Faculty Policies and Procedures

Lynch School of Education Faculty Handbook

Updated September 2011

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I. Introduction

A. Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate and professional students in order to prepare them for citizenship, service and leadership in a global society
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs
- by committing itself to advance the dialogue between religious belief and other formative elements of culture through intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

Approved by the Board of Trustees
May 31, 1996

B. Mission of the Lynch School of Education

The Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education.
• We pursue this goal through excellence and ethics in teaching, research, and service
• We prepare undergraduate and graduate students to serve diverse populations in a variety of professional roles - as teachers, administrators, human service providers, psychologists, and researchers.
• Through research, we seek to advance knowledge in our respective fields to inform policy and improve practice. As teachers, scholars, and learners, we engage in collaborative school and community improvement efforts locally, nationally, and internationally.
• What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

Approved by the Lynch School Faculty March 20, 1997
Unanimous Vote of the Educational Policy Committee

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II. Organization of the Lynch School of Education

A. Organizational Chart

For a copy of the Lynch School Organizational Chart, please contact Mary Ellen Fulton, Associate Dean for Finance, Research & Administration, Lynch School of Education at 617-552-4200.

B. Departments Within the Lynch School of Education

The Lynch School of Education consists of four departments:

- Counseling, Developmental, and Educational Psychology (Campion 309)
- Teacher Education/Special Education, Curriculum and Instruction (Campion 211)
- Educational Administration and Higher Education (Campion 205)
- Educational Research, Measurement, and Evaluation (Campion 336)

See Boston College Catalog and the various departmental handbooks published in the Lynch School of Education for a description of degrees offered in each department.

C. Centers and Institutes Affiliated With the Lynch School of Education

Much of the scholarship and research conducted at the Lynch School is under the auspices of seven major research centers and institutes that receive funding from both the University and external sources.

Center for Catholic Education (CCE)
Seeking to lead the way toward a vibrant future for Catholic education at all levels, the Lynch School of Education at Boston College founded the Center for Catholic Education to build on more than a half-century of research, teaching, and outreach related to Catholic schools, colleges, and universities. The Center for Catholic Education brings under one banner all of the current scholarship, graduate support and innovative partnership initiatives in support of Catholic educational leadership from pre-k through higher education.

The Urban Catholic Teacher Corps, a program of the CCE, is a two-year service program for teachers who wish to gain experience teaching in urban Catholic schools and live in a faith-based
community. The Corps, a collaboration with the Archdiocese of Boston, is founded on the principles of teaching as service, simple living, community life, and spirituality.

Center for Child, Family, and Community Partnerships (CCFCP)  
An "outreach scholarship" program that fosters collaboration among Boston College faculty, students, and community leaders in health care, social service, economic development, and education.

The goal of CCFCP participants is to create stronger, healthier, and more economically sound communities. The Center offers technical assistance, program evaluation, needs assessment, training, and consultation to organizations in communities.

Boston Connects, a project of CCFCP, is a school-community-university partnership linking Boston Public elementary schools in Cluster 5 (Allston, Brighton, and Mission Hill/Roxbury), the YMCA of Greater Boston, and Boston College along with other community partners to coordinate school and community supports to serve more than 3,300 children and their families.

Center for Human Rights and International Justice (CHRIJ)  
The Center for Human Rights and International Justice at Boston College addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners in the United States and abroad who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. The Center is built upon the University's deep religious and ethical tradition of service to others and its broad scholarly reach through its graduate programs in Arts & Sciences and its professional programs in Law, Business, Education, Social Work, and Nursing.

Distinctive features of the Center include interdisciplinary collaboration; researcher and practitioner engagement with local communities; policy development and recommendation; and professional training.

Center for International Higher Education (CIHE)  
This research and service agency provides information, publications, and a sense of community to colleges and universities worldwide and to those seeking to pursue graduate studies and research in international higher education.

Although the CIHE has a particular commitment to academic institutions in the Jesuit tradition, other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.
Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP)
This University-sponsored research center is internationally recognized for its work in research and its applications in the development of policies related to the multiple uses of tests.

CSTEEP is a rich resource for all programs housed at the Lynch School of Education. In the past decade, CSTEEP has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

The Technology and Assessment Study Collaborative (inTASC) is housed at CSTEEP and works collaboratively with schools, educational institutions, and businesses on research and development related to technology and assessment.

Institute for the Study and Promotion of Race and Culture (ISPRC)
Founded in 2000 under the direction of Dr. Janet Helms, ISPRC promotes cultural awareness and addresses the societal conflicts associated with race or culture in theory, research, mental health practice, education, business, and society at large.

Each year the Institute sponsors the Diversity Challenge conference, which highlights important scholarly insights and significant practical endeavors that promote greater understanding and appreciation of diverse cultures.

TIMSS and PIRLS International Study Center (ISC)
ISC serves as the center for two main efforts—Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)—under the auspices of the International Association for the Evaluation of Educational Achievement.

Progress in International Reading Literacy Study (PIRLS) is a series of international studies designed to measure trends in reading literacy for 4th grade students.

Trends in Mathematics and Science Study (TIMSS) is a series of international studies designed to assess trends in mathematics and science for 4th and 8th grade students.

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Faculty Policies and Procedures

Lynch School of Education Faculty Handbook

The following guidelines are intended to help enable faculty to successfully carry out the teaching, research, and service activities that they are expected to undertake at the Lynch School of Education. These policies and procedures are meant to complement those delineated in the University Statutes; the Lynch School’s guidelines clarify specific policies and procedures only when they are in addition to University Statutes. Thus, Policies and Procedures pertaining to faculty are governed by The University Statutes and are the faculty member’s definitive reference on appointments and contract renewals, promotions, and rights and responsibilities.

A. Expectations of Lynch School of Education Faculty

The University-wide expectations for all faculty at Boston College include teaching, research, and service and can be found in Section 9A of Chapter II of the University Statutes. In addition to those requirements, all faculty at the Lynch School are expected to be guided by the following in their teaching, research, and service.

The Lynch School is a dynamic community of learners—faculty, students, and staff—committed to preparing educators and human service professionals who view their professions as a calling to service for others. We strive to develop professionals who have the knowledge, intellectual and professional skills, moral and ethical sensibilities, and leadership to make a difference in the lives of children and adults. Our mission is informed by the Ignatian view that there is no dichotomy between a life of inquiry and contemplation and a life of action. Each faculty member is expected, therefore, not only to strive to embody the standards of teacher, scholar, and citizen outlined below but to encourage and support the formation of those who will exercise leadership within the professions of education and psychology.

Teaching
As part of their teaching responsibilities, all Lynch School faculty are required to:

- submit adequate course syllabi at the beginning of each semester for all courses to be taught that semester
- provide a copy of each course syllabus, including the instructor’s office hours, for posting on the web PRIOR to the first meeting of the class
- meet assigned classes as scheduled
- observe academic regulations regarding such matters as examinations, cancellation of classes, and submission of grades
- post and maintain office hours, on at least two different days
• be familiar with the curriculum and academic requirements of the Lynch School at the undergraduate and graduate levels
• provide regular and effective academic counseling and advisement of students
• have students evaluate all courses every semester using the University’s course evaluation form. Please refer to the University's Faculty Handbook Student Course Evaluation Policies for more information

See Course Related Information and Resources for more details.

Research
Faculty must demonstrate research productivity. The research should have publication as its ultimate objective, but the expectation here is that progress toward that end be demonstrated annually. Thus, an as-yet unpublished manuscript could be an example of demonstrated progress, but credit in the annual review process (see below) for the unpublished manuscript is given only when it has been published. Other examples in this research category are proposals to obtain funding for research and papers presented at professional conferences.

Service
At a minimum in the service area, full-time faculty members are expected to attend program and department meetings, Lynch School faculty meetings, commencement, and convocations as well as serve on program, School/Department, and University committees if appointed or elected.

In addition, faculty are expected to serve on Doctoral Dissertation Committees. This is a responsibility of faculty members that should be shared equitably. To this end, the Associate Dean of Graduate Student Services consults with the relevant Department Chair on the establishment of doctoral committees and ensures that no one faculty member has an excessive amount of committee responsibilities.

Faculty members who have recently joined the Lynch School are encouraged to develop an understanding of the procedures used at the University prior to serving on doctoral committees. New faculty members should consult with their department chairs and their mentors regarding appropriate times to begin as readers on dissertations.

In the interest of providing students with optimal mentoring, new faculty members should refrain from chairing committees for at least one semester. Only in extenuating circumstances may untenured faculty members chair a committee before their second year of service.

Details on the dissertation process, time lines, and expected outcomes specific to the Lynch School can be found on the Lynch School’s Doctoral Policies and Procedures webpage.

Finally, faculty members are encouraged to participate in the following activities from September to the end of May:

• fall orientation for incoming students
- fall, spring, and summer "open houses"
- autumn information sessions
- open house sessions for newly admitted students and parents
- telethons for newly admitted students
- early action open house
- transfer student orientation
- Spirit of Education Week events
- GEA Research Forum
- Lynch School Symposium
- annual Faculty Research Luncheon
- other occasional events

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B. Review of Lynch School of Education Faculty

i. Appointment, Tenure, and Promotion
The information provided here is intended to identify general guidelines for appointment, tenure, and promotion rather than absolute criteria, since these are outlined in Chapter II, Sections 4-8 of the University Statutes. Moreover, each promotion and tenure decision is unique in its own way.

Untenured faculty in tenure track positions are normally required to initiate the process for tenure review no later than the end of their fifth year in rank. Faculty may, however, request that they be considered for tenure and/or promotion at any point during their time at the Lynch School of Education. Associate professors seeking promotion to full professor may submit their materials for consideration for promotion at any point, post-tenure.

Specific application forms are available to faculty seeking tenure and/or promotion through the Office of the Dean and multiple copies must be provided of all materials. Faculty are required to include a narrative essay on each area of faculty responsibility (teaching, research and service), with an explanation of what they see as past accomplishments in these areas, current work and trajectory for the future. A detailed CV should be submitted along with the documentation listed above. The CV should be organized in the order of most recent publications.

The publications should be organized to distinguish books, book chapters, journal publications, and publications in newsletters, newspapers and/or the popular press, as well as distinguishing those under review, in press, and in print. Moreover, journal publications should make clear which journals are refereed. If in doubt, please consult your mentor, the O’Neill Librarian, or the Associate Dean of Faculty and Academic Affairs.
Finally, remember that those reviewing your materials may not be familiar with your discipline or your specific area of expertise. Therefore, it might be helpful to provide a brief summary of the major journals in which your work has been published and/or the impact factor of those journals to aid in the review process. Please note that it is not necessary to provide copies of your conference presentations or of the grants you have submitted. If you would like to submit these documents they must be submitted in electronic rather than print copy, i.e., include a CD ROM in lieu of a print document.

In support of the Lynch School mission, the criteria used for recommending faculty members for appointment, tenure, and promotion relate to three discrete aspects of faculty activity—teaching, research, and service.

**Teaching**
Because teaching is at the heart of the Lynch School mission, the demonstrated capacity to teach effectively is a critically important element of faculty performance. Since teaching occurs in many ways and in many settings, its evaluation should encompass the full range of a faculty member’s instructional activities. This obviously includes classroom teaching in the various programs of the School at the undergraduate, masters, and doctoral levels. It also includes teaching that occurs in directed or independent studies or other tutorial settings as well as the direction of theses, projects, and dissertations in the various degree programs.

The review of the faculty member’s teaching should be as comprehensive as possible and should evaluate such factors as:

- course design as reflected in course syllabi
- knowledge of material
- ability to interest students in the material
- extent of preparation for classes
- teaching method
- creativity
- use of technology

Faculty members who apply for tenure generally present an articulated philosophy of teaching and a record of good evaluations of graduate and undergraduate courses taught. They present evidence through course syllabi that their knowledge of relevant theory and research is current and appropriate. In addition to evaluating these aspects of a faculty member’s classroom performance in specific courses, the review should also take into account the way the faculty member relates to and serves as a role model to students in and out of class. In particular, this should include the way in which a faculty member relates to advisees, graduate and undergraduate research assistants, supervisors, and other students under his or her supervision.

Lynch School faculty members administer formal course evaluations each semester, and the results of these regular evaluations are taken into account in the review. In addition, evaluations are solicited from a wide range of other individuals who are in a position to evaluate the
candidate's teaching. These may include both current and former students from various programs as well as colleagues in jointly taught classes or seminars, or who are otherwise in a position to evaluate the faculty member’s teaching. Faculty members are encouraged, although not required, to invite colleagues to observe their teaching and engage collaboratively in a process for mentor review.

**Research**
Teaching and learning are reciprocal intellectual activities, and faculty members are expected to be actively engaged in scholarly reflection, research, and writing throughout the course of their professional careers. For the purposes of the tenure and promotion review, a higher premium is placed on original scholarship that makes unique contributions to help advance a field of study.

Scholarship may be expressed in many different forms, including:

- Publication of an essay, article, or book. The most fundamental form in most disciplines represented at the Lynch School is a single-authored article or book, although it may also include collaborative co-authored work, particularly if the faculty member is the first author. Faculty are also encouraged to publish with current or former students.

- Grant seeking, particularly in the pursuit of external funding to support one’s research is increasingly important to the research endeavor. Resources at the Lynch School and the wider university are provided to ensure that faculty have access to the maximum available resources to support their research.

- Editing may be construed as original scholarship, depending on the nature and scope of the project.

- Consultation through which the scholar brings to bear the results of his or her scholarly knowledge and insight may represent genuine scholarly contribution, school community partnerships, and interdisciplinary collaborations with schools and communities is increasingly recognized as important for teacher educators and human service professionals. Such work contributes importantly to the scholarship of the Lynch School faculty.

The Lynch School looks at a faculty member’s overall contribution to a discipline or field of study through a steady, programmatic record of accomplishments. In evaluating a faculty member, LSOE uses the following guidelines to assess scholarly productivity:

- Quantity and quality of published books and articles; (the quantity of contributions is assessed according to the individual faculty member’s circumstances during the given time period and the type of publications submitted for review)

- Lectures and papers presented in a critical peer environment

- Participation in certain professional societies, including service on editorial boards
• Frequency of citations of work, as evidenced through Social Science Citation Index and other indices

• Evaluation by peer scholars from both inside and outside the University to assess such factors as soundness of research and argumentation, overall significance, and extent of influence of the work

• Each external referee is supplied with a file of representative writings of the faculty member under review and is asked to indicate:
  
  o Whether the contribution is sufficient to merit the tenure or promotion involved
  
  o Whether a person bearing similar credentials would be promoted in the evaluator’s own institution
  
  o The regard in which the faculty member is held by peers in the discipline, both as a specialist and a generalist
  
  o The nature and value of the faculty member’s contribution to the field

Service
Service is an important measure of one’s citizenship and is essential to achieving a community of scholars within the Lynch School, profession, and the wider community. Since the work of administering the School and the University is done through a structure of committees, service on committees is perhaps the most common means through which faculty members contribute to the life of the school and the wider university. Such service may take a number of forms, including:

• service on committees and administrative duties in the School and wider university
• service as consultant, writer, or speaker to boards and agencies
• membership on board and agency committees
• services to civic organizations, community agencies, or other forms of public service
• service to professional organizations related to one’s area of expertise
• service to other departments of the University through teaching or invited lectureships

Generally such activities are judged as service if they are done pro bono or as a volunteer.

ii. Annual Review of All Faculty Members
The annual review of faculty concludes is due at the end of December and covers the preceding calendar year (January – December.) The Faculty Annual Review (FAR) is conducted online, and is accessible throughout the year via Agora. Faculty are encouraged to update the FAR as events and publications occur throughout the year.

The Dean, Associate Dean of Faculty and Academic Affairs and the relevant Department Chair independently examine the materials submitted by each full-time tenure-track faculty member along with all other relevant information available in the Dean’s office (e.g. course evaluations,
teaching loads, course syllabi, advising and dissertation work, etc.) and rate these materials in the manner to be described below. The results from this examination are used for three purposes: (1) communication to each full-time faculty member regarding areas of strength and weakness for the preceding year; (2) allotment of each full-time faculty member’s salary increment; and, (3) allocation of teaching load for the upcoming year.

In the area of Research, credit for the annual salary increment is given only for those items that include full citations and were published (that is, in print or online) during the year under review. Publications are organized on the FAR form as books, book chapters, journal articles, or publications in newsletters, newspapers, and/or the popular press, and are also listed as under review, in press, and in print.

Salary increments are based on the fulfillment of the expectations of faculty as listed above and discussed in the University Statutes. Specific increments are determined by the Dean and are based on the Annual Review process. From time to time an individual faculty member’s salary may be deemed too low due to changes in the job market since that faculty member was hired. If this situation arises, some of the total Lynch School salary increment pool may be used to make a market adjustment to that faculty member’s salary.

**Reduced Teaching Loads**

At the time of the annual review process, the Dean, Associate Dean of Faculty and Academic Affairs, and Department Chair also review the applications for reduced teaching loads. The Lynch School provides faculty with support for research in the form of reduced teaching loads. That support, however, must be balanced with instructional needs and the goal of providing a strong offering of courses as well as excellent research and teaching opportunities each semester. In addition, market forces impact the allocation of resources as the Lynch School tries to attract and retain the most productive and well-qualified faculty and students.

**Graduate Assistantships**

All first and second year doctoral students are awarded assistantships by the Lynch School, and various faculty members are assigned to mentor these students. In addition, many graduate students are hired to work on specific projects or in administrative offices in order to meet the demands of those projects and offices.

**Criteria for Assigning Graduate Assistantships**

- We seek to provide research assistants with excellent research experiences and mentoring.
- We provide graduate teaching fellows with teaching experiences in Lynch School courses in which they are developing expertise.
- We place students in areas in which we need additional administrative support for faculty and professional staff.
• We assign new untenured assistant professors a full graduate assistant for their years prior to promotion to associate professor, assuming they demonstrate through the annual review process that they are productively engaged in research.

• Faculty who are on sabbatical typically mentor half-time assistants if they have an active research agenda and are able to assure the Dean’s Office of their capacity to mentor students if they are absent from the Boston area.

Criteria for a Reduced Teaching Load

Each faculty member is expected to meet a level of productivity equal to teaching three courses each semester. Most active researchers teach four courses per year, with the expectation that they sustain their research productivity. Those who do not meet the minimum criteria to be classified as an active researcher are assigned five courses if they have significant responsibilities that are equivalent to the workload required for a sixth course.

There is some flexibility in this practice. Additional course reductions are sometimes given on a temporary basis for the following reasons:

• Heavy administrative responsibilities, such as serving as a department chair of one of the two large departments.

• A superior research agenda. Examples of such an agenda include a combination of at least three of the following: serving as a journal editor on prestigious and labor-intensive journal editorial boards; writing major grants which lead to buyouts in subsequent years; heavy dissertation advisement which leads to publications by and/or with students; significant peer review publications; work on a book for which there is a contract.

• Untenured faculty are assigned a reduced teaching load for their first year of service. If their research is strong, they are assigned a two/two load for all of their remaining pre-tenure years.

In all cases, the needs of the faculty, the needs of the Lynch School, and the demands of the departments are balanced in determining faculty teaching load and graduate assistant assignments.

Any faculty member who has concerns about the outcome of his/her review can meet with the Dean to discuss these concerns. In the event of an error, the letter concerning the decision will be revised.

iii. Review of Untenured Faculty Members

Section 6E of Chapter II of the University Statutes requires tenured faculty members in each unit to review periodically the academic achievement of untenured faculty members and to vote on whether they should be recommended for renewal. Accordingly, senior faculty members of the Lynch School meet annually to review the performance of tenure-track faculty members and
vote on contract renewal of faculty in their department following the second and fourth year of service.

The annual review materials of faculty members in their second year are sent to tenured faculty members. In their third year of employment, all junior faculty members submit interim review materials to the Tenure and Promotion Committee, which reviews teaching, scholarship, and service activities.

This interim review strives to achieve three important purposes:
• increase the tenure rate through use of more focused and direct feedback on faculty progress
• inform the planning of faculty development opportunities
• assist the Dean in the on-going review of faculty performance

By January 30th of an untenured faculty member's third year at the University, the faculty member submits an electronic file containing a summary similar to that submitted at the time of review for promotion and tenure (with the exception that no external reviews will be sought). This expanded annual review includes documentation and material supporting the faculty member's full accomplishments over the previous two years.

The faculty member provides documentation in the areas of:
• teaching, which may incorporate a teaching portfolio that includes documents such as professional development activities, course evaluation forms with written comments, written comments by faculty members who have observed classes, written comments concerning a course observation by the Associate Dean for Faculty and Academics, course syllabi, and a statement of teaching philosophy
• scholarship, including copies of publications and presentations
• service, including lists of Lynch School program coordination responsibilities, University and Lynch School committees, editorial review work, and contributions to professional associations.

The Promotion and Tenure Committee reviews these materials and sends a written summary of their review to the Dean with a copy to the faculty member. The letter makes recommendations regarding renewal of the faculty member's contract, areas of accomplishment, and areas in need of attention.

Tenured faculty members vote on contract renewals of untenured faculty members in September of the untenured faculty member's fourth year of service. The information gathered during the interim review informs the deliberations of the tenured faculty in voting for the contract renewal of untenured faculty members. In addition, the annual review materials submitted by the untenured faculty member are reviewed by the tenured faculty.
Untenured faculty members should note that they may request that the Promotion and Tenure Committee review their annual review materials in any given year. The Promotion and Tenure Committee will provide the faculty member with written feedback.

IV: Full-time LSOE Non-Tenure Track (NTT) faculty (11/2/2010)

Full-time LSOE Non-Tenure Track (NTT) faculty hold the ranks of Lecturer, Associate Lecturer, or Senior Lecturer. These individuals are linked to specific departments and have most of the rights and privileges of tenured and tenure track faculty in those departments, except for eligibility to serve on the Promotion and Tenure Committee. In rare circumstances, they may serve as readers on dissertation committees. However, they are eligible to serve on department-wide committees from the first year forward, on LSOE-wide committees from the 5th year forward (except for the Promotion and Tenure Committee), and on university-wide committees from the 7th year forward (with the exception of the Faculty Hearing Committee, the Faculty Review Panel, and the Faculty Grievance Committee).

NTT faculty are given initial 2 year contracts. They are evaluated at the end of the first year by their Department Chair, primarily on the basis of teaching evaluations. They are then evaluated at the end of their second year by the Dean and their Department Chair, primarily on the basis of teaching evaluations and service to their department.

The 2nd contract for which NTT faculty are eligible is a 3 year contract. They are evaluated at the end of the 4th year by the senior faculty in their department, based on teaching evaluations and service to the department. The Dean and Department Chair then consider (a) the vote of the senior faculty, (b) teaching evaluations, (c) a teaching observation by the Associate Dean for Faculty and Academics, and (d) service to the department, in order to decide whether to grant promotion to Associate Lecturer and a new 5 year contract at the end of the 5th year, or not to offer a new contract to the NTT faculty member at the end of the 5th year. After the 5th year, all contracts are for 5 years, and are renewed based on teaching evaluations, an observation by the Associate Dean near the beginning of the 5th year of the contract, and a recommendation from the Department Chair. At the end of the 10th year, the individual is either offered a new 5 year contract with promotion to Senior Lecturer, or is not offered a new contract.

Annual increments are awarded based on (1) teaching evaluations and (2) service to the Department (and LSOE and/or the university as appropriate to time served), as communicated via recommendation from the Department Chair. NTT faculty have equal access to faculty resources granted by the Dean's office (e.g. travel funds).

University benefits are the same as those granted to tenure track faculty.

While the individual cannot transfer into a tenure track slot, the individual may apply for a tenure track position on an equal basis with all other applicants.

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C. Mentoring of Untenured/Tenure-Track Professors

The Lynch School provides untenured professors with a mentorship relationship with tenured professors to help guide them in their professional development, and to advise as needed on a range of academic and professional matters. Since the majority of untenured/tenure track professors are assistant professors these initiatives are focused at that level.

The mentorship initiative was developed to support faculty in their first years at Boston College and does not play a direct or formal role in the faculty evaluation process. The spirit of the mentoring relationship, however, should be to help untenured assistant professors in their pursuit of promotion and tenure.

No written reports are required, though some mentoring teams may wish to develop a written statement of goals and activities to achieve those goals.

Each untenured assistant professor will have two mentors among the associate and full professors. Normally, of the two faculty mentors, one will be in the area of teaching and research of the junior faculty member. The Department Chair, in consultation with the junior faculty member, will make the initial assignment of mentors. At any time the junior faculty member may request that one or more of the mentors be changed.

Assignment of mentors will take place within one month of the initial appointment to the Lynch School faculty. Under normal circumstances, the mentorship team will remain in place during the entire untenured appointment. Mentors will meet with the untenured assistant professor at least once per semester to discuss relevant professional matters; more frequent meetings are encouraged. Goals and scheduled meetings/discussions will be set by the mentors and mentee.

In addition, the Associate Dean of Faculty and Academic Affairs has organized two to three Faculty Development Workshops for tenure-track Assistant Professors each semester. They include a general orientation, a discussion of the third year review process, and discussions of teaching and research. Boston College faculty and staff are invited as resources and the format is designed to encourage sharing and mutual support. Additional topics are identified by participants.

i. Faculty Peer Observation of Teaching (October 16, 2009)

As part of the current support provided for junior faculty through the Associate Dean’s office, a system of mandatory faculty observations are in place for pre-tenure faculty. Observation(s) in the first year are formative. In subsequent years, observations inform the Third Year Review and Tenure and Promotion decisions.

• First year observation by Mentor (informal, constructive feedback only)
• Second year observation by Department Chair (informal, constructive feedback only)

• Third year (or at least once before interim review) observation by Associate Dean (evaluative memo with candidate’s choice of observation rubric is placed in file for purposes of contract renewal vote)

• Between interim review and year up for tenure, observations by Mentor and current or past Department Chair (evaluative memo with candidate’s choice of observation rubric is placed in file for purposes of contract renewal vote)

Tenured associate professors who seek promotion to full professor will be observed twice before going up for promotion, once in the Spring prior to the year up for promotion and once in the Fall semester of the formal P&T process. (In exceptional circumstances, e.g., if someone has a sabbatical that would conflict with such an observation schedule, the candidate can work with the Associate Dean to implement an alternative calendar.) One of the observers will be the Associate Dean and the second an LSOE full professor chosen by the observed faculty member. Ideally, the two visits should be representative of the professor’s range of teaching levels and formats. In each case, the observed faculty member will choose an observation rubric, which will be filed along with an evaluative memo by the observer for purposes of P&T committee consideration.

Non-tenured faculty will be provided the opportunity to visit the classrooms of senior faculty peers who volunteer to be observed.

The LSOE will promote voluntary opportunities for tenured faculty to be observed by peers for the purposes of formative evaluation and improvement of teaching.

Peer observation of teaching by tenured faculty will be promoted by taking account of their efforts as part of faculty service to the LSOE.

The Dean’s Office will sponsor annually, at least one faculty forum or similar community conversation on teaching.

In line with best practices, the observing and observed faculty members will communicate about the observed class(es) at least one time before and after the peer observation.

Established teaching observation rubrics will be made available so that the faculty member can choose among them and modify to guide the teaching observation.

This policy will be reviewed after a pilot period of 3 years, with the probability of expansion to adjunct faculty and teaching fellows.

» Continue to D. Support for Associate Professors in the Promotion Process
D. Support for Associate Professors in the Promotion Process

Associate professors have the opportunity to participate in faculty development workshops organized by the Office of the Associate Dean of Faculty and Academic Affairs specifically designed to explore a range of issues related to this stage of their careers. Workshops explore selected topics in a collegial and conversational format with invited speakers, panel discussions, and small group activities. Topics include, but are not limited to, the following:

- Re-visiting the balance/imbalance among teaching, research and service
- Funded research: opportunities or burdens
- Identifying resources that the University, and more particularly the Office of the Deans at the Lynch School, make available to support associate professors in their work
- Strategies for moving from associate to full professor

In addition to the workshops a group of full professors have agreed to act as mentors for associate professors. The Associate Faculty mentorship initiative is informal and voluntary and is intended to serve as a resource to associate professors in their professional development. The full professors will be available to advise on a range of academic and professional matters, and associate professors are encouraged to contact the full professor mentors whenever desired. From time to time, there will be informal gatherings such as coffee hours to facilitate these relationships. However the process presumes that most meetings or discussions between associate and full professors will be set up by individual participating faculty. The list of full professors available as resources will be updated annually by the Associate Dean of Faculty and Academic Affairs and distributed to all Associate Professors.

E. Faculty Committees

Lynch School faculty, as part of their service requirement, take on committee membership at the school and university level. Some positions are elected and some are by appointment.

University-wide Faculty Committees and descriptions of University-wide Faculty Committees, statutory and non-statutory, can be found at the website of the University Provost.

Lynch School Faculty Committees

The following committees have been established by the Lynch School to ensure its functioning and engaging of faculty and students to provide leadership in the life of the institute.
## Lynch School Faculty Committees

<table>
<thead>
<tr>
<th>Committee name and description</th>
<th>Election process and terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Standards Committee</strong>&lt;br&gt;This committee makes recommendations to the Dean regarding student probation or dismissal for academic integrity or grade deficiencies.</td>
<td>The academic deans for graduate and undergraduate students co-chair the committee. The dean appoints two members, and the faculty elects two members for three-year terms. Members should be working with undergraduate students. One representative from the Counseling Center also serves on this committee.</td>
</tr>
<tr>
<td><strong>Collaborative Fellows Advisory Group</strong>&lt;br&gt;This committee reviews, awards, and continues funding of proposals submitted to the Collaborative Fellows Grant Program.</td>
<td>Appointed by Dean for one-year, renewable term.</td>
</tr>
<tr>
<td><strong>Committee on Technology</strong>&lt;br&gt;This committee makes recommendations to the Dean regarding technology purchases, training, faculty development, and general ideas for enhancing the use of instructional and research technologies.</td>
<td>Appointed by Dean, term length is ongoing</td>
</tr>
<tr>
<td><strong>Educational Policy Committee (EPC)</strong>&lt;br&gt;This committee participates in the formulation of academic policy and planning decisions by providing assistance and consultation to the Dean on planning, developing, coordinating, and supervising curricula and programs. The Charter of the EPC describes its membership and process.</td>
<td>The EPC shall have a minimum of 12 members: eight faculty, two students, (one undergraduate and one graduate), and, ex officio, the Associate Dean of Faculty and Academic Affairs and the Dean. All members shall have voting privileges. Six faculty shall be elected for two-year terms. Two faculty shall be appointed by the Dean for two-year terms. Two students (one graduate and one undergraduate) shall be selected for a one-year term by their respective constituencies. This selection shall be made in the spring semester, prior to a term of office beginning with the academic year. The EPC will elect its chair at the last meeting of the</td>
</tr>
</tbody>
</table>
previous Academic Year on which the chair will serve. The Chair will serve for one academic year.

<table>
<thead>
<tr>
<th>EPC Subcommittees</th>
<th>Chosen from within EPC; term length is one year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subcommittees work in consultation with Departments to develop and discuss proposals brought to the full EPC for vote.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Resource Center Advisory Committee</th>
<th>Appointed by Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>This committee meets once per semester to advise the ERC Head Librarian on matters concerning the following areas: library collections, library services, technology services, and support and library facilities.</td>
<td></td>
</tr>
</tbody>
</table>

» Continue to F. Department Chair Nomination Process

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F. Department Chair Nomination Process

Department Chairs are chosen through a process by which each member of the department is consulted regarding the faculty member’s suitability to serve as Department Chair. Candidates are rated as:

- desirable,
- acceptable, or
- not acceptable to serve as Department Chairs.

The names of all faculty members and the degree to which there is support for them to chair the department are forwarded to the Dean, who makes a recommendation for appointment to the Provost. (Please refer to Chapter I, Section 14 of the University Statutes).

Chairs are normally appointed for a term of three years.

» Continue to G. Externally Funded Research
G. Externally Funded Research

Faculty members are strongly encouraged to pursue external funding to support their research and provide Lynch School students with additional financial resources. Support is offered at the School and University-wide levels. The Office of Sponsored Programs (OSP) oversees University-wide services.

The Associate Dean of Faculty and Academic Affairs and the Associate Dean for Finance, Research, and Administration provide support for external funding within the Lynch School, beginning with the generation of research plans and continuing through the period of the award.

The Associate Dean of Faculty and Academic Affairs, OSP, and the University Office of Advancement assist faculty in finding funders for their work through access to electronic databases and individual consultation.

Faculty members should work with the Associate Dean of Faculty and Academic Affairs far in advance of the submission deadline for the application.

When the application is complete, a Research Transmittal Form should be submitted to the Department Chair, who must approve it and submit it to the Associate Dean. The Associate Dean of Faculty and Academic Affairs will review the materials and determine if all necessary facets of the proposal have been addressed. In particular, the Associate Dean of Faculty and Academic Affairs reviews the proposal to assess whether the grant will require additional allocations of space, faculty course buyouts, or support for graduate assistantships. Once the materials are complete the Associate Dean of Faculty and Academic Affairs will submit the paperwork to the OSP for review.

The Lynch School will protect the rights and welfare of human subjects in research conducted by Lynch School faculty members and students. Faculty members and students are required to follow relevant professional guidelines—such as those of the American Educational Research Association and American Psychological Association, and the uniform Federal Policy for the Protection of Human Subjects—concerning the protection of human subjects.

All externally funded research (and all research involving human subjects) will be reviewed by the University Institutional Review Board (IRB). Approval of research on human subjects must be completed before data collection begins.

To maintain proper records of the productivity of Lynch School faculty members in pursuing grants, it is imperative that faculty members provide copies of all grant-related activity to the Associate Dean of Faculty and Academic Affairs. Research transmittal forms, copies of proposals, and notification of awards all must be provided to the Associate Dean’s Office.
consult with the Associate Dean and the Department Chair to assure that all relevant parties are informed about course buyouts and graduate assistantships generated through grants. Faculty should notify the Associate Dean of Faculty and Academic Affairs if their grant is not funded in order to ensure that resources allocated for one grant can be recycled to other grants.

Faculty members should note that, in addition to supporting external grants, the University provides internal grants through various programs. Examples include The Research Expense Grants Program, which provides stipends of up to $1500 that many faculty use to cover costs incurred in the process of conducting research. The Research Incentive Grants Program provides 15 stipends of up to $15,000. The Academic Technology Innovation Grants program provides financing (up to approximately $70,000) for technology projects. See the Office of Sponsored Programs (OSP) for more information on these and other university programs.

» Continue to H. Summer Sessions Instruction

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H. Summer Sessions Instruction

Summer offerings as well as courses taught by part-time faculty or teaching fellows in the regular academic year are paid for by the part-time budget allocated to the Lynch School. However, independent study courses are not reimbursed in the summer.

Department Chairs and the Associate Dean of Faculty and Academic Affairs determine course offerings and hire part-time faculty and teaching fellows.

» Continue to I. Course Evaluations

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I. Course Evaluations

Each semester, faculty members will receive an e-mail from the University Office of Student Services regarding electronic evaluation forms for each course taught. Students are independently encouraged to complete online evaluations for each course.

Results from the evaluations (statistical summaries and student comments) are available online to the Dean’s office and to the Department Chair, and results for individual classes are available to the relevant faculty member, the Dean’s Office, and Department Chair.

These results are used in the annual review of the faculty member conducted by the Department Chair, Associate Dean of Faculty and Academic Affairs, and Dean during December of each
academic year, and in third-year and tenure and promotion review processes, and in determining teaching assignments.

All faculty are strongly encouraged to request that students fill out the course evaluations.

University-wide information on Course Evaluations:

- [Student Course Evaluation](#)
- [Course Evaluation Questions](#)

» Continue to [J. Visiting Scholars](#)

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**J. Visiting Scholars**

An increasing number of scholars are interested in affiliating with the Lynch School as Visiting Scholars. Our programs and centers also seek out particular scholars whom they feel would significantly contribute to our ongoing work.

Although the University has not adopted a specific set of policies with regard to Visiting Scholars, there is a set of procedures that guide the appointment of Visiting Professors. Please see [Section 4B in Chapter II of the University Statutes](#) for more information.

Scholars interested in coming to the Lynch School as Visiting Professors should apply by sending a letter to the relevant Department Chair or Center Director. This letter should be forwarded to the Dean with a recommendation by the Chair or Director. The Dean will then evaluate the request and forward his or her recommendation to the Provost, who must approve all appointments of Visiting Professors.

General information on Visiting Scholars can be found on the website of the [Office of International Students and Scholars](#).

» Continue to [Faculty Support and Services](#)

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Faculty Support and Services

Lynch School of Education Faculty Handbook

A. Technology Services

Technology Consultants
Boston College Technology Consultants (TCs) serve the ever-increasing technology support needs of faculty and staff by providing local technology support. TCs provide support for desktop computing and technology related consulting. The TCs for the Lynch School are Andy Holleron and Andrew Van Dam. Both can be contacted by e-mail at tc.campion@bc.edu or 2-6318.

Instructional Design and E-Teaching Services
The BC Instructional Design and E-Teaching Services Office assists instructors who integrate technology into their teaching. Services offered include consultation, training and support, research and development, project management, and helping instructors transition their teaching practice to one that supports the ever-growing technology-driven student population.

Media Services
The Boston College Media Technology Services provides the University community with a full range of audiovisual support. Examples of services include: digital audio recording, CD-ROM production, DVD production, digital video, digital photo and multimedia production, creative graphics services, state-of-the-art instructional classrooms, TV satellite conferencing, technical repair services, live webcasting, and live TV remote telecasts.

B. Course Related Information and Resources

Agora
Agora is a service-based intranet for the Boston College Community. It is a portal to many web-based services and tools allowing Boston College students, faculty and staff to access and interact with personal information and perform university transactions related to their role in the University. Through Agora, you are able to access email, Web forums, Blackboard, research tools and more, bringing many Internet activities on to one web page. The BC Help Center offers comprehensive tutorials on accessing and using Agora.

Reserve Reading Lists
Books and articles required for course readings may be placed on reserve at the request of a faculty member or other course instructor. Course reserve materials are housed at most libraries and at the Newton Resource Center. The largest reserve collection is located in the O’Neill Library and serves both undergraduate and graduate level courses.
Textbooks
To order books, or to place an order for a course packet, visit the BC Bookstore faculty webpage.

Final Exams
The final exam for each course is scheduled during exam week. For undergraduates, the rooms are scheduled by the Registrar’s Office and may be different from the regular classroom. The graduate courses have final exams in the usual classrooms. All courses have scheduled exam times determined by the starting time of the course. All graduate courses meeting once per week and undergraduate courses that start at 4:00 pm or after and meet once per week have final exams on the first regular day of class that occurs during exam week. All graduate courses meeting more than once per week and undergraduate courses starting at 4:30 pm or earlier and meeting more than once per week will have final exams on the class day that is earliest in the calendar week. The Registrar’s Office posts online the meeting place for each exam, several weeks prior to the exam period. Exam information is also available in the Boston College Schedule of Courses and on the following web site: http://www.bc.edu/courses.

Instructor Absence
If, for any reason, instructors are unable to be in class or know that they will miss office hours, they must call department staff as far ahead as possible. Also, let the staff know plans for making up the class at that time. The Department office will inform the Dean’s Office (Campion 101), the Office of Undergraduate Student Services if it is undergraduate course, the Office of Graduate Student Services if it is a graduate course, and the Department Chair. The department assistant will post signs on the doors. Faculty should also send a group e-mail and voice mail announcement to the students.

Office Hours
Part-time faculty and teaching fellows are expected to have two (2) hours of office time available to students for each course they teach. All full-time faculty members are expected to post office hours on a minimum of two separate days each week, during which time they should be in their offices. In addition, full-time faculty should be available to students for scheduling face-to-face appointments and for consultations through email and phone. Office hours should be included on syllabi and submitted to the Department Staff, who will post the information on the faculty/staff database.

Overrides
If a course is "capped" (i.e. limited to a fixed number of students), please note that student requests to exceed the maximum number of places for that course are signed at the instructor’s discretion. Also note that “caps” are determined by the Department Chair with the approval of the Associate Dean of Faculty and Academic Affairs and are based on a range of issues including the numbers of students required to take the course, numbers of sections and of students enrolled, and pedagogical considerations. From time to time the Associate Deans of Undergraduate or Graduate Student Services may contact a faculty member to request an override for a specific student.
**Papers and Tests**
At the end of the semester, papers and tests should not be left in mailrooms or offices for students to pick through. Students should leave a self-addressed, stamped envelope or should make arrangements for a graduate student to be available during certain hours for paper/exam pick-up.

**Syllabi**
A copy of each syllabus should be distributed to students in the class and given to the Department office before the start of each semester. The Boston College Office of Student Services provides information for posting syllabi online for use in student course selection and advising.

**Grading Policy on Incomplete Grades (05/22/2007)**
All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course taken in the fall or spring semester or who is absent from the course examination in either semester may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such I grades will automatically be changed to F on March 1 for the fall term, August 1 for the spring term, and October 1 for the summer term.

» Continue to [Internal Grant Funding](#)

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**C. Research Expense Grants**

[Research Expense Grants](#) (REGs) help to finance the smaller expenses of doing research. The maximum for a single REG is $2,000. All Boston College tenured and tenure-track faculty are eligible to apply for these grants.

**D. Research Incentive Grants**

[Research Incentive Grants](#) (RIGs) are worth up to a total of $15,000 (including one month's summer salary). Every year at least 15 RIGs are awarded on a competitive basis. All regular, full-time, tenure-track faculty members are eligible to apply for these grants.

**E. Research Development Contacts**

Each faculty member has been assigned a Fiscal Officer and Grants Manager for research development within the Lynch School. The Principal Investigator (PI) of each grant should...
contact her or his Fiscal Officer as soon as she or he has met with the Associate Dean of Faculty and Academic Affairs to alert them of an incoming proposal. The Fiscal Officer will collaborate on budget proposals and the Grants Manager will provide budgetary support and oversight if the grant is funded.

» Continue to Reimbursement and Honorariums

« Return to Faculty Handbook Table of Contents

F. Travel Reimbursement

Each department has been allocated funds for international and domestic travel for faculty members. Please consult your Department Chair about the annual distribution of these funds.

Specific instructions on travel reimbursement for domestic and international travel can be found in the Boston College Policies and Procedures Manual. Additionally, expense report and other forms can be accessed through the Office of the Financial Vice President and Treasurer.

G. Honorarium Request Policies and Procedures

Requests for honoraria should be made by faculty members to their Department Chair at the beginning of each semester.

All funds not used by the department by April 15 of each academic year revert to the Office of the Dean.

Faculty are encouraged to co-sponsor outside speakers and to supplement departmental resources through University-wide funds.

» Continue to H. Use of University Resources

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H. Use of University Resources

Administrative Staff, Administrative Assistants and Work Study Students
The office staff supports the work of the Department. The administrative assistants and work study students are not allowed to type book manuscripts unless you hire them on their own time and pay them separately. Work study students are assigned to the departments to collaborate in the work of the Department. Faculty should check with department administrative staff and/or chairs to schedule the use of work study resources. The staff is not to be used to clean up food you may have served at a meeting nor are staff expected to order lunch for faculty.
Graduate Assistant Work and Holiday Schedule
A graduate assistantship carries with it the expectation that students will work 20 hours per week from September 1 to May 31. Graduate Assistants have the same days off as University employees. They are entitled to one week of vacation during the end of year Holiday Break, not the entire break period, or spring break. If faculty are not available or do not need their assistants during those times, they have the option of releasing them. If the Graduate Assistant is not needed by the faculty member, she/he could be released to the Department for some of the hours. Faculty do have some discretion in giving additional vacation time, but are encouraged to arrange for students to make up hours missed.

Office Resources
Mail services, photocopying and supplies are provided for the use of faculty in support of their teaching, research and service. However, such supplies are not unlimited and are constrained by university-wide, and, in some cases, program-specific budgets. Below we summarize normal use of these resources. Faculty are expected to secure supplementary resources to support research projects through, for example, internal (e.g. Research Incentive Grants), or external funding (e.g. foundation). Specific requests for additional support beyond the parameters described here should be discussed with your department chair and/or the Associate Dean of Finance, Research, and Administration.

Federal Express
Federal Express is available in the Dean’s Office on a very limited basis. It should be used only for items of extreme urgency or importance. Please exercise careful stewardship in decided if you need first class or two-day U.S. mail or Federal Express for posting.

Mail
The last pick-up of mail in the Dean’s Office is between 2-3 pm each day. If you miss this pick-up and have mail that must go out the same day, please make arrangements for your student workers to bring mail to the Campus Mail Room. Otherwise the mail will not be picked up until 11 a.m. the following day, and on Fridays, it will not be picked up until the following Monday.

University Technological and Information Resources
Please refer to the Boston College Technological and Information Resources Use Agreement and the Professional Standards and Business Conduct: Use of University Technological and Information Resources section of the Boston College Policies and Procedures Manual for information on the use of university technological and information resources.

Phone
You can dial into the voice mail system from anywhere to get your messages. Your phone messages are also available electronically through Agora. Please visit the BC Help Center for a comprehensive overview of the Telephone and Voicemail systems.
Supplies
Department administrative assistants maintain and monitor office supplies for faculty and staff in their respective areas. Please exercise careful and ethical judgment in using Boston College and LSOE resources and see the department support staff with questions regarding supplies.

Photocopying
The Lynch School of Education supplies a total of 25 pages of copy per student per course per semester. If you wish students to have more materials, you may put readings on reserve at O’Neill Library or use BC Press or an outside vendor.

Only single, one-sided copies of any material may be made on the machine in the Department offices. Multiple copies of any material must be done by the office staff on the large copy machine on the first floor. The materials to be copied by the staff should be left with cover sheet instructions in the Department offices. To allow for machine problems and high volume, the Departments should be given a 48-hour notice period.

» Continue to Student Advising and Selected Information

« Return to Faculty Handbook Table of Contents
Student Advising and Selected Information

Lynch School of Education Faculty Handbook

A. Office of Undergraduate Student Services

The Associate Dean of Undergraduate Student Services is the source of information and support for undergraduate students in the Lynch School of Education from the moment they enter their programs through graduation. Student records are located in the Student Services Office and all forms (Program of Studies, Transfer of Credit, Leave of Absence/Re-Admit, Comprehensive applications, etc) are distributed through that office. Undergraduate advising, the Student Senate and the Professional Development Seminar, and the Fifth Year Program are all managed through that office. This information is also available on the Internet.

The Associate Dean of Undergraduate Student Services works with the Dean and faculty to develop programs of outreach to the community and oversees the communications efforts, including publications, newsletters, and public relations. The Campion 104 suite consists of the Associate Dean of Undergraduate Student Services and administrative assistant, as well as graduate office assistants who help students access and understand appropriate academic and administrative information, policies and procedures.

The Associate Director of Undergraduate Student Services in the Lynch School of Education maintains undergraduate records.

B. Office of Graduate Admission, Financial Aid and Student Services

The Office of Graduate Admission, Financial Aid, and Student Services (known as the Graduate Office) is located in Campion 135. It serves as the support center for the educational, social, cultural, and community life of Lynch School of Education graduate students. The Graduate Office staff provides a seamless experience from admissions through graduation and assists students in every aspect of their graduate school experience while they are studying at Boston College. The Associate Dean of Graduate Studies is assisted by the Director of Graduate Admissions and Financial Aid, and Director of Graduate Student Services, as well as a number of staff members who assist with admission, financial aid, and student services. The Associate Dean of Graduate Studies works in collaboration with the LSOE Dean and faculty to enhance graduate education through the development of educational and support programs, and oversees the communication efforts (including publications, newsletters, and public relations information) as they pertain to graduate education and graduate student services. The Associate Dean also serves as the advisor for the Graduate Education Association (GEA) and works with the GEA
Council to develop and implement a number of supportive services and activities to enhance graduate life for students in the Lynch School.

The Graduate Office provides a number of services for masters’ students including general advising on course selection and assistance with completing the Program of Studies form; coordinating comprehensive examinations for all programs; conducting final clearance for graduation; and maintaining student records. It also provides such services as handling student grievances; coordinating Academic Standards Committee reviews; and facilitating the completion of the paperwork required for changes in program designation and/or courses for both masters and doctoral students. The Associate Dean, in collaboration with Department Chairs and program faculty, processes requests for leave of absence, as well as the withdrawal/re-admission processes for all graduate students.

The Graduate Office suite in Campion 135 helps students access and understand appropriate academic and administrative information, policies and procedures, and is literally the first and last stop for all graduate students during their studies at the Lynch School.

C. Advising and Student Related Responsibilities

All faculty have a number of responsibilities relating to students including advising, assisting them in their program development, degree completion, etc. The Lynch School of Education supplements the Boston College Catalog through on-line Programs of Study and Masters’ and Doctoral Student Policies and Procedures which describe information needed by students concerning their degree program. This information may be supplemented by program information, also available on the web on the program’s homepage. Program information is revised on an annual basis. Faculty are urged to consult this information on the web for specific student information related to a program. The following is a list of some of the most important information which is contained on the web:

- Certification and Licensure
- Comprehensive Exams
- Computer Competency
- Course Submission Forms
- Dissertation
- Extenuation of Time
- Leave of Absence
- Practica and Clinical Experiences

All LSOE faculty serve as advisors to undergraduate and/or graduate students. The Offices of Student Services (Graduate and Undergraduate) were formed to better integrate services to undergraduate and graduate students (masters’ and PhD), from their initial inquiry into LSOE through their program of study, course selection and completion, and graduation, and as alumni. Additional services are provided to doctoral students through their academic advisor and dissertation chair, program coordinator, and department chair. By offering basic program
information, scheduling and consultation through these offices, faculty time is available for interactions with students in their development as teachers, scholars, psychologists or human service workers. Assignment of undergraduate students’ advisors is done by the Office of Undergraduate Student Services and an individual faculty member’s list of undergraduate advisees is available through Agora; masters’ and doctoral student advisors are recommended by program coordinators and/or department chairs and designated by the Associate Dean of Graduate Student Services. Lists of graduate student advisees are available through the Office of Graduate Student Services (at the beginning of each academic year) and the Departmental Administrative Assistant (at any other time in the year). Any student may request a change in advisor by consulting the appropriate Associate Dean of student services.

D. Attendance Policy

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course.

Professors may include, as part of the semester’s grades, marks for the quality and quantity of the student’s participation in class.

Professors will announce, on the course syllabus, tests and examinations based on materials covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the student’s associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student’s return to classes should be made with the appropriate Associate Dean’s office as the student’s health and other circumstances permit.

For more information, please visit Academic Policies and Procedures.

E. Student Rights Under FERPA

FERPA (Family Educational Rights and Privacy Act), also known as the Buckley Amendment, grants a series of rights to post-secondary students. All faculty and students are responsible for familiarizing themselves with FERPA and with students’ rights. The The Office of Student Services maintain information on Student Rights Under FERPA.
Dissertation Fellowships

This academic year-long Fellowship is intended to support the students’ completion of their dissertation. Priority will be given to those nominees who, in the opinion of the Faculty Awards Committee, will have a high probability of completing the dissertation during the academic year of the award. Any faculty member may submit a nomination of a doctoral student for the Dissertation Fellowship to his/her Department Chair. Each nomination should be accompanied by a supporting letter from the Director of the Nominees’ Dissertation. The deadline for submission of proposals and letters of support to the Department Chairs is April 8th (if this falls on a weekend, the deadline is 4 pm the following Monday). There are two Dissertation Awards of approximately $17,500 (10 month stipend) per academic year. Further information on the Dissertation Fellowship can be found here.

Given the competitive nature of the award, Dissertation Chairs are requested to present the case for their nominee in some detail, recognizing that the persuasiveness of their arguments will be central in advancing the nomination. The letter of nomination should address each of the following five points, elaborating where appropriate:

- Nominee's record of scholarly achievement (e.g., awards, honors, publications, presentations at conferences, collaboration with professionals in the field, excellent grades, etc)
- Nominee's skills, conceptual ability, knowledge, and capacity to complete the study
- Nominee's likelihood to complete dissertation within the year in which the award is given
- Quality of the design of the study and its appropriateness to the research question
- Significance of the research question

Summer Dissertation Development Grants

The deadline for the Summer Dissertation Development Grants is April 8th (if this falls on a weekend, the deadline is 4 pm the following Monday). There are up to 6 Summer Dissertation Development Grants of approximately $2,000. Students may self-nominate for a Summer Dissertation Development Grant.
Letter of support from Dissertation Chair should address:

- Applicant's record of academic excellence
- Applicant's readiness to complete dissertation in timely fashion
- Quality of design of study and its appropriateness to the research question
- Quality/excellence of proposal or intent

**Selection Process for Dissertation Fellowships and Dissertation Development Grants**

Faculty letters in support of the student’s application must be submitted to their Department Chair. Faculty should craft their letters carefully because the Dissertation Fellowships and Summer Dissertation Development Grants have become increasingly competitive in recent years. It is appropriate for faculty to indicate their degree of familiarity with the candidate’s work and the student’s ability to make a lasting contribution to research in their field.

The Chair attaches all pertinent information relevant to the students’ candidacy for the Dissertation Fellowship or Summer Dissertation Development Grant. The Department Chair then ranks students nominated through this process and writes a memorandum with her or his recommendations to the Associate Dean of Graduate Student Services who certifies students’ eligibility (no incomplete courses, etc.) and forwards all nominations and supporting documentation to the Faculty Fellowship Committee. The Faculty Fellowship Committee then reviews all grant materials and designates the grant recipients. This information is forwarded to the Associate Dean of Graduate Student Services and students are notified by the Associate Dean of their awards.

**The Donald J. White Teaching Excellence Awards**

Each year the University makes awards for Teaching Excellence to underscore and reinforce the importance of teaching excellence at Boston College. There are two types of awards:

- **Teaching Fellow Awards**, for graduate students who have taught undergraduate or graduate classes with full responsibility for presenting the course and grading the course participants. These awards carry an honorarium of approximately $600.

- **Laboratory/Teaching Assistant Awards**, for students who have assisted in laboratories in the sciences, students who assist in teaching by leading discussion groups, and, in LSOE, for students involved in teaching through the supervision of practica students. These awards carry an honorarium of approximately $350.

Each academic year the Lynch School of Education receives a pro rata number of awards based on the number of full-time equivalent graduate students we have engaged in such activities. Department Chairs should publicize these awards among eligible students and faculty. Faculty should nominate students, including a letter of support explaining why they think the student’s teaching warrants this recognition. The Chair of the Department of Teacher Education, Special
Education, and Curriculum and Instruction and the Chair of the Department of Counseling, Developmental, and Educational Psychology should seek nominations from the Assistant Director of Practicum Experiences and the Assistant Director of Counseling Practicum Experiences, respectively, as students supervising practica are eligible for these Teaching Assistant awards. These recommendations should be forwarded to the Department Chair by a date in March determined by the Dean of the Graduate School of Arts and Sciences. Criteria for recommendation and selection include the following:

- A teaching assistant shall have taught at least one course per semester for at least two of the three semesters of the fiscal year, that is, from June 1st through May 31.
- Students should not have previously received this award.
- Students should be in good standing, that is, they should not have any incompletes on their academic record.
- Evidence of excellence in teaching should be demonstrated by student evaluations, direct observations by the faculty making the recommendation or other indices available to the Chair and/or requested from the student or faculty recommender.

Selection Process for Teaching Awards

Using the criteria identified above, the Department Chair ranks awardees from among those recommended. The number of awards is designated by the Dean of the Graduate School of Arts and Sciences. All recommendations should be forwarded to the Associate Dean of Graduate Student Services by Department Chairs with accompanying documentation by March 15th. The Associate Dean then forwards award decisions to the Dean of the Graduate School of Arts and Sciences, who notifies the Chairs of each department of the final recipients by early April. Awards are distributed at a ceremony conducted by the Graduate School of Arts and Sciences in early May. Individual faculty are requested to accompany awardees at this ceremony. Department Chairs should forward the name of a faculty member who might accompany the student at the ceremony to the Associate Dean.

Diversity Fellowship

Boston College has resources that support a number of fellowships that are offered to especially promising PhD students from groups that are underrepresented in their professions of choice. These fellowships are renewable for three to five years assuming continued academic excellence, and carry full tuition scholarships and stipends of approximately $18,500. Completion of the Lynch School application for one of LSOE’s Ph.D. programs enables faculty to consider a student for this fellowship. Thus, there is no formal application. Rather, students must be nominated by their program coordinator or department chair at the time of admission. Department Chairs will receive requests to nominate students for these awards from the Associate Dean of Graduate Admission, Financial Aid, and Student Services. Departmental nominations and letters of support from faculty should be forwarded to the Office of the Associate Dean of Graduate Admission, Financial Aid, and Student Services by the deadline.
specified in early March. The Faculty Awards Committee reviews all nominations and forwards the names of Awardees to the Associate Dean.

Students who receive the Diversity Fellowship are expected to be engaged in full-time study, and may not hold additional employment or additional fellowships during the academic years in which they hold the fellowship.

**Graduate Scholarships**

Descriptions of and procedures for other Lynch School of Education scholarships for graduate students can be viewed on the website of the Office of Graduate Student Admission.

**Undergraduate Awards**

Each year the Office of the Dean for Student Development presents awards to outstanding student leaders. The purpose of these awards is to recognize the contributions of students to the co-curricular life of the University, their growth in leadership roles, and their creative involvement in student life.

In order to assure that all worthy students and advisors are considered for awards, student organizations, faculty advisors, deans, and other administrators are asked to nominate those students who have made significant contributions during each academic year. Students are considered for awards in eight categories based on nominations submitted by other students, faculty or administrators. An individual or organization may nominate any number of people.

Award recipients will be honored at a banquet in recognition of their contributions, talents and dedication. Organization presidents, selected students and a number of faculty and staff will be invited to this banquet which is held in April.

Award recipients will be chosen by a committee composed of students, faculty and administrators. Nominations should be submitted to the Office of the Dean for Student Development, 21 Campanella Way, Suite 212. ODSD maintains a list of the Descriptions of the Undergraduate Leadership Awards.

**Undergraduate and Graduate Awards at Graduation**

Each spring, faculty are solicited for the names of graduate and undergraduate students who have excelled in academic and outreach activities during their tenure as students at the Lynch School. Faculty are encouraged to respond to requests from the Offices of Student Services to nominate students for these honors.

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G. Graduate Research, Teaching and Administrative Assistantships

Guidelines for Graduate Student Support from LSOE Funds

Research Assistantships

Research assistantships provide students with research experience. These experiences should greatly enhance students’ research skills and may enhance students’ curricular vitae through co-authored articles and grant writing with faculty. Past research publications, external grants and similar scholarly activities of the faculty member, as indicated in the annual report, and listing of students’ accomplishments in the Graduate Student Association publication are predictors of the quality of this experience for graduate students. LSOE-funded research assistants work from September 1 to May 31, between 10 and 20 hours per week.

Teaching Assistantships

Teaching assistantships ought to be accompanied by mentoring from faculty. These awards are not merely a supplement to the part-time faculty. Rather, these experiences should enhance students’ curriculum vitae and, through mentoring from faculty, improve the teaching ability of the graduate student. The responsibilities of the faculty member for program development and the types of training available to students who are teaching assistants (as indicated in handbooks, teaching excellence awards, etc.) are some of the factors impacting the quality of this experience for graduate students. Class size, particularly if there are writing assignments, is another indicator that a graduate teaching assistantship may be needed.

Teaching Fellows

Teaching fellows are usually advanced doctoral students. They serve as instructors in classes and work under the supervision of the Department Chair. The Department Chair assigns a faculty mentor for each teaching fellow. Although the teaching fellow generally requires less supervision and monitoring than the teaching assistant, the amount of supervision needed will vary depending upon prior teaching experience. They generally teach two sections each semester.

Office Assistantship

Office assistantships are assigned to expedite transactions between students, faculty and the administration in the LSOE. Office assistantships support the work of Department Chairs, Program Coordinators, and Deans. Administrative assistants generally work twenty hours per
week from September 1 to May 31. Additionally, a small number of administrative assistants are hired by the office of Graduate Student Services to assist in student advising during the summer months.

A Special Note

Graduate students commonly are awarded tuition remission credits as part of their assistantships. Faculty should note that these credits are considered scholarships and are not compensation for any work students may accomplish. Faculty should also note that all assistantships, including their tuition remission credits, terminate at the end of each Boston College fiscal year (on May 31st). Tuition remission credits may not be carried over by students from one fiscal year to another.

Faculty with graduate assistants who are externally funded should inform the Associate Dean of Faculty and Academic Affairs about the size and duration of those assistantships so that the LSOE can maintain accurate records about the magnitude of our support for graduate students.

The students awarded the 11-month assistantship are given vacation leave and Christmas as designated in the staff calendar. In addition, they are given four weeks vacation leave.

In all cases the philosophy governing these assistantships is that the assistantships are a resource to enhance our ability to recruit the best students. They are not considered a resource for the faculty.

Students may work with any faculty member in the Lynch School of Education conducting research. Typically, students will be assigned to faculty who have a record of publishing research with students and are themselves highly productive researchers in a field related to the students’ interests.

Students may teach in any program within the Lynch School of Education for which they have the appropriate background.

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Student Advising and Selected Information

Lynch School of Education Faculty Handbook

H. Grievance Procedure for Students
The Procedures for Student Grievances have been established by the Educational Policy Committee and can be found on the website of the Lynch School of Education. Students with any academic concerns should consult their faculty advisor, department chair, or appropriate Associate Dean of Student Services.

I. Independent Study

Faculty undertake supervision of Independent Study on a volunteer basis. Time considerations and interest and expertise in the proposed topic will determine whether or not a faculty member agrees to supervise a student’s work.

All students are required to complete an application for Independent Study/Readings and Research form that must be reviewed by the supervising professor and signed by the appropriate Department Chair or Dean prior to being enrolled in an Independent Study / Readings and Research course. The form also describes university and Lynch School regulations pertaining to the number of Independent Study/Readings and Research permitted in each program.

J. International Students

The Office of International Students and Scholars is located at 21 Campanella Way Suite 249 and can be reached at (617) 552-8005, or bcis@bc.edu.

Faculty Member’s Guideline to Basic Immigration Requirements for Graduate International Students

For more detailed information please refer to the handbook, "Immigration Regulations for International Students and Scholars." A copy of the handbook can be accessed at the Office of International Students and Scholars.

1. International students must be enrolled full-time during the academic year for the duration of their studies.

   Graduate students usually carry 9-12 credits each semester or can be working full-time studying for comprehensive exams or on a dissertation. A combination of thesis and course work is acceptable.

   Students must verify that they are full-time in order to obtain a signature on their immigration form for travel, or to apply for work permission. If the Student Service’s Office does not consider a student full-time but the department does, the student will have to obtain a letter from his/her advisor or chairperson verifying his/her status.

2. Any international student who would like to work on or off campus must obtain permission from the Office of International Students and Scholars prior to beginning work.

   International students can work on-campus up to 20 hours a week (including any graduate
assistantship), in non-work study positions. Off-campus work authorization is very limited and must be applied for through the Immigration Service.

3. International students attending Boston College for more than one year are required to submit an updated financial certification every year.

4. International students who fail to complete their educational program within the estimated graduation date indicated on their immigration form are required to file a "program extension" with the Office of International Students and Scholars. This will include obtaining a letter from his/her advisor or chairperson which explains the academic reason for the extension and their new estimated completion date.

Please be aware that immigration regulations change frequently, so please consult the Office of International Students and Scholars with any questions.

K. Preparation of Educators and Psychologists with Handicapping Conditions Policy

It is the mission of the Lynch School of Education of Boston College to prepare professional educators and psychologists to work in schools, in public and private human service settings, and in other public and private educational and service agencies including schools, hospitals, community health centers, and social service agencies. Many of these professional preparation programs are designed to afford students, upon successful completion of the program, an opportunity to obtain Massachusetts state certification or licensure in the profession in addition to a diploma.

The Lynch School of Education is committed to the preparation of educators and psychologists from groups who have traditionally been denied access to employment opportunities in education and the human service professions. It is the goal of the School to prepare for both receipt of a degree and state certification or licensure any qualified individual who strives to meet such objectives regardless of handicapping conditions. The Lynch School accepts the affirmative duty to take positive steps to educate handicapped persons, and to assist them in career advancement. The Lynch School will engage in reasonable accommodations within its program that would allow a qualified student with a documented handicapping condition to complete the program and to prepare for certification or licensure so long as such accommodation does not result in the student’s failure to meet the required knowledge, skills and competencies required for both graduation and certification or a lowering of standards that are functionally related to particular educational or human service positions.

One of the criteria for certification or licensure in some instances is a requirement that the candidate have mental and physical capacity, so that he or she can with reasonable accommodation perform the essential functions of a particular educational or human service position, without endangering the health and safety of the individual or others.

In order to ensure that a student presents the likelihood of being able to complete both degree, and, where appropriate, prerequisites for future licensure and certification, the Lynch School of
Education invites, but does not require, students with handicapping conditions to be affirmatively candid about their condition at application or after acceptance so that appropriate accommodations can be arranged. The Lynch School expects all students to manifest physical and mental well-being as it relates to the student’s capacity to perform successfully the essential functions for practica or internship in the student’s degree program. Students with handicapping conditions who may not be able to meet this criterion even with reasonable accommodation will be individually evaluated. The evaluation will include consideration of employment records if any, and medical records, to determine the accommodations that the Lynch School can make in order to afford the student an opportunity to complete all requirements of their program.

If reasonable accommodation is not sufficient, such that the student cannot perform the essential functions of the practica or internship of the degree program, then admission to a degree certification and licensure program may be denied or revoked.

The Lynch School will meet with a current or prospective student to discuss opportunities for the student’s success in a program at the request of the student or in any situation in which it comes to the Lynch School’s attention that a handicapping condition may present a need for accommodation. Additional services are available through the University.

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Additional Information

Lynch School of Education Faculty Handbook

A. Boston College Calendars

BC Student Services maintains the current and future academic calendar as well as the final exam schedules and information on Commencement.

There is a master Boston College calendar of events, accessed through @BC. Also of interest to faculty is the Office of Marketing Communications, which produces Boston College Magazine, a quarterly publication, and Boston College Front Row—where viewers may stream video recordings of cultural and intellectual programming from the University.

B. Calendar of Lynch School Events for Faculty Participation and Dates of Faculty Responsibility

September
Fall Orientation for Accepted Students – On the first day of classes in September, faculty meet with advisees in groups in the afternoon as coordinated by the admissions office.

Fall Open House – LSOE faculty are sometimes asked to participate in one weekend for local prospective students.

First Year Professional Development Seminar – Faculty have been asked to meet with groups of students starting in September, and throughout the semester.

October

University Housing sponsors Majors Fair – One faculty representative from each undergraduate major is asked to attend.

November

Autumn Information Session – The major information session of the year.

December

Certification Check-Out Meetings with Students and Certification Officer – These meetings are scheduled through the Practicum office and are required for graduation.

January

Open Houses for newly admitted students and parents.

Telethons for newly admitted students.

Early Action Open House – One faculty member from CASE, CDPRM, as well as the Honors Advisor and Deans attend.

Transfer Orientation – Faculty are sometimes asked to advise transfer students.

February

Discovery Weekend – If LSOE has a prospective Presidential Scholar, arrangements are made for him/her to speak with faculty.

March/April

Open Houses for newly admitted students and parents
Telethons for newly admitted students

Spirit of Education Week dinners

Open House for Accepted Students

Yield Weekend – Friday and Saturday meetings

Regular Decision Open House – On two weekends, one faculty from each department speaks about the Teacher Ed Programs and field work/certification and Human Development and field/professional areas.

May

Faculty marshals for Commencement Ceremony

Certification Check Out Meetings with Students and Certification Officer.

June, July, August

Orientation for the First Year Class – Some LSOE faculty participate in three or four of the seven Orientation sessions in which faculty are asked to advise new students and transfer students. There is usually a stipend involved.

C. Associate Dean and Department Chairs Calendar

The Associate Dean for Faculty and Academic Affairs maintains a calendar with all deadlines for Promotion and Tenure, research grants, scheduling, etc. Copies are distributed to each Department Chair at the beginning of the academic year and are available to them electronically. Copies of all deadlines pertaining to individual faculty members are distributed to them at the beginning of the academic year.

D. Other Sources of Faculty Information

Boston College Faculty Handbook

The Boston College Faculty Handbook is an electronic publication that directs faculty to those policies and opportunities that are important to faculty as a group. The Handbook is published in electronic form only. Wherever possible, information available elsewhere is not repeated; rather, readers are directed to the BC websites that contain more complete information in those areas. This approach is intended to ensure both more complete and more up-to-date information.

Bylaws of the Trustees of Boston College
The Bylaws of the Trustees of Boston College and the University Statutes can be found here.

**Faculty Section of BC Website**

In addition to the following links, you can find more information on faculty services and resources at the Office of the Provost and Dean of Faculties’ webpage. In addition, there is also a comprehensive listing of Boston College offices, services and resources available to both faculty and staff.