Pomona College
Handbook for Department Chairs, Program Coordinators, and Directors

2020-21
POMONA COLLEGE HANDBOOK FOR DEPARTMENT CHAIRS, PROGRAM COORDINATORS, AND DIRECTORS

Contact Information in the Dean's Office ................................................................. 7

General Job Description for Department Chair ....................................................... 8
  Department Chair Responsibilities ...................................................................... 8
  Accessibility ........................................................................................................... 9
  Curriculum Integrity .......................................................................................... 10

Annual Report of the Department Chair ............................................................... 12

Assessment ............................................................................................................. 12

Budget Decisions .................................................................................................. 13

Budget Management ............................................................................................. 13
  Budget Monitoring ............................................................................................ 13
  Reallocation ....................................................................................................... 14
  Student Wages .................................................................................................. 14
  Committee Work ............................................................................................... 14

Budget Request Process ......................................................................................... 14
  Overview ............................................................................................................ 14
  Types of Funds and Their Uses ....................................................................... 14
  Types of Restricted Funds ................................................................................ 15

Classroom Alteration Procedure ........................................................................ 15

Coterminal Faculty ............................................................................................... 15
  Affiliated Faculty ............................................................................................... 15
  Collegiate Faculty ............................................................................................ 15

Departmental Planning .......................................................................................... 16
  Curriculum Overview and Catalog Planning .................................................. 16
  Changes to Majors and Minors ....................................................................... 17
  Departmental Self-Studies and External Review Team Visits ......................... 17
  Informal Departmental Reviews ...................................................................... 17
  Support for Course Improvements .................................................................. 17

FACULTY POSITION ADVISORY COMMITTEE PROCEDURES AND GUIDELINES ................ 18
  Requests for Permanent Faculty Positions and Coterminal Administrative-Faculty Positions ................................................ 18
  Guidelines for Applications for Faculty Positions ......................................... 21
  Requests for Permanent Faculty Positions and Coterminal Administrative-Faculty Positions under Section 1023 .... 23
  Guidelines for Applications for Faculty Positions ......................................... 23
  Requests by Existing Faculty Members for Transfer from One Department or Program to Another .................................. 23
  Requests for the Conversion of Programs into Departments ......................... 23
  Reports to the Faculty ....................................................................................... 25
  Guidelines for the FPAC ................................................................................... 26
Grant Management
Institutional Signature Requirements
Required Reviews
Government Grant Accounts
Private Foundation and Other Non-governmental Grants
Small Research and Travel Grants
Large Research Grants/Hirsch Grants
Sontag Fellowships
Hiring on Grants:
Cost Overruns

Health and Safety Management
Overview
Training
DART and Earthquake Safety

Mentoring Junior Faculty Members

Personnel Decisions

Recruiting and Hiring Temporary Faculty
The following process applies to hiring part-time and full-time temporary faculty members
Overview
Interview Process
Hiring Process

New Tenure-Track Faculty Members
Search and Interview Process
Recommendation and Offer Process

Recruiting Procedures for Faculty
Procedural Overview
A Chronological Outline for Faculty Recruiting: Continuous Appointments
Guidelines for Faculty Searches

Faculty Hiring Procedures

Moving/Relocation Policy
Who is Eligible?
Funding
Allowance Based on Distance and Size of Household.
Accounting for Expenses
Qualified Moving Expenses

Resources for Faculty
Grant Information
Hahn Teaching with Technology Projects
Faculty Research Committee
Wig Fund and Teaching Support
Event Funding
Summer Student/Faculty Research Projects

Reviews of Department Faculty Members
Academic dishonesty ................................................................. 97
Academic Procedures Committee (APC) petitions ........................ 97
Academic regulations: ................................................................ 97
Liberal Arts Advising: ................................................................. 97
Advising of students: ................................................................. 97
Benefits (employee): .................................................................. 97
Classroom changes: ................................................................. 97
Committees of the faculty .......................................................... 97
Communications, News, and Media Opportunities ....................... 97
Computers and printers for faculty ............................................. 97
Contracts (faculty): .................................................................. 97
Course credits, listings, registration: .......................................... 98
Course development, internal grants for ..................................... 98
Course scheduling: .................................................................... 98
Curriculum ................................................................................... 98
Department reviews (self-studies): ............................................. 98
Diversity (faculty) ....................................................................... 98
Faculty meetings ......................................................................... 98
Grades: ....................................................................................... 98
Grade changes ........................................................................... 98
Grade disputes ........................................................................... 98
Graduate fellowships .................................................................. 98
Graduation requirements: .......................................................... 98
Harassment & Discrimination ..................................................... 98
Home loans .................................................................................. 99
Housing for faculty ..................................................................... 99
ID1 (Critical Inquiry) ................................................................... 99
Immigration .................................................................................. 99
Information technology ................................................................ 99
Kronos (staff timekeeping system): ............................................. 99
Leaves (sabbatical, Steele Leave Fellowship): ............................... 99
Listservs. ..................................................................................... 99
Magazine Story Ideas .................................................................. 99
Media & Classroom Support Services .......................................... 99
Mental Health Issues: ............................................................... 99
My Pomona ................................................................................... 99
Office space ................................................................................ 99
Professional Activity Reports ..................................................... 100
Quantitative Skills Center ........................................................... 100
Recruitment of continuing-appointment faculty .......................... 100
Recruitment of temporary faculty ............................................. 100
Registrar assistance, non-urgent ................................................. 100
Registration ................................................................................ 100
Research, external and internal grants ....................................... 100
Reviews of continuing-appointment faculty (departmental assessment, reappointment, tenure and promotion): ............................. 100
Reviews of temporary faculty ................................................... 100
Room reservations (non-classroom purposes): ............................ 100
Salaries (faculty): ....................................................................... 100
Staff issues: ................................................................................. 100
Student issues, including academic difficulties ........................... 100
Student records .......................................................................... 101
Study Abroad ............................................................................... 101
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General Job Description for Department Chair

Department Chair Responsibilities

Advising and student engagement
- Advise senior majors on graduation requirements
- Consult with department student liaisons to identify issues, concerns and needs
- Organize or delegate organization of information sessions for current and prospective students on the major, graduate study, and other “life after Pomona” options
- Approve credit for off-campus courses
- Advise un-reassigned advisees for faculty on leave
- Approve major declarations for students without assigned advisors in the department
- Ensure appropriate reporting to the registrar (senior thesis information, distinctions in the senior exercise, etc.) and dean of students (awards)

Curriculum
- Coordinate staffing of department’s curriculum
- Oversee the submission of course schedule
- Ensure accuracy of course catalog copy and oversee revisions
- Lead ongoing curricular planning and assessment
- Coordinate submissions to Curriculum Committee for new courses and for changes in major and minor requirements

Budget
- Develop annual budget in consultation with department and academic coordinator
- Monitor department expenditures; sign off on large purchases
- Oversee the development and submission of equipment and alteration requests in consultation with the department, the academic coordinator and the facilities office
- Coordinate preparation of requests for new faculty positions

Meetings
- Schedule and chair department meetings at least once a semester.
- Supervise preparation of minutes
- Attend department chair meetings (approximately three each semester) with the dean and one annual budget planning meeting with the finance office
- Participate, as needed, in faculty review meeting(s) and parental leave planning meeting(s) with the dean

Personnel
- Act as mentor to assistant professors and visiting faculty
- Supervise support staff
- Assign responsibilities and tasks as consistent with job description
- Set priorities
- Conduct and submit annual performance reviews of staff
- Review end-of-semester course evaluations for all department faculty
- Assess need for temporary faculty and submit to dean’s office.
• Recruit and recommend new staff appointments with support from the human resources office
• Complete mandatory training (e.g. AB1825) for supervisors
• Mediate conflict among peers
• Mediate student complaints about faculty performance
• Communicate concerns and issues to the dean of the college

Planning
• Plan and coordinate faculty leaves
• Work with dean’s office on space planning and renovation projects
• Coordinate department assessment plan

Faculty Personnel Review
• For FPC reviews:
  o supervise the solicitation of student letters; solicit external referee letters and letters of information
  o Ensure that the materials are made available to those participating in the review
  o Call and chair one or more department meetings to discuss the case
  o Draft the department letter for Faculty Personnel Committee
• Review departmental grade distribution information, and discuss department grading norms as appropriate

Reports
• Coordinate preparation of annual report (including assessment of learning outcomes and other special reports, e.g. diversity in the major)
• Prepare department letters of support for leave requests
• Submit staff performance evaluations
• Submit temporary faculty evaluations
• Oversee submission of search reports
• Coordinate preparation of self-study document for program reviews
• Prepare department letter of support for certain faculty fellowship applications

Additional duties for chairs of departments with laboratories and studio facilities:
• Monitor laboratory and studio safety and communicate with the associate dean and safety-related committees (Animal Care and Use, Chemical Hygiene/Brett Bond, IRB/human subjects research)
• Oversee maintenance agreements and service contracts for lab equipment (working with associate dean and the faculty users)
• Oversee licensing of x-ray instrumentation, radioisotopes (including neutron howitzer in Chemistry)
• Manage department needs during summer research (SURP projects)

Accessibility
The department chair presents the views and requests of the department to the administration. In doing so, it is essential that the department chair be available in the department. It is assumed that chairs will be accessible to their colleagues and if scheduling conflicts make this difficult,
they should hold regular office hours. It is also essential that department meetings be held to
discuss important decisions that the department makes.

**Curriculum Integrity**
The curriculum of the department must be kept up to date and must fit the concepts and suit the
needs of both students and faculty. It is the responsibility of the chair to see that required
courses, including ID1, are staffed for each academic year, and that a sufficient supply of
attractive electives is available. The dean of the college would like to see all department
members taking on a fair share of the responsibility for introductory courses and a fair share of
the enrollments in the department, and chairs need to work with their colleagues to ensure that
the curriculum’s needs are met via regular faculty members wherever possible. At the same time,
a balance must be struck among the needs of the breadth of study requirements and other
programs in which the departmental faculty participate.

Occasionally it is necessary to cancel a course, usually because of low enrollment. Faculty
members, department chairs, and program coordinators must obtain the dean’s approval before
cancelling a class. Class enrollments should be targeted to what is most pedagogically sound.
The instructor has the largest voice in determining the class’s appropriate course enrollment, but
the department chair, dean, and registrar all play a part in the process. Generally, classes with
five or fewer students are considered too small and may be cancelled. Department chairs should
communicate with the dean regularly following pre-registration and registration periods to
explain any unusual enrollments.

The first responsibility of the faculty member at Pomona College is to be a good teacher.
Methods and styles of good teaching vary, but all require scholarly competence in an academic
discipline and willingness to deal with students as individuals. Closely associated with this
responsibility are the faculty member’s obligations as an advisor, discussed under “Student
Relations” in the Pomona College Faculty Handbook.

*Approved class times:*
Unless otherwise indicated, classes meet at the times listed below. Some courses, including art,
music, physical education, theatre, and language courses, as well as laboratory sessions, deviate
from these times. The Critical Inquiry Seminar (ID1) meets on Tuesdays and Thursdays from
11:00 a.m. to 12:15 p.m. in the fall semester; no other Pomona courses may be offered at this
time in either semester.

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*Once weekly (M, T, W, Th, or F) afternoon seminars: 1:15 – 4:00 p.m.
Monday, Wednesday, or Friday evenings: 7:00 – 9:50 p.m. (one day per week; with break)
N.B. For 2014 – 2021, the five undergraduate colleges are conducting a pilot of additional/revised class times. The additional times available to Pomona College faculty during the three years of the pilot are:

- W-F 11:00 a.m. – 12:15 p.m.
- For studio arts, broadly defined, only 10:00 – 12:30 p.m. or 1:15 – 3:45 p.m. on M-W or W-F
- For studio arts, broadly defined, only 9:35 a.m. – 12:05 p.m. on T-Th
- For physical education and arts ensembles only, 1:15 – 3:45 p.m. on M-W, W-F, or T-Th
- For senior seminars in the fall only, 11:00 a.m. – 12:15 p.m. on T-Th by petition to the dean
- For courses not suitable for first-year students in the fall only, 11:00 a.m. – 12:15 p.m. on T-Th by petition to the dean, class times not fitting into the approved or pilot class times may be allowed.

No class may meet and no additional mandatory class meetings may be scheduled from 4:00 to 7:00 p.m. daily, or after 4:00 p.m. on Tuesdays and Thursdays, unless specifically exempted by the Curriculum Committee.

The normal faculty teaching load is four courses or the equivalent per academic year, plus any independent study courses. In addition, the normal teaching load includes academic advising of students. A small number of first-year student advisees are normally assigned to all regular faculty members except those in their first year of teaching at Pomona, who are generally not allowed to serve as student advisors. Part-time faculty members are not assigned first-year advisees or asked to supervise independent studies.

The Pomona College faculty member has complete freedom in teaching his or her subject in the classroom, although the subjects of courses must be proposed by the department and approved by the faculty or the Curriculum Committee.

One of the purposes of the four-course curricular system is that faculty members should be free to devise the best structure for presentation of a subject—lecture, seminar, discussion group, or tutorial without the requirement of a minimum or maximum of contact hours. However, the normal expectation is that 15-week courses will meet a minimum of 150 minutes per week (usually consisting of three 50-minute, two 75-minute, or one 150-minute session per week) and should generally require a minimum of 8-10 hours of out-of-class work per week. Courses meeting more than 150 minutes per week may in some cases require commensurately less out-of-classroom work than others. Instances where a course might involve fewer or shorter formal class meetings than the norm but require commensurately more than 8-10 hours of out-of-class work include courses involving required conferences between students and instructor (tutorials, individualized music instruction); courses involving unusually extensive, required independent work (programming, reading, research, and writing); courses involving supervised intensive experiences (internships, research/laboratory assistantships, field work, study abroad); courses involving the performing arts; and courses involving athletics or other practice, such as language conversation.

The requirement of attendance is up to the teacher.
Other Issues

In some departments, other important issues arise. For example, there may be safety issues in the operation of a department, in which case the chair must make sure the department faculty and staff are fully trained and operating in a safe manner. The chair needs to know where to refer faculty who are seeking support or looking for outside funding. In addition, the chair is the first person who is usually approached when students, faculty, or staff members have or cause difficulties. The chair is expected to share the discrimination and harassment policies set forth in the [Faculty Handbook](https://www.pomona.edu/sites/default/files/faculty-handbook.pdf) with departmental faculty, including temporary faculty, and to participate in the online College Supervisor Anti-Harassment training. Finally, the chair prepares for the president and the dean of the college an annual report on the department, in which achievements of students, predictable needs for the future, and plans currently in progress are described.

In the past, some faculty members, departments, and programs have sold course packets, t-shirts, and other materials to students through the department office. This practice is no longer permitted, and faculty, departments, and programs are asked to work through Huntley Bookstore, the Coop Store, or the Finance Office, as appropriate, to arrange for the sale of these kinds of materials to students. Please contact Mary Lou Woods, controller, at ext. 18135 for further information.

Annual Report of the Department Chair

In the spring, the chair is responsible for preparing the annual report, which is submitted to the dean. The dean’s office will issue a call for the report, detailing what it should contain. Be prepared to share information about your graduating majors (including prizes awarded and graduate school plans) and map out your department’s projected leave/sabbatical schedule.

The chair is also responsible for a separate report assessing learning in the major. This document is solicited jointly by the dean’s office and the Teaching and Learning Committee in order to understand college-wide trends in meeting learning goals, as well as changes to the major and curricular innovations. Departments can ask for specific feedback on their assessment efforts in addition to the reports that the TLC regularly provides.

These reports should be submitted by mid-June. The dean and the president review and collect information from these reports over the summer, so every effort should be made to get them turned in on time.

Each December, faculty members turn in their Professional Activities Record to the dean. Faculty members are expected to give their department chair a copy as well.

Assessment

Pomona College is committed to ongoing assessment of teaching and learning in each of its degree-granting departments and programs. Since our curriculum as a whole is made up of
discipline-specific curricula designed and executed by our departments and programs, we rely on the chairs and coordinators, working with the Associate Deans responsible for curriculum and assessment, the Pomona College Teaching and Learning Committee, and the 7CsCenter for Teaching and Learning ² to spearhead assessment efforts. We remain convinced that the only kind of assessment strategies that make sense for Pomona College are those that 1) are driven by the very departments and programs that make up the college, and 2) capture and refine the essence of what our departments and programs do.

As chair or coordinator, you will be expected to periodically review the articulation and implementation of the department/s/program’s learning goals and to assess the department’s efforts to help students realize them. Learning outcomes for the major should be posted on the department/program website, and faculty are expected to include on course syllabi the student learning outcomes for the course, paying particular attention to how they contribute to the outcomes established for the major. On occasion, departments and programs will be asked to participate in assessment projects undertaken at the College, often under the auspices of faculty committees such as the Curriculum Committee, the Critical Thinking and Writing Committee, and the Teaching and Learning Committee. It is of the utmost importance that chairs understand that this is a normal and ongoing process and work with their departmental/program colleagues on these requests. Chairs should keep track of assessment activities through the mechanisms of annual reports, department self-studies, and other documentation that will be archived in the department/program so that future chairs will have access to best practices. Assessment activities work best when they entail making explicit what the chair and the others in your department/program are already doing with regard to student learning, evaluation, and curricular modification; and when they involve learning from the insights of other departments/programs here and elsewhere that are engaged in similar tasks.

The associate deans in the office of the dean of the college responsible for curriculum and assessment can help should you have questions with regard to these processes.

**Budget Decisions**

The chair oversees budget decisions and allocations of the department. Management of the current budget is part of the chair’s responsibility, as well as the preparation of the proposed budgets for the following year. The chair proposes the budgets for ongoing departmental expenses, student wages, and equipment and alterations to the dean of the college.

**Budget Management**

**Budget Monitoring:** The chair should review the department’s accounts in Workday regularly to ensure that funds are spent appropriately and that the bottom line of the budget is not overspent. Although the chair works in close consultation with the department’s academic coordinator, this responsibility cannot be delegated. Any expenditure of “leftover” funds at the end of the year for equipment, etc. must be approved by the dean. Generally speaking, chairs are encouraged to

² [https://teaching.claremont.edu/](https://teaching.claremont.edu/)
budget for equipment from the equipment and alterations (E&A) budget. Each department has an academic budget consultant (an associate dean) delegated to help with budget questions. The list of academic budget consultants can be found in this handbook by using the search function.

**Reallocation:** With the exception of student wages, the Finance Office may allow chairs to reallocate funds from one category to another during the year to meet needs, but spending funds in excess of total departmental bottom-line operating budget is unallowable. There is no contingency fund, so funds should not be reallocated too early in the year because they may be needed later.

**Student Wages:** The student wage budget is for hiring Pomona students, and departments may not exceed the student wage budget allocated to them. Each Pomona student has an allotment established by the financial aid office. Students may hold as many jobs as they wish as long as their earnings do not exceed their allotment. A supervisor will be able to request an increase in a student’s allocation for a particular job if the department has sufficient budget to cover the cost. Students holding positions in which the anticipated earnings exceed their work allotment are expected to hold only one job. Students will not be granted allotment increases in order to work multiple jobs. Once a student is hired, the department should work with the human resources office to complete all required paperwork before the student begins working. If needed, the supervisor should contact the financial aid office to adjust the student's work allotment in order to avoid disruption in work. The policies around this issue are subject to change due to COVID-19; please see the college’s coronavirus FAQs online for more information.

**Committee Work:** Currently, there are no funds for administrative support for committees or for refreshments or other incidentals for committee meetings. It is recommended that committee members share resources on Sakai to avoid massive copying prior to requesting funding for copies from the dean’s office. Janet Russell, Deputy CIO in ITS, is available to help support Sakai sites and can be reached at ext. 18774.

**Budget Request Process**

**Overview:** Every late October or early November, a breakfast meeting is held in which chairs are informed about the general parameters of the budget process including its components, suggested increases, and due dates. The chair will propose budgets for (1) general departmental expenses, (2) equipment and alterations (E&A), and (3) student wages. In each case, the associate deans and the dean will review the recommendations and may make changes before submitting the budgets to the vice president and treasurer. If, during the previous fiscal year, the department did not use all of its funds in a category due to unusual circumstances, a note explaining the circumstances to the deans will be helpful.

**Types of Funds and Their Uses:** One of the most difficult things about the budget request process is that each department chair may have unrestricted funds and restricted funds. The restricted funds are to be used for certain specific purposes only. Information about expenditure restrictions on restricted funds can be obtained from the office of advancement.
Types of Restricted Funds: There are two types of restricted funds. One type, sometimes known as a gift account, does not accrue interest and will disappear when spent. The other will replenish itself from the endowment investment process; in these funds, only the accrued income can be spent. Some of the kinds of restricted funds your department may have include those endowing library resources, supplies, specific equipment, research in the department, student awards, lectureships, any use in the department, or any use in the College if the department does not need them. If the intricacies of accounting prove puzzling, the Finance Office (x79485) is available to help.

Classroom Alteration Procedure

Because classrooms belong to the College rather than individual departments, all requests for alterations to a classroom should be made to the registrar. Requests will be reviewed for merit, and the campus facilities and services office will be consulted when appropriate. The registrar will approve or deny requests and assign a priority ranking before forwarding requests to the dean’s office for funding consideration.

Coterminal Faculty

Affiliated Faculty

Description: Affiliated faculty are staff with courtesy faculty appointments; faculty status is dependent upon the successful performance of their duties as a staff member.

Benefits eligibility: Affiliated faculty are eligible for vacation and sick leave accrual, requiring the monthly submission of time cards, and all other staff benefits.

Responsibilities overview: Affiliated faculty may teach courses, but their position does not require that they do so. Position descriptions maintained in the Human Resources Office detail job responsibilities, mainly consisting of administrative functions. Because these positions are administrative in nature, it is expected that affiliated faculty will normally be available during business hours throughout the calendar year. Affiliated faculty are not expected to advise students, supervise theses, or serve on faculty committees that fall outside of those directly related to their office or program.

Review process: Affiliated faculty are reviewed on an annual basis using the staff evaluation system as appropriate. Scholarly activity is expected for rank promotion.

Collegiate Faculty

Description: Collegiate faculty are staff whose primary responsibilities are related to the curricular needs of the College, including a significant percentage of time in the classroom. Faculty status is not retained upon termination of the staff appointment. New and replacement collegiate faculty positions must be vetted by the Faculty Position Advisory Committee. New and replacement collegiate faculty positions at the rank of associate or full professor must also be vetted by the Faculty Personnel Committee, the Cabinet, and the Board of Trustees.
Benefits eligibility: Collegiate faculty are eligible for faculty benefits including sabbatical leave, faculty parental leave, and the faculty mortgage program; they are not eligible for vacation or sick time accrual.

Review process: Collegiate faculty are evaluated annually using a modified version of the professional activity report. Scholarly activity is expected for rank promotion.

Responsibilities overview: Duties in addition to administrative responsibilities include teaching as arranged with the supervisor, but generally consisting of two or more courses per academic year; faculty committee service; student advising; and participation in departmental matters, including support to the curriculum.

Departmental Planning

Curriculum Overview and Catalog Planning: The course catalog contains a description of graduation requirements for each department or program. The first responsibility that the chair exercises in connection with the curriculum is to ensure that required courses, such as introductory courses and courses that are taught annually to keep up with demand, are in fact scheduled and staffed. In general, faculty on continuing appointments should teach required courses. If required courses cannot be staffed due to continuing faculty members’ leaves and sabbaticals, the chair should ask the dean of the college to provide the additional staff needed to replace some or all of the courses normally taught by faculty on leave. The dean is always available to consult with chairs in planning for future temporary or permanent staffing needs. Requests must be made before all the funds for such courses are allocated, so please observe the deadlines established on the chairs calendar.

Advising: See the Faculty Handbook for general information regarding faculty responsibilities regarding advising. Chairs and Coordinators often play a defined role in managing advising when a faculty member in the department or program go on leave.

When faculty members go on leave, their advisees must be assigned a temporary advisor. As a first step, the Registrar assists the advisor by formally notifying advisees about their advisor’s impending leave and providing them with a form on which to declare an interim advisor. If students do not select a temporary advisor, advisees are automatically assigned to department chairs and program coordinators. The chair or coordinator may then make an appropriate distribution of the advisees in question among members of the department, informing both the advisees and the Registrar’s Office of the new arrangements. Anyone serving as an interim advisor is given access to the student’s academic record on the College portal. The regular and interim advisors, as well as department chairs and program coordinators, are notified of the student’s selection of or assignment to an interim advisor. The intention is that no student should be without an explicitly identified advisor and that all faculty associated with interim advising are aware of their role. Students’ permanent advisors should notify the interim advisors of any relevant agreements or issues.

3 https://www.pomona.edu/administration/academic-dean/governance/chair-calendar
Changes to Majors and Minors: All changes to majors or minors must be approved by the Curriculum Committee. To be included in the next catalog, all proposals for such changes should be submitted to the registrar by the deadline.

Departmental Self-Studies and External Review Team Visits: Approximately every seven to ten years, each department and program conducts a self-study and hosts a review team visit. Under the chair’s guidance, the department or program faculty members begin by collecting evidence and using it to analyze the curriculum, student learning outcomes, and other issues. The department writes a report on their findings, which will provide the basis for a visit from a team of external reviewers selected by Associate Dean Janise Roselle in consultation with the department and the dean of the college. The self-study and the external reviewers’ report will serve as the basis for discussions among the department or program and the administration about revising courses, staffing, facilities, and support. The reviewers’ report will be kept confidential, released only to the department or program members, the administration, and the Faculty Position Advisory Committee.

Informal Departmental Reviews: Between these major reviews, the department may study its curriculum and make such revisions as it deems appropriate, after dialogue with the Curriculum Committee. In addition, the Curriculum Committee may request that the department revise its contributions to the breadth of study requirements. In making any decision that might cause the department to need more funds, it is essential to keep the deans apprised of the plans so that they can let the department know the extent to which increased funding expectations are realistic.

Support for Course Improvements: Individual faculty members may apply for grants from the Wig Fund for Teaching to support curriculum development, teaching innovation, auditing of a course taught by another faculty member, or travel to a conference about pedagogy.

Department chairs may use departmental funds to purchase iPads through ITS or Huntley Bookstore (to ensure data security) upon approval of the dean; however, the College will not pay for data plans since most functions may be accessed over free wireless networks. This policy is consistent with the previous elimination of cell phone allowances. Temporary wireless internet access charges, incurred while traveling on College business, can be reimbursed upon approval by the department chair. As with all equipment, iPads remain the property of the College.

Planning Sabbatical and Other Leaves: Long-term sabbatical planning should be included as part of the department’s annual report. In addition, the impact of leaves on other programs in which the faculty member teaches should be taken into consideration when choosing temporary replacements.

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4 [https://www.pomona.edu/administration/academic-dean/departmental-self-study](https://www.pomona.edu/administration/academic-dean/departmental-self-study)
5 [https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning](https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning)
FACULTY POSITION ADVISORY COMMITTEE PROCEDURES AND GUIDELINES

The Faculty Position Advisory Committee (FPAC) advises the President and the Dean of the College on requests:

1. for permanent faculty positions
2. for coterminous administrative-faculty positions
3. for the transfer of an existing faculty member from one department or program to another, and
4. for conversions of Pomona College programs into departments

Given that diversity is at the core of Pomona College’s educational mission, the FPAC ensures that new and replacement positions will attract the broadest possible pool of candidates that demonstrates a Department/Program commitment to the President’s Advisory Committee on Diversity report “Lighting the Path to 2025: A Vision for Diversity.”

Requests for Permanent Faculty Positions and Coterminous Administrative-Faculty Positions

1. All requests for permanent faculty positions and coterminous administrative-faculty positions will be reviewed by the Faculty Position Advisory Committee. These will include requests for replacement due to resignation, retirement, death, or contract non-renewal of already existing positions as well as all requests for new additions to the faculty. All proposals made to the FPAC will be accessible to Pomona faculty, staff, and students.

2. A proposal for a faculty position may be initiated by a department, program or a group of faculty. Requests by programs and groups of faculty may be made independently, or they may be made as joint proposals with at least one existing department. Replacement and new position proposals can be submitted in any year.

3. Complete proposals to the FPAC will include sections of at least the five criteria listed below (in #10). Electronically submitted documents are preferred.

4. A department, program, or group of faculty must inform the FPAC by any time after Spring Break and before September 1 of its intention to submit a proposal for a faculty position. Intent to submit a proposal must be made via email, with all voting faculty members of the department, program or group of faculty copied on the message to ensure that all members are informed and have the opportunity to contribute to discussions on the proposal. The Administration will provide self-studies, outside reviews, and enrollment data to the FPAC and proposers by September 15. Completed proposals must be submitted to the FPAC by October 1. Submission of a proposal must be made via email, with all voting faculty members of the department, program, or group of faculty copied on the message. In the cases of contract non-renewal and other unavoidable circumstances, a proposal for replacement can be submitted as late as January 15. The FPAC will submit its recommendations to the Dean and the President by April 1. The Dean and President will then decide which positions to approve. Replacement positions will be approved that spring, but new positions can be approved at any time during the next five years. Searches for approved positions will commence no later than the academic year following their approval.
5. As soon as a department, program, or group of faculty announces to the FPAC its intention to submit a proposal, the FPAC will inform the Registrar. The Registrar will then compile raw course and enrollment data that will be sent to the proposers as well as the FPAC. The proposal shall contain an interpretation of the data and can include additional data if necessary. Soon after the October 1 deadline to submit a proposal, the FPAC will inform the Dean of the College and all faculty of the College about all submitted proposals.

6. The FPAC should have access to the most recent self-study and outside review of an applying department or program. The Dean may omit sensitive or confidential information when it is irrelevant to the FPAC’s deliberations. A copy of the redacted self-study or outside review should be sent back to the applying department or program.

7. The Administration will provide the FPAC and proposers with proposals that should include comparative data from comparable colleges. It is the department or program’s responsibility to collect and present such data as appropriate.

8. The FPAC’s recommendations will be based on the proposals, on course and enrollment data from the Registrar’s office, on the comparative data from comparable colleges supplied by the Administration, and on the relevant parts of recent outside reviews and departmental and program self-studies. The FPAC will also evaluate a) the expected size and diversity of the candidate pool; b) the ability of the position to enhance inclusive and multicultural perspectives in the curriculum; c) the department/program strategies, including curricular considerations, to support a diverse student body; and d) the curricular and staffing context for the proposed position within the Claremont Colleges. If proposals are unclear or incomplete, the FPAC will contact the proposers for extra information or for clarification, or ask proposers to attend a regular FPAC meeting.

9. Consistent with the College’s strategic plans, proposals to the FPAC should directly address diversity and inclusion.

10. The FPAC will evaluate each proposal on the following criteria (for more detailed descriptions see “Guidelines for Applications for Faculty Positions” below):
   a. Curricular impact
   b. Student demand and enrollment pressure;
   c. Impact on faculty and curricular diversity, which may differ by field;
   d. Current use of faculty resources; and
   e. Impact on the long-range plans of the faculty.

11. Based on these evaluations, FPAC faculty members will independently vote on replacement position proposals and then on new position proposals. Committee members have a responsibility to recuse themselves from the final discussion and voting if they are directly involved in the proposal, or if they feel that they cannot be fair and impartial. The Dean will excuse himself/herself when those votes take place. The committee will conduct up to three votes on each proposal: first, whether the position is recommended for funding; if so, whether it merits a ranking of at least high priority; and, if so, whether it merits a ranking of highest priority. In each of these cases, an affirmative decision will require a majority of non-abstaining voting members of the committee.

12. Proposals recommended for funding will remain active for five years following the decision by the FPAC. Those with highest priority status will remain at that level for those five years. Within
the five years, other proposals without highest priority status may be re-ranked upward by votes of the committee based on submission of new information or as other proposals expire. Updates to proposals without highest priority status must be submitted to the FPAC by February 1.

13. The FPAC will send its recommendations to the Dean and President along with a detailed candid report that communicates the substance of FPAC discussions. The Dean and the President will then decide, based on budgetary and strategic considerations, the number, if any, of these proposals to be funded. The President and Dean shall report to the faculty on their decisions and give their reasons for those decisions. The Dean will also privately communicate to proposers the strengths and weaknesses of their proposals.

14. In the case where a position has been funded and filled, the following will apply:
   
a. If the position is vacated (due to, for example, resignation, contract non-renewal, or death) within five years of the decision by the FPAC, then a new proposal will not be required, and a positive replacement recommendation will automatically be forwarded to the Dean.

b. If the position is tenure-track and has been vacated due to contract non-renewal, then a new proposal will not be required, a positive replacement recommendation will automatically be forwarded to the Dean and President, and there will be a strong presumption that that position will automatically be replaced by the Administration.

15. Each proposing department, program, or group of faculty will receive a brief response from the FPAC that will inform the proposers of the strengths and weaknesses of their proposal and the number of votes for and against it. These will include the criteria noted in #10 above.

16. After completing the above process, the FPAC will submit to the faculty a report summarizing their activities for the year. This report will include a list of the new and replacement position proposals that earned the highest priority designation and the updated ranking of active highest priority new position proposals. This report will be the starting point for the next year’s committee.

17. A request for replacement due to resignation, retirement, or death will be treated in the same way as a request for a new position. In the case of a contract non-renewal, only after careful deliberation and with compelling reasons would a request for replacement not be considered a high priority in the College’s curricular planning.

18. Occasionally and in very special circumstances there may be proposals that must be considered outside the regular process. Examples are Target of Opportunity (TOP) hires, some positions entailed in applications for outside grants, or replacements for a faculty member who retires or resigns suddenly, or dies. The following apply only to such proposals:
   
a. A department or program claiming such an emergency first sends the FPAC a preliminary proposal arguing the case for its urgency and providing a calendar showing how a hire could be accomplished. If the FPAC decides that the case is urgent, that the hiring calendar is plausible, and that it has a reasonable amount of time to deliberate, it would invite the department or program in question to prepare a full proposal for submission by a deadline that the FPAC would set. The FPAC
would then make every effort to treat the case expediently.

b. The FPAC’s recommendation will be based on the same criteria as in the regular process. In particular, the FPAC will not make recommendations on the quality of TOP candidates. This task is the responsibility of the Faculty Personnel Committee.

c. New and replacement positions will still be independently voted upon and new positions will still be ranked relative to active highest priority new position proposals.

d. If an application for an outside grant makes commitments regarding future hires then the application should first go through the FPAC’s process. Only in the cases when the time-line for the grant proposal is incompatible with the time-line for the normal process will the FPAC consider such proposals outside of the usual time frame.

19. The FPAC should have as a goal moving toward a long-range planning cycle. At an appropriate moment, the FPAC is encouraged to revisit and revise its procedures in order to achieve that goal.

Guidelines for Applications for Faculty Positions

1. Each proposal should be designed to make its best case. The criteria outlined here may not be the only ones addressed in every proposal. It is crucial that the proposal be as complete as possible. Even though the committee may ask for clarifications in certain cases, it would be unrealistic to depend on future conversations with the committee for strengthening the proposal.

2. Programs or groups of faculty making independent proposals for a faculty position will be expected to address, in addition to the current FPAC guidelines, important issues such as the composition of the search committee; physical placement of a hire (with which department/s will the position be associated); the relationship of the position to the curriculum of related departments and programs, both at Pomona and Claremont-wide; and intellectual support (how will the hire be mentored and acculturated into the College community?).

3. Both the committee and the proposers will have access to the same raw data. This data will include enrollment figures as well as information on the teaching responsibilities of the current faculty. It is up to the proposers to interpret the data and to provide the context. The existence of labs, team teaching, senior theses, independent studies, interdisciplinary and intercollegiate programs and programs/departments at the other Claremont Colleges, and the special pedagogical needs of different disciplines make it imperative that the proposers explain the data. Additional data or appropriate summaries of the raw data may be helpful.

4. The proposals should use comparative data from comparable institutions as appropriate. The material from self-studies and outside reviews should be included when appropriate. The proposal should articulate what the department has already done and what it will do moving forward to assure the broadest applicant pool. Is the position defined broadly enough to attract a diverse candidate pool? The College’s Diversity Officer can provide to departments data regarding diversity of PhDs in particular subfields. The proposal should also describe the extent to which the position will increase the coverage of inclusive and multicultural perspectives in the curriculum.
5. Departments and programs are encouraged to reconfigure old positions to meet new needs and new directions in their field. Those proposals will be considered replacement position proposals, not new position proposals.

6. The proposal should address each of the following criteria:
   a. Curricular impact
      How will the position affect the department’s or program’s curriculum? Will it strengthen a core part of a curriculum, or fill a gap there? What is its relevancy to the College’s general educational mission? What is its relevancy to the College’s mission to educate a diverse student body? How will it affect other departments and programs at the College? How does the proposed position fit with those already existing at the College and in Claremont generally?

   b. Student demand and enrollment pressure
      What are the enrollment patterns in the proposer’s department or program and how will the position affect them? How many students and how many majors will be served? What will the effect be on the number of part-time faculty, the number of closed sections, or the average class size in the department or program? The data for enrollments will come from the Registrar’s office. The proposal should explain any special circumstances or anomalies.

   c. Impact on faculty and curricular diversity, which may differ by field
      What will be done to attract as diverse a candidate pool as possible given the field and/or to increase inclusion and multicultural perspectives in the curriculum? What will be done to identify candidates from diverse backgrounds (e.g., seminar participation, conferences that attract scholars from under-represented groups)? How will the curriculum support diversity and inclusivity in the department/program, in light of the commitment to a diverse pool and student body described in the PACD report “Lighting the Path to 2025: A Vision for Diversity”?

   d. Current use of faculty resources
      What is the level of involvement of the existing faculty in the interdisciplinary programs, the freshman seminar, etc., and how will the proposed position affect such teaching? How does the mix of service courses, general education courses, courses required by the major, and electives compare with that of other departments in the College and that of departments in similar colleges? Will the position result in a more equitable distribution of faculty workload in the department and across the College? What are the teaching responsibilities of the current faculty? How are labs, senior theses, independent studies, and team-teaching counted when calculating the teaching load of the faculty?

   e. Impact on the long-range plans of the faculty
      Does the position further the goals set by the College’s current strategic plan? Is the position configured in a way that allows for the possibility of furthering faculty diversity? As other long-term plans are formulated, they would be added to the list to be considered here.
Requests for Permanent Faculty Positions and Coterminous Administrative-Faculty Positions under Section 10

1. Curricular impact;
2. Student demand and enrollment pressure;
3. Impact on faculty and curricular diversity, which may differ by field;
4. Current use of faculty resources; and
5. Impact on the long-range plans of the faculty.

Guidelines for Applications for Faculty Positions

Impact on faculty and curricular diversity, which may differ by field
What will be done to attract as diverse a candidate pool as possible given the field and/or to increase inclusion and multicultural perspectives in the curriculum? What will be done to identify candidates from diverse backgrounds (e.g., seminar participation, conferences that attract scholars from underrepresented groups)? How will the curriculum support diversity and inclusivity in the department/program, in light of the commitment to a diverse pool and student body described in the PACD report “Lighting the Path to 2025: A Vision for Diversity”?

Requests by Existing Faculty Members for Transfer from One Department or Program to Another

1. All such requests will be reviewed by the Faculty Position Advisory Committee.
2. The faculty member must inform the FPAC between spring break and September 1 of their intention to submit a proposal.
3. Completed proposals must be submitted by email to the FPAC by October 1, with all voting faculty members of the departments or programs affected copied on the message.
4. The FPAC will make recommendations to the Dean and President based on the following criteria:
   a. Curricular impact
   b. Student demand and enrollment pressure.
   c. Impact on faculty and curricular diversity, which may differ by field
   d. Current use of faculty resources
   e. Impact on the long-range plans on faculty

Requests for the Conversion of Programs into Departments

1. All requests for the conversion of programs into departments will be reviewed by the Faculty Position Advisory Committee.
2. A program must inform the FPAC between Spring Break and September 1 that it intends to submit a proposal. The administration will provide available self-studies, outside reviews, enrollment data, and comparative college data to the FPAC and the proposing program as soon as possible after a program declares its intent to apply.
3. Completed proposals must be submitted to the FPAC by October 1. The FPAC will submit its recommendation to the Dean and the President by April 1.
4. As soon as a program announces to the FPAC its intention to submit a proposal, the FPAC will inform the Registrar, the Dean of the College, and all faculty of the College. The Registrar will then compile raw course and enrollment data that will be sent to the proposers as well as the
FPAC. The proposal shall contain an interpretation of the data and include additional data if appropriate.

5. The FPAC should have access to the most recent self-study and outside review of an applying program. The Dean may omit sensitive or confidential information when it is irrelevant to the FPAC’s deliberations. A copy of the redacted self-study or outside review should be sent back to the applying program.

6. The proposal should include comparative data from comparable colleges. It is the program’s responsibility to collect and present such data as appropriate.

7. Applicants should write in response to the following questions that the Curriculum Committee and faculty prepared in 2007-08 as guides for the College when it considers converting a program to a department. The questions are not prioritized nor do any of them assume a “right answer.”

A. To what extent can the disciplinary area covered by the program be considered an independent field of study?
   1. Has this discipline become a primary professional entity, a distinct discipline to those who study it? Are there peer-reviewed journals and conferences in the field?
   2. Do graduate programs produce Ph.D.’s in this field? Is it now normal practice for graduate schools to hire only Ph.D.’s in this field to teach this discipline at R1 universities?
   3. Are students interested in continuing study in this field at a graduate level and will their ability to do so be enhanced by such a conversion?

B. Is the addition of this department consistent with Pomona’s institutional aims?
   1. How well would the new department cohere with Pomona’s liberal arts mission?
   2. Does the new department complement or further stated strategic aims of the institution? Is this an area that needs strengthening in the college?
   3. Are there particular circumstances that make Pomona particularly well situated to offer a strong program of study in this area?
   4. What is the status of this field of study at our peer institutions?

C. What are the practical and programmatic implications of a conversion for the existing program and for related departments?
   5. How do related departments view the proposal? Can existing departments remain viable without the material and contributions from the new department?
   6. How would existing disciplines and their curricula be affected and/or redefined? Will there be dependency on other departments and their course offerings?
   7. How would existing faculty shift their responsibilities and would there be the need to create new faculty positions?
   8. What are the implications for space, equipment, and other staffing and administrative support?
   9. How will student experience be impacted? Specifically, how will general education students interact with the new department? How will the experience of majors be changed? How will majors in closely related fields of study be affected by the conversion?
  10. How will conversion enable the new department to offer an improved curriculum?
D. What are the projected levels of interest and growth for the field of the newly proposed department?

11. What is the level of faculty interest and student demand? Are there trends over time that support a continued dedication to this area?
12. Is there a dedicated group of faculty who exhibit primary identification through their research with the new discipline or field of study? Are those individuals willing to assume responsibility for and leadership of the new department?

E. How might conversion to department status increase the entity’s ability to serve a diverse student body?

8. Based on these considerations, members of the FPAC will discuss the application in two stages, in at least two separate meetings: the first without the Dean present, and the second with the Dean attending.

9. Having deliberated, members of FPAC will independently vote yes or no on whether to recommend that the program be converted into a department. Committee members have a responsibility to recuse themselves from the final discussion and voting if they are directly involved in the proposal, or if they feel that they cannot be fair and impartial. The Dean will excuse himself/herself when this vote takes place.

10. The FPAC will send its recommendations to the Dean and President along with a detailed candid report that communicates the substance of FPAC’s discussions. The Dean and the President will then decide whether to authorize the conversion of the program to a department.

11. The President and Dean shall report to the faculty on their decision telling what their reasons were for authorizing the conversion, or for not authorizing it. The Dean will also communicate privately with the applicants to tell how s/he viewed the proposal’s strengths and weaknesses.

12. The applicants will receive a brief response from the FPAC that will report on how the committee viewed the strengths and weaknesses of the proposal and on the number of votes cast for and against it.

Reports to the Faculty

Report on Proposals for New and Replacement Positions and Coterminal Administrative-Academic Appointments
At the April faculty meeting the FPAC will submit to the faculty a report summarizing the committee’s activities for the year. This report will include a list of the new and replacement position proposals that earned the highest priority designation and the updated ranking of active highest priority new position proposals. This report will be a starting point for the next year’s committee.

Report on Proposals for Conversion of a Pomona College Program to a Department
At the April faculty meeting FPAC will report to the faculty its recommendations on any proposals to convert Pomona College programs to departments.
Guidelines for the FPAC

1. The FPAC will compare, in the case of each proposal, the curricular situation at Pomona College with that of other comparable institutions.

2. The FPAC will make sure that the data provided by the various proposals are comparable and that they match the numbers from the Registrar’s office.

3. In evaluating the proposals, the FPAC will pay attention to the contributions of departments to interdisciplinary programs and to the equitable distribution of workload across the College.

4. The FPAC will make sure that each proposer gets adequate feedback from the committee about their proposal.

5. The FPAC will take under consideration the work done by previous FPACs and become familiar with proposals from previous years.

6. As the FPAC begins its work each year, members will review the list of proposals submitted by the faculty and bring to the committee for discussion any potential conflicts of interest.
Grant Management

**Institutional Signature Requirements:** Director of Sponsored Research Dean Gerstein (ext. 18328) normally signs off on grant proposals for Pomona College. Government regulations require proposals to be reviewed for institutional commitments and other issues before, so timely submission by faculty to the Director of Sponsored Research is very important. Pomona College has an invention development agreement with Research Corporation Technologies which should be reviewed by anyone expecting to produce patentable items. This procedure is described in the Policy on Patents and Copyright in the Faculty Handbook.

**Required Reviews:** Proposals that involve human participation or animal research must be reviewed and approved by the Institutional Review Board (coordinated by Associate Dean David Tanenbaum) or the Animal Care and Use Committee (coordinated by the chair of the committee) before grant proposal submission. Both committees involve people from off campus, so due time must be allowed in order for a review to be conducted. The Institutional Review Board convenes four times during the fall and spring semesters. Research with human subjects, including research conducted by students, must also be reviewed by the Institutional Review Board. Please contact Associate Dean Tanenbaum (ext. 74673) if you have questions about any of these government review processes.

**Government Grant Accounts:** When faculty members or departments receive grants from government agencies, these grants are assigned special account numbers and are monitored by the Finance Office. Ha Thai Phan (ext. 18628) sets up such accounts. The College presently awards 10% of indirect costs (salary basis) on external grants to the principal investigator to be used for expenses associated with his/her Pomona College research scholarship. The Finance Office will set up an incentive account for these funds as well. Principal Investigators are responsible for handling required grant reporting. The finance office offers support for financial reporting. Government grants (including subcontracts) are overseen by Director of Sponsored Research Dean Gerstein.

**Private Foundation and Other Non-governmental Grants:** Please contact Senior Director of Foundation Relations and Strategic Initiatives Martina Ebert (ext. 18141) in the office of advancement for support with seeking and managing other grants.

**Small Research and Travel Grants:** Associate Dean David Tanenbaum oversees and allocates funding for these programs. Grants Administrator Amanda Jorgensen is responsible for fund transfers and financial transactions for these internal grants. The department is responsible for processing and tracking expenses on these accounts. Leftover funds will roll over, and the department may allocate unused funds to other travel and research-related projects at the discretion of the department chair.

**Large Research Grants/Hirsch Grants:** In partnership with the Research Committee, Associate Dean David Tanenbaum oversees and allocates funding for these programs; the dean’s office releases a call for applications in the fall semester. The department is responsible for

6 [https://www.pomona.edu/administration/academic-dean/research/regulatory](https://www.pomona.edu/administration/academic-dean/research/regulatory)
processing and tracking expenses on these accounts. Research grants must be used or returned by
the end of fiscal year, June 15. Return of funds happens automatically and without prior
notification.

**Sontag Fellowships**: Dean of the College Robert Gaines and Associate Dean David Tanenbaum
authorize expenditures for Sontag Fund Fellowships, which are tracked in Workday.

**Hiring on Grants**: Faculty and staff funded in full or in part by external grants have the legal
rights and responsibilities of Pomona College employees and are subject to the policies,
procedures and practices of both the sponsoring agency and the college. When applying for
grants that require staffing, information on proposed staff levels, staff salaries and applicable
benefits should be discussed with Assistant Vice President of Human Resources Brenda
Rushforth at ext. 71686.

**Cost Overruns**: Expenses in excess of awards will not be paid by the College, and overdrafts
must be covered by the individual awardee.

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**Health and Safety Management**

**Overview**: Associate Dean David Tanenbaum (ext. 74673) oversees the Institutional Animal
Care and Use Committee and the Institutional Review Board (IRB) for human subject protection.
He also oversees environmental health and safety and ensures radiation safety policies are up to
date and effectively implemented. Environmental Health and Safety Officer Katherine Stephens
(ext. 77359) oversees the environmental chemical safety and biosafety plans. Connie Boon (ext.
18449) handles chemical waste disposal. In addition, TCCS employs a full-time environmental
health and safety officer, Jay Brakensiek (ext. 18538), who serves all of the Claremont Colleges.
Contact Associate Dean David Tanenbaum for more information about environmental health and
safety at Pomona College.

**Training**: General office safety training for departments and offices (labs not included) is
provided to all supervisors, including department chairs, through the Human Resources Office.
There is a legal requirement for this training and for posting safety information in a noticeable
place.

**DART and Earthquake Safety**: In each campus building, a Disaster Assistance Response Team
(DART) member and backup(s) have been designated and have responsibility, in the event of an
emergency, for the orderly exit of building occupants to a designated evacuation site in the event
of a lockdown situation. DART members and backups are responsible for training occupants
about emergency preparedness protocols related to the campus as a whole, as well as building-
specific protocols. They also report building safety issues to the Office of Facilities and Campus
Services. Emergency preparedness training for DART members and backups is conducted each
semester prior to campus emergency drills.
Mentoring Junior Faculty Members

Junior faculty members look to the chair for advice for many things, including time allocation, office hours and accessibility, teaching strategies, how to make time for research, and how to fund research. This mentoring is very important for new faculty members’ development, and is one of the chair’s most important responsibilities. One way to approach this mentoring is to have regular meetings between the chair and the new faculty member. An article published online in *Inside Higher Ed*[^7] covering best practices for the mentoring of junior faculty offers many useful ideas, and other resources are available through the dean’s website.

Junior faculty also receive important mentoring from other campus resources. The Office of the Dean of the College assigns a faculty mentor outside the junior faculty member’s department. Supported by the Dean’s Office, this program provides mentoring opportunities through social events organized throughout the academic year. In addition, this program covers the cost of one lunch per semester for the mentor and new faculty member during the first two years of a new faculty member’s employment.

Personnel Decisions

The personnel decisions of the department, with regard both to faculty and staff, are initiated and guided by the department chair. In hiring, evaluation, contract renewal, tenure, and promotion, the department chair is in charge of designing the process, in consultation with the department and the administration, and ensuring its proper operation and conclusion. Faculty reviews are conducted as described in the *Pomona College Faculty Handbook*[^8], with particular attention to the development of skills by new faculty members, and staff reviews are conducted annually in a process described in an annual message from the assistant vice president for human resources. The sabbatical leave schedule is planned by the chair in consultation with the dean in such a way that the department can continue to conduct its curriculum. Other faculty personnel issues should be brought to the attention of the dean of the college.

Supervision of academic coordinators and other departmental staff members is one of the department chair’s most important responsibilities. The chair should be familiar with the *Pomona College Staff Handbook*[^9], particularly the section related to staff performance evaluations, and should not hesitate to consult the dean of the college, Director of Academic Administration Katrina Sitar (ext. 72831) or the assistant vice president for human resources about staff issues. The section titled Staff Evaluations in this handbook should also be consulted.

[^7]: https://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-junior-professors
[^8]: https://www.pomona.edu/sites/default/files/faculty-handbook.pdf
[^9]: https://www.pomona.edu/sites/default/files/staff-handbook.pdf
Recruiting and Hiring Temporary Faculty

The following process applies to hiring part-time and full-time temporary faculty members.

Overview: During the fall semester, the dean’s office emails a survey to chairs and coordinators about the need for temporary faculty replacements for the following academic year. Surveys must be filled out completely in order to have full consideration. Please note that sabbaticals are normally not replaced, while leaves without pay are usually at least partially replaced.

Job description: Once the dean has approved the position in writing, the department should draft the job description and e-mail it to the associate dean/diversity officer for approval. The teaching load for all full-time visiting appointments is five courses per year. Temporary faculty are not contractually obligated to advise senior theses; any advising of senior theses must be arranged in consultation with the dean’s office.

Recruitment: Chairs should speak with all candidates about their teaching experience, teaching philosophy, and approach to supporting a diverse student body before inviting them to campus for an interview. Although the dean’s office does not cover travel expenses, the dean may provide a limited amount of funding for on-campus expenses (typically lunch). If the department will need funding from the dean’s office, chairs should apprise the associate dean for diversity before the candidate visits campus.

Interview Process:  
Full-time temporary positions (five courses per year): The associate dean for curriculum will interview candidates for full-time temporary positions who have not previously worked at the college. Please submit the candidate’s job materials at least two days before the interview.

The associate dean does not interview candidates for temporary full-time positions who have previously worked at the college; however, the department chair should interview these candidates if they have not continuously served in the position.

Part-time temporary positions (fewer than five courses per year or less than a one-year appointment): The associate dean does not interview candidates for part-time temporary positions; however, at least one department member should interview the candidate.

Faculty Search Reports do not need to be filled out for temporary positions. Neither the dean nor the president interviews candidates for temporary faculty positions.

It is helpful to assess the employment eligibility of the selected candidate in order to determine if they can be on payroll when classes begin (see more below in the section titled “employment eligibility”). Since neither US citizenship nor national origin can be a criterion for hiring, the interviewer may ask a question like, “Pomona College does not sponsor H-1B visas. Do you find our policy an impediment to your securing the appropriate legal documents that permit you to work here?”
**Hiring Process:** For all temporary appointments (including *new* temporary full-time appointments, *returning* full-time appointments, *new* temporary part-time appointments, and *returning* temporary part-time appointments), the department chair recommends the appointment to the associate dean, and if it is approved, the department chair informs the candidate that the dean’s office will extend a job offer and a contract. Chairs should not engage in salary negotiations with candidates.

If the candidate is a relative of the immediate supervisor (department chair), another person or group of people should evaluate and recommend the hiring in order to abide by the College’s policy on the employment of relatives (this policy can be found in the Faculty Handbook 10).

**Employment eligibility:** Chairs should explain that candidates must be able to provide proof of authorization to work in the United States. The college will not assist candidates for temporary positions who are not U.S. citizens or permanent residents in obtaining an H-1B visa. If a candidate is eligible for another type of work authorization, the candidate should let the dean’s office know. For temporary positions described in this section, it is the responsibility of the hired person to obtain proper visas, if necessary. Note that if the person selected and hired is not able to provide proof of authorization to work in the United States before classes start, they may not be placed on payroll. It is the responsibility of the department chair to arrange for course coverage in such an event. Departments have experienced delays that have taken up to an entire semester longer than expected.

**Deadlines, contracts, and other policies:** In order to meet deadlines imposed by state labor laws, recommendations for hires must be made by June 10 for temporary faculty with a start date of July 1, and by July 10 for temporary faculty with a start date of August 1. Chairs should contact the dean’s office with questions about start dates for temporary faculty.

Please note that the signed contract must be returned and all hiring procedures must be completed *before* the deadline specified in the “Special Remarks” section of the contract. For more details, please see the “Recruiting for Temporary Faculty Positions” appendix.

**Welcoming your visitor:** The department is responsible for ensuring that there is adequate office space for the visiting faculty member. For questions about office space, please consult the associate dean for research. Visitors are invited to join the new faculty orientation at the start of the fall semester.

### New Tenure-Track Faculty Members

Please note: the following summary of College procedure is designed to provide an overview of the process. It is not intended to replace the more detailed procedural descriptions in the Faculty Handbook.

**Search and Interview Process**

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10 [https://www.pomona.edu/sites/default/files/faculty-handbook.pdf](https://www.pomona.edu/sites/default/files/faculty-handbook.pdf)
Planning

If a department finds that it has a vacant position due to resignation or retirement, or wishes to add a new position, the department must submit a proposal to the Faculty Position Advisory Committee (guidelines and deadlines for proposals to the FPAC can be found in this handbook as well as in the Faculty Handbook). The Faculty Position Advisory Committee advises the College on faculty position planning, and advises the president and the dean on how to fill vacant faculty positions on a case-by-case basis. Vacant or new faculty positions are filled only after they are funded by the College. When a department has been notified that a vacant or new position has been funded, a formal search process can begin.

One of the most important tasks of faculty members at Pomona College is the selection of new faculty members. The department chair will either chair the search or will appoint the chair of the search, and will appoint the internal members of the search committee. The search committee consists of members of the department and/or program (not necessarily all of them), two students, and one professor who is external to the department (either a Pomona faculty member from a related discipline or a faculty member in the same discipline from another Claremont College). The chair will provide the dean’s office with three potential external members, and the dean’s office will assign one of those three to serve as the official external member to the search.

The search committee chair works with members of the department(s)/program(s) and the dean’s office in crafting a job description and laying out the other critical aspects of the search procedure. These documents are submitted for approval to both the dean and associate dean/diversity officer in the form of Search Report I. Shortly thereafter, the search committee chair submits the first search budget worksheet (I) to the associate dean so that money can be transferred to the lead department to cover interview-related costs before the campus visits.

As early as summer, chairs and their administrative assistants can meet with Associate Dean/Diversity Officer Tony Boston to go over search procedures. During this meeting, the diversity officer and the department will discuss methods to increase the diversity of the applicant pool.

Narrowing the Pool

In general, the applications that are received are evaluated by the search committee with an eye to creating a longer “short list” of ten. This longer short list should be determined in conjunction with the “Description of the Anticipated Screening Process” laid out in Search Report I. These candidates are then interviewed by the search committee either at the appropriate professional meeting or by phone/video-conferencing. Based on this information, the search committee chair prepares Search Report II, which provides the dean with (i) information about the diversity of the pool, (ii) a justification for how each of the candidates made the list based on the “Matrix” weighting of Teaching, Scholarship, Service, and Mentoring of Diversity laid out in Search Report I. The dean and the diversity officer may ask the search committee to obtain additional information about certain candidates where useful information is missing.

After the dean and diversity officer have approved Search Report II, the chair of the search committee invites the top three candidates for campus visits and promptly fills out Search Budget Worksheet II, so that funds can be transferred to the department to cover the reimbursable costs.
associated with the campus visits. The chair should also at this time send letters of rejection to those candidates no longer under serious consideration.

Campus Visits
In planning the campus visits for tenure-track appointments, keep in mind that candidates should be on campus for two full days (normally either Monday through Tuesday or Thursday through Friday) and their stays should not overlap with other candidates for the same position. **It is essential that the candidate be scheduled to meet with the president and the dean.** Appointments with the president and dean should be made far in advance so as not to miss the earliest opportunities to bring candidates in. Beyond that, the candidate’s schedule should include meetings with all relevant constituencies, faculty, student, and staff. The candidate should be invited to meet with the Work and Family Commission and any other groups that would help the candidate receive necessary resources if an offer were to be made. If the candidate shows specific interest in diversity and inclusion issues, the department should arrange a meeting for the candidate with Diversity Officer/Associate Dean Tony Boston.

Recommendation and Offer Process

Once the candidates have been interviewed, the recommendation for hiring should be made to the dean in the form of Search Report III. If the dean and the president are in accord with the wishes of the search committee, then the dean will discuss the terms of the offer with the chair and make an offer. It is important that when an offer is being made, candidates be told that they must provide proof of authorization to work in the United States or the offer will not stand. For tenure-track offers, the College will facilitate obtaining proper visas, if possible, but only for tenure-track hires. Note that if the person hired is not able to complete immigration formalities before classes begin, he/she may not be placed on payroll. When the candidate has verbally accepted the terms of a position, the College will issue a contract. The search is closed when the Dean’s Office receives the signed contract.

Please note that the signed contract must be returned and all hiring procedures must be completed **before** the deadline specified in the “special remarks” section of the contract.

Housing
Pomona College owns over twenty houses near the campus, primarily for rental to incoming faculty. There is a six-year occupancy limit. Applications for rental of a College house can be obtained through the Office of Real Property.

Arrangements for Arrival
When a new faculty member has been hired, the chair should obtain summer addresses, find out when the new faculty member will arrive, and arrange for someone to facilitate the new faculty member’s transitional arrangements: office, stationery, payroll, housing, etc.

For more information, please visit the dean’s office webpage for a detailed account of the **guidelines for faculty searches**\(^{11}\) and a chronological outline.

\(^{11}\) [http://www.pomona.edu/administration/academic-dean/searches-recruiting/faculty-searches.aspx](http://www.pomona.edu/administration/academic-dean/searches-recruiting/faculty-searches.aspx)
Recruiting Procedures for Faculty

Procedural Overview

Recruiting and hiring tenure-track faculty at Pomona College is a process shared among the president, dean, associate dean, search committee chair, and the department or program faculty. Each of these people plays an important role in the search.

The president is the only staff or faculty member at the College who actually hires tenure-track or tenured faculty. For visiting and part-time positions, and many staff positions, the president routinely delegates this prerogative. But because of the importance of tenure-track positions, the president remains central in every tenure-track appointment. It is he/she alone who appoints and signs the contract.

The vice president for academic affairs and dean of the college (1) bears ultimate responsibility for the integrity of the search and maintaining appropriate search procedures; (2) sets parameters within the search and negotiates terms of employment with final candidates for the position; and (3) recommends a candidate selected by the department to the president for hire.

The associate dean of the college (1) aids the dean in maintaining search procedures and (2) serves as the College’s diversity officer, paying attention to this important aspect of each tenure-track search. The associate dean, for example, determines whether a pool is sufficiently diverse for the search to be successful in giving women and underrepresented minorities a fair chance to secure the position.

The search committee chair (usually, but not always, the chair of a department or the coordinator of a program) supervises and manages the search at the department level on a day-by-day basis, and is responsible for dealing directly with all candidates (and their materials) throughout the search, at least up to the moment when the dean makes the official offer and negotiates terms of employment. The search committee chair is also responsible for soliciting input from all relevant parties, including non-departmental faculty, students, staff, and administrators as appropriate.

The departmental academic coordinator is in charge of maintaining and organizing the search materials, making the dossiers available to the appropriate people, and helping the search committee chair arrange the on-campus visits.

The search committee is responsible for selecting the candidate to be recommended to the president for appointment. The administration (president, dean, associate dean) reviews only those candidates recommended by the search committee.

The department or program faculty is responsible for ratifying or modifying the decision of the search committee. Technically, the recommendation of the search committee is a recommendation to the department or program, and it is the department or program that formally recommends an appointment to the dean and president.
A search is successful when (1) the search committee finds one or more finalists acceptable for the position and makes a recommendation to the dean and president; (2) the associate dean finds that all procedures, including those relating to diversity, have been followed; (3) the dean agrees with the department’s preferred choice of acceptable candidates; and (4) the president agrees with the dean. If any of these pre-requisites is not met, the dean and associate dean will meet with the search committee and try to resolve differences. The dean and president will typically defer to the department’s judgment if they differ on which candidate is preferred among two or three acceptable candidates. At no time may the president appoint a candidate unacceptable to the department.

The dean or department may halt a search at any stage before its completion. The reasons for closing down a search include (1) the diversity officer affirms that the applicant pool lacks sufficient diversity; (2) the applicant pool is so thin that the quality of the applicant pool is questionable; (3) there is a serious procedural irregularity that threatens the integrity of the search; (4) there is some sort of serious conflict among members of the department and/or search committee; or (5) there is a sudden change in the fiscal condition of the College so that we are no longer able to fund the position.

These guidelines summarize the procedures used at Pomona College for filling a tenure-track or three-year position. They focus on the points in the recruiting process where the recruiting department interacts with the dean of the college and with the associate dean/diversity officer. Pomona is small enough to accommodate differences in departmental recruiting styles, especially when these reflect disciplinary needs; yet, all searches must follow the procedures outlined here. These procedures are meant to create some uniformity within the college, allow the dean to oversee the recruiting process, and help the diversity officer monitor the progress of searches as mandated by the College’s diversity plan.

This document is complemented by Managing Search Budgets, which summarizes important points regarding the recruiting budget.

The preferred method of correspondence with the dean’s office is email. Please submit the faculty search reports (described below) as Word attachments to Associate Dean Tony Boston and Stacie Takase and note that template Word files of these reports are available from the dean of the college’s webpage. Here, a chronological outline is followed by more detailed descriptions.

A Chronological Outline for Faculty Recruiting: Continuous Appointments

Even though the timetable for each search may be different, the typical time for each step is indicated in parentheses.

Permission to Search (late spring)
After the president and the dean have authorized a position, the dean gives the department permission for a search. Permission is not official until the department receives a written notice.

12 For positions of less than two years in duration, please see Recruiting for One-Year and Part-Time Faculty Positions, below.
(e-mail or paper) approving and detailing the position. Such notice will normally be sent by early summer.

Meeting with Deans (late spring/summer)
After the search has been authorized, a meeting of all chairs who will be conducting searches will be scheduled to discuss guidelines and expectations. The dean and associate dean will review search procedures.

The job ad can be approved before the Faculty Search Report I (see below) is approved. Simply send the text to the associate dean/diversity officer and the academic affairs office operations coordinator.

Faculty Search Report I & Search Budget Worksheet I (summer or early fall)
The department must submit Faculty Search Report I to the dean and the associate dean/diversity officer before any candidate files are reviewed for the search. Faculty Search Report I asks for the following 8 items:

1. ground rules for the search,
2. a search timetable,
3. text of the job advertisement,
4. the constitution of the search committee (This includes two student members and one external faculty member), and the voting policy for the students (e.g. 1 vote for each student vs. 1 vote for both students together),
5. an outreach, advertising plan and budget,
6. a description of the screening process (i.e., The Matrix of weightings of Teaching, Research, Service and Mentoring Diversity),
7. a general format for the campus visits,
8. anticipated space needs.

Once the Dean’s Office informs the search committee chair that Part I of the Faculty Search Report has been approved, the associate dean should visit the department to talk about the importance of diversity and inclusion in the search process. Once that visit has occurred, the department may begin evaluating candidate files. The job ad must be placed in one printed journal as well as the most appropriate web-based venues. Since the full ad will automatically be posted on the college’s employment website, it is permissible and indeed preferable to use abbreviated language in the web-based ads, referring potential candidates to the Pomona Employment page. At this point the department should submit Search Budget Worksheet I.

Meeting with the Diversity Officer (September)
Each department involved in a search will meet with the associate dean/diversity officer to discuss search strategies and procedures. The search chair should contact the associate dean/diversity officer to arrange this meeting. The meeting is typically timed to coincide with a regular department meeting. Students and external members of the search committee should be encouraged to attend. The department’s administrative assistant should be included at least in the discussion of procedures.
Faculty Search Report II and Search Budget Worksheet II (late fall)
The department must submit Faculty Search Report II to the dean and the diversity officer before they can invite candidates to campus. Faculty Search Report II asks for diversity data, the composition of the candidate pool, and an annotated list of the top ten candidates. Each annotated entry should include a brief justification for the candidate’s position in the ranking. Access to the dossiers via academicjobsonline.org must accompany Search Report II. Once Search Report II has been approved, the department should arrange for campus visits. Search Budget Worksheet II must be submitted as soon as the travel arrangements have been made.

Meeting with the Deans (late fall – early winter)
After submitting Faculty Search Report II and before any candidates are invited to campus, the search committee chair meets with the dean and the diversity officer to discuss the short list. In order to prepare for this meeting, the deans will need three to five days to review the long short list and dossiers. Contact Kerry Roccia in the dean’s office well in advance to set this meeting. The short list of three candidates should be determined in a follow up meeting with the department. After the short list is approved in writing (email or paper) by the dean and the diversity officer, candidates may be invited for campus interviews. In a campus interview, the candidates must meet with the department, the student members of the search committee, and other interested parties including the dean and the president. Please see the section after the outline for important details regarding campus visits.

Faculty Search Report, Part III (late fall – early spring)
Before any offers can be made, the department must submit Faculty Search Report III to the dean and the diversity officer for their approval. Faculty Search Report III asks for a two-part recommendation, indicating which of the candidates who have visited campus are acceptable and how the department ranks them and which candidates are not acceptable and why.

Making an Offer (late fall – mid-spring)
After the dean and the diversity officer have approved Part III of the Faculty Search Report, the dean discusses the recommendation with the president. If an offer is authorized, the dean, in consultation with the department chair, will make an offer to the successful candidate and negotiate the terms of the appointment.

Guidelines for Faculty Searches

Search Timetable (to be approved as part of the Faculty Search Report I)
The timetable should estimate the important dates—e.g., the dates for advertising, receiving applications, screening, and on-campus interviewing—for the search. Some of these dates (such as when an offer is to be made) will no doubt be hopeful projections.

Job Advertisement (to be approved as part of the Faculty Search Report I)
All ads must ask for a dossier, including (a) letter of application, (b) curriculum vitae, (c) transcripts, (d) three brief statements—one addressing teaching philosophy and experience, one addressing scholarship and including your future directions, and one addressing demonstrated ability to mentor a diverse student body, and (e) three letters of recommendation.
Departments may choose to ask for additional materials.

This job ad should be the product of a consultative process with the dean’s office over the summer. **There is good evidence to suggest that the diversity of the candidate pool is highly dependent on a broadly worded job description.** Therefore, we want to assure that the ads are written in such a way as to best meet the needs of the department and to cast as wide a net as possible.

Job ads should also explicitly state the college’s commitment to diversity. We recommend the following statement:

“The successful candidate will have experience working with students from diverse backgrounds and a demonstrated commitment to improving higher education for underrepresented students.”

- Ads should also include a sentence such as “Complete applications received by [date] will receive full consideration.”
- Please mention that Pomona is one of the Claremont Colleges. There is no need to mention graduate teaching. It leads to unrealistic expectations and a misplacement of effort.

Outreach and Advertising Plan and Budget (to be approved as part of the Faculty Search Report I)
Every search prepares an outreach and advertising plan with the aim of ensuring as large and diverse a candidate pool as possible. This outreach should include placing advertisements in national publications and in publications directed to members of underrepresented groups; sending emails and making phone calls to department chairs and graduate mentors, especially those who have worked with graduate or postdoctoral fellows from underrepresented backgrounds. Whenever possible, personal connections are used to identify and recruit excellent prospects. The dean’s office may send names of additional candidates or contacts.

The advertising plan is accompanied by a budget in order to provide one checkpoint for making sure that the whole search process will stay within budget.

Search Committee (to be approved as part of the Faculty Search Report I)
The search committee must include two students (one in small departments) and one faculty member who is external to your department or program.

In order to assign the external member of your search, the department will be asked to recommend three potential external members of the search committee. The dean’s office will then appoint one of these in conjunction with your recommendations. The external member may be a member of the Pomona College faculty or a faculty member from one of the other Claremont Colleges. The appointee will be a full voting member of the search committee.

Faculty and student members will discuss departmental concerns and needs relevant to the search, as well as standards of confidentiality to be maintained for the search. Student members are not to discuss the contents of confidential letters in the candidates’ files with anyone other than faculty members in the department.
Description of anticipated screening process that will lead to ranking of top ten candidates

All departments are expected to include (i) Intellectual Leadership and Teaching Effectiveness, (ii) Professional Achievement in Scholarship, (iii) Service, and (iv) Ability to mentor a diverse undergraduate student body in their search criteria. We ask that each department discuss in their Search Report I how the department plans to address each of these four criteria in their search process. We recommend that you provide a numeric weighting for each of the four categories, and that you provide a detailed description of the evidence to be used for each of the four criteria.

Narrowing the Pool

One or more search committee members interview candidates by phone, by skype, or at professional conferences. The committee should be the only group to interview candidates prior to the selection of finalists. Student members of the search committee will become involved in the search at a point determined by the committee, but no later than the point at which the applicant pool has been narrowed to about 20 files. Student members will read files and be expected to consult with other students to gain a broad student perspective.

Campus Visits by Candidates

The department should first make certain that the president and the dean are available for interviews. (For three-year positions, only an interview with an associate dean is required.)

The department should give the dean and associate dean permission to view candidate files through AcademicJobsOnline. The president should be provided with hard copies of these files. The president and the dean (or in the case of short-term positions, the associate dean) must each be given a hard copy of the interviewing candidate’s complete dossier, including the cover letter, curriculum vitae, transcript, and letters of reference. The department should bring these two copies of the candidate’s complete dossier to the dean’s office at least two days before the candidate meets with the president and the dean or the associate dean.

Student members of the search committee should meet all candidates brought to campus. The department should make sure that all other interested parties are aware of the campus visit schedules and have an opportunity to see the candidates. This is especially important in the case of candidates with interdisciplinary interests. Please advertise your candidate lectures in the Claremont Colleges events calendar.

At the end of the visit, the department/search committee chair gathers opinions from those who interacted with the candidate.

It is important to maintain consistency throughout the search process. Each candidate who comes to campus should be asked the same questions and required to perform the same tasks, allowing, of course, for the inevitable minor variations resulting from a candidate’s particular profile.

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13 http://academicjobsonline.com/
14 https://services.claremont.edu/calendar/
**Recommendation to the Dean**

After all campus visits have been completed, the department meets and arrives at a recommendation. Student members of the search committee will participate in the meeting at which the final candidate is selected; they are to be included in voting, depending on the style of the department, and in the proportion or percentage they and the faculty members of the search committee have determined in advance. As part of Faculty Search Report III the department should prepare a two-part recommendation, indicating which of the candidates who have visited campus are acceptable, how the department ranks them, and who is unacceptable and why.

The dean’s office will contact candidates about obtaining start-up funds. Start-up funds are normally allocated to tenure-track faculty only.

**Employability**

As noted above, it is important to determine in advance of an invitation to a campus visit if the candidate will be able to provide the necessary documentation regarding employability. During the search, the search committee is allowed by law to ask candidates if they will be able to prove eligibility to work upon commencement of employment should an offer of employment be made. If the successful candidate is not a citizen or permanent resident and does not have a permit allowing him or her to work legally in this country, or has only a temporary permit and is filling a permanent position, the college will assist the candidate in obtaining employment authorization.

In order to make sure that such work papers can be acquired by the beginning of the academic year, the department must immediately notify the Dean’s Office once the candidate accepts the offer. The department needs to be aware that contingency plans may be required should such papers not be obtainable by the beginning of the school year. In the case of short-term positions this may mean offering the position to another candidate.

**After the Search**

Once the department has hired a candidate, please supply the Dean’s Office with the person’s address(es) and phone number(s) for the period extending until his/her move to Claremont.

For all searches:
- Keep all search applications/dossiers for at least one year.
- Keep the applications/dossiers of finalists for tenure-track positions (i.e., the three or four candidates who visited campus) for at least four years.
- Keep the applications/dossiers of successful candidates for non-tenure-track positions (e.g., one-year, two-year, or three-year contracts) for at least four years.
## Faculty Hiring Procedures

<table>
<thead>
<tr>
<th>STEP</th>
<th>CURRENT RESPONSIBLE UNIT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>Katrina Sitar (continuing) or Stacie Takase (visitors)</td>
<td>Department to send CV, mailing and email addresses, and official name (as listed on the social security card). Computer and housing forms included with contract materials for continuing appointment faculty.</td>
</tr>
<tr>
<td>Hiring Paper</td>
<td>HR</td>
<td>Payroll forms and insurance information</td>
</tr>
<tr>
<td>Immigration issues</td>
<td>Katrina Sitar</td>
<td>Director of Academic Administration, Katrina Sitar will assist with the application process for proper documentation to work in the US for continuing faculty (not visitors).</td>
</tr>
<tr>
<td>Orientation and Completion of Hiring Paperwork</td>
<td>HR</td>
<td>Most tenure-track faculty will complete the hiring paperwork during the New Faculty Workshop in May. All faculty must complete this process before their start date.</td>
</tr>
<tr>
<td>Benefits/Insurance</td>
<td>TCCS</td>
<td>Benefits orientation</td>
</tr>
<tr>
<td>Email</td>
<td>ITS</td>
<td>New faculty must contact ITS to establish their email accounts.</td>
</tr>
<tr>
<td>Office Assignment</td>
<td>Department Chair and/or Associate Dean</td>
<td>Departments facing space challenges should contact Associate Dean David Tanenbaum.</td>
</tr>
<tr>
<td>Keys</td>
<td>Academic Coordinator</td>
<td>Academic coordinator will assign office and building keys, which the faculty member will sign for and return upon leaving the College.</td>
</tr>
<tr>
<td>Computer Setup</td>
<td>ITS, Academic Coordinator</td>
<td>New continuing faculty receive standard computer package upon startup.</td>
</tr>
<tr>
<td>Pomona College ID</td>
<td>HR - Campus Life</td>
<td>After Workday account is created, Residence Life will issue photo ID card.</td>
</tr>
<tr>
<td>Portal Training</td>
<td>ITS and Registrar</td>
<td>The portal provides faculty access to payroll, courses, and other HR-related information.</td>
</tr>
<tr>
<td>Rental, Housing, and Mortgage Programs</td>
<td>Dana Wood</td>
<td>Please consult the faculty handbook for more information about housing policies.</td>
</tr>
<tr>
<td>Website &amp; Faculty Page</td>
<td>Academic Coordinator/Communications office</td>
<td>The office of communications will help set up a webpage for new faculty members and add them to the faculty and staff page of their department(s).</td>
</tr>
</tbody>
</table>
Moving/Relocation Policy

Pomona College will reimburse reasonable and appropriate moving expenses\textsuperscript{15} for tenure/tenure-track faculty. “Moving” is defined as the transport of a new employee and her/his household and personal effects from point of origin to place of residence in Southern California.

Who is Eligible? Moving allowances will be included in the offer of employment for nationally-recruited tenure/tenure-track faculty positions.

Funding. Each vice president will be required to transfer the appropriate budget for each eligible administrator to a moving account monitored by the business office. Salary savings available from the vacancy being filled will normally provide the necessary funding.

Allowance Based on Distance and Size of Household. The amount of a moving allowance will be determined by the distance from point of origin to place of residence in Southern California and the number of individuals in the household. The minimum number of miles for purposes of moving is 50 miles, in accordance with IRS guidelines.

Accounting for Expenses. Upon request, the moving allowance may be given in advance of the move. Original receipts must be uploaded to Workday within 30 days of completion of the move. Unexpended portions of the moving allowance must be returned to the College during the same period of time. Qualified moving expenses incurred prior to receiving the moving allowance will be reimbursed upon presentation of original receipts.

Qualified Moving Expenses. The moving allowance is a benefit that enables a new employee to supplement a personal or family relocation budget. The College follows the moving expenses guidelines published by the IRS and recognizes only the following expenses as a non-taxable benefit:

- reasonable travel expenses (gas, oil, toll, airfare) using the shortest and most direct route available by conventional transportation
- reasonable lodging between point of origin and Claremont (excluding side trips in transit)
- personal packing
- moving van or truck

Exceptions to this policy may be made by the president of the college. Effective January 1, 2018, all moving allowances will be taxable to the employee per IRS guidelines.

\textsuperscript{15} \url{https://www.pomona.edu/administration/academic-dean/general/moving-relocation-policy}
Resources for Faculty

Grant Information: Faculty who are interested in obtaining outside funding for research are encouraged to contact Director of Sponsored Research Dean Gerstein (ext. 18328).

Hahn Teaching with Technology Projects: The Hahn Teaching with Technology Fund, overseen by Deputy CIO Janet Russell in Information Technology Services, solicits proposals for summer projects that involve technology and teaching and that require specialized assistance by ITS staff. An announcement is normally issued in the spring semester.

Faculty Research Committee: The Faculty Research Committee, overseen by Associate Dean David Tanenbaum, evaluates internal research applications over $1,000 twice a year and applications to conference travel grants throughout the academic year. Applications and deadlines for both types of grants are available on the dean’s webpage.

Wig Fund and Teaching Support: The Wig Fund, administered by Associate Dean Janise Roselle, provides grants on a continuing basis for teaching innovation, faculty auditing, and travel to teaching conferences. The Teaching and Learning Committee awards funds once a year for larger curriculum development grants. Announcements for curriculum development grant deadlines are sent to all faculty members in the spring.

Event Funding: Financial support for lectures and other on-campus events is available on a limited basis to faculty who need help covering the cost through the Joseph Horsfall Johnson Endowment. The Office of Public Programming and College Events issues a call for applications each semester for events to be held in the following semester. The amount available for events varies depending on the number of requests submitted. Average awards range from $1000—$2000. In addition, event planning assistance as well as logistical and publicity support is available from the Office of Public Programming and College Events. For more information about requesting event support (financial and non-financial), please contact Karen Fagan (x73832 or karen.fagan@pomona.edu).

Summer Student/Faculty Research Projects: The Summer Undergraduate Research Program is administered by Grants Administrator Amanda Jorgensen and Associate Dean David Tanenbaum. Student proposals are submitted early in the spring term.

For additional information, please see “Teaching Support at Pomona College” under the appendices section of the handbook.

16 https://www.pomona.edu/administration/academic-dean/funding/internal-research-grants
17 https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning
Reviews of Department Faculty Members

Conducting faculty reviews—departmental assessments as well as reappointment, tenure, and promotion reviews—is among a chair’s most important responsibilities. Chairs are therefore urged to familiarize themselves with the “Appointments, Promotion, and Tenure” section of the Faculty Handbook, especially the portions included here, and to consult closely with Associate Dean for Academic Affairs Janise Roselle at all stages of the process. For reappointment, tenure, and promotion reviews, the Dean’s Office will ordinarily begin the process by inviting the candidate and the chair to attend an individual planning session in the semester before the review. If the chair feels that a candidate for review has been omitted, it is a good idea to check with the associate dean.

From the 2020-21 Faculty Handbook, chapter II, section B

Criteria for Reappointment, Promotion, and Tenure

The following criteria, listed in order of their importance, are normally operative for the advancement of Pomona College faculty:

A. Intellectual leadership in the College will include, most particularly, but not exclusively, good teaching, that is attentive to diversity in the student body, meaning competence in all four, and excellence in at least one, of these teaching activities, as measured by the high standards that prevail at Pomona College:

1) Lecturing;

2) Leading seminars and discussions;

3) Guiding laboratories, studios, theses, independent studies, tutorials, performances/exhibitions, rehearsals, student research, coaching, or any other modes of individual or collaborative learning, whether or not explicitly offered for course credit.

4) Fostering an inclusive classroom where all students are encouraged to participate in discussions, studios, rehearsals, performances, activities and other course exercises.

Academic advising of students is another important element. The College values advising first- and second-year students, majors, and other groups of students, such as students of diverse backgrounds and underrepresented groups. Intellectual leadership in the faculty as a whole, such as diversifying, designing, and revising the curriculum, is also pertinent.

B. Professional achievement, defined by excellent work in one’s field recognized outside of Pomona College. The most obvious form of such work is scholarly productivity in the form of books, significant articles, the completion of publishable manuscripts, or artistic creation or performance.

C. Effective service to the department, Pomona College, and The Claremont Colleges, to one’s discipline and professional organizations, in activities such as committee work that support the common educational and scholarly enterprise. Such service may include work with student organizations, residence hall affiliation, and other activities that increase extracurricular student-faculty interaction and enhance student social life. The College recognizes the importance of service that creates and enhances pathways of success and inclusion for underrepresented students.
in the College. These pathways may include: curricular design on the general education, departmental, or individual level that fosters inclusivity; mentoring student cohort and other support groups for underrepresented students; and participation in professional development programs on and off campus that are designed to improve individual and collective capacities for supporting a diverse student body. The College also values representation in the community such as work in support of admissions or alumni relations, outreach to diverse communities and underrepresented groups, and other public speaking, writing, or related activities. Public and community service and service to one’s professional organization(s) are also contributions to this category.

It is implicit in these criteria that a faculty member will work effectively and cordially with students and with colleagues in the department and the College. Tolerance for differing points of view and the capacity to give civil expression to one’s own position are highly prized. Evidence of such collegiality in the past and the prospect of continuing collegiality are thus important factors in decisions about reappointment, promotion, and tenure.

The people who are charged with evaluating a candidate for advancement are expected to consider all of these criteria and to weigh both the candidate’s strengths and weaknesses in these areas in order to form a balanced judgment. To assist them in making their decision, they seek to obtain the best and most inclusive information available about the candidate.

In making nominations to the Cabinet and the Board of Trustees for reappointment, promotion and tenure, the President is advised by the Faculty Personnel Committee. The composition of the Faculty Personnel Committee and certain of its procedures have been established by faculty action. (See Chapter II, Section A, above.)
Departmental Assessment

(as approved by the Pomona College faculty in 2003; revised in 2006 and 2010)

The Departmental Assessment process described below applies to regular faculty members appointed to the rank of assistant professor on or after July 1, 2010, who begin their service with three years until the first contract renewal. In the procedures that follow in this section, if the chair supervising an assessment would be a relative (as defined by the College) of the professor being assessed, then the Dean of the College will appoint a substitute chair for the assessment. This substitute chair will, to the extent possible, be of the same department/program as the professor being assessed.

The Departmental Assessment is conducted in consultation with the Dean of the College and seeks to establish early in a professor’s probationary period a context for informed and effective advice. The assessment is to be conducted in a candid and supportive manner.

To prepare for this assessment, teaching evaluations are distributed and collected during the final two weeks of each semester in all courses taught by the candidate in the first year on a three-year contract at Pomona College. Given that learning goals vary widely according to course, field, and discipline, the professor should devise an evaluation form for each class in consultation with the department and the Teaching and Learning Committee, as appropriate. Each separate evaluation form must be approved by the Dean of the College before distribution to students. Within the last two weeks of the term, the professor designates a student in each course to distribute the forms, collect them, and return them to the departmental administrative assistant. The professor should not be present, and students should be advised that their evaluations are anonymous and will not be shared with the professor until after grades have been submitted for the semester. The completed evaluations are to be stored in a secure location within the department, and shown to (or copied for) the professor after that semester’s grades have been submitted.

The department chair then meets with the assistant professor to review the evaluations and discuss her/his teaching. Based on this meeting, and in consultation with other department faculty, the chair writes a brief report for the assistant professor’s file. The chair or coordinator of any other department or program mentioned in the assistant professor’s contract follows the same procedure. These reports are sent to the assistant professor and the Dean of the College no later than February 1 for the first semester and no later than June 1 for the second semester.

After submission of the second-semester report(s), the Dean of the College, the chair of the department, the chair or coordinator of any other department or program mentioned in the contract, and the assistant professor meet together for a full discussion of the reports and the assistant professor’s first year of teaching. This conference, which will normally occur no later than September of the assistant professor’s second year, is also an opportunity to look forward to the first Faculty Personnel Committee review one year hence. The Dean writes a summary of this conference and puts the summary, along with the chair’s reports, into the Faculty Personnel Committee file of the professor. The professor is given a copy of the summary and, if he or she wishes, may provide a written response to the summary for the file.
Procedures for Reappointment, Tenure, and Promotion

Through an ongoing process of review and revision over the years, the faculty, the President, and the Dean of the College have established the following procedures for reviewing candidates for advancement. In general, the following procedures apply to those on tenure-track and non-tenure-track contracts that can be renewed. However, those on non-tenure-track contracts are normally reviewed in the spring rather than the fall semester. The faculty will be asked to review and vote on these procedures every six years, and may approve revisions at any time. As of July 1, 2016, any motion to modify standards or processes for faculty reviews, tenure, or promotion must be presented to a Faculty Meeting as a reading by its sponsor at least 27 days before consideration for passage at a Faculty Meeting in the same academic year.

In the procedures that follow in this section, if the chair supervising a review would be either the candidate for review or a relative (as defined by the College) of the candidate for review, then the Dean of the College will appoint a substitute review chair. This substitute review chair will, to the extent possible, be of the same department/program and of rank equal to or greater than that being considered for the candidate.

Preliminary Conference with the Dean

In the academic year preceding the Faculty Personnel Committee review of a particular candidate, the Associate Dean for Academic Affairs contacts the candidate, the chair of the candidate’s department, and where relevant, the chair of an intercollegiate department or coordinator of any program in which the candidate is contracted, notifying them of the upcoming review and asking that they confer with the Dean to discuss procedures. The manner in which extra-departmental teaching and other professional activities will be evaluated and given consideration by the department and the Faculty Personnel Committee should be clearly established at this point. The Associate Dean writes a summary of this conference for the Faculty Personnel Committee file of the candidate. The candidate is given a copy of the summary, and, if he or she wishes, may provide a written response to the summary for the file.

Responsibilities of the Candidate

The candidate prepares a statement describing his or her accomplishments and goals in teaching, scholarly and/or artistic activity, service to the College, and service to the community. The candidate should specifically address their efforts to create and maintain an inclusive classroom. This may include describing classroom practices used to encourage the participation of a diverse student body, or to cultivate an awareness of differing backgrounds, focuses, and needs among the student body and broader community. Techniques such as communities of learning and community partnerships are relevant here, as are the inclusion of scholarly and other works emerging from the perspectives of underrepresented groups, or any other classroom practices that support inclusivity and diversity.

The candidate’s statement is presented to the chair of the department by August 15 along with an updated curriculum vitae and copies of publications or other evidence of professional achievement as appropriate to one’s discipline. Course syllabi, other teaching materials (except
course evaluations, which will be provided by the chair), and any other evidence the candidate judges to be important may also be included. If the candidate is an applicant for a Steele Fellowship, a brief description of the intended project or a copy of the leave application is also submitted. The due date for such materials is January 15 for spring reviews.

In preparation for a fall review for contract renewal or tenure and promotion to associate professor, by May 1 the candidate supplies the names of professional peers outside the department and the College who may be contacted for assessment of the candidate. By June 1, the candidate supplies publications and related items for examination by the outside reviewers. For reviews for rolling contract renewals, promotions to full professor, or other spring reviews, the due date for such names is August 15 and for materials is September 15. For contract renewals, and for reviews of faculty on rolling contract, more than two names are supplied; for tenure or promotion to full professor, more than three names are supplied.

The candidate may ask the department chair to solicit letters of information from individuals, not included among the students and outside referees described below, who may be able to provide information about the candidate’s activities and contributions. The candidate should provide the names and contact information of any such individuals to the chair and the Associate Dean for Academic Affairs by May 1 for fall reviews and by August 15 for spring reviews so that the chair has ample time to solicit the letters of information and follow up with a reminder to anyone who does not respond.

While the department chair, the Dean, and other colleagues may be consulted for advice about these matters, it is ultimately the responsibility of the candidate to ensure that all of the above materials necessary to establish the grounds for advancement are available to the department in a timely manner.

Responsibilities of the Department

Each department must file with the Dean of the College’s office a policy as to who participates in the review process concerning initial departmental assessments, contract renewals, tenure and promotion to associate professor, and promotion to full professor. This policy should be discussed and decided by the department. At the end of the spring semester prior to a fall review (and at the end of the fall semester prior to a spring review), the department chair will determine, in consultation with other members of the department as appropriate, and in light of the department’s policy, those department members who will participate in the review. Faculty on tenure-track appointments who have not yet received tenure, and faculty on multi-year, non-tenurable contracts who have not been promoted to the rank of associate professor, may choose to recuse themselves from any level of personnel review. Tenured associate professors and associate professors on non-tenurable contracts may choose to recuse themselves from reviews for promotion to full professor. Those choosing to recuse themselves from a personnel review will not read the file compiled by the candidate and the department, will not participate in the department meeting or sign the department letter, will not submit a confidential individual letter to the Faculty Personnel Committee, and will not be interviewed by the Faculty Personnel Committee (FPC) subcommittee (see Faculty Personnel Committee Review of the Candidate, below). The same will apply to those who are asked, or who choose, to recuse themselves.
because of a conflict of interest. The department may also decide to limit reviews for promotion to full professor to those holding the rank of full professor; in these cases, those excluded from the review by the action of the department will not have access to the file compiled by the candidate and the department and will not participate in the department meeting or sign the department letter, but may submit a confidential individual letter to the Faculty Personnel Committee and may be interviewed by the FPC subcommittee.

The department then assembles appropriate surveys of student views of the quality of the candidate’s teaching (see Student Evaluation of Teaching Effectiveness, below) and solicits outside scholarly or artistic opinion (see Evaluation of Scholarly and/or Artistic Accomplishment, below).

Student Evaluation of Teaching Effectiveness

The Faculty Personnel Committee requires that all department recommendations pertaining to contract renewal, advancement to tenure, and promotion include evidence as to the effectiveness of the candidate’s teaching.

Toward this end, teaching evaluations are distributed and collected during the final two weeks of each semester in all courses taught by professors who may in future be reviewed for contract renewal, tenure, and/or promotion. Given that learning goals vary widely according to course, field, and discipline, the professor should devise an evaluation form for each class in consultation with the department and the Teaching & Learning Committee, as appropriate. Each separate evaluation form must be approved by the Dean of the College before distribution to students. Within the last two weeks of the term, the professor designates a student in each course to distribute the forms, collect them, and return them to the departmental administrative assistant. The professor should not be present, and students should be advised that their evaluations are anonymous and will not be shared with him or her until after grades have been submitted for the semester. The completed evaluations are to be stored in a secure location within the department, and shown to (or copied for) the professor after that semester’s grades have been submitted. The Dean of the College was authorized to allow exceptions to these procedures through July 2008.

In addition, in the semester before a Faculty Personnel Committee review, the department chair will write to solicit a written teaching evaluation from all students in all courses, including independent studies, taught by the candidate since his or her last review. Senior thesis advisees should also be solicited. Additionally, the candidate may request that the chair solicit letters from major advisees. A template for the chair’s solicitation letter is provided in the Appendix to Chapter II, Section B, of this Faculty Handbook. Departures from this template must be approved by the Dean of the College with the agreement of the candidate. It is suggested that the students be solicited no later than May 1 (or November 1 for spring reviews). These students should be asked to identify the courses taken and terms during which they took courses with the faculty member, as well as their College. The Registrar can supply the necessary student names. A copy of the letter of solicitation should be included in the dossier that is eventually sent to the Dean and the Faculty Personnel Committee. Students may submit their letters of evaluation by electronic mail. The Department Chair will have the responsibility to maintain the confidentiality of all student letters while they are under review by the department/program members.
Anonymous letters cannot be used in the review. The chair should send two reminders to each non-responding student.

The candidate is not responsible for the solicitation of student evaluations for review purposes, and should not discuss the review with prospective student reviewers, in order to make it possible to provide the fairest possible evaluation.

*Evaluation of Scholarly and/or Artistic Accomplishment*

In addition to the evaluation of scholarly and/or artistic accomplishment made by other Pomona College faculty and summarized in the department’s recommendation to the Faculty Personnel Committee, the department will seek written appraisals from recognized experts outside the College. A template for the chair’s letter to these outside referees is provided in the Appendix to Chapter II, Section B, of this Faculty Handbook. Departures from this template must be approved by the Dean of the College with the agreement of the candidate. Although known for their scholarly or artistic expertise, some among these outside referees should be working in or familiar with liberal arts colleges comparable to Pomona College. The names of the outside referees proposed by the department from both the candidate’s and the department’s lists, along with a rationale for their selection, must be submitted to the Dean for approval before the chair formally solicits their evaluation of the candidate’s work. The department chair should obtain written evaluations from three such persons for reappointment reviews, or for reviews of faculty on rolling contract, and from six for tenure or promotion reviews. (As noted above under *Responsibilities of the Candidate*, in the former case, two of these evaluators should be chosen from a list submitted by the candidate; in the latter case, three.)

In soliciting scholarly or artistic judgments, departments should endeavor to provide primarily new referees for each review of a candidate. Letters from referees suggested by the candidate should be so identified in the dossier. Note that Pomona College does not pay an honorarium to reviewers for faculty.

*Preparation of a Departmental Letter*

By August 15 (or January 15 for spring reviews), the chair makes the materials the candidate has prepared, along with the course evaluations and the letters from students and outside reviewers, available for review by the department and the Faculty Personnel Committee. The chair calls a meeting of members of the department to discuss the faculty member’s case, and then prepares for the Faculty Personnel Committee a written recommendation letter framed so as to reflect the views of the department. Department members who are on leave are normally expected to participate in all stages of reviews. They may opt out when travel plans or other leave activities would impair their ability to read the file, take part in the departmental discussion, or submit a confidential individual letter to the Faculty Personnel Committee. (The choice to opt out because one is on leave is not the same as recusal. For recusal, see “Responsibilities of the Department,” above.) If faculty members on leave do not participate in one stage of the process, they do not participate at all. The departmental letter should be based upon a consideration of the evidence in light of all of the criteria for reviews. It is intended that this letter be frank and that differences of
opinion between members of the department be noted. All confidential materials which are reviewed shall be kept confidential by the department members.

Any members of the department who are eligible to sign the departmental letter but who do not sign this letter because it does not fully represent their opinions must each submit a separate statement of their opinions to the Faculty Personnel Committee as an addendum to the departmental letter. This addendum will be made available to the other department members who participated in the review. (For its availability to the candidate, see Discussion of the Departmental Letter with the Candidate, below.) The departmental recommendation is delivered by September 15 (or February 1 for spring reviews) to the Dean of the College, who makes it available to the members of the Faculty Personnel Committee.

By September 22 (or February 8 for spring reviews), each individual participating in the review, including the chair, submits a confidential individual letter to the Dean of the College expressing his/her views of the case. Failure to submit such an individual letter by this date will be interpreted by the Faculty Personnel Committee as full support for the departmental letter (or for any dissenting addendum signed by that faculty member). The Dean makes these confidential individual letters available to the Faculty Personnel Committee, but they are not shared with the candidate, the chair, or other department members. At this point, the department’s dossier should be considered complete, though additional previously solicited reviews can be added until the subcommittee report is written.

Faculty members may have connections with other programs or departments, either intercollegiate (for example, Chicano/a–Latino/a Studies Department, Intercollegiate Department of Africana Studies, Gender and Women’s Studies, Asian American Studies) or within Pomona College. The first type of connection is a formal joint appointment, where the faculty member is contractually connected to a home department or program at Pomona College and to a second department or program, intercollegiate or within Pomona College. The second type is affiliation, where the faculty member is contractually connected to a department at Pomona but the job description included and subsequent teaching continued a participation in another program or department. The third is an entirely voluntary association between a faculty member and a second department or program, without any inclusion in the job description or necessary continuing association in the form of teaching involvement. All confidential materials which are reviewed shall be kept confidential by the members of any additional program or department that participates in the review.

If the candidate is jointly appointed, then the second program or department must either assemble its own dossier or have the chair or coordinator and at least three other members of the program or department review the dossier assembled by the first department or program, and must write an independent letter of evaluation of the candidate or participate with the first department in writing a joint letter. The first and second department or program decide these matters together before beginning to assemble a dossier. The program or department members who reviewed the dossier must either sign the letter or send a separate letter documenting their opinions. The letter may be signed (or a separate letter sent) only by program or department members who have reviewed the dossier.
If an affiliation between the candidate and a second program or department was included as part of the job description when the faculty member was hired, and if there is a current ongoing teaching involvement with the second program or department, then a letter commenting upon the candidate’s performance will be part of the dossier for review by the Faculty Personnel Committee. The candidate may decide whether the second program or department chair and up to three faculty members may review the departmental dossier. Letters written without departmental dossier review may be signed by the program coordinator or department chair, but they are expected to reflect the opinion of the other members of the program or department. If the department or program does review the departmental dossier, then those who reviewed it must either sign the letter or send a separate letter documenting their opinions; the letter may be signed (or a separate letter sent) only by program or department members who have reviewed the dossier.

If an association with another department or program was initiated voluntarily by the faculty member, he or she may decide whether that department or program will be included in the review process. If it is included in the review, its contribution will be in the form of a letter commenting upon the candidate’s performance with respect to that program or department, and there will be no assembly of a dossier. If the candidate agrees, the program coordinator and up to three program members may review the dossier assembled by the candidate’s first department. If not, then the letter will be written purely from the perspective of the faculty in the second program or department. Letters written without dossier review may be signed by the program coordinator or department chair, but they are expected to reflect the opinion of the other members of the program or department. If the department or program does review the dossier, then those who reviewed it must either sign the letter or send a separate letter documenting their opinions; the letter may be signed (or a separate letter sent) only by program or department members who have reviewed the dossier.

If in any case involving participation in more than one program or department, either intercollegiate or within Pomona College, there is a divided recommendation, the Faculty Personnel Committee will weigh the merits of the evidence and will make its own recommendation.

Discussion of the Departmental Letter with the Candidate

In a timely fashion, the department chair gives the candidate a copy of the prepared document, redacted to omit signatures and any personal attribution of commentary. The document includes any separate statements submitted as addenda to the department letter from department members who did not sign the department letter because it did not fully represent their opinions. Candidates may also discuss the department’s recommendation with the Dean. Within a week of receiving the departmental document, the candidate may write a response to the departmental recommendation. This response is addressed to the Faculty Personnel Committee, and the fact or the content may be shared with the department only at the candidate’s discretion.

If an intercollegiate or interdisciplinary program recommendation is included in the materials delivered to the Faculty Personnel Committee, the same disclosure and response provision applies to it.
Faculty Personnel Committee Review of the Candidate

To encourage full candor in both written and oral communications, members of the subcommittee and the Faculty Personnel Committee overall will treat with confidentiality the views and information presented or discussed in the review. They may consult with the Dean of the College or the Associate Dean for Academic Affairs but otherwise will not discuss a review outside the formal deliberations of the subcommittee or of the Faculty Personnel Committee. The candidate shall take no action to compromise the confidentiality of confidential views or information presented to the subcommittee and the Faculty Personnel Committee by his or her outside or inside evaluators consulted in the review. A subcommittee of three Faculty Personnel Committee members reviews the department’s recommendation. Ordinarily, the subcommittee includes two members who were elected from the same division as the department making the recommendation and one member elected from another division. A member of the Faculty Personnel Committee who is also a member of the candidate’s department may not serve on this subcommittee. In addition, to the extent possible, no member of the Faculty Personnel Committee will serve on more than six subcommittees during any one semester. The subcommittee assignments will be approved by the full Faculty Personnel Committee prior to reviewing cases.

The subcommittee brings to bear the perspective of the College as a whole, and it may supplement the evidence provided by the department, including by conducting confidential interviews of individual faculty members. The Faculty Personnel Committee subcommittee, informed by the full dossier, will use its best efforts to give advance notice to the candidate and any others who are to be interviewed of major issues the subcommittee believes will be addressed in the interviews. As part of its review, the subcommittee always interviews the candidate and invites him or her to respond to any major issues that have been identified. If other persons are interviewed, the candidate is interviewed last. After the candidate’s interview, he or she may provide the subcommittee within 48 hours a written response addressing any issues that have arisen. This response will be taken into account by the subcommittee and will be part of the permanent record. Should additional negative information arrive at any stage following the interview and before the subcommittee report is submitted to the full Faculty Personnel Committee, the candidate must be re-interviewed and allowed to respond, with a further 48 hours given to the candidate to submit a written response if he or she wishes to do so. The subcommittee writes for the Faculty Personnel Committee a confidential memorandum which is signed by all members of the subcommittee.

In a case of promotion to full professor, the process begins with evidence collection in the fall and the Faculty Personnel Committee conducts its part of the process in the spring immediately following. The subcommittee, in addition to the three members of the Faculty Personnel Committee, includes two members of the Cabinet who are not members of the candidate’s department. These two members of the Cabinet are appointed by the Agenda Committee of the Cabinet, after it has consulted with the Dean of the College. As in other reviews, the chair of the subcommittee is a member of the Faculty Personnel Committee. The participating Cabinet members attend the entire meeting of the Faculty Personnel Committee at which the vote is
taken, but do not vote, though they may participate in the discussion. Normally, a full professor is the chair of a subcommittee considering promotion to full professor.

The subcommittee presents its statement of the case to the full Faculty Personnel Committee, which, after consideration of the evidence and discussion of the case, takes a secret ballot vote. Elected members of the Faculty Personnel Committee who are the candidate’s departmental colleagues and others who might have a possible conflict of interest will not be present for that part of the discussion and will not vote on that case. In case of doubt, the Dean of the College or, if necessary, the President should be consulted about possible conflicts of interest. The President, the Dean of the College, the Dean of Students, and the Associate Dean of the College who serves as Diversity Officer do not participate in reviews within their department but do participate in the Faculty Personnel Committee consideration of those reviews. The vote to accept or reject the subcommittee’s report constitutes the Committee’s advice to the President in the case. In the event that the Faculty Personnel Committee votes to advise the President in a manner contrary to the subcommittee’s report, the Dean of the College or someone else designated by the President writes a second report that expresses the change of thinking represented by the Faculty Personnel Committee’s advice. This report is reviewed at a subsequent meeting of the Faculty Personnel Committee.

*The Role of the President*

The President, in making nominations for reappointment, promotion, and tenure to the Cabinet, reports the votes of the Faculty Personnel Committee. The Dean reads the subcommittee’s report, or the second report accepted in its place, identifying the authors of the report and omitting any personal attribution of commentary. In cases of nomination for reappointment where promotion or tenure is not involved, the Dean may read a summary of the report.

*The Role of the Cabinet*

The Cabinet votes on the nominations of the President by secret ballot. If the vote is positive, the President carries the Cabinet’s recommendation to the Board of Trustees for approval.

Ordinarily, a negative vote of the Cabinet closes the case. The President may, however, re-nominate a candidate in the same academic year only (i) if there is a need for a terminal one-year reappointment, (ii) if substantial new evidence comes to light, (iii) if two-thirds of the Faculty Personnel Committee requests that this be done, or (iv) pursuant to a recommendation of the Faculty Grievance Committee, or if required to do so by a court of law. Except where required by court order, only one re-nomination is possible.

No recommendation for reappointment, promotion, or tenure goes to the Board of Trustees without a positive vote of the Cabinet.

If the President recommends denial of reappointment or tenure after the Faculty Personnel Committee deliberations, the vote of the Faculty Personnel Committee is reported to the Cabinet. The Dean reads the report in the same manner described above. The Cabinet may then, upon action of any member of the Cabinet, vote to have the President and the Faculty Personnel
Committee reconsider the case. If the negative decision is reaffirmed after further consideration, the matter is closed. If, on the other hand, a positive decision is reached, the nomination procedure described above pertains.

If the President recommends denial of promotion to the rank of full professor after the Faculty Personnel Committee deliberations, no report is given to the Cabinet.

The Role of the Board of Trustees

Once the President’s nominations for reappointment, promotion and tenure have been approved by the Cabinet, these actions are reported to the Educational Quality Committee of the Board of Trustees and presented to the Executive Committee or the full Board for approval. Only the full Board of Trustees may approve tenure appointments (“appointments for an indefinite period”) and promotions to the rank of full professor.

Review Meeting between the Candidate and the Dean

At the conclusion of this process the Dean meets with the candidate to convey the substance of the review and to respond to questions the candidate may have about the procedure. The purpose of this conference is to assist the candidate in taking advantage of the review findings in his or her development as a teacher and as a scholar or artist.

An unsuccessful candidate for reappointment, tenure or promotion may appeal the unfavorable decision to the Faculty Grievance Committee, subject to the limits of the Grievance Committee’s jurisdiction. An unsuccessful candidate must bring such an appeal as a prerequisite to any further administrative or judicial remedies.

Normal Progress toward Tenure

Pomona College has a normal probationary period of six years for assistant professors. This probationary period does not include time at the College at the rank of instructor. Currently, contracts at the rank of instructor may not exceed two years, and the granting of a terminal degree brings immediate promotion to assistant professor. A decision on indefinite tenure will normally be made in the sixth year of service of the probationary period, although a terminal contract could result in seven years of service as an assistant professor. At the request of an assistant professor, the Dean may, at her or his discretion, and in consultation with the department, extend the probationary period and the timing of the decision on indefinite tenure by up to one year.

For a regular faculty member appointed on or after July 1, 1992, who is consistently recommended by his or her department, nominated by the President on the advice of the Faculty Personnel Committee, and approved by the Cabinet and the Board of Trustees and who anticipates a five- or six-year probationary period including a Steele Fellowship (see Chapter II, Section D), normal progress toward tenure is 1) a three-year initial contract as assistant professor, in the third year of which is offered 2) a four-year contract as assistant professor, in
the third year of which it is announced that the faculty member will be promoted to associate professor and given tenure.

Note that for appointees with an anticipated probationary period of five years the Steele Fellowship year does not count as part of the probationary period. Persons appointed with anticipated probationary periods of less than five years are not eligible for a Steele Fellowship.

When the probationary period as assistant professor is less than six years due to credit granted for prior service, every effort is made to avoid a pattern of reviews in which the tenure review and the immediately preceding review are in consecutive years. In any case, there must be evidence about teaching that covers the period subsequent to the previous review, normally from the year immediately preceding the tenure decision.

Evaluating faculty members for advancement is one of the most important functions of the faculty and the administration, and this responsibility is taken very seriously. In both reappointment and tenure cases, recommendation by the department or the Faculty Personnel Committee, nomination by the President, and approval by the Cabinet are not merely matters of course; a candidacy may fail at any of these crucial points. Except in the case of one-year appointments, where no notice is given, it is the practice of the College, although not an obligation, to give notice of renewal or termination as follows:

1.) Not later than December 15 of the second academic year of service, if an initial two-year appointment expires at the end of that year; or, if such an appointment expires during an academic year, at least six months in advance of its expiration.

2.) At least twelve months before termination of service, after two or more years at Pomona College.

3.) In the first year of a two-year contract or in the first or second year of a three-year contract, if such a contract is declared terminal.

Short of termination, the lack of “normal” progress, where there is some doubt about a candidate, may be expressed by a shorter contract period. In such cases, the candidacy may ultimately move back to “normal” progress or be terminated.

Although the tenure decision is not normally made before the sixth year of service as assistant professor, a department may initiate consideration and an assistant professor may be recommended, nominated, and approved for promotion and tenure at any time, from the first year onwards, for truly exceptional merit.

An initial appointment as associate professor may be made under terms negotiated at the discretion of the department and the administration based on service at another institution, and is normally for a three-year period. At the end of this contract, tenure is considered. An initial appointment as full professor with tenure may be made, based on service at another institution, and subject to the approval of the Faculty Personnel Committee, the President, the Cabinet, and the Board of Trustees.
Progress toward Promotion to Professor

Promotion to the rank of full professor is based entirely on meritorious performance of duties according to the “Criteria for Reappointment, Promotion, and Tenure” that are listed above. A nomination may be made by an individual’s department chair or by any member of the Cabinet. In the fourth year in rank, associate professors meet with the Dean of the College and a senior colleague (chosen in consultation with the Dean) to discuss their plan toward meeting the standards for promotion to the rank of professor. A written summary of the meeting will be shared by the Dean of the College with the associate professor, who may at their discretion share the summary with the department/programs that will be involved in the promotion process. In order to guard against oversights, the College will contact associate professors reaching the eighth year in rank to revisit their path toward promotion to rank of professor.

Because promotion depends on merit, elevation to rank of professor is not automatic. When a promotion is not deemed appropriate, the Faculty Personnel Committee endeavors to provide informed and helpful advice to the candidate, in order to indicate what activities will enhance the prospect of a successful candidacy in the future. This advice will be conveyed orally to the candidate by the Dean of the College, and a written summary will be provided to the candidate and placed in the candidate’s file in the office of the Dean of the College for consideration by the candidate’s department, the subcommittee, and the Faculty Personnel Committee in the candidate’s next review for promotion to the rank of full professor. Normally, candidates will be considered for promotion only once in a two-year period.

The preparation for the review for promotion to full professor takes place during the fall semester; the Faculty Personnel Committee conducts its part of the process during the following spring semester.

Other Policies

Faculty Reviews in Small Departments
In departments with fewer than two tenured (or eight-year rolling contract) members eligible to participate in a colleague’s review, a Special Review Committee will be appointed by the Dean of the College in consultation with the candidate and his or her department chair and with the advice of the Faculty Personnel Committee. The Review Committee will consist of members of the department (except any excluded by the department’s policy on review participation or recused as permitted by the Faculty Handbook) and at least one tenured faculty member from a related department or program at Pomona or at another of the Claremont Colleges. It must include at least two tenured faculty members. The Special Review Committee members will read the candidate’s file, discuss the case, prepare the department letter, and each submit a confidential letter to the Faculty Personnel Committee.

Normally, the Special Review Committee will be formed when a faculty member is hired and will continue through his or her departmental assessment, reappointment review, and tenure and promotion review. It will be reconstituted when there is a substantive change, such as a committee member’s departure from the College, and a new committee will be formed when the candidate is reviewed for promotion to full professor.

Reviews of Adjunct Professors
The term “adjunct” designates a full-time, non-tenurable position that is designed to meet specific, narrowly defined instructional needs and is dependent upon demand for the subject area
of appointment. Faculty in adjunct appointments are not required to engage in professional achievement or College service.

Since adjunct positions depend upon the demand for the subject matter, in the fall before the scheduled review, data on the departmental enrollments will be assembled based on the Registrar’s records, and the department will be asked about sabbatical leave plans. The data to be reviewed will be examined by the department so that any clarifications or responses can be made available to the Faculty Personnel Committee before it advises the Dean of the College and the President about the necessity for the position. The President and the Dean of the College make a decision informed by the recommendation, and this decision will be final and will be communicated to the adjunct professor and the department chair. If the position is found to be needed, then plans for the spring review will be made and the review will be carried out. If the position is not found to be needed, then the dossier will not be assembled for review. Since faculty members in adjunct positions are not required to engage in professional achievement or service assignments within the College, these categories would not be reviewed except insofar as they affect the teaching of the candidate. If professional achievement is related to teaching, it would be reviewed but not sent out to outside professional reviewers.

Beginning in the 2006-07 academic year, the College will offer departments the opportunity to apply to the Faculty Position Advisory Committee (FPAC) for conversion of their adjunct positions to tenured status. FPAC will review and rank the positions according to the criteria outlined in the FPAC Procedures and Guidelines, and the President and the Dean will make a final decision informed by the FPAC’s recommendation. If the decision is positive, the department’s adjunct faculty members will then be allowed to request conversion to a tenured position.

Before deciding whether or not to seek conversion, a faculty member should meet with his or her department chair, the Dean of the College, and the Associate Dean for Academic Affairs to discuss the process and possible consequences. It is important to consider that the criteria for tenure, unlike those for adjunct reappointment, include professional achievement and service. If the faculty member decides to request conversion, a tenure review will be conducted, ordinarily in the year following the request. To avoid imposing an undue level of reviewing upon the candidate and department, a dossier that was considered for contract renewal no more than two years earlier may be used. If an earlier dossier is used, however, it must be supplemented with evidence about the candidate’s professional achievement and service, including the candidate’s publications and related materials as well as written appraisals of his or her scholarly and/or artistic accomplishment from six recognized experts outside the College (see Evaluation of Scholarly and/or Artistic Accomplishment, above). Other materials agreed upon by the candidate, the department, and the Dean may also be added.

If the review is positive, the candidate will become a regular, tenured faculty member. If it is negative, the candidate will retain his or her adjunct contract but cannot become eligible for tenure consideration again.
**Pomona College Scholar in Residence**

Pomona College will normally offer one appointment of a Pomona College Scholar in Residence each year. The screening of candidates should be based on excellence in scholarship, teaching, and the possibility of service to the College and community, including the mentoring and advising of a diverse student body. The College is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged students. The Scholar will teach one or two courses, depending on whether he or she has the Ph.D. in hand. These Scholars could very well be appointed in fields where a tenure-track hiring is anticipated. If departments or programs feel a Scholar merits consideration as a Target of Opportunity (TOP), they can bring him or her forward to the Faculty Position Advisory Committee (FPAC) and Faculty Personnel Committee (FPC), without a national search.

**Visiting Artists**

“Visiting Artist” is the designation for persons holding term appointments of one to three years in such disciplines as art, dance, music, poetry, and the theater arts. These appointments are given to practitioners of the disciplines in question in order to provide for our students and faculty members fresh stimulation and new or alternative modes of artistry. The precise combination of teaching, artistic performance or production, and other forms of participation in the life of the College varies from appointment to appointment, depending upon the needs of the department and the talents of the appointee. Such appointments may be part-time or full-time. They are not renewable for more than a total of three years.

**Short-Term Contract Faculty Evaluation Process**

Each person newly appointed to teach at the College on a non-tenure-track, non-rolling contract of three years duration or less, beginning with academic year 1995-96, will undergo an evaluation of teaching during the first semester of teaching. This evaluation is in lieu of the evaluation process already in place for faculty on continuing appointment. Input for the review of teaching will be from teaching evaluation forms (approved by the Dean of the College) used in all courses, and a letter from the Department via the Department Chair that includes any reports of complaints from the Dean of Students’ office, where most student complaints are received (the Dean of the College’s office will forward any such reports to the Department Chair). In the case of someone whose teaching is judged unsatisfactory by the Dean and the Department Chair after reviewing this evidence, the faculty member will be notified by December 15 of his or her termination on January 15 (if the review is in the fall term) or by April 30 of his or her termination on May 31 (if the review is in the spring semester).

**Promotion Review for Faculty Holding Coterminous Appointments**

There are administrators and academic staff members holding faculty appointments with rank that are coterminous with their appointments. For such persons, review files and procedures are as described above for promotion reviews, except that when the dossier is complete, it is usually reviewed by the entire Faculty Personnel Committee without a subcommittee and interviewing process. If a review for promotion to full professor is being considered, two Cabinet members selected as described previously join the Faculty Personnel Committee for the deliberations.
## Yearly Schedule for Personnel Actions

<table>
<thead>
<tr>
<th>Date</th>
<th>Personnel Actions</th>
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<tr>
<td>September 15</td>
<td>Departmental fall reappointment, tenure and promotion recommendations due</td>
</tr>
<tr>
<td>Late November/December</td>
<td>Presidential fall nominations to the Cabinet for reappointment, tenure, promotion, early sabbatical leaves and leaves without pay</td>
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<tr>
<td>December Board of Trustees Meeting</td>
<td>Action on presidential nominations for tenure, promotion, reappointment, sabbatical leaves, and leaves without pay</td>
</tr>
<tr>
<td>February 1</td>
<td>Departmental spring reappointment, tenure and promotion recommendations due; first-semester chair’s reports for departmental assessments due</td>
</tr>
<tr>
<td>Late April/Early May</td>
<td>Presidential spring nominations to the Cabinet for reappointment, tenure, and promotion</td>
</tr>
<tr>
<td>May Board of Trustees Meeting</td>
<td>Action on presidential spring nominations for reappointment, tenure, and promotion</td>
</tr>
<tr>
<td>June 1</td>
<td>Second-semester chair’s reports for departmental assessments due</td>
</tr>
</tbody>
</table>

*Departments are to make nominations for new appointments as soon as possible in the academic year preceding the academic year of appointment*


**Staff Evaluations**

**Setting Expectations:** The department chair is the supervisor for staff members within the department. As such, the chair assists staff in devising appropriate work rules, ensuring the appropriateness and accuracy of the job description, and designing the day-to-day operation of the staff member’s area. New department chairs may request a copy of the [Staff Handbook](https://www.pomona.edu/sites/default/files/staff-handbook.pdf) to assist them in this role or on the [Pomona College Portal](https://my.pomona.edu/ics).

If there are interpersonal problems among faculty or between faculty and staff members, the chair should try to get information from all parties without taking sides and achieve a resolution including setting agreed-upon job parameters and appropriate interpersonal relations. Assistant Vice President for Human Resources Brenda Rushforth, and/or the dean can be helpful in particularly difficult cases. The human resources department has developed job descriptions for each staff position; chairs are encouraged to consult with Ms. Rushforth regarding questions about staff responsibilities. All allegations of discrimination, harassment, or bullying should be immediately reported to Ms. Rushforth in Human Resources.

Personal service is not part of the job description of any Pomona College academic staff member, and the chair should work to help the other faculty understand that personal tasks including but not limited to running errands, babysitting, and forwarding personal mail are not appropriate uses of staff time.

**Evaluation for Personnel and Merit Raises:** Each year, the department chair must write an evaluation of each staff member using the deadlines and forms sent to supervisors by the assistant vice president for human resources. It is important to discuss this evaluation with your staff members and allow them to write a response before submitting it to the Dean. The performance evaluation provides an opportunity for supervisor and employee to discuss each employee’s areas of strength and areas for growth and to resolve communication challenges. A signed, hard copy of this evaluation should be sent to the dean of the college, who will co-sign and send it to the human resources department. By reading each evaluation, the dean and the assistant vice president for human resources become acquainted with staff areas of strength and areas requiring improvement. Feedback from evaluations is useful in planning training sessions both for supervisors (department chairs and program coordinators) and for those they supervise. Please be as specific as possible in describing the strengths, areas of expertise, areas for improvement or expansion, and weaknesses of each staff member. Supervisors are encouraged to participate in periodic workshops on evaluations offered through the human resources department.

**Staff Proposal Process:** The department chair may request additional staff members as part of the budget process by submitting a New Staffing Request Form to the Dean’s Office. The request is reviewed first by the dean and associate deans and then by human resources and the executive staff, and finally, by the president. Departments should limit requests for new positions to those that require funding above a department’s current resources and for which there is an immediate and continuing need.

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18 https://www.pomona.edu/sites/default/files/staff-handbook.pdf
19 https://my.pomona.edu/ics
Student Responsibilities

Transfer Work: Students often attend summer sessions in the U.S. and abroad to make up for credit deficiencies and sometimes take college courses away from the College while on leave. (As to coursework completed outside the U.S., students may receive credit for such work undertaken during the summer, but during the academic year, credit for study abroad may only be awarded by the Pomona Study Abroad Program, unless the student is on leave and his or her permanent residence is outside the U.S.) Students are required to obtain the approval of the department chair in order for such work to be included toward College graduation requirements. While the decision as to whether to award transfer credit rests with the chair, there are some guidelines to follow.

- To approve a course, it must be representative of something the department does or could offer. Chairs may not approve courses that are remedial or outside the liberal arts. For example, a student may wish to take a course on child psychology from a teacher education program. Such a course would not be eligible; psychology courses must be taken from a psychology department. Exceptions are sometimes made, but should have a strong rationale.
- The chair may approve a course for elective credit, but not to fulfill a major requirement. This is an important distinction, because students are often limited as to where they can take courses away from the College. We don’t categorically exclude junior college courses for acceptability for transfer credit, but courses taken there may not be advanced or rigorous enough to merit credit toward the Pomona major. It is fine for a chair to determine that a course should not serve even as elective credit, but the College has traditionally been sensitive to students’ limitations as to where they can enroll when away from the College.
- Students will usually provide a catalog course description for your approval, but chairs may request more detailed information, such as a course syllabus or samples of work completed for the course. In general, every attempt should be made for courses to be approved before the student takes the course. When that is impossible, the chair should make sure the student understands that transfer credit approval is tentative.
- Students will present chairs with a form to be signed to grant approval. The registrar can help with any questions you may have about review of transfer credit requests.
- The College does not approve online coursework for transfer credit. However, in some cases, the chair may be familiar with online courses that may offer a better opportunity for summer study compared to the student’s other options. (One such example is the Yale Summer Session Online Course Program.) In such cases, students may petition the Academic Procedures Committee (APC) for permission to receive transfer credit for online coursework. The committee will require the chair to provide a basis for his/her support for the online option.

Independent Study Proposals: Chairs are required to approve independent study proposals for independent work completed under the supervision of their faculty. Only full-time faculty may lead independent studies. Since independent studies are not reviewed by the Curriculum Committee, the chair should review the independent study course plan to make sure it is consistent with department norms. Moreover, the chair should advise faculty for whom the extra work may be excessive or ill-timed. Concerns about the scope or merit of independent studies are not common, but they should not be unexamined.
Major Declarations: Students may declare any major at the College without the need to qualify and are required to do so by the end of pre-enrollment of their second semester sophomore year. Students whose advisors are members of the department or program offering a major don’t need to seek approval to declare it. However, chairs must approve major declarations for students whose advisors are not members of the department/program major.

Major Requirement Clearance: Chairs are asked to certify (“clear”) students to graduate in their last semester. To assist the chair in this responsibility, the registrar sends transcripts for all the department’s or program’s majors at regular intervals of the senior year for review purposes. The transcripts should be evaluated in a timely manner so that the student can make necessary adjustments to his/her course schedule and graduation plan.

Distinction in the Senior Exercise: In addition to certifying completion of major requirements, chairs must note which students earned distinction in the senior exercise on the major requirement clearance form. Each department maintains its own criteria for distinction.

Minor Requirement Clearance: Students are not permitted to “declare minors,” so lists of students completing minors are not available. When minors were adopted by the faculty in 1998, department chairs decided that progress toward a minor should not imply any of the benefits that completing a major would, e.g. enrollment priority, saving of seats in courses, etc. When the student has either completed and/or is enrolled in all of the courses required for the minor, he or she will ask the chair to certify completion of the minor on a minor application form, contingent on successful completion of all courses listed. It is the registrar’s responsibility to contact the chair if the student fails any courses undertaken in the last semester, so the projection of successful completion is invalidated after senior grades have all been submitted.

Student International Travel:
Policy Regarding College-Funded International Student Travel
(updated August 13, 2020)

Pomona College supports meaningful international experiences for all students. Such experiences may take several forms, ranging from semester-long study abroad approved by Pomona College’s Study Abroad Committee to summer undergraduate research mentored by a Pomona College faculty member, internships or community engagement activities abroad, grant-funded summer experiences, short-term programs abroad, participation in intensive language study, a skills-based workshop, field school, or an apprenticeship program in the arts.

For semester and yearlong study abroad, students will follow policies and procedures as specified by the Office of Study Abroad and the Study Abroad Committee.

For all other opportunities that include international travel funded in full or in part by Pomona College, all students are required to register with the iJet Worldcue Tracker system, which provides for an array of services aimed at ensuring the student’s security.

In order to receive a travel award, students will be required to submit a detailed project description, including a detailed budget, with their funding application. Students are required to
enroll in the ISIC (International Student Identity Card) insurance program made available through the Office of Study Abroad. The cost of the Premium ISIC Card ($99) must be reflected in the project budget. Students must submit a travel itinerary and emergency contact information as well as one or more contacts in the destination country.

All students whose travel is funded in full or in part through Pomona College will be required to sign a waiver indemnifying the College and stating that they are aware of the risk of international travel. The waiver must be co-signed by the student’s guardian or parent(s).

*Note that, as a rule, Pomona is unlikely to support international experiences for students that involve travel to countries or regions for which the U.S. Department of State has issued a Level 3 (Reconsider Travel) or Level 4 (Do Not Travel) Travel Advisory and/or the Centers for Disease Control and Prevention (CDC) has issued a Travel Health Notice at Warning Level 3 (Avoid Nonessential Travel).”*

*Policy Addendum During COVID-19 Pandemic*

As of March 3, 2020, the College will not sponsor or reimburse travel to countries designated at a U.S. Department of State Level 2 or higher travel advisory for coronavirus risk. At the discretion of sponsoring offices, students may seek exceptions for countries at a U.S. Department of State Level 2 on a case-by-case basis. Requests for exceptions will be reviewed by the office overseeing the student travel, the relevant Vice President (or the Study Abroad Committee, in the case of semester study abroad), and the Travel Risk Advisory Committee. The College will not consider exceptions for countries at U.S. Department of State Level 3 or 4 or Centers for Disease Control and Prevention Warning Level 3.

*For the Student International Travel Release, Waiver, and Indemnification Agreement, please see the Appendices.*
Target of Opportunity Hires

Pomona College faculty have two ways of recommending new and replacement tenure-track positions at the College. The first and most common is to request authorization for a national search open to all qualified applicants. A department or program initiates this process by applying to the Faculty Position Advisory Committee, whose procedures and guidelines are found in the Pomona College Faculty Handbook20.

To arrange times for the candidate’s interviews with the dean and president and for the chair’s meeting with the FPC, the chair should contact Associate Dean Janise Roselle at ext. 71747 as soon as possible after submitting the FPAC proposal.

Teaching Evaluations

During the last two weeks of each semester, teaching evaluations must be distributed and collected in all courses taught by all faculty members (tenured, tenure track, rolling contract, adjunct, coterminous, visiting, or lecturer). Given that learning goals vary widely according to course, field, and discipline, each faculty member may devise an evaluation form for each class in consultation with the department and the Teaching and Learning Committee, as appropriate. Each separate evaluation form must be approved by the dean of the college before distribution to students. Forms should be submitted to the dean for approval by November 15 for fall courses and by April 15 for spring courses. Alternatively, a faculty member may use one of the two pre-approved forms available in the appendix to this handbook and on the dean’s office webpage.

Within the last two weeks of the term, the faculty member designates a student in each course to distribute the approved forms, collect them, and return them to the department’s academic coordinator. The faculty member should not be present, and students should be advised that their evaluations are anonymous and will not be shared with the instructor until after grades have been submitted for the semester. The completed evaluations are to be stored in a secure location within the department, and shown to (or copied for) the faculty member after that semester’s grades have been submitted. Completed evaluations may be scanned and stored in electronic form.

Chairs should offer to review and discuss the evaluations, especially those of junior colleagues. For further information, please contact the dean of the college or Associate Dean Anne Dwyer.

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20 https://www.pomona.edu/sites/default/files/faculty-handbook.pdf
# Academic Budget Consultants 2020-21

<table>
<thead>
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<th>DEPARTMENT/PROGRAM</th>
<th>CHAIR/COORDINATOR</th>
<th>CONSULTANT</th>
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<tr>
<td>American Studies</td>
<td>Joti Rockwell</td>
<td>Janise Roselle</td>
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<td>Anthropology</td>
<td>Dru Gladney</td>
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Department Chairs 2020-21

Intercollegiate Dept of Africana Studies  
Anthropology  
Art  
Art History  
Intercollegiate Dept of Asian American Studies  
Asian Languages and Literatures  
Biology  
Chemistry  
Intercollegiate Dept of Chicano/a Latino/a Studies  
Classics  
Computer Science  
Economics  
English  
Geology  
German and Russian  
History  
Linguistics and Cognitive Science  
Mathematics  
Media Studies  
Music  
Neuroscience  
Philosophy  
Physical Education  
Physics and Astronomy  
Politics  
Psychological Science  
Religious Studies  
Romance Languages and Literatures  
Sociology  
Theatre and Dance

Derik Smith  
Dru Gladney  
Lisa Auerbach  
George Gorse  
Todd Honma  
Eileen Cheng  
EJ Crane  
Matt Sazinsky (F) Chuck Taylor (S)  
Gilda Ochoa  
Ben Keim  
David Kauchak  
Fernando Lozano  
Oona Eisenstadt  
Eric Grosfils  
Larissa Rudova (F) Friederike von Schwerin-High (S)  
April Mayes  
Michael Diercks  
Vin de Silva  
Jennifer Friedlander (F) TBD (S)  
Donna Di Grazia  
Richard Lewis  
Michael Green  
Miriam Merrill  
Dwight Whitaker  
Susan McWilliams  
Sharon Goto  
Zayn Kassam  
Virginie Duzer  
Lynn Rapaport  
Joyce Lu

Program Coordinators

American Studies  
Asian Studies  
Chicana/o Latina/o Studies  
Dance  
Environmental Analysis  
Gender and Women’s Studies  
International Relations  
Latin American Studies  
Molecular Biology  
PPE  
PPA  
STS

Joti Rockwell  
Zhiru Ng  
Thomás Summers Sandoval  
John Pennington  
Marc Los Huertos  
Zayn Kassam  
Stephen Marks  
Miguel Tinker Salas  
Tina Negritto  
Michael Green  
David Menefee-Libey  
Laura Perini

Other Coordinators

Chinese  
French  
German  
Japanese  
Russian

Allan Barr (F) TBD (S)  
Jack Abecassis  
Hans Rindisbacher (F) Friederike von Schwerin-High (S)  
Peter Flueckiger  
Larissa Rudova (F) Konstantine Klioutchkine (S)
<table>
<thead>
<tr>
<th>Spanish</th>
<th>David Divita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Science</td>
<td>Lise Abrams</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td>Arash Khazeni</td>
</tr>
</tbody>
</table>
POMONA COLLEGE COURSE EVALUATION

At Pomona College, student opinions are among our most important resources for assessing and improving the quality of teaching. Student course evaluations are required in all courses taught by all faculty members. The forms will be available to faculty for feedback and assistance in their teaching; they will also be used in their reappointment, tenure, and promotion reviews, if any. Do not write your name on the evaluation form. The evaluations will remain anonymous and will not be shared with the instructor until after grades have been submitted for the semester.

1. Instructor ____________________________
2. Course number/name ____________________________
3. Semester and year ____________________________

A. SELF-EVALUATION

1. Optional: What is your college affiliation? PO CGU CMC HMC PIT SCR Other
2. What was your reason for taking this course? Major Minor General Education Other
3. What prior coursework had you had in this field?
4. On average, how many hours per week did you spend on this course, including time both inside & outside of class? 0 – 2 2 – 4 4 – 6 6 – 8 8 – 10 Over 10
5. What grade do you expect to receive in this course? A A- B+ B B- C+ C C- D+ D D- F Pass No Credit

B. FACULTY EVALUATION

Please rate the above instructor in the following aspects of professional activity, using a scale from 1 to 5 (1 = Strongly Disagree; 5 = Strongly Agree). Circle N/A if you cannot answer a question or if it does not apply to this course. Write your comments in the space provided, continuing on the other side of the page if you need more space.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The professor made the goals of the course clear. Comment:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The texts and other materials were appropriate given the stated goals of the course. Comment:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Assignments were consistent with the stated goals of the course. Comment:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Comment Number</td>
<td>Statement</td>
<td>Rating Options</td>
<td>Comment</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>4</td>
<td>Grading was fair and consistent with the stated goals of the course.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>The professor was organized and well prepared.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>The professor presented the subject matter clearly and answered questions effectively.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>The professor facilitated discussion well.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>The professor was effective in labs.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>The professor instilled interest in the field.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Feedback was useful and timely.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
11. The professor was accessible to answer questions and explain material outside of class.  
Comment:  

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

12. I learned a lot in this course.  
Comment:  

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>
C. SUMMARY

Please respond generally to the following questions. If you need more space, you may use the other side of this page.

1. What has this faculty member done especially well?

2. Do you have specific suggestions for improvement? If so, please elaborate.
POMONA COLLEGE COURSE EVALUATION

At Pomona College, student opinions are among our most important resources for assessing and improving the quality of teaching. Student course evaluations are required in all courses taught by all faculty members. The forms will be available to faculty for feedback and assistance in their teaching; they will also be used in their reappointment, tenure, and promotion reviews, if any. Do not write your name on the evaluation form. The evaluations will remain anonymous and will not be shared with the instructor until after grades have been submitted for the semester.

1. Instructor ____________________________
2. Course number/name ____________________________
3. Semester and year ____________________________
4. Optional: What is your college affiliation? PO CGU CMC HMC PIT SCR Other
5. What prior coursework had you had in this field?

6. On average, how many hours per week did you spend on this course, including time both inside & outside of class? 0 – 2 2 – 4 4 – 6 6 – 8 8 – 10 Over 10

7. What grade do you expect to receive in this course? A A- B+ B B- C+ C C- D+ D D- F Pass No Credit

Please comment on the above course and instructor in the following aspects of professional activity, continuing on the other side of the page if you need more space. Write N/A if you cannot comment or if the item does not apply to this course.

Goals of the course (Were the goals of the course made clear to you?)

________________________

Content and structure of the course (Did the content and structure of the course make sense given the stated goals of the course?)

________________________

Presentation of subject matter in class (did it facilitate your learning?)

________________________

Effectiveness in relevant methods of instruction

Lecturing:
Leading seminars and discussions:

Guiding laboratories, studios, rehearsals, performances, independent studies, tutorials, and/or student research:

Texts and other course materials (were they appropriate given the stated goals of the course?)

Assignments, grading, and feedback (were they useful and appropriate given the stated goals of the course?)

Contact with the professor outside of class (e.g., accessibility, helpfulness, advising)

Please respond generally to the following questions. If you need more space, you may use the other side of this page.

1. Did the instructor instill interest in the subject?

2. What has this faculty member done especially well?

3. Do you have specific suggestions for improvement? If so, please elaborate.
COURSE-SPECIFIC QUESTIONS [i.e., space for the instructor’s customized questions]
STUDENT FEEDBACK FORM

Student feedback helps faculty as they redesign and improve their courses. Moreover, your comments play an important role in how faculty are reviewed for retention and promotion. Your feedback will remain anonymous and will not be shared with the instructor until after grades have been submitted for the semester. Please focus on your learning experience throughout the entire course. Thank you in advance for your thoughtful responses.

Instructor’s Name _____________________
Course number and name____________________
Current semester _______ and year _________

1. Did you have at least 20 minutes of time to fill out this form? Yes____  No____

2. Did you fill out this form without the instructor being present? Yes____  No____

3. Did you meet the prerequisites for this class? Yes____  No____

4. Expected Grade in this class:____

5. Why did you take this class? Choose all that apply
   _____Major or minor requirement
   _____GE requirement
   _____Recommended by a student
   _____Recommended by a faculty member
   _____Topic interests me
   _____ASPC reviews, Facebook, or other online reviews
   _____Other. Please list:

6. How many absences (from class, labs, rehearsals, etc.) did you have?
   Circle one: 0-2  3-4  5-or more  prefer not to answer

7. Outside of the scheduled times (e.g. classes, labs, etc.) how much time did you put into this course?

8. What resources did you make use of for this class? Choose all that apply
   _____Syllabus
   _____Course handouts, instructions or other class materials (verbal, printed or electronic)
   _____Attending the instructor’s office hours
   _____Appointments with the instructor
   _____Sakai forums
   _____Meetings with classmates
   _____Course Mentors
   _____Other resources (e.g., Writing Center, Library, Oldenborg, Quantitative Skills Center, athletic facilities, ITS, performance and studio art facilities, etc.). Please describe:

9. What was your experience like using these resources?

10. How well did you understand the instructor’s criteria for assessing assignments, performances, etc.
What instructions, discussions, handouts, or activities helped clarify this for you?

Is there anything that would have helped make the criteria clearer to you?

11. In what ways did the instructor’s feedback (on your rehearsal, performance, paper, lab report, etc.) contribute to your learning in this course?

12. What do you think the overarching goals of this class were and how would you describe the progress you made toward achieving these goals?

13. What activities, assignments, practices, rehearsals, discussions, etc. were most helpful in learning what you listed in the previous question?

14. What do you think would have improved your learning in this course?

15. How did the course design, instruction, materials, and activities shape the inclusivity of the classroom?

16. How did you contribute to the inclusivity of the classroom?

17. Overall, I learned a lot in this course

   Strongly disagree  disagree  neutral  agree  strongly agree
   1                 2          3        4          5

18. Is there anything else you would like to add?
POMONA COLLEGE FACULTY TRAVEL/RESEARCH POLICY AND PROCEDURES

The purpose of this policy is to provide guidance for faculty regarding College research and/or travel-related expenses. The policy applies to all departments and programs that use College funds for research or travel.

All travel and research requests must be approved in advance by the chair. Travel to well-established international, national, and regional research or teaching conferences, and research proposals that are well documented and delineated are eligible for funding. In the case of conference travel requests, the current limits on transportation, lodging, and registration apply. Meals and incidentals are now reimbursable using a per diem rate (see below). For information on the current limits, contact the Director of Sponsored Research Dean Gerstein.

The fundamental concepts governing travel expense are:

a. Funding is available only on a pre-approved basis to a level approved by the dean’s office or authorized in a budget established by an external funding source;
b. Every effort must be made to make travel arrangements that keep College and external funding source expenses to a minimum;
c. The traveler must provide original documentation/receipts to secure reimbursement.

Specific guidelines for applying for travel grants through the Dean’s Office can be found on the Academic Dean’s website.21

The primary responsibility for adherence to this policy rests with the faculty member, Research Committee and office of Associate Dean David Tanenbaum. The Research Committee and Associate Dean Tanenbaum may elect to impose additional controls over travel expenditures beyond those required by this policy.

The College approves only expenses incurred in connection with travel/research that are appropriately documented by the faculty member. When an itinerary is altered to accommodate personal matters, the traveler is expected to pay any additional costs incurred.

Examples of generally acceptable and generally unacceptable expenses are shown below. Anything not covered in these examples should be discussed with the associate dean, who may make one-time exceptions after appropriate consultation.

Eligible expenses include the following:

- Conference registration fees
- Fuel or mileage (not to exceed the cost of another form of transportation, such as flying)
- Hotel room and taxes, as well as breakfast if obligatory
- Meals (applicant only)
- Parking and toll road charges
- Reasonable tipping (requires documentation for reimbursement)

21 https://www.pomona.edu/administration/academic-dean/funding/conference-travel-grant
• Special fees for certain events that have a professional development merit (requires budget justification)
• Travel by plane, train, bus, taxi, boat, and automobile

**Ineligible expenses include the following:**
• Accident insurance premiums
• Airline club membership fees
• Bank charges for accessing personal funds
• Clothing, unless required for safety and/or specialized field work
• Corporate charge card delinquency assessments
• Costs incurred by unreasonable failures to cancel transportation or hotel reservations
• Excess baggage and storage charges
• Gifts
• Home office supplies
• Lost or stolen cash or property
• Penalties for violations of the law (e.g., parking or speeding tickets)
• Personal entertainment expenses (in-room movies, in-room minibar, health club fees, etc.)
• Personal or family travel expenses (e.g., child care, pet care, newspapers, shoe shines, haircuts, toiletries, pharmaceuticals)
• Repairs for personal car
• Tickets for entertainment (e.g., movies, concerts, plays) except when the academic field and budget justification support the expense

**Reimbursement Procedures**

To be reimbursed for travel-related expenditures, complete a Travel Expense Report via Workday with all applicable documentation and original receipts to your department’s academic coordinator for review and submission for reimbursement within 30 days of your return.

All airfare, lodging, and registration expenses require proof of payment and are reimbursable up to the pre-approved limit.

Meals and incidentals are reimbursed up to the pre-approved limit by applying the per diem rate for the applicable travel area and period (domestic or international) and require one receipt to document the area to which one has traveled.

Per diem rates may not be used for local travel (travel less than 50 miles one way from the College or the traveler’s residence, whichever is greater).

**Per Diem Rules**

The College offers a per diem option for meals and incidentals. Per the Internal Revenue Service (IRS), incidentals include fees and tips given to porters, baggage carriers, bellhops, hotel maids, stewards or stewardesses and others on ships, and hotel servants in foreign countries; incidentals do not include expenses for laundry, cleaning and pressing of clothing, lodging taxes, or the costs of telegrams or telephone calls.
Domestic Travel
The maximum per diem rates allowed by the IRS for the lower 48 continental United States are set by the U.S. Government Services Administration (GSA) based on geographic area. Rate changes are effective October 1 every year. Print a copy of the web page for submittal with your Travel Expense Report. When a trip includes more than one business stop and the cities involved have different per diem rates, the per diem rate for each calendar day (beginning at 12:01 a.m.) is determined by the location where the lodgings are obtained for the night. When meals are included in the cost of a conference, the per diem rate will be reduced in accordance with the GSA Breakdown of Meals and Incidental (M&I) Expenses.

International Travel
The maximum per diem rates allowed by the IRS for international travel are set by the U.S. State Department based on country and geographic area. Submit a copy of the web page with your Travel Expense Report. Failure to document the destination rate will result in the return of the Travel Expense Report for completion prior to processing for reimbursement.

Travel for Days of Departure and Return
For both the day travel begins and the day travel ends, the per diem meal allowance allows 75% of the per diem meal allowance for each of those days. All travelers will be required to provide proof of the travel period for which per diem coverage is requested.

Miscellaneous Expenses
Miscellaneous expenses are not considered part of a per diem reimbursement and, therefore, documentation is required. The College will allow reimbursement for non-documented miscellaneous expenditures up to $25 per item and $75 per trip for these other expenses as long as they are itemized.

A purchasing card should not be used for meals if the per diem reimbursement method is used.

Establishment of Small Research and Travel Grant Accounts
Each department now has a designated Small Research Grant Account and a Travel Grant account. Awards for faculty members in the department are transferred to that account, and it is the responsibility of the department to process, approve and track expenses related to these grants. All expenses and documentation should be processed through WorkDay.

The accounts were established to give departments more control over the funds. Leftover money will roll over, and unused funds may be used at the department chair’s discretion for other research and travel related expenses. The reimbursement and expense policies for the College remain in place for these expenses.

Gift and Endowed (Restricted) Department Accounts

The Faculty Research Committee discusses directives pertaining to individual, faculty research and conference travel funds that are administered by various departments and involve departmental endowed and gift funds. These guidelines will apply to all departments/programs that use College funds for research or travel.

All travel and research requests must be approved in advance by the chair in consultation with the supervising associate dean.

Travel to well-established international, national and regional research conferences, as well as research proposals that are well documented and delineated, are eligible for funding. In cases of conference travel requests, the currently established limits on travel, hotels and meals, and registration will be utilized.

Eligible Expenses include the following:
- Travel (flights and ground transportation)
- Parking and toll road charges
- Fuel or mileage (not to exceed the cost of another form of transportation i.e. driving versus flying)
- Hotel (room and taxes and breakfast, if obligatory)
- Meals (applicant only).
- Special fees for certain events that have a professional development merit (requires budget justification)
- Equipment. Please note that all equipment acquired with College funds, including laptops, belongs to the College. Equipment purchases are not allowed on travel grants.

Ineligible Expenses include the following:
- Gifts
- Home office expenses of any kind
- Tickets to various entertainment venues (movies, concerts, plays, etc.) except when the field of specialization and the budget justification supports the expense
- Excess baggage and storage charges
- Excessive tipping
- Accident insurance premiums
- Airline club membership fees
- Fines for speeding ticket
- Parking ticket or other penalties for violation of the law
- Clothing (unless required for specialized field work and/or safety regulations)
- Goods or services for person use
- Repairs for a personal car
- Bank charges for accessing personal funds
- Corporate charge card delinquency assessments
- Lost or stolen cash or property
- Personal grooming and medical expenses
Graduate Tuition Aid for Staff

Pomona College offers a plan of graduate tuition aid intended to enable eligible staff to obtain a relevant masters-level degree in order to enhance job performance at the College. This plan, which is not open to employees holding a faculty appointment, covers a portion of the tuition of staff that are enrolled in pre-approved graduate programs relevant to their employment at the College. Such aid is restricted to graduate programs in any accredited graduate institution in the United States. Additionally, graduate tuition aid is available only for master’s level programs (i.e., MA, MS, MBA, MFA) and not doctoral programs (i.e., PhD, EdD, JD).

To be eligible, staff must have worked for the College continuously in a regular, benefits-based position for at least 12 months, submit a request to their immediate supervisor for endorsement of a graduate degree program, and receive approval from the vice president to whom they report. Graduate tuition aid for eligible staff is a maximum of 50% of the graduate institution’s tuition only for a half-time academic load per term. Regular benefits-based staff, working less than 100% FTE, are eligible for pro-rated graduate tuition aid.

If the staff member’s supervisor agrees with the request, they should transmit it to the appropriate vice president for review and approval. The vice president’s determination (approval or denial of request) will be indicated on the request. Approved requests will be sent to the president and then to the human resources office for processing.

This plan is administered in accordance with tax law in effect during the time the employee is enrolled.

Once accepted and enrolled by the accredited institution, the staff member will inform the human resources office in writing of the total number of credits/units necessary to satisfy graduation requirements.

Application for benefits under this policy must be made and approved prior to the term of attendance. Once written approval is obtained, please consult Brenda Rushforth in the Human Resources Office, Pendleton Building 120, extension 71686.
Managing Search Budgets

For Tenure-Track and Three-Year Positions:
Each department conducting a search is to manage its own search budget. In consultation with the chair, the academic coordinator fills out two Search Budget Worksheets, the first (Search Budget Worksheet I) to be submitted shortly after Search Report I and the second (Search Budget Worksheet II) to be submitted shortly after Search Report II. Once these budgets are approved by Associate Dean Tony Boston, the total amounts allocated are transferred to the department. It is the responsibility of the chair and academic coordinator to manage these funds in accordance with the approved budget. If, in the course of the search, unforeseen circumstances (e.g., the need to bring an additional candidate to campus) create a spike in search expenditures, the department submits a revised budget to the associate dean for approval so that the additional funds can be transferred to the department. The department must also maintain all receipts associated with the search. If the department should spend more than the budgeted amount, the additional expenses will come out of the department budget. Once the search is over, the department submits to the associate dean a final budget (using the same "Search Budget Worksheets") that accurately reflects the actual expenditures related to the search.

Remember that the college’s recruiting budget is used exclusively for:
- advertising
- recruiting trips by faculty search committee members
- campus visits by candidates

Departmental budgets are expected to cover the costs of:
- stationery postage
- international telephone calls
- photcopying

The following are guidelines for preparing and managing this customized budget.

Advertising
An advertising budget must be submitted as part of Faculty Search Report I to Associate Dean Boston for approval before the ad is placed.
- Whenever possible use the minimum-size ad. Since the College posts the full job descriptions on its “Faculty Employment Opportunities,” you can use abbreviated web-based ads to refer the potential candidates to the full ad on the faculty job website. 24
- Immigration law requires that one of the advertisements be placed in a print journal. You must indicate in Search Report I where your print ad will appear. The printed ad should be submitted to the dean’s office.
- The Academic Dean’s Committee coordinates an annual ad in the Chronicle of Higher Education.

Recruiting Trips by Faculty Search Committee Members
Most searches involve interviews conducted by search committee members at the annual professional meeting for the discipline in question. The college recruiting budget is designed to

24 https://www.pomona.edu/administration/academic-dean/faculty-jobs
cover transportation, lodging, and meals for faculty members of the search committee who attend such a professional meeting for this purpose.

It is essential that you:
- Book all flights far enough in advance to get the lowest fares.
- Book all rooms far enough in advance to be able to take advantage of special conference rates.
- Investigate the options for interviewing space and pick the most economical one. The college will cover the cost of a suite or interviewing room, whichever is less expensive. If a suite turns out to be the best option, it is expected that as many members of the search committee will use the suite for lodging purposes as there are bedrooms in the suite.

You should also investigate ground transportation options (airport to hotel and back) in advance and inform all committee members about them. Usually the hotel operates a shuttle.

Note:
- The search committee chair should brief the search committee members prior to the meeting regarding the budget and its limitations.
- If guests accompany search committee members, they are responsible for paying their own way. If, for example, a committee member brings a spouse or partner and the rate for a double room is higher than that of a single, the guest is responsible for the additional cost.

**Campus Visits by Candidates**
Under normal circumstances, three candidates are invited to campus for each search. Flight and lodging arrangements should be made immediately after the dean has approved the top three candidates for campus visits. A typical campus visit lasts two days and thus requires three nights of lodging.

Additional information:
- Lodging: if Sumner House is full (call Candie Putnam, ext. 74020), the candidate should be lodged at the Doubletree Claremont (909-626-2411), which offers rooms at a flat rate of $150 (including tax) for the Claremont Colleges.
- Food: it is expected that most of the meals during a candidate’s visit will be hosted by members of the department or other college personnel.
- The candidate is responsible for submitting original receipts to the department academic coordinator for meals not hosted by the College.

The following per-person meal caps should be followed:

Lunch: $35 per person, limited to five guests
Dinner: $65 per person, limited to five guests

Candidates are responsible for the costs associated with the lodging, food, etc. of any guest accompanying them.
If a candidate’s schedule changes, it is the department’s responsibility to make the appropriate cancellations (Sumner House or the Doubletree) as soon as possible but at least 48 hours in advance.

The recruiting budget does not cover:

- Local transportation: If search budgets funds are available, the department may hire transportation for the candidate’s trip to and from the airport. The search budget does not reimburse candidates or departments for gas or rental cars. Due to College liability issues, department academic coordinators are not to drive candidates to or from the airport.
- Departmental receptions can be covered by the departmental budget.
Search Budget Worksheet (to be submitted with SR I)

NOTE: Total budget per department for each search is $6000.00

Pre-Campus Phase
Department: ________________ Position: ____________________________ Year: ____________

Budget for advertising the position (enter total amount from Search Report I): ____________
Names of faculty members on the search committee (including one who is not a member of the
department):
_________________ (chair), ___________________, ___________________,
_________________,
_________________,
_________________,
_________________,
_________________,
Names of students on the search committee: ________________, ________________
Total number of members (faculty and student) on the search committee: ____________
Are you planning on interviewing candidates at your annual meeting? Yes No
If “yes,” indicate the name and dates of the meeting as well as the city and hotel where it is to be held:

____________________________________________________________________________________

Please contact Joseph Brennan in Media Services for the costs of phone interviews, Skype, or
video-conferencing and enter amount here: ____________.
List the names of the three (maximum) faculty members, which includes the outside member,
who will attend the meeting and take part in the interviews:
Dept. member: ___________________, Dept. member: ___________________,
Outside member: ___________________

Budget for interviews at your professional meeting (if applicable)
Air transportation (for non-local meetings): Enter the round-trip airfare for each of the
(maximum) two search committee members and the outside member attending the meeting and
taking part in the interviews:
Dept. member: ___________________, Dept. member: ___________________,
Outside member: ___________________
Total airfare: ____________
If the meeting is local (up to 200-mile radius from Claremont), enter current mile rate (obtain
current rate from the business office) per mile for each search committee member attending the
meeting and taking part in the interviews: ____________.
Lodging: if a hotel room is necessary, enter the cost of a single-occupancy room at the
conference rate (including tax): ____________
Enter the cost of single-occupancy rooms per night for the two search committee member and
the outside member attending the meeting and taking part in the interviews: ____________,
__________, ____________
Food: enter a fee of $50 per committee member per day of the meeting plus one additional travel
day, if relevant: ____________.
Registration fees (contact meeting coordinators), if applicable: ____________
Interview space: If you are using a suite for interviewing, decrease the number of rooms (above) by one and enter the amount of the suite per night: ____________ Please contact hotel for quotes.
TOTAL PRE-CAMPUS VISIT BUDGET ____________
TOTAL APPROVED AND TRANSFERRED TO DEPARTMENT ____________
Search Budget Worksheet II (to be submitted as soon as possible after SR II)

Department: ____________________ Position: ____________________________________ Year: __________

Budget for campus visits

Air transportation:
Candidate #1 will be flying from __________________
Enter the cost of candidate’s round-trip ticket to Ontario ___________  
Or cost of mileage, round trip: ______________
Candidate #2 will be flying from __________________
Enter the cost of candidate’s round-trip ticket to Ontario ___________  
Or cost of mileage, round trip: ______________
Candidate #3 will be flying from __________________
Enter the cost of candidate’s round-trip ticket to Ontario ___________  
Or cost of mileage, round trip: ______________
Enter total airfare for the three candidates: ______________

Please book candidates a room at the Doubletree Hotel. The rate for the Claremont Colleges is $115 + for a standard room per night: ______________

Food: Only $350 will be allotted for meals for each candidate (3 x $350 = $1,050)
$1,050: ______________

TOTAL CAMPUS VISIT BUDGET: ______________

TOTAL APPROVED AND TRANSFERRED TO DEPARTMENT: _____________
Release, Waiver, and Indemnification Agreement for Students Receiving Pomona College Support for an International Activity

I, __________________________, am a student at POMONA COLLEGE and have independently arranged to participate in a summer undergraduate research project (INTERNSHIP) with [ENTITY] in [LOCATION] from _____________, 20__ through ______________, 20__ (the “INTERNSHIP”). To assist me with covering the costs of living and travel expenses (including housing, food, airfare and other expenses), POMONA COLLEGE has agreed to provide me with an internship Funding Award. In consideration for receiving this internship funding and research opportunity from POMONA COLLEGE, I agree as follows:

   a. I understand and agree that POMONA COLLEGE is not affiliated with [ENTITY] in any way and is not sponsoring this internship project. Although POMONA COLLEGE has agreed to award funding to support the internship, this does not constitute an endorsement by Pomona of the project, ENTITY, or ENTITY’s employees, agents or premises. POMONA COLLEGE makes no representations or warranties regarding the project and is not liable for any injuries or harm arising from my involvement in this research. I understand and agree that POMONA COLLEGE is not in a position to evaluate the safety of the project and facilities used, or the risks associated with it.
   b. I understand and hereby acknowledge that I have carefully reviewed and fully understand the risks posed by travel to, in and around [SPECIFY LOCATION], including but not limited to the risks of religious, political and/or social disturbances, economic or legal events, as well as the risk of disease, substandard sanitation, inclement weather, construction and facilities hazards, or any other risk affiliated with travel to or stay in the Internship location or incidental travel thereto, as provided by:

   - The United States State Department, which issues Travel Advisories, Travel Alerts and Country Specific Information;
   - Australian Government Department of Foreign Affairs & Trade
   - Foreign Affairs & International Trade Canada
   - United Kingdom Foreign & Commonwealth Office
   - The World Health Organization; and
   - The Centers for Disease Control, via the International Travelers Hotline at 1-877-FYI-TRIP (1-877-394-8747).

I certify that I have educated and informed myself about the risks and dangers of travel to, in and around [SPECIFY LOCATION], and any other risks associated with my stay in the area and participation in the internship project. For example, I understand that, due to traffic congestion and different traffic laws and regulations, riding a bicycle and driving a motor vehicle in a foreign country can be extremely hazardous, and also understand that insurance requirements and other financial responsibility laws vary from country to country. I also certify that I have educated and informed myself about the risks associated with activities I undertake that are not associated with the internship research or sponsored or controlled by any host institution, such as
independent travel, periods of time extending beyond the termination of the Internship, or other periods in which I am not participating in the research project.

I UNDERSTAND THAT THESE RISKS MAY RESULT IN INJURY OR EVEN DEATH. I hereby assume, knowingly and voluntarily, each of these risks and all of the other risks which could arise out of or from MY participation in the INTERNSHIP or in activities incident thereto.

c. I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby RELEASE and FOREVER DISCHARGE POMONA COLLEGE, its employees, agents, officers, trustees, contractors and representatives (in their official and individual capacities) from any and all liability for any and all damages, losses or injuries (including death) that I sustain to my person or property or both, including but not limited to any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorneys’ fees, which are connected in any manner with my participation in the internship, any related or independent travel, and any activities, excursions, side trips or field trips in which I engage during the research period or while en route to or from the internship location.

d. I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby agree to indemnify, defend and hold harmless POMONA COLLEGE, its employees, agents, officers, contractors, trustees and representatives (in their official and individual capacities) from any and all liability, loss, damage or expense, including attorneys fees, which arise out of, occur during, or are in any way connected with or related to my participation in the internship, any related or independent travel, and any activities in which I engage during the conduct of this internship project or while en route to or from the internship location.

2. Health Insurance
I hereby represent and warrant that I have or will secure a policy of comprehensive health and accident insurance that provides coverage, including medical evacuation coverage, throughout the duration of the internship project for injuries and illnesses I sustain or experience abroad, and, more specifically, in the country or countries in which I will be living and/or traveling while participating in the internship or while en route to or from the internship location. By my signature below, I certify that my health and accident insurance policy will adequately cover me while outside the United States, and I absolve POMONA COLLEGE of all responsibility and liability for any injuries (including death), illnesses, claims damages, charges, bills, medical evacuation or repatriation costs, medical treatment costs and all other expenses that I may incur while I am abroad.

3. Governing Law; Entire Agreement
I agree that this Agreement shall be construed in accordance with the laws of the State of California, which shall be the forum for any dispute with POMONA COLLEGE concerning my participation in the internship program. This Agreement represents my complete understanding with POMONA COLLEGE concerning POMONA COLLEGE’S responsibility and liability for my participation in this internship project. This Agreement supersedes any previous or contemporaneous understandings I may have had with POMONA COLLEGE on this subject, whether written or oral, with the exception of [LIST ALL
OTHER AGREEMENTS WITH POMONA RELEVANT TO THE INTERNSHIP PROJECT THAT THE STUDENT HAS SIGNED].

I hereby acknowledge that I have read, understand and will abide by each of the terms and conditions of this Agreement.

Date: ______________________
(Signature)
(Printed Name of Participant)

Signature of Parent/Guardian for Participants Who Are Under 18 Years of Age:
I certify that I have custody of [student name] or am the legal guardian of the INTERNSHIP participant by court order. I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND AND AGREE TO ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AN ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY POMONA COLLEGE.

Date: ______________________
(Signature of Parent or Guardian)
(Printed Name of Parent or Guardian)

Received by:
Date: ______________________
(Signature)
(Printed Name of Institution Official)
Teaching Support at Pomona College

Through a number of different funds, the Dean of the College’s Office supports faculty and course development at the College. The grants listed below are for one-time costs associated with developing a new course, revising an existing course, or enhancing one’s teaching skills. Please note that they are not for ongoing and regular expenses associated with a class; such expenses should be covered by departmental or program budgets instead. More information about these funds can be found on the Academic Dean’s Office website or by calling ext. 18137.

Curriculum Development Grants
- To create new courses or substantially revise existing ones.
- Funds for items such as books, DVDs, software, field trips, and student assistants.
- No faculty stipends.
- Usual range: $500-$3000.
- Send application, including detailed budget, to Associate Dean Roselle for review by the Teaching & Learning Committee.
- **Deadline: April 4, 2021;** awards become effective June 1, 2021. Applications accepted only from March through April 4.

Teaching Innovation Grants
- Small grants