussion forums, that are of interest to the faculty. All faculty members will be added and given access to the site.

**8.1.4. Accountability.** The UAPC will provide regular reports at the monthly Senate meetings on its work and will seek the Senate’s advice as to when and how to consult the faculty about academic policy changes. These reports, at a minimum, could be simply the minutes of the UAPC meeting attached to the Consent Calendar (see 10.5) with additional oral or written material as deemed necessary by the committee or as requested by the Senate.

**8.2. Graduate Academic Policy Committee (GAPC)**
The GAPC shall be responsible for remaining abreast of current trends in the global business environment to ensure that programs and curricula are responsive to opportunities and constraints identified there. It shall initiate, focus, nurture, guide and approve programmatic change (including programs, curricula, standards) such that a comprehensive program will be in place. Recognizing that an academic program focusing only on curriculum may falter unless placement and admissions are integrally linked to the program, the GAPC should coordinate its activities with those of the admission and placement services.
8.2.1. Composition. The GAPC will consist of seven faculty members (no more than two from any division) elected by the full faculty for three year staggered terms. The election will be conducted by the Senate Elections Committee, pursuant to 8.6 and Addendum A below. Preferably, faculty elected to the committee will have taught at the graduate level within a 2-year period prior to their election. A student representative will also serve on the GAPC as a voting member, preferably for a two-year term. A faculty member and the Graduate Dean shall serve as co-chairs of the committee.

8.2.2. Responsibility. The GAPC will be accorded autonomous decision-making authority in all routine academic policy matters. It will make decisions as needed and inform the Senate of such decisions as part of the GAPC’s their regular communication to the Senate. For major academic policy decisions, such as new program development or major changes to an existing degree program, the GAPC will confer with the Senate early while a program is still in design stage and prior to any binding agreements with external parties or final decisions. The final proposals for major academic policy changes require approval by the Senate. (See 8.3 for a more detailed determination of what is considered minor and what is considered a major academic policy decision.) In case the GAPC is in doubt, it will seek a ruling from the Senate Executive Committee to determine whether the issue is major or routine and the Senate Executive Committee’s determination will be final.

8.2.3. Curriculum Process. The following process will be used to ensure the effective, timely and concise flow of information from the GAPC concerning major changes to the curriculum to the rest of the Babson community.

a) Fall Senate Meeting -- Early in the fall semester, after the GAPC has set its agenda for the coming year, it will report to the faculty Senate at a regularly scheduled faculty Senate meeting devoted primarily to curriculum issues. In this meeting, the GAPC will present the initial concepts or status of concepts and ideas for major changes in academic policies that it plans to address during the coming year. The goal of the meeting is to seek faculty input before the actual design has been determined, before the proposals have been finalized and before commitments have been made to external parties. The minutes of this meeting will capture the input provided by the Senate. Should a major initiative arise during the year, the GAPC will consult with the Senate Executive Committee and provide a report to the Senate to seek input as may be needed, with appropriate minutes recording the input.

b) Meeting Agendas and Minutes – Prior to any scheduled GAPC meeting, a copy of the agenda will be circulated by e-mail to all faculty and staff. This agenda also will be posted on each GAPC Blackboard or appropriate site to which all faculty members have easy access. As soon as the minutes of each meeting have been approved, they will also be distributed by e-mail and available for review at the designated site.

c) Informal Dialogue – The Senate expects that individual GAPC members will engage in informal dialogue with their colleagues on a regular basis in order to better understand faculty concerns pertaining to major changes in academic policies so as to better represent these concerns to the GAPC.

d) Invitation to participate in dialogue - All GAPC meetings will be open to all faculty, students, staff and administration and it is the expectation that these meetings will provide the opportunity for community members who do not serve on the GAPC or the Senate to communicate directly with the GAPC and participate in a dialogue on the important topics the GAPC will address. The GAPC will directly invite specific community members from affected units, disciplines, and division chairs to attend its meetings when those persons’ input is particularly needed for major changes in academic policies.
e) **Record of Input from Affected Constituencies** – The minutes of all such meeting (described in this section) will capture the input provided by the various constituencies. The final recommendations from the GAPC about major changes shall be accompanied by a brief summary of the consultation record as follows:

i. Who has been consulted in developing the final proposal?

ii. What feedback did they provide?

iii. How is the feedback incorporated in the final proposal? If not, why was the feedback not incorporated?

f) **Blackboard or Other Electronic Site** - The GAPC will maintain a Blackboard or other suitable site which will provide all pertinent information such as agendas, minutes, and discussion forums, that are of interest to the faculty. All faculty members will be automatically added and given access to the site.

8.2.4. **Accountability.** The GAPC will provide regular reports at the monthly Senate meetings on its work and will seek the Senate’s advice as to when and how to consult the faculty about academic policy changes. These reports, at a minimum, could be the minutes of the GAPC meeting attached to the Consent Calendar (see 10.5) with additional oral or written material as deemed necessary by the committee or as requested by the Senate.

8.3. **Guidance and Process for Distinguishing Major and Routine Academic Policy Decisions.** It is hard to offer an iron-clad definition of what constitutes a major policy decision. Some seemingly minor decisions, such as shifting class schedules from MW to MWF or vice versa appear to be minor but may have a major impact on the academic mission. In addition, in a dynamic environment, issues that may appear routine today may assume a great importance tomorrow. The spirit of this article, therefore, is to offer guidance and a process to ensure that major curricular decisions are subjected to robust and thorough discussion and deliberation that will persuade a representative body of the faculty of the merits for the change. In light of this:

A major academic policy change is one that involves policies or curricular changes that cut across programs, impact the teaching responsibilities, process, or methods of a large number of faculty, have major strategic and resource implications, or alter the curricular content or pedagogical process of courses taught by a large number of the faculty across the College. Typical examples include creation of a new degree program, and major revision and/or redesign of the curriculum of a program. A minor policy change will typically encompass routine course changes and continuous improvement activities designed to implement the results of assessment activities.

This definition, while providing some guidance, leaves room for judgment and discretion. Therefore, in the normal course of setting agendas and reporting their activities to the Faculty Senate, the Chairs of the UAPC and GAPC will meet and/or communicate with the Senate Executive Committee to determine if any of the proposed agenda items under consideration for the academic year will be deemed major issues requiring Senate approval. Items identified as major issues will be scheduled for Senate discussion. The Senate may deliberate and vote on the issue itself, or provide a framework or criteria for approval and send matters back to the Academic Policy Committees for development and subsequent approval, or convene an ad hoc committee for development.

8.4. **Faculty Workload and Compensation Committee (FWCC)**

The FWCC shall monitor and report to the Senate on the standing of Babson’s faculty with respect to prevailing market conditions in terms of compensation, benefits, and workload and engage in discussion with the College administration regarding performance targets and options for improvement.
8.4.1. **Composition.** The FWCC consists of six faculty members (no more than one from any division) elected by the full faculty for three-year staggered terms. The election will be conducted by the Senate Elections Committee, pursuant to 8.6 and Addendum A below. The FWCC serves as a conduit for information and concerns between the Faculty and the Administration on compensation, benefits, workload and quality of life issues. A faculty member shall serve as chair of the committee. Three members of this committee will also serve as the faculty representatives of the College level President’s Strategic Planning and Budget Advisory Group (or any other subsequent or similar group to be created by the President to address the strategic priorities or budgets).

8.4.2. **Responsibilities.** This committee shall make general policy recommendations in order to guide the allocation of all College-wide resources which impact faculty compensation, benefits, workload and other quality of life issues.

8.4.3. **Accountability.** The faculty members on this committee will report at regular intervals to the Senate and seek its guidance and input on strategic and budget priorities where appropriate.

8.5. **Babson Faculty Research Fund (BFRF)**

The BFRF shall review and recommend policies regarding research and related matters and encourage faculty and student research, scholarship, and creative work through funding and other related means of support.

8.5.1. **Composition.** The BFRF committee consists of five members elected by the full faculty. The election will be conducted by the Senate Elections Committee, pursuant to 8.6 and Addendum A below. The BFRF Chair, elected by members of the BFRF, represents the BFRF. BFRF decisions must be approved by the Dean of Faculty. It is important to have a diverse set of faculty members serving on this committee. There will be not more than one member from any division. To be eligible to serve on this committee, faculty members must meet the following criteria:

- Be tenured
- Be actively involved in scholarship in their field

Terms of office for members of the BFRF are for two years, with two to three members elected each year. If a member serves two consecutive terms, a one-year period must lapse before he or she is eligible to run again.

8.5.2. **Responsibilities.** Review proposals and allocate resources on a competitive basis to those projects that have the most promise of advancing the objectives set forth in the BFRF’s and College’s mission statements. Review final product submissions.

8.5.3. **Accountability.** The BFRF reports to the Dean of Faculty.

8.6. **Senate Elections Committee.**

Each academic year the Elections Committee will oversee the nomination and election of Senators (including Alternate Senators), Senate Executive Committee Officers, and any other elections required by the Senate. In addition, the Senate Elections Committee is responsible for elections to fill vacancies on faculty committees named below, as well as referendum votes, in accordance with voting procedures described in Addendum A.

8.6.1. **Composition.** The committee shall consist of three members elected by the Faculty Senate for two-year staggered terms.

8.6.2. **Responsibilities.** The committee shall recommend to the Senate policies and procedures for conducting College-wide elections to the Senate and shall be responsible for:
a) Maintaining and annually updating a list of all eligible voting faculty for purposes of both Governance and changes to Policies and Procedures.

b) Generating nominations and conducting elections to fill any vacancies on the following faculty committees in the spring semester of each academic year for the following academic year:

   i. Senate Executive Committee
   ii. Appointments DMB
   iii. Faculty Workload and Compensation Committee
   iv. Undergraduate Academic Policies Committee
   v. Graduate Academic Policies Committee
   vi. BEE Advisory Committee
   vii. Babson Faculty Research Fund
   viii. Senate Elections Committee
   ix. Other Committees that may be established

c) In the case of a referendum vote the committee shall:

   i. Identify faculty to write for and against arguments for the referendum vote ballot to be taken during the year (to ensure neutrality, the Senate Elections Committee will not author any of the arguments); if no arguments are forthcoming, the ballot shall go out with the designation “no information received”.
   ii. Make sure that the arguments for and against are factually correct and do not distort contrary arguments;
   iii. Post the information package containing the arguments on a suitable website easily accessible to all faculty; and
   iv. Conduct and certify the final vote.

8.6.3. Accountability. The faculty members on this committee will report to and be accountable to the Senate Executive Committee.

Article 9. Other Faculty Committees and Boards

At the request of the Senate Executive Committee or on their own initiative, the following additional committees and boards (and others that may be authorized in the future) may report to the Senate. The descriptions listed in the remainder of this section are for informational purposes only.

9.1. Honors Program. The Honors Program offers academically accomplished students enhanced curricular and co-curricular opportunities. Honors students enroll in honors courses, participate in a study abroad experience, and write a two-semester honors project on a topic of their own choosing. The Honors Program aims to create a community within the larger Babson community by scheduling academic, social, and cultural offerings.

The Honors Program is administered by a faculty Director, an Associate Director, and the Honors Council, which consists of faculty from each of the various academic divisions. Members of the Honors Council set policy and procedures for the Program, select students for admission, act as liaisons to the honors projects, design and run the annual retreat, articulate consistent standards for honors courses, and accompany students to academic, cultural and social events. They represent the program and its policies to other faculty working with honors students.

9.2. Visual Arts Committee. The focus of the Visual Arts Committee is the development and support of the visual arts as a dynamic component of the Babson College experience. To this end the committee and
its members will work with the director of the Sorenson Center (who will serve as an ex officio member) to maintain the campus art gallery and its programs, particularly in relationship to academic activities, to conserve and develop the college’s art collections, and to oversee the purchase and placement of art on the Babson campus.

9.3. The Performing Arts Advisory Group. The Performing Arts Advisory Group is a committee of faculty working with the director of the Sorenson Center to strengthen the linkages between the curriculum and Sorenson Center programming. Faculty members select films, performances, and speakers to enhance coursework and engage the Babson community and the general public. They coordinate with the Sorenson staff to present and promote these events, and act as liaisons between individual courses/faculty and the Sorenson Center.

9.4. Faculty Library Committee & Liaison Program. The Faculty Library Committee is comprised of faculty members representing each academic division who are selected by their chairs and an undergraduate and graduate student member to represent the student body. The Committee meets three times each semester and it is chaired by the Director of Libraries. Committee members are assigned by the Chair of each of the Faculty Divisions.

The purpose of the committee is to:

a) Provide advice to help the library achieve its mission and realize its strategic plans.

b) Represent teaching and research interests as they relate to the library.

c) Promote the library’s role and enhance its effectiveness in the educational process.

d) Advise the library on collection, facility, and service policies; on new initiatives; and on the most effective means to communicate with various constituencies.

The responsibilities of Faculty members of the Library committee are to:

a) Serve their division as a knowledgeable resource for library information in conjunction with their librarian liaison.

b) Report to the division they represent and recommend appropriate faculty action.

c) Maintain confidentiality of sensitive material.

9.5. Babson Executive Education Advisory Committee. The BEE Advisory Board provides input and serves as a sounding board for the Dean and the senior leadership team of BEE in developing and implementing its strategic initiatives. The BEE Advisory Board consists of five faculty members elected to 3-year terms by the faculty as a whole and the Dean who serves as Committee Chair.

The Committee’s primary purpose is to enhance transparency, to insure a bi-directional flow of information between the faculty and BEE, and to represent faculty interest to the extent that they are implicated by BEE policy and strategy. It is explicitly not an oversight or curriculum decision-making body.

9.4. Institutional Review Board. In accordance with Babson’s mission, our Institutional Review Board (IRB) is committed to ensuring the safe and ethical treatment of human participants in our research. Federal and college regulations stipulate that all faculty, staff, and student research projects, involving human subjects, are reviewed and approved by the IRB prior to their initiation.

This requirement covers all human participant research conducted at, or sponsored by, Babson, and all research involving human subjects conducted at other institutions in which Babson faculty, staff, or students will be involved. Our ultimate goal is to provide timely service, support and assistance in promoting the ethical conduct of all research involving human subjects and to assure the safety, rights and welfare of all participants in our research projects.
9.5. Faculty Representatives on Alumni Committees. Since it is particularly important to the goals of the Alumni Association to have the involvement of faculty, and particularly valuable to maintain a close association among alumni and faculty, the Alumni Association from time to time sets up committees and invites faculty to serve on them. Faculty have served in the most recent past on the Alumni Leadership Awards Committee, the Alumni Association Nominating Committee, and the Student Business of the Year Committee. In the more distant past, faculty have participated in Alumni Association strategic planning committees and task forces, as well.

Article 10. Senate Procedural Rules

10.1. Parliamentary Procedure. The Senate shall conduct business through parliamentary procedure based on the most recent edition of Robert’s Rules of Order in all cases to which they are applicable and which they are not inconsistent with these Bylaws and any special rules of order the Senate may adopt.

10.2. Calendar and Agenda. A schedule of stated meetings for the academic year proposed by the Senate Executive Committee shall be adopted by the Senate at one of the meetings during the spring semester.

In setting the agenda for an upcoming Senate meeting, the Senate Executive Committee shall distribute a written call for items of business for the Meeting Agenda to all members of the faculty and appropriate members of the administrative staff at least seven calendar days prior to each stated meeting.

10.3. Notice. Written notice of all called meetings of the Senate, including time, location, a copy of the proposed Meeting Agenda, and any Consent Calendar (see 10.1 below) shall be distributed by the Senate Executive Committee to all members of the faculty at least five calendar days prior to each stated meeting. Any additional and supplemental information relating to the items of business to be conducted at such meetings, shall be distributed in writing to all members of the Senate at least three calendar days prior to the meeting at which such recommendations are to be voted upon. This additional information will also be posted electronically at a site easily accessible to the general faculty.

10.4. Senate Meetings. All meetings of the Senate shall be open to all members of the Faculty and administrative staff except when the Senate decides to go into an Executive Session as outlined in 10.6. Any faculty member, whether Senator or not, may speak at a Senate meeting to address the Senate on a matter of substance, but the Chair may limit the time of any speaker to allow all who wish to speak adequate opportunity to do so. Faculty Senate meeting minutes shall be prepared and forwarded in writing to members prior to the next meeting. Minutes must be approved by the Senate and, once approved, distributed to the faculty and other appropriate members of the College administrative staff in a timely manner.

10.5. Consent Calendar. The Senate may use a Consent Calendar as part of the Meeting Agenda to expedite routine business or actions. In developing the Meeting Agenda, the Senate Executive Committee shall place on the Consent Calendar those items of business requiring Senate action which, in its judgment, are not likely to require Senate discussion and which are expected to receive unanimous approval from the Senate. The Chair shall call for any objections to items on the Consent Calendar when it is presented to the Senate floor prior to moving it to a vote. Any item may be removed from the Consent Calendar at that time if any five Senate members request its removal. Removal of items from the Consent Calendar is not debatable. An item removed from the Consent Calendar will automatically be included for discussion in the Meeting Agenda.

After any items to which objections have been raised are removed from the Consent Calendar, the Chair shall call for a single vote to approve all of the matters remaining on the finalized Consent Calendar. A simple majority vote will constitute approval of all items on the finalized Consent Calendar.
10.6. Executive Sessions of the full Senate. The full Senate may hold executive sessions to discuss and act upon sensitive matters relating to the College if a majority of the senators present at the meeting vote to approve an Executive Session. At the discretion of the Senate Executive Committee, ex officio members of the Senate and selected staff members or other guests may be invited to the session to provide information or present a report; they are however, not entitled to attend. The minutes or record of proceedings of the Executive Session will be read and acted upon only in Executive Session. Any actions taken at such a session may be reported in public only if the Senate votes to do so and the same are deemed not to be confidential. A Senator can be subjected to disciplinary action if they violate the confidentiality of an Executive Session. All other rules for Executive Sessions shall comply with the most recent edition of Robert’s Rules of Order.


The faculty hold rights to proactively participate in discussion and to influence policy decisions, pursuant to 3.2 (d), 10.2 and 10.4; to influence the call for a general faculty meeting pursuant to 6.3; and to influence the Senate Elections Committee to call for a referendum vote per Addendum A of these bylaws. All of these methods allow for input by any faculty member into the debate and decision-making process of the Senate. Nonetheless, there is still the possibility that faculty members may wish to challenge Senate decisions. Should these aforementioned approaches to influence the Senate be insufficient, this article lays out alternative processes available to the faculty.

11.1. Referendum petition. A faculty member(s) may challenge a decision of the Senate by submitting a referendum petition signed by at least 20% of the Eligible Voting Faculty, including faculty currently serving as Senators, to the Senate Elections Committee. Upon receipt of a referendum petition conforming to requirements of this Article, the Senate Elections Committee will organize an election using the referendum voting rules contained in Addendum A of this document in a timely manner according to A6(h) of Appendix A. The referendum petition may call for a full faculty meeting for discussion of the issue in question (pursuant to Article 6) or for a direct full faculty vote on the issue in question. Implementation of the referendum petition outcome shall be carried out by the appropriate Senate Committees expeditiously, as appropriate.

Article 12. Amendments to the Bylaws

Amendments to these Bylaws may be proposed by:

a. any committee of the Senate listed in Articles 8 and 9 of these bylaws,
b. any specially constituted subcommittee of the Senate,
c. the Senate Executive Committee,
d. a majority vote of the Faculty Senate,
e. upon the submission of a signed petition to the Chair of the Faculty Senate by at least twenty percent 20% percent of the Eligible Voting Faculty.

12.1. Procedure. The amendment will be presented in writing to the Senate Executive Committee at least ten working days before the Senate meeting. All amendments shall be introduced and discussed at a regular meeting of the Senate. The Senate shall take up debate on the amendment and it shall be referred to an electronic referendum vote of the entire faculty if approved by a majority of the senators present at a Senate meeting, or by petition of twenty percent (20%) of the Eligible Voting Faculty.

12.2. Voting. If an amendment is referred for a faculty vote, the Senate Elections Committee will conduct an election on the amendment using the rules for an electronic referendum vote outlined in Addendum A and in 8.6.2.c).
12.3. Reconsideration of Failed Amendments. If a proposed amendment fails to garner the requisite majority required for approval, such a proposed amendment or a proposed amendment substantially similar thereto may not be brought back for consideration until at least six months have elapsed from the time of the last vote on such a proposal.
Addendum 2

Rules for Senate and Faculty Meetings and Electronic Votes

Voting Rules for Senate Meetings

A1. - Eligibility to Vote. All members of the Senate shall be eligible to vote on all matters that come before the Senate.

A2 - Voting Procedures at Senate Meetings. The following procedures shall govern voting at Senate meetings:

a) Quorum: The presence of 80 percent of the total Senate membership (rounded to the nearest whole number) including alternates will constitute a quorum for the purpose of conducting business at Senate meetings.

b) Approval: Voting at Senate meetings normally shall be conducted by a show of hands. Motions will carry if there is a simple majority.

c) Proxy Votes: No proxy voting will be allowed for votes taken at Senate meetings. Votes cast by alternate senators who are duly seated to replace an absent senator will not count as proxy votes.

Voting Rules for General Faculty Meetings and Electronic Votes

A3 - Eligibility to Vote. All full-time faculty shall be eligible to vote on all governance and any other matters that come before the faculty, excluding voting for changes to "Policies and Procedures of the Board of Trustees Governing the Appointment, Tenure, Salary, and Rank of Full-Time Faculty and the Appointment of Part-Time Faculty” (See Appendix A of the Babson Faculty Handbook.)

A4 - Voting Procedures at Faculty Meetings. The following procedures shall govern voting at regularly scheduled faculty meetings:

a) Quorum: The presence of 35% of Eligible Voting Faculty will constitute a quorum for the purpose of conducting faculty business at a regularly scheduled meeting of the faculty (with the exception of voting on changes to Policies and Procedures). The current Senate Elections Committee will translate this percentage into an exact number by applying this percentage to the Eligible Voting Faculty (including those on approved leaves) based on faculty status as of September 1 of the current academic year. The current Senate Elections Committee will then use this number to determine a quorum for all faculty meetings for that academic year.

b) Approval: Voting by eligible voting faculty at faculty meetings shall be conducted by a show of hands. Motions will carry if there is a simple majority.

c) Written Ballots: A written ballot in lieu of a show of hands may be used if:

   i. Approved by a majority of the Senate Executive Committee; or
   ii. A request from the floor is approved by a simple majority of those present and eligible to vote.
   iii. If a written ballot is approved by the Senate Executive Committee or by a simple majority of those present and eligible to vote, the written ballots will be distributed and counted by members of the current Senate Elections Committee.

d) Proxy Votes: No proxy voting will be allowed for votes taken at faculty meetings or as part of a referendum vote.
A5 - Election of Representatives to Faculty-wide and Senate Committees

The following procedure shall govern the election of members to all committees, boards and Academic Policy Committees.

a) Nominations: The Senate Elections Committee shall have the responsibility for submitting nominations for all elected faculty-wide and Senate committees, boards, and APCs, as well as for faculty representatives to serve on any other elected committees. The Senate Elections Committee will solicit nominations for faculty committees from the Chairs and Deans Group as well as from the faculty at large. The Senate Elections Committee will solicit nominations for Senate committees from all Senators, including alternates. The Senate Elections Committee will consult the Chairs and Deans Group regarding faculty availability for open faculty-wide committee assignments. Nominated faculty are encouraged to consult with their chairs before accepting any nomination. Nominated faculty will not be placed on the ballot unless the nomination has been approved by the nominee. All nominations should be submitted to the Senate Elections Committee by e-mail or in writing up to 5:00 p.m. two working days prior to the day of the regularly scheduled faculty or Senate meeting, or prior to an electronic vote. Additional candidates can be nominated and seconded during the regular meeting of the faculty or Senate.

b) Preparation: The Senate Elections Committee will place the names of all nominees who agree to be candidates on the ballot and conduct elections following the procedures set forth herein. The ballot shall be prepared, distributed, and collected by the Senate Elections Committee or designee.

c) Form: The ballot shall list the names of all nominees who agree to be candidates with their divisional affiliation.

d) Ballot Distribution and Collection: If the vote occurs during a general faculty meeting, the ballots shall be distributed to Eligible Voting Faculty members eligible to vote at the faculty meeting after nominations are closed. The ballots will be returned to the Senate Elections Committee or designee. If the vote occurs electronically, the electronic ballots shall be distributed to Eligible Voting Faculty after nominations are closed. The open and close dates for electronic voting will be communicated to Eligible Voting Faculty.

e) Absentee Ballots: If the vote occurs during a general faculty meeting, faculty eligible to cast an absentee ballot may obtain such a ballot from the Senate Elections Committee or instruct the Senate Elections Committee or its designee to cast such a ballot on their behalf and forward it to the Senate Elections Committee one day after the faculty meeting at which the nominations are closed.

f) Valid Ballots: To be valid, a ballot must conform to the instructions of the Senate Elections Committee and be returned in hand or electronically submitted prior to the deadline. The validity of each ballot shall be determined by the Chair of the Senate Elections Committee or designee.

f) Counting: The ballots shall be counted and the results certified by two members of the Senate Elections Committee.

h) Tie Votes: In the event of a tie vote, a re-vote will be conducted between the tied nominees.

A6 - Voting Procedure for Referendum Votes. In those instances in which an issue is of major importance to the faculty and pertains to an area normally considered within the purview of the faculty, a referendum vote shall be conducted electronically to maximize faculty participation.
a) An issue will be referred to a referendum vote if:
   i. The Senate Executive Committee votes to require a referendum vote; or
   ii. A motion from the floor to move the issue to a referendum is approved by a majority of eligible voting faculty assembled at a general faculty meeting.

b) A referendum vote must be preceded by an “information package” or other similar communication that will allow faculty to exercise informed judgment.

c) A referendum vote will be conducted by a written mail or electronic ballot which will be distributed within three business days after an information package has been distributed and the issue has been discussed at a faculty meeting. This information package must include any new information or amendments.

d) If a written mail ballot is used, the ballot must be returned to the Senate Elections Committee or designee by the eligible voting faculty within five (5) business days after the date of its distribution. If an electronic vote is used, the open and close dates for electronic voting will be communicated to eligible faculty.

e) The Senate Elections Committee or designee will prepare the ballot.

f) For a referendum vote sixty-seven percent (67%) of all eligible voting faculty must cast ballots to constitute a valid quorum for such votes. With a valid quorum achieved, motions will carry if there is a simple majority.

g) No proxy voting will be allowed.

h) The time table for distribution of materials and conduct of voting can be changed by the Senate Elections Committee, if in their judgment, the time table is untenable because of semester break, summer semester, or other holidays that will interfere with the timetable included in this section.

A7 – Electronic Voting. An electronic ballot will be considered as a substitute for a mail or paper ballot as long as it meets the same standards and safeguards of voter security and privacy laid out in Part III Chapter 8 of the most recent edition of Robert’s Rules of Order (Mail Ballot provision). The Senate Elections Committee shall certify whether a particular electronic voting method meets the requisite standards of security and privacy. An electronic vote is not subject to calling the question, as discussion can continue until the vote is closed. An electronic vote will not be construed as a referendum vote unless specifically stated in the motion voted upon. Electronic votes which are not referendum votes will require the same quorum as a faculty meeting and will be subject to passage by a simple majority of the votes cast.

A8 – Default Voting Procedures. Any voting situation that is not covered by the procedures in this document will be governed by the most recent edition of Robert’s Rules of Order.
APPENDIX H

Statement on Intellectual Contributions and Faculty Qualifications
Statement on Intellectual Contributions and Faculty Qualifications
(revised Summer 2010)

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

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

Babson recognizes three broad types of Intellectual Contributions:

**Discipline-based Scholarship**, which includes articles in peer-reviewed journals; research monographs; chapters in scholarly books; papers presented at scholarly meetings; reviews of scholarly books;

**Contributions to Practice**, which includes articles in professional journals or magazines; professional or trade books or chapters in such books; significant presentations at trade meetings; reviews of professional books or popular books;

**Learning and Pedagogical Research**, which includes articles or cases with instructional materials in refereed learning-oriented journals; teaching manuals; textbooks or chapters in textbooks; instructional software; materials describing the design and implementation of curricula or courses; papers presented at learning-oriented meetings, reviews of learning-oriented books.

The ordering of these types of intellectual contributions does not represent any particular preference, privilege or other significance. We expect the faculty to engage in intellectual contributions that support the school’s overall mission. As such, we recognize Contributions to Practice and Learning and Pedagogical Research as equal partners with Discipline-based Scholarship.
AQ and PQ Definitions for Babson College

At Babson, we consider a faculty member “Academically Qualified (AQ)” who demonstrates currency in one’s field of teaching as evidenced by the following:

- received an appropriate doctorate or other terminal degree within the last five years, or who, with a doctorate or other terminal degree received earlier;
- has created a portfolio of intellectual contributions and developmental activities that demonstrate currency in one’s field of teaching.

Examples of components/outcomes contained in such a “portfolio” may include, but are not limited to:

a. Peer reviewed journal articles
b. Research monographs
c. Books (textbooks, professional/practice/ trade, and/or scholarly)
d. Chapters in books (textbooks, professional/practice/ trade, and/or scholarly)
e. Peer reviewed proceedings
f. Peer reviewed paper presentations at academic or professional meetings
g. Faculty research seminars
h. Non-peer reviewed journal articles
i. Book reviews
j. Published cases with instructional materials
k. Technical reports related to funded research projects
l. Instructional software
m. Publicly available material describing the design and implementation of new curricula or courses
n. Technical reports related to funded projects
o. Other non-peer reviewed intellectual contributions for which substantive support for quality can be provided
p. Consulting activities considered relevant to one’s field of teaching
q. Professional experience and other professional development activities (e.g., executive education teaching; courses taken; professional seminars, etc.) deemed relevant to one’s field of teaching
r. Other publicly available electronic products

We consider a faculty member to be “Professionally Qualified (PQ)” who

- held a full-time practitioner position within the last five years and (generally) has a graduate degree in the subject which s/he teaches at Babson, or who
- has a substantial connection to practice, as evidenced through consulting, executive education teaching, or continued professional development, or who
- has remained current and has a mix of intellectual and practitioner contributions that are appropriate for his or her teaching assignments at Babson.

Consistent with AACSB guidelines, AQ/PQ status is determined on a five-year cycle to coincide with AACAB Maintenance of Accreditation visits. Internally, however, we determine AQ/PQ status on a three-year cycle.
APPENDIX I

Policy on Intellectual Property
Babson College
Policy on Intellectual Property

Adopted: October 2002
Amended as of: January 2005

I. Objectives

The purposes of this policy are to encourage faculty to generate research, cases and other works, to assure fair allocation of benefits between, and to protect the interests of, Babson College (“Babson” or “the College”) and the faculty, and to state clear, simple rules concerning the ownership and the use of these works. This policy is intended to be generally applicable to intellectual property arising from activities related to the College. This policy is intended to apply to Babson College as a whole, including all schools, divisions, offices, institutes, centers and boards therein. This Policy is to be read in connection with the Policies Governing Faculty Outside Professional Activities and Conflict of Interest. In the event of a conflict, the terms of this policy shall take precedence.

II. Ownership of Works Protected by Copyright

a.) Client sponsored work

If an outside client seeks to have Babson provide specific services (for example, Executive Education), the written agreement with the client for such services must include provisions concerning the ownership and use of work produced in connection with the engagement. Only the Provost (which term shall include his or her designee) is authorized to enter into such agreements on behalf of Babson. As a general rule, when a client contracts for customized services, the agreement will provide for client ownership of the delivered end product produced pursuant to and as an integral part of the engagement. However, such ownership is not necessarily automatic. If the agreement provides for client ownership of intellectual property produced in connection with the engagement, it must also provide that:

- The Babson name and logo and the names and academic titles of the responsible faculty members(s) and case writer(s) shall be cited in the work, and any derivatives thereof, and the agreement shall grant the client the limited right to use the Babson name and logo in connection with the specific work, subject to the provisions of clause II(c); and

- Babson shall, where appropriate, request a non-exclusive royalty free license to use the work in the course of its instructional programs, including the right to make updates and adaptations and to keep prints and/or virtual copies in the Horn Library (which term shall include other academic and online facilities) for reference, academic and research purposes.

b.) Babson funded work

i) Rights in a College-funded work shall vary depending upon the level of funding and special support the College provides. Funding and special support, for the purposes of this policy, shall include, but shall not be limited to, cash stipends or grants, course releases, the services of a case writer, special library research services, courseware, software and production design services, reproduction services and other services beyond those customarily provided faculty.
Subject to II(d) below, there shall be four levels with rights as defined below. Subject to the provisions of clause IV, the Provost shall determine the specific funding amount that defines the four levels. As of the date hereof, the funding levels are as follows: Level I work - $5,000 or less; Level II work – more than $5,000 and less than $15,000; Level III work – $15,000 or more, but less than $25,000; and Level IV, $25,000 or more and also that work the Provost has designated in writing as “Special Initiatives” (defined as works created and generated in connection with special or focused research efforts, initiatives or centers or other research projects classified by the Provost as such and funded in whole or in part by Babson, including, but not limited to, those involving the creation of research databases or monographs.) These specific funding amounts may be revised by the Provost from time-to-time.

ii) This section concerns works such as, but not limited to, cases and textbooks, that will be used for instruction, whether delivered in the classroom, online, or through other methods. This section also concerns works published in the popular press. This section does not apply to work aimed at scholarly addressees for non-commercial purposes.

iii) **Level I Works.** If the total value of funding and special support falls within that dollar amount established by the Provost as “Level I Funding”, then the faculty member will own the work and receive all revenues derived from the work; provided, however, that Babson shall have a non-exclusive royalty free license to use the work in its instructional programs and to keep prints and/or virtual copies of the work in Horn Library for reference, academic and research purposes, subject to clause II(b)(viii).

iv) **Level II Works.** If the total value of funding or special support beyond salary and usual administrative support falls within that dollar amount set by the Provost as “Level II Funding”, then:

- All rights in the work shall be owned by the faculty member.
- After deducting the value of or reimbursing the College for, the funding or special support provided by the College, all revenues (“Net Revenues”) derived from the sale or licensing of the work to parties external to the College shall be divided 70% to the faculty member and 30% to the College.
- All revenues derived from the sale or licensing of the work to parties internal to the College shall be paid to Babson College.
- Babson is granted a non-exclusive royalty free license to use and distribute the work in the course of its instructional programs, including the right to make updates and adaptations and to keep prints and/or virtual copies in the Horn Library for reference, academic and research purposes, subject to clause II(b)(viii).

v) **Level III Works.** If the total value of the funding and special support falls within that dollar amount set by the Provost as “Level III Funding”, then:

- All rights in the work shall be owned by the College, and there should be a written assignment agreement between the College and the faculty member.
- Net Revenues derived from the sale or licensing of the work to parties external to the College shall be divided 50% to the faculty member and 50% to the College.
- All revenues derived from the sale or licensing of the work to parties internal to the College shall be paid to Babson College.
The faculty member shall be granted a non-exclusive royalty free license to use the work in instructional activities at Babson.

Babson may keep prints and/or virtual copies of the work in the Horn Library for reference, academic and research purposes.

vi) **Level IV Works.** If the total value of the funding and special support falls within that dollar amount set by the Provost as “Level IV Funding” or if the work has been designated in writing by the Provost as a Special Initiative (as defined in II(b)(i) above) then the work shall be deemed to be a “work for hire” and the copyright and other intellectual property rights in these materials shall be held by the College or its designee. Faculty members involved or overseeing Special Initiatives or Level IV funded projects shall enter into an agreement that (a) grants to the College the ownership of any inventions, designs, or protectable works of any kind that may be created from a Level IV funded or Special Initiative project, and (b) that defines the agreed upon allocation, if any, of Net Revenues derived from such works. A faculty member’s right to use such works, including the right to reference them in the faculty member’s curriculum vita, shall be confirmed in writing with the Provost.

vii) The College will endeavor to allocate all Net Revenues received by the College pursuant to this section II to fund research and the development of teaching materials by the faculty of Babson College.

viii) The College shall waive the non-exclusive, royalty free license set out in clause II(b)(iii) and II(b)(iv) if the following conditions are met: (a) the work is to be published by a reputable publisher, and thereafter is publicly available for purchase or use by Babson College students and others; and (b) not less than three (3) copies of the published work are provided at no charge to the Horn Library.

c.) **Use of Babson Name and Logo**

The Babson name and logo should appear on all cases and other teaching materials developed by Babson faculty, whether or not Babson has given special funding for that work. However, the use of the Babson name and logo is a privilege granted by the College, and subject to review by the Provost, who shall have the authority to refuse permission for the use of the Babson name and logo if, in his/her judgment, so identifying the work might or could harm the reputation of the College.

The Babson name and logo may not appear on any works developed by faculty outside of the scope of their employment by the College without the prior written permission of the Provost, and such permission, in addition, must be sought in accordance with the Policies Governing Faculty Outside Professional Activities and Conflict of Interest. However, faculty may always use the name of the College in their academic title and biographical information included with his or her work.

d) **Outside Consulting or Teaching**

(i) This policy does not supersede Babson’s existing Policies Governing Faculty Outside Professional Activities and Conflict of Interest.
(ii) The College intends this policy to govern new methods of teaching, publishing, and delivering instructional materials. Faculty using new methods are subject to this policy and Babson’s existing Policies Governing Faculty Outside Professional Activities and Conflict of Interest.

(iii) Babson does not claim any rights in works created in connection with an engagement directly between a faculty member and an outside party which is consistent with the College’s Policies Governing Faculty Outside Professional Activities and Conflict of Interest and where the College has not provided special funding for the work. If the College has provided special funding, the provisions of clauses II (a) or II (b) apply, as the circumstances warrant and as determined by the Provost, in his or her discretion. As a rule, works in which there is both special funding by the College and outside support will be subject to a specific written agreement approved in advance by the Provost as to the allocation of rights and revenues.

e) **Student Issues**

(i) Students on occasion are hired by faculty members or by the College to create or contribute to materials that are protected by copyright or other intellectual property law. All such student materials shall be “works for hire,” and the copyright and other intellectual property rights in these materials shall be held by the College or by the supervising faculty member, as set out in the provisions of clause II(b), or clause III.

(ii) When a third party company participates in a Babson program that involves student participation (e.g., the mentor company program), then Babson, the company and the participating students shall enter into an agreement (prior to or in conjunction with the initiation of the program) allocating the ownership of any inventions, designs, or protectable works of any kind that may be created by the student in the course of that program, and the allocation of revenues derived from such works. In any event, students shall be granted the right to use such works for the limited purpose of displaying them as part of their academic portfolio and in their c.v. No third party activities involving student participation which may result in protectable works are permitted without the prior approval of the Provost and a written agreement as described above.

If the third party is compensating the student (e.g., salary, stipend or grant) and the work or invention is within the stated scope of the project, or if the company intentionally discloses confidential information to the student to enable the student to carry out his or her work, and if the invention or work is based on that information, as between the student and third party, the third party should own the invention or work, subject to such revenue sharing and rights of use as the agreement provides, if any.

**III. Patentable Subject Matter**

In the course their work for the College, faculty members may conceive of, or reduce to practice, patentable subject matter. Ownership of such patentable subject matter shall remain with the faculty inventor. If, however, the faculty member developed the patentable subject matter with Level III or Level IV funding, then the corresponding ownership and net revenue allocation provisions of clause II shall apply to the invention. The cost of securing and maintaining patent protection shall be deducted from any proceeds generated by the patentable subject matter prior to the application of the net revenue allocation provisions of clause II.
IV. Administration and Procedures

The Provost will administer this policy. He or she will interpret and apply this policy, including entering into the agreements arising under this policy on behalf of the College, serving as a clearinghouse for the granting of licenses and permissions to use works in which Babson has an interest and for resolving disputes.

The President shall name a committee consisting of a dean and two tenured faculty members to hear appeals of decisions rendered in the administration of this policy. The committee will report to the President who will render final decisions.

This policy shall be reviewed and, if necessary, modified annually so that it continues to serve its purposes.

There may be exceptions to the above rules, and the concerned parties shall be free to modify this policy by mutual agreement in any given case. All and such exceptions shall be subject to the prior written approval of the Provost.

BABSON COLLEGE

Trademarks Service Marks and Copyrights – College Branding and Marketing Policies

OVERVIEW

Purpose and Objectives

This general statement of the policies of Babson College (the “College”) on College branding and marketing issues with respect to trademarks, service marks and copyrights (the “Brand Policy”) has been prepared to inform College faculty and staff of the College’s procedures for the preservation and protection of its rights in its brand-related intellectual property assets and to assist College personnel in avoiding inadvertent infringement, misappropriation, or violation of a third party’s intellectual property rights. This Brand Policy is to be read in conjunction with all other College policies, including the Policy on Intellectual Property (adopted January 2005) (the “PIP”).

It is important to note that, while this document addresses certain College brand-related intellectual property issues, it does not address the College’s policies and procedures relating to patents. Patents and the rights and procedures associated therewith are an important component of intellectual property, and the College’s patent policies and procedures are addressed in the PIP.

Policy Implementation and Maintenance

The primary responsibility for the implementation and maintenance of this Brand Policy and related matters rests with the Vice President of Institutional Advancement (the “Vice President”). All questions regarding the Brand Policy and its implementation should be directed to the Vice President. Further, because the Vice President is tasked with coordination and management of the issues described in this Brand Policy, all College personnel are specifically requested to refrain from contacting any outside legal counsel regarding these issues prior to consultation with the Vice President.

Examples of issues to be addressed by the Vice President are: (i) College trademark and service mark registration matters; (ii) working with the College’s outside advertising, design and marketing vendors regarding College branding strategies and related matters; (iii) clearance questions related to use of
third-party intellectual property by the College in connection with its marketing and branding activities; (iv) overseeing College marketing and branding initiatives and modifications and enhancement thereto; and (v) working with the College’s General Counsel to resolve conflicts related to intellectual property in connection with the College’s marketing activities or brand-related matters.

NOTE: A pdf of the complete Trademark Policy can be found at this link: http://www3.babson.edu/Offices/HR/customcf/BabsonTrademarkPolicy07.pdf
APPENDIX J

Faculty Committees
Appointments DMB
  Kevin Bruyneel - H&S
  Allan Cohen - Mgmt
  Fritz Fleischmann – A&H
  Steve Gordon - TOIM
  Carolyn Hotchkiss – Accounting & Law
  Ken Matsuno – Marketing
  Mark Potter - Finance

BEE Advisory Committee
  Gaurab Bhardwaj - Management
  Tom Davenport - BEE
  Anne Donnellon – Management
  Elaine Eisenman - BEE
  Kathy Hevert – Finance
  Jay Rao – TOIM

Babson Faculty Research Fund (BFRF) Board
  James Hoopes – Arts & Humanities
  Bala Iyer – TOIM
  Michael Levy - Marketing
  Joel Shulman – Entrepreneurship
  Joe Weintraub - Management

Faculty Workload and Compensation Committee (FWCC)
  Sinan Erzurumlu - TOIM
  Yunwai Gai – Economics
  David Hennessey – Marketing
  Nan Langowitz – Management
  Julie Levinson – Arts & Humanities
  Keith Rollag - Management

Faculty Library Committee
  Sinan Erzurumlu – TOIM
  Diane Harrington – Finance
  Farhoud Kafi – Economics
  Robb Kopp – Marketing
  John McKenzie – Math & Science
  Erik Noyes – Entrepreneurship
  Ross Petty – Accounting & Law
  Virginia Rademacher – A&H; H&S
  Miguel Rivera – Management
Graduate Academic Policy Committee (Formerly Graduate DMB)
Philip Dover, Marketing
John Van Slyke M’11, MBA Student Rep
Patricia Guinan, TOIM
Sam Hariharan, Management
Kent Jones – Economics
David Kopcso, Math & Science
Salvatore Parise, TOIM
Raghu Tadepalli, Marketing, ex officio

Honors Council
Stephen Deets – History & Society
Jon Dietrick – Arts & Humanities
Marjorie Feld – History & Society
Danna Greenberg - Management
Neal Harris - Economics
Julie Levinson - Arts & Humanities
Sal Parise –TOIM
Jim Philips – Math/Science
Anne Roggeveen - Marketing
Ginny Soybel – Accounting/Law
Craig Stephenson – Finance
Denise Troxell – Math/Science
Yasuhiro Yamakawa - Entrepreneurship

Senate Division Representatives
Theodore Grossman - TOIM
David Hennessey - Marketing
Cheryl Kirschner – Accounting & Law
Laurie Krigman - Finance
Julian Lange – Entrepreneurship
Kankana Mukherjee - Economics
Jenny Rademacher - Arts & Humanities
Terry Reilly - Math/Science
Open – History & Society
Open – Management

Senate Elections Committee
Kate McKone-Sweet - TOIM
George Recck – Math & Science
Joel Shulman – Entrepreneurship

Senate Executive Committee
Ivor Morgan - TOIM
George Recck - Math/Science
Cheryl Kirschner – Accounting & Law
Rob Kopp – Marketing
Brian Seitz - Arts & Humanities
**Foundation Faculty Advisors**
Steve Bauer - Arts & Humanities
Bortman, Eli – Accounting & Law
Kevin Bruyneel – H&S
Dewire, Dawna - TOIM
Lisa DiCarlo - Entrepreneurship
Jennifer Ellis – Management
Fetters, Mike – Accounting & Law
Fritz Fleischmann – Arts & Humanities
Gilleran, Ruth - TOIM
Hanno, Dennis – Accounting & Law
Rob Kopp - Marketing
Shari Laprise – Math & Science
Ji Li – History & Society
Mandel, Dick – Accounting & Law
Cathy Manning - Management
McKenzie, John – Math & Science
Noyes, Erik - Entrepreneurship
Gordon Prichett – Math & Science
Recck, George – Math & Science
Rodgers, Vikki – Math & Science
Seitz, Brian – Arts & Humanities
Ganesan Shankaranarayanan - TOIM
Smith, Lawrence - Management
Tony Wain – Accounting & Law
Yasuhiro Yamakawa - Entrepreneurship

**Faculty on Trustee Committees**
Bill Coyle & Anne Donnellon - Alumni & Development Committee
Steve Feinstein – Investment Committee
Jennifer Bethel – Finance Committee

**Institutional Review (IRB) Board**
Mary Godwyn – History & Society
Michael Levy - Marketing
Toni Lester – Accounting & Law
John McKenzie – Math & Science
Phil Dover – Marketing
Stacey Riseman – Olin College
APPENDIX K

Support for Faculty Research and Teaching Materials Development
Support for Faculty Research and Teaching Materials Development

Contents

Internal Sources for Faculty Research

Babson College Research Proposal Packet for Applications to:

Babson Faculty Research Fund (BFRF)
Center for Women’s Leadership (CWL)
Glavin Council of Chairs (GCC)

Internal Sources for Faculty Curriculum Development and Case Writing

Babson Faculty Pedagogical Fund

Arthur M. Blank Center for Entrepreneurship (AMBCE)

BEE Research and Development Fund

Center for Information Management Studies (CIMS)
Curriculum Innovation and Technology Group (CITG)
Deans’ Discretionary Funds (DDF)
Babson College
Research Proposal Packet

For Applications To:
Babson Faculty Research Fund (BFRF)
Center for Women’s Leadership (CWL)
Glavin Council of Chairs (GCC)

Revised: July 2010

Contents:
Preface
Policies
Funding Criteria
Deadlines
Announcement of Awards
General Responsibilities of the Applicant

Funding Guidelines – BFRF
Funding Guidelines – CWL
Funding Guidelines GCC

Proposal Format for Full Proposals – Funding Over $2500
Full Proposal Cover Sheets

Mini-Grant (Funding Under $2500) Application Guidelines
Mini-Grant Application Form
Preface

The mandate of the various internal research funding offices is to encourage and support a variety of thought leadership and research activities. The College, through the funding entities, provides financial support and release time for meritorious projects, but cannot guarantee that all worthy projects are funded. Rather, through a competitive process, the offices allocate available funds on the basis of their judgment as to which faculty proposals have the most promise of advancing the following objectives:

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

The major funding offices, BFRF, CWL, and GCC, have a common proposal process, proposal format, application forms, and deadline. Applications will be reviewed by the appropriate funding offices and an ‘award package’ will be created.

The funding offices do not want the application process to be a bureaucratic burden. Certain guidelines are necessary, however, to ensure that projects are brought to completion—a research investment return for the College. The purpose of this document is to provide all of the information you need to apply for research support by outlining the application policies, procedures, and guidelines.

The BFRF, which acts as the central processing unit, is here to serve faculty in all stages of research activities:

- pre-proposal discussions about which funding offices would be appropriate
- application preparation
- resolution of cases where award recipients need to modify their contractual output

General Policies

1. Royalties/patents/copyrights are governed by the guidelines of the College.
2. The funding offices will not retroactively fund research projects.
3. Funds for overhead are not allowed.
4. The College will not provide funds to support research that is part of degree requirements (e.g., dissertation). Work that represents an extension of completed doctoral research will be considered.
5. The funding boards may choose to support certain aspects or phases of a proposal and not others, and to make grants conditional. These conditions may be on the applicant’s obtaining supplementary funds or obtaining statistical/methodological guidance.
6. In general, funds not used by award recipients do not roll over into the next fiscal year, and final stipend or expense payments are forfeited by individuals who do not complete their projects within the fiscal year for which the award is given. Exceptions are made on an individual basis for awards that are approved for a longer duration, beyond a single fiscal year.
7. All research projects involving ‘human subjects’ must have IRB approval.

General Funding Criteria

In evaluating proposals, the committees take the following factors into account. The order given does not necessarily reflect relative weighting. Funding offices may have additional criteria; review the individual guidelines for details.

1. Quality and feasibility of the research:
   Proposals will be evaluated on the basis of their clarity, readability, technical quality, and feasibility.
Technical quality and feasibility will be assessed based on the literature review, research design/methodology, work plan, expected product, type and degree of collaboration, dissemination plans, and the individual’s personal qualifications and past performance on previously funded research.

2. Appropriateness of funds requested for the project’s scope and requirements.

3. Significance of the research in relation to the College’s reputation in the academic and business world: Research plays an important role in increasing the public visibility and the reputation of the College, which in return not only attracts students to come here, but also influences employers to hire Babson students. The College’s research efforts also increase the involvement of other academic and government institutions and corporations with Babson in collaborative projects.

4. Significance of the research to the professional development and reputation of the faculty member:
A particular project may have different significance for faculty at different stages of their careers or at different stages of development of a research stream.

5. Performance on previous internally-sponsored research:
For applicants who have received prior awards from any Babson College funding office, preference will be given to those who have demonstrated a timely performance in completing their contractual arrangements, resulting in high-quality research products.

6. **Deadlines**

The BFRF will publicize deadlines in advance for applications for all major awards, course releases, and summer stipends for the following academic year.

- Submission deadlines are determined by the College’s need to schedule staffing well in advance.
- Applications are due by 4:30 PM on the due date.
- All other funding requests may be submitted at any time during the academic year.

**Announcement of Awards**

Decisions about awards of course releases, summer stipends, major awards, and other research expenses in excess of $2,500 will be made by the funding offices with the consent of the Dean of Faculty. Candidates will be notified as soon as possible after the submission deadline.

Decisions about Mini-Grants will usually be made within one week of the receipt of the application form.

**General Responsibilities of the Applicant**

1. Obtain a Proposal Packet from the BFRF website. Review the guidelines of the individual funding offices. For additional advice on the preparation of proposals, contact the BFRF office.

2. Applicants are encouraged to seek feedback on the proposal from their colleagues prior to submission. This will help ensure that the project is thoroughly developed.

3. The proposal, including the Cover Sheet and vita, must be submitted electronically to the BFRF coordinator. A hard copy of the original Cover Sheet, signed by the applicant and division chair must be sent to the BFRF office. Applicants who have previously received funds from any Babson College research facilities must attach the Proposal Cover Sheet and Final Product Cover Sheet or an indication of completion of any proposals funded during the last five years. The research output pertaining to the prior funding needs to be clearly identified on the proposal Cover Sheet.

4. Ensure that the application forms and project proposals (both hard copies and “electronic” versions) are received by the BFRF before 4:30 p.m. on the due date for consideration.

5. Be informed of College policies regarding financial and administrative accountability. Faculty members are to understand that a signature on the letter of agreement to accept funding constitutes a contract between the signatory and the College.
6. Obtain **IRB** approval for all research involving human subjects. You must forward the **IRB** approval email to the **BFRF** before a contract or funds are released.

7. Note that the funding offices must approve important changes in proposals or budgets before they are put into effect.

8. Each recipient must submit “electronic” copy of his/her final product, including a Final Product Cover Sheet and work accomplished during the grant period within the time period stated in the notification of approval. A copy of any further manuscript or publication directly resulting from funded research should be submitted upon completion. The funding office may request further information concerning the project from the applicant. The funding offices maintain archives of the reports.

9. Final products resulting from grants may be included in Working Paper series; abstracts are published on the **BFRF** web site and Digital Knowledge at Babson (DKB), Babson’s online institutional repository. This offers the Babson community an opportunity to be aware of the research activities being conducted by faculty members with support from the College. In all cases, the copyright resides with the author, commencing at the date of acceptance. The papers are sometimes made available to interested parties outside the Babson community and will be distributed with consent from the author. Funding recipients must complete an Author Agreement Form when they sign a contract.

10. Upon acceptance of final products, applicants may be requested to facilitate a discussion of their projects for the Babson community at a “Research Chat”.

11. In the event that the approved project cannot be completed on time or within the designated fiscal year, the applicant must advise the funding office at the earliest known time, but not later than the end of the contracted time period. In any case, extensions cannot be guaranteed.

12. In general, funds not used by award recipients do not roll over into the next fiscal year, and final stipend or expense payments are forfeited by individuals who do not complete their projects within the fiscal year for which the award is given. *The only exceptions are for major awards that are approved for a longer duration.*

13. Faculty members whose projects remain incomplete beyond the completion date in their contract, or award notification, will be ineligible for further internal support until their final products have been received and approved by the funding office.

14. All funded proposals shall, in the case of publication or other means of circulation, acknowledge the support of and give credit to the College funding office. (e.g. “The author acknowledges the support of the Babson Faculty Research Fund for this research.”)

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**Babson Faculty Research Fund (BFRF)**

**Funding Guidelines**

**Funding Goals**

The **BFRF** encourages and supports a variety of thought leadership and research activities, with the following objectives paramount:

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

**Award framework** – **budget approximately $200,000**
Areas supported:

- The BFRF invites proposals for research that are designed to result in publications. Publication outlets are those customarily used by the American professional learned societies in the fields covered by the proposal.
- The BFRF does not support proposals for curriculum development, case writing or textbooks.

Eligibility:

- The BFRF shall consider only proposals from full-time faculty members who are either tenured or tenure-track and on a current contract.
- Within the above group, only endowed chair holders and current BFRF members are ineligible to apply for BFRF support.

Funding categories:

- Major awards – more than a single course release or stipend
- Course Releases
- Summer stipends
- Mini-Grants for research-related expenses such as travel, editing, research assistants

Application Process and Final Products

All applications should be sent by email to the Babson Faculty Research Fund (chern@babson.edu).

Application forms and information are available on the BFRF website.

Mini-Grant applications: funding less than $2500
- one page application may be submitted at any time
- recipients must submit a one page summary as specified in the award announcement

Major awards: funding in excess of $2500
- full proposals may be submitted by posted deadlines
- final product submission to be a paper or book destined for external publication

The BFRF will not usually provide support for continuation of previously funded research projects after the fact unless the entire scope of the project has been evaluated. BFRF funds not used by award recipients do not roll over into the next fiscal year, and final stipend or expense payments are forfeited by individuals who do not complete their projects within the fiscal year for which the award is given. Only exceptions are for major awards that are approved for a longer duration.

The BFRF group will review all full proposals and determine the amount of the awards with the approval of the Dean of Faculty. Mini-grants are reviewed by the BFRF chair.

Contact:
For further questions please contact the BFRF coordinator in the BFRF office or at x5339.

Center for Women’s Leadership (CWL)
Funding Guidelines

Funding Goals

- to have complete transparency in the funding process
- to utilize all of the CWL funds to support worthy projects

Award framework – budget approximately $33,000
Research areas supported:
- Research relating to the current status of women in business/leadership roles
- Historical research on women who have had an impact through their leadership roles

Eligibility:
- all faculty, adjuncts, lecturers, executives in residence are eligible
- visiting faculty are not eligible

Funding categories:
- Release time— generally to complete the final stage of an ongoing project
- Research-related travel expenses to collect data
- Conference presentations – travel, registration, etc.
- Stipends – seed money to jump-start or investigate new research projects

Application Process

All applications should be sent by email to the Babson Faculty Research Fund (chern@babson.edu)

Application forms and information are available on the BFRF website.

Mini-Grant application -- funding less than $1000:
- one page application may be submitted at any time.
- recipients must submit a one page summary as specified in the award announcement

Major award -- funding in excess of $1000:
- full proposals may be submitted by posted deadlines,
- final product submission to be a paper or book destined for external publication

The BFRF group will review the proposals and determine the amount of the award.

Contact:
For further questions, please contact Jan Shubert, Director, CWL, x5585.

Glavin Council of Chairs (GCC)
Funding Guidelines

Funding Goals
The GCC is interested in supporting research that fits its mission to raise Babson's reputation for international and global management. Research should be aimed at the international management community and preference will be given to papers that have relevance for present or future practitioners in this area. In evaluating proposals, the GCC will take the following factors into account (the order given does not necessarily reflect relative weighting):
- the quality and feasibility of the research;
- stage of completion (i.e., level of sweat equity already invested in the project);
- appropriateness of funds requested for the project’s scope and requirements;
- significance of the research in relation to the Glavin Center’s mission; and
- performance on previous sponsored-research projects.

Award framework –budget approximately $75,000
Areas supported:

- Top priority will be given to faculty projects that can be brought to conclusion or show visible accomplishment by the end of the following academic year (September 2011). These projects should be substantial in nature and clearly fall within the scope of the GCC's mission. In general, initial stages of work on a new project are not funded.
- The GCC will support research, case writing, and textbooks.

Eligibility:

- Normally, the GCC shall consider only proposals by full-time faculty members who are either tenured or tenure-track, on a current contract.
- GCC members are eligible for funding from GCC if funds remain after announced, campus-wide deadlines.

Funding categories:
Funds for research-related expenses and stipends.

Application Process and Final Products

All applications should be sent by email to the Babson Faculty Research Fund.

Application forms and information are available on the BFRF website.

Mini-Grant applications: funding less than $2500
- one page application may be submitted at any time
- recipients must submit a one page summary as specified in the award announcement

Major awards – in excess of $2500:
- full proposals must be submitted by posted deadlines
- final product submission to be a paper or book destined for external publication

The BFRF will review full proposals and recommend the amount of the awards to GCC. The GCC, with the approval of the Dean of Faculty, will specify the award and contract details.

Contact:
For further questions, please contact Dhruv Grewal (x3902, or e-mail at dgrewal@babson.edu or glavincenter@babson.edu).

Babson College Research Proposal Format

for Major Awards, Course Releases, Summer Stipends, and Other Full proposals

All information requested must be supplied in the format specified; failure to do so may result in the disqualification of an application. The words "NOT APPLICABLE" may be inserted in sections which do not apply to the applicant's proposal. Be sure to check with the funding sources for details on eligibility, funding options, and other requirements or limitations.

In submitting a proposal, please realize that the funding groups may be interdisciplinary and may not have extensive expertise in the applicant's field of endeavor. Therefore, explain all technical terms, jargon and procedures in lay terms. Eschew obfuscation.

The proposal must include information on each of the following points, in the manner and format specified. The proposal, excluding vita and any supporting documents, should not exceed five double-spaced typed pages unless the application is for a Major Award (multiple course releases and/or stipends and expenses); Major Award applications should not exceed 10 pages in length.
A. **Purpose**
   Problem or activity to be addressed.

B. **Literature Review – not just a list of references**
   The literature review should demonstrate your familiarity with related research (historical and/or current thoughts/issues) and add credence to the significance of your research.

C. **Significance**
   1. Explain how this research proposal will enable you to exceed the threshold required for AQ status and/or your term chair.
   2. Discuss the value of the research or creative activity and the relationship of this work to other work in this field.
   3. Describe the status of the proposed work – new work, part of a larger, on-going undertaking, and/or the final stage of project. Indicate/how this work fits in your overall research agenda.
   4. For a major award, it is expected that the project will offer more originality, depth, and scale than would be feasible under a typical award of a single course release or summer stipend.

D. **Research Design/Methodology (suggested to be 1.5 pages)**
   Techniques used to collect and analyze data.
   Address various aspects related to research design and methodology as appropriate for your proposed research project. Is the research a field study, experiment, historical analysis, ethnographic study or something else? Is this a longitudinal or cross-sectional design? What are the data sources? What are the data collection methods? How will sampling be conducted? What statistical analyses will be used to either confirm or refute the hypotheses? The Mathematics and Science Division’s Center for Statistical Consulting offers free help with statistics.

E. **Work Plan (appropriateness and manageability)**
   1. Project design
   2. Proposed work schedule of major tasks
      Please be specific in outlining the work plan, including work already completed, work during this grant period, and/or work remaining after the grant period to bring this to publication. Appropriateness and manageability are the main criteria.
   3. If this is a collaborative project, include a detailed description of how the work will be allocated.

F. **Expected Results or Product**
   Projected outcome or objectives, including plans beyond immediate Final Product.
   Specify titles of articles planned. Be clear on what you will deliver as your Final Product for this research award.

G. **Dissemination Plan**
   1. Target audience.
   2. Vehicle of dissemination (specify targeted publication outlets).
   3. Potential evaluation.

**Supporting Documents in addition to the 5 (or 10)-page proposal.**

H. **Proposal Cover Sheets** signed by the applicant and division chair.

I. **Budget**
   1. Explanation of budget (use line items given on Proposal Cover Sheet).
   2. Make every effort to include requests for research expenses in this proposal rather than coming back with a Mini-Grant application for this project.
   3. Note that funds for overhead are not allowed.
J. **Personal Qualifications**
   1. Complete vita.
   2. Additional relevant information may be added here.

PROPOSAL COVER SHEETS, PROJECT PROPOSALS, and SUPPORTING DOCUMENTS SHOULD BE FORWARDED TO the BFRF OFFICE VIA EMAIL

A SIGNED HARD COPY OF THE PROPOSAL COVER SHEET MUST BE SENT TO THE BFRF OFFICE.
# BABSON COLLEGE RESEARCH PROPOSAL COVER SHEET

## MAJOR AWARDS, COURSE RELEASES, SUMMER STIPENDS, OTHER FUNDING OVER $2500

<table>
<thead>
<tr>
<th>NAME:</th>
<th>EXT:</th>
<th>DIVISION:</th>
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</thead>
<tbody>
<tr>
<td>CO_AUTHOR(S):</td>
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</tbody>
</table>

**Term Chair Holder?**
- [ ] Yes
- [ ] No

**Dates:**

**Does it include a Course Release?**
- [ ] Yes
- [ ] No

**FUNDING SOURCE:**
- [ ] BFRF
- [ ] CWL
- [ ] GCC
- [ ] Other

**TIME PERIOD:**
- From 20__ To 20__

**TYPE OF GRANT:**
- [ ] COURSE RELEASE
- [ ] SUMMER Stipend
- [ ] Other Full Proposal

**Does this project in any way involve ‘human subjects’?**
- [ ] No
- [ ] Yes

* See IRB website for definition of ‘human subjects’

## PROJECT TITLE:

<table>
<thead>
<tr>
<th>SUBJECT AREA/DISCIPLINE:</th>
<th>KEY SEARCH WORDS:</th>
</tr>
</thead>
</table>

## ABSTRACT (Maximum 100 words, single spaced.):

## FINAL PRODUCT TO BE DELIVERED (book, book chapter, article, etc.):

## DISSEMINATION VEHICLE(S) OF RESEARCH (Outline short-term and long-term goals for publication/presentation. Be clear on the outcome for this grant period.):

## BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Include a detailed budget in your full proposal</th>
<th># of CRs: ________</th>
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<tbody>
<tr>
<td>[ ] Course Releases</td>
<td></td>
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<tr>
<td>[ ] Summer Stipends</td>
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<td>[ ] Student Wages, Research Assistants</td>
<td>$</td>
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<tr>
<td>[ ] Supplies &amp; Expenses</td>
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<td>[ ] Travel</td>
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<td>[ ] Other</td>
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**TOTAL AMOUNT OF FUNDING REQUESTED**

$ 

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<th>Applicant (s) Signature:</th>
<th>Date:</th>
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<tr>
<td>Division Chair Signature*:</td>
<td>Date:</td>
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* Your signature indicates that you have read the application and can secure staffing if release

For Office Use Only:

App #
FULL PROPOSAL COVER SHEET

If you received feedback from colleagues prior to submitting your proposal indicate the sources and contact information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Relationship</th>
<th>Telephone &amp; email</th>
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</table>

AQ/Term Chair Requirements

List your two publications or indicate how you are meeting the AQ requirements

Check here if NA ______

Indicate how you are meeting your Term Chair requirements

Check here if NA ______

RESEARCH SUPPORT -- INTERNAL and EXTERNAL (within the last 5 years – including term-chairs):

<table>
<thead>
<tr>
<th>Source, Type of Award and Date (i.e. BFRF Fall ’07 CR or 2008 NSF stipend)</th>
<th>Title and Current Status of the Project (i.e. published, with specific citation, in press in a specific journal, submitted to a specific journal, presented at specific conference, etc.)</th>
<th>Related to this project?</th>
<th>Amount</th>
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</table>

DISCUSS OTHER POSSIBLE SOURCES of SUPPORT (internal and external) FOR THIS PROJECT:
**APPLICATION PROCEDURE**

- Obtain the Mini-Grant form from the BFRF website.
- Email application to the BFRF office, chern@babson.edu.
- In most cases, a decision will be made within one week.
- If applicable, the funding office will specify the nature of the output expected in return for the funding and a target date for completion of the work.
- Questions regarding the form or application process should be directed to the BFRF coordinator.

**FREQUENTLY ASKED QUESTIONS**

Who is eligible for funding?
Faculty who have overdue projects (from any internal funding source) are not eligible.

<table>
<thead>
<tr>
<th>BFRF/GCC</th>
<th>CWL</th>
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</thead>
<tbody>
<tr>
<td>All full-time, tenured or tenure track faculty may apply.</td>
<td>All faculty, full time and part-time; adjuncts, lecturers, executives in residence. Visiting faculty are not eligible</td>
</tr>
</tbody>
</table>

What types of expenses will be supported?

<table>
<thead>
<tr>
<th>BFRF/GCC</th>
<th>CWL</th>
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</thead>
<tbody>
<tr>
<td>Research-related expenses such as limited travel to do research, editing services, some publication costs, and other necessary expenses.</td>
<td>In addition to research-related expenses, the CWL will also fund travel to conferences.</td>
</tr>
</tbody>
</table>

What types of expenses will not be covered?

<table>
<thead>
<tr>
<th>BFRF/GCC</th>
<th>CWL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to conferences or professional meetings. Material (i.e. hardware or software) that is available on campus. Funds for overhead.</td>
<td>Material (i.e. hardware or software) that is available on campus. Funds for overhead.</td>
</tr>
</tbody>
</table>

Are there any other funding limitations?

- The College will not retroactively fund research projects.
- The funding office will not usually provide support for continuation of previously funded research projects after the fact unless the entire scope of the project has been evaluated. In other words, if you received a course release and then decide you need research assistant to help with data entry for the project, the funding office may choose not fund your Mini-Grant. You should make every effort to include all of the research-related expense requests within the original proposal.
  Do not count on the funding office for repeated support for a given project. If, for example, you need a research assistant for data entry, an editor for the manuscript, an index, and publication permissions, plan ahead, to the extent possible, and include all your projected expenses for a given project within one Mini-Grant application.
- The funding office may choose to support certain aspects or phases of a proposal and not others, and to make grants conditional.
- **Unused funds from Mini-Grants do not roll over into the next fiscal year**: final stipend or expense payments are forfeited by individuals who do not complete their projects within the fiscal year for which the award is given.
# BABSON COLLEGE MINI-GRA NT RESEARCH APPLICATION FORM (LESS THAN $2500)

<table>
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<tr>
<th>NAME:</th>
<th>EXT:</th>
<th>DIVISION:</th>
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Term Chair Holder? □ Yes □ No

Dates: _________________

Does it include a Course Release? □ Yes □ No

FUNDING SOURCE: Check all that would be appropriate for your proposal

□ BFRF □ GCC □ CWL □ Other _________________

PROJECT TITLE:

Does this project in any way involve ‘human subjects’?  No _____  Yes _____

* See IRB website for definition of ‘human subjects’

SUBJECT AREA/DISCIPLINE:  

KEY SEARCH WORDS:

BRIEF PROSPECTUS:

SIGNIFICANCE (Value of research and relationship to other work in this field):

ESTIMATED TIME FOR COMPLETING THE PROJECT:

EXPECTED OUTCOME (article, conference presentation, book chapter)

ITEMIZED BUDGET:

<table>
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<tr>
<th>Cost</th>
<th>Item</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.: $1200</td>
<td>Research assistant</td>
<td>Needed for data entry</td>
</tr>
</tbody>
</table>

TOTAL SUM REQUESTED (No more than $2500.)

BABSON SUPPORT (all sources including term chairs) within the last 5 years:

<table>
<thead>
<tr>
<th>Source of Support (i.e. FRF)</th>
<th>Type of Award and Date (i.e. 2 Fall ’03 CRs)</th>
<th>Current Status of the Project (i.e. published, submitted to a specific journal, presented at conference, etc.)</th>
<th>Related to this proposal project?</th>
<th>Amount</th>
</tr>
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<tbody>
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Applicant Signature: ___________________________ Date: _________________
Internal Sources for Faculty Curriculum Development and Case Writing

Babson Faculty Pedagogical Fund (BFPF)

**Funds:** $250,000 available for development of teaching materials

**Description:** Funds used for writing cases or developing other types of teaching material. On average, cases will be funded for $2,000–$2,500 for a short case or $6,000–$7,500 for a full-length, HBS-style case. Funding for other types of pedagogical materials will be in the same range, depending on the size and scope of the project. Funding can be used either to pay a case writer or as a faculty stipend. In addition, BFPF will reimburse up to $1500 in travel expenses and transcription expenses.

**Eligibility:** All faculty members are eligible

**Application Dates:** Throughout the year

**Application Process:** Please email proposals to Val Duffy. Application form can be downloaded at http://www3.babson.edu/Faculty/pedagogical-fund.cfm

**Review Process:** Review and award is done by the BFPF Advisory Committee, a group of ten faculty and staff

**Other:** None

**Contact:** Val Duffy, x3970
http://www3.babson.edu/Faculty/pedagogical-fund.cfm

Arthur M. Blank Center for Entrepreneurship

**Funds:** Awards for researching and producing case studies.

**Description:** Funds used to support entrepreneurial focused projects.

**Eligibility:** All faculty members are eligible.

**Application Dates:** Throughout the year.

**Application Process:** Please email proposals to Val Duffy. Application form can be downloaded at http://www3.babson.edu/Faculty/pedagogical-fund.cfm

**Review Process:** Review and award is done by the BFPF Advisory Committee, a group of ten faculty and staff

**Other:** None

**Contact:** Val Duffy, X3970
http://www3.babson.edu/Faculty/pedagogical-fund
**BEE Research and Development Fund**

**Funds:** Variable

**Description:** Based on specific client needs. Projects are general company research and development of program materials.

**Application Date:** Throughout the year.

**Review Process:** The Dean of BEE and the Executive Director, Research Centers, as well as program directors, initiate and review proposals.

**Contact Person:** Elaine Eisenman, X4355

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**Center for Information Management Studies (CIMS)**

**Provides:** Assistance for faculty in curriculum and research efforts.

**Description:** CIMS provides assistance/contacts to faculty for information systems research. CIMS provides faculty support in several ways. They will:

- introduce faculty to IT leaders where cases may be developed,
- help with locating guest speakers for classes,
- serve as the catalyst for bringing new courses to campus
- promote BEE research programs within CIMS
- provide a publishing outlet for Working Papers written by faculty
- introduce faculty to research opportunities in the IT management arena.

**Eligibility:** All faculty members may approach CIMS.

**Application Dates:** Throughout the year.

**Application Process:** Informal process. Contact CIMS director.

**Review Process:** CIMS Director, faculty associate and appropriate CIMS sponsors.

**Contact:** Kavin Moody X6346

**Funds:** Awards course releases to its faculty associate.

**Description:** The CIMS faculty associate receives a course release each semester.

**Eligibility:** Faculty members from the ITM division are eligible.

**Application Dates:** A new associate is appointed every 2 years.

**Application Process:** Interested ITM faculty members should approach the ITM chair and CIMS director.

**Review Process:** Appointments are made jointly by CIMS and the ITM department chair

**Contact:** Kavin Moody X6346

[http://www3.babson.edu/Centers/CIMS/](http://www3.babson.edu/Centers/CIMS/)
Curriculum Innovation and Technology Group (CITG)

Provides: Support for technology innovation in curriculum development and delivery.

Description: CITG is a curriculum-based technology consulting organization that provides design, development, thought leadership and support services to the Babson College academic programs and Babson College faculty.

Eligibility: CITG services are available for all faculty

Application Date: CITG services are available throughout the year

Application Process: No application needed - contact CITG to discuss

Review Process: Projects are reviewed by the Director of CITG and the Provost. In selecting major initiatives, advice and counsel from division chairs, program directors, and subject matter experts are sought when appropriate.

Other: Consulting, Innovative Technologies, Design and Training

Contact Person: Erin McCormick X3830

Deans’ Discretionary Funds (DDF)

Funds: Each Dean, graduate and undergraduate program, has a substantial discretionary fund.

Description: These funds are to be used by the deans to react quickly to market demands and to support strategic initiatives. A portion of these funds may, at each Dean’s discretion, be used to fund teaching materials development.

Application: Throughout the year and/or at the discretion of the deans.

Review Process: Determined by the dean.

Other: The amount of funds may adjusted upward by targeted gifts or grants received (e.g., curriculum development gifts by alumni) by the programs.

Contact Person: Undergraduate: Dennis Hanno, X5660
Graduate: Raghu Tadepalli, X5237
## Support for Faculty Research, Teaching Materials Development, and Case Writing

### Summary Sheet

<table>
<thead>
<tr>
<th>Source</th>
<th>Awards Funds</th>
<th>Awards Course Releases</th>
<th>Supports Research</th>
<th>Supports Development of Teaching Materials</th>
<th>Supports Case Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur M. Blank Center for Entrepreneurship (AMBCE)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Babson College Case Publishing (BCCP)</td>
<td></td>
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<td>X</td>
<td>X</td>
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APPENDIX L

Grievance Procedure
Grievance Procedure

Updated on May 4, 2006

The College is committed to providing employees with a timely method of resolving problems arising from violations of College policy. In general, you should try to resolve problems informally first, by discussing the problem with your manager. If your manager is unavailable, or if you believe it would be inappropriate to discuss the matter with him/her, you may present the problem to the next level of management in your department or to a representative from the Office of Human Resources. If the problem is not resolved to your satisfaction, you may speak with the Vice President responsible for your division, and/or the Associate Vice President/Director of Human Resources in an attempt to bring closure to the matter.

If you are not satisfied with the results of this informal grievance process, you can utilize the more formal process which includes filing a grievance form with the Chairperson of the Grievance Committee. For specific information relating to the formal grievance process, please contact the Office of Human Resources.
GRIEVANCE PROCEDURE
Issue Date: July 1, 2001

Purpose

The purpose of this formal Grievance Procedure is to provide a timely and fair method of resolving problems arising from alleged violations of College policy. In general, members of the Babson community should try to resolve problems informally, by first discussing the problem with the person’s appropriate supervisor and/or the appropriate person in the Office of Human Resources, the Office of the Dean of Students, or the Office of the Dean of Graduate Students. This Procedure begins when a member of the Babson community has not been able to resolve a problem through normal channels or through informal means, and files a grievance form with the Chairperson of the Grievance Committee. Following is an outline of this formal Grievance Procedure.

Definitions and General Terms

A. “Grievance” is, for purposes of this procedure, an allegation of:
   • a violation of a written policy or procedure of the College;
   • a violation of a practice of the College which, although not written, has attained the status of a written policy or procedure; or
   • an act or pattern of discrimination or harassment with regard to race, color, religion, sex, sexual orientation, national origin, ancestry, age, physical or mental handicap, or veteran status, except as provided in B.5. below.
B. This Procedure does not apply:
   • to grievances covered by a union contract, such as the contract covering the maintenance employees of the College;
   • to grievances concerning actions of the Faculty Appointments DMB (Decision Making Body), unless the grievances claim a violation of federal or state laws against discrimination;
   • to grievances concerning actions of the College Judicial Board or administrative hearings, unless the grievance claims a violation of federal or state laws against discrimination;
   • to matters concerning student grades, unless the grievance claims a violation of federal or state laws against discrimination; and
   • to allegations of sexual harassment. (Allegations of sexual harassment are reviewed under the College’s Sexual Harassment Policy.)
C. If a participant chooses to use outside legal or administrative processes concerning the same event or allegations as are the subject matter of the grievance, this Procedure terminates.
D. A “grievant” is a person bringing a grievance under the grievance procedure.
E. A “respondent” is a person whose actions allegedly violated College policy.
F. A “workday” is any day from Monday to Friday when the College is in session.
G. A “day” is any day from Monday to Sunday.
H. The purpose of this Procedure is to resolve problems quickly and fairly; therefore, all actions should take place as soon as possible.
Composition of the Grievance Committee

I. The Grievance Committee shall consist of three voting members:
   - a Chairperson, appointed by the President for a three-year term; and
   - two members, selected from the Panel by the parties to the grievance.

J. The Panel from which the members will be selected shall include
   - at least twelve (12) employees of the College appointed by the President.
   - for grievances involving students, the Panel shall additionally include six (6) students appointed by the President.

K. The President shall designate an alternative Chairperson who will serve in the event of the Chairperson’s unavailability or conflict of interest.

Power of the Grievance Committee

L. The Committee shall hear grievances brought under this Procedure. As part of this power, the Committee shall be entitled:
   - to question the parties to the grievance or others who may have pertinent knowledge of the events concerning the grievance;
   - to request the presence of additional witnesses the parties have not called, or to request additional information from the parties or from others;
   - through its Chairperson, to grant extensions of time for any of the deadlines set forth in this Procedure; and
   - through the Chairperson, to decide what information the parties or witnesses may or may not present.

M. The Committee shall make binding decisions concerning whether or not the allegation(s) set forth in the grievance form is a “grievance” as defined in this Procedure.

N. The Committee shall make determinations, subject to review as set forth in this Procedure, as to whether or not a grievant has proved his/her grievance.

O. The Committee shall make recommendations concerning:
   - the appropriate remedy for each grievance. In cases involving the Faculty Appointments DMB or the College Judicial Board, any recommendation shall be limited to reconsideration by those bodies;
   - future College policies and procedures to the President or to other officials of the College. The Committee shall not distribute such policy recommendations to parties to the grievance.

P. All communications directed to the Chairperson will be communicated promptly to other members of the Grievance Committee, the grievant and the respondent(s), except that communications deemed by the Chairperson to be merely ministerial (such as preliminary responses to proposed meeting times) need not be communicated.

Q. The Committee shall take actions necessary to carry out its charge, and may consult with the Human Resources Office and others as it deems appropriate.

Starting the Grievance Process

R. This Procedure begins when the Chairperson of the Grievance Committee receives the completed grievance form. The Office of Human Resources will provide the grievant with the name and address of the current Chairperson.
S. The grievant must initiate the grievance procedure within thirty (30) days of becoming aware of the event causing the problem, or when the grievant should have become aware of the event causing the problem, or, if the problem is a pattern of behavior, within thirty (30) days of becoming aware of the event that establishes the pattern, or when the grievant should have become aware of the event that establishes the pattern.

T. The Chairperson of the Committee will promptly send copies of the grievance to the respondent(s) and to the appropriate supervisor(s).

U. The respondent(s) and the supervisor(s) shall respond to the grievance, in writing, within ten (10) work days of receiving a copy of the grievance. During this ten (10) work day period, the respondent(s) and supervisor(s) shall also attempt to resolve the problem raised by the grievant, regardless of whether they believe it is a grievable problem under the Grievance Procedure. The written response(s) should include a description of any steps the respondent(s) and supervisor(s) intend to take concerning the resolution of the problem, as well as a description of steps already attempted.

V. If a grievance remains unsolved after this ten (10) work day period, the Chairperson will send a copy of the grievance and all responses to the appropriate Vice President/Division Director.

**Convening the Grievance Committee-Preliminary Meeting**

W. When the Chairperson receives the grievance, he/she shall also send to the grievant and respondent(s) a list of the members of the Panel. The grievant and respondent(s) shall each rank the members in order of preference and return the lists to the Chairperson within ten (10) work days of receiving the list. The Chairperson shall select two members of the Grievance Committee from the members of the Panel most acceptable to both parties and who are available to hear the grievance. (See example of the selection procedure in Section VIII.)

X. At the earliest possible time, but within fourteen (14) work days of the time the Committee is selected, the Grievance Committee shall hold a preliminary hearing to determine whether the allegation(s) set forth in the grievance form constitute a “grievance” as defined in this Procedure, based upon the written submissions of the grievant, the respondent(s) and supervisor(s).

Y. Within five (5) workdays of the preliminary hearing, the Chairperson will notify, in writing, all relevant parties, of the Committee’s decision.

Z. If the Committee determines that the grievant has alleged a matter that constitutes a “grievance”, the Committee shall start hearing the matter within fourteen (14) days of the preliminary hearing.

AA. The Committee’s determination that the matter is or is not a “grievance” is final and no further review or appeal of that determination is permitted under this Procedure.

**The Grievance Hearing**

BB. In order for the Committee to decide in favor of the grievant, the grievant must convince the Committee that the respondent(s) committed the allegation(s) set forth in the grievance form.

CC. The parties to a grievance shall present their respective cases to the Grievance Committee. Any party to a grievance may bring an advisor to the grievance hearing and shall notify the Chairperson and the other parties of his/her intent to do so.
later than five (5) work days prior to the hearing. That advisor may be someone from the Babson community or from outside the College. The advisor may or may not be an attorney. The advisor may not participate in questioning witnesses or making statements to the Committee. The Grievance Hearing is closed and confidential.

DD. For a period of three (3) years, the Committee will keep a tape recording of the hearing, and will keep a copy of any exhibits or documents the parties introduce at the hearing. The Committee will not keep any record of its deliberations.

**Grievance Hearing Procedure**

EE. The Chairperson shall conduct the hearing and control the hearing.

FF. The grievant will begin the hearing by stating what he or she believed happened, and why the action violates College policy or practice. The respondent(s) shall have the opportunity to be present, and may ask the grievant questions at the close of the presentation.

GG. At the close of the grievant’s presentation, the respondent(s) shall state what he/she believes happened, and why the action does not violate College policy or practice. The grievant shall have the opportunity to be present, and may ask the respondent(s) questions at the close of the presentation.

HH. The grievant and the respondent(s) may present witnesses and supporting documents at a time deemed appropriate by the Chairperson. In the discretion of the Chairperson, the grievant and respondent(s) may be permitted to ask questions of their own and the other party’s witnesses.

II. The Committee may ask questions at any time, and may call for additional information.

JJ. At the close of both presentations, first the grievant, and then the respondent(s), may briefly summarize their cases to the Committee.

KK. Within ten (10) work days of the close of the hearing, the Committee shall write its decision, including its determination of whether or not the grievant proved his/her grievance and any recommended remedies, and shall deliver it to the President.

LL. Within ten (10) work days of receiving the Committee’s decision and recommendations, the President shall review them and may accept, reject, modify, or remand to the Committee its decision in whole or in part.

- If the President remands the decision, in whole or in part, he/she shall send an explanation of what issues are being remanded and why. The Committee shall reconsider the remanded issues, may revise its decision as it deems appropriate, and will send its revised decision (if revisions are made) and an explanation of its reconsideration to the President within ten (10) work days of receiving the President’s remand. The President the President. Within ten (10) work days will review the Committee’s response and will make a final decision within five (5) work days of receiving the Committee’s response.
- If the Committee recommends reconsideration by the Faculty Appointments DMB or the College Judicial Board, the President may add comments to the Committee’s recommendations. Final decisions by those bodies will be made under their normal procedures.
- The President may consult with the Committee, whether or not he/she remands any part of its decision, and may consult with the Human Resources Office and others as he/she deems appropriate before making his/her final decision.

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After making the final decision, the President will promptly forward a copy of the decision to the grievant, the respondent(s), and Chairperson of the Grievance Committee.

### Committee Selection (Sample)

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Chairperson adds numbers, deletes the bottom 1/3 of each list, and takes 2 lowest rankings available. For this Committee, C and E would be the members.
BABSON COLLEGE

Grievance Form

Instructions

Provide the information requested below. You may attach additional material if needed. Forward the completed form to the Chairperson of the Grievance Committee. Your grievance begins when the Chairperson receives this form which you must present within thirty (30) days of your becoming aware of the event causing the problem or when you should have become aware of the event causing the problem, or if the problem is a pattern of behavior, within thirty (30) days of the event that establishes the pattern or of the date when you should have become aware of the event establishing the pattern.

1. **Grievant Information.** Fill in your name, your position at Babson, your local mailing address, and your telephone number.

2. **Respondent Information.** Fill in the name and position of the person or persons you are filing the grievance against.

3. **Nature of Grievance.** Describe the act or actions you believe are wrongful. Provide an outline of the action(s) and the date(s) on which they occurred.

4. **College Policy.** State specifically which college policy or practice the respondent's actions violated.

5. **Remedy.** State specifically what remedy you would like to see as an outcome of this process.

6. **Resolution.** Describe what you have already done to try to resolve your grievance. Have you talked to the person involved? Have you talked to the person's supervisor? Have you talked to the appropriate Vice President? If so, what happened? If not, why not?

________________________________________  __________________
Your Signature                                      Date

________________________________________
For Grievance Committee Chairperson

Date Received:

Copies Sent to:

Committee Members Chosen: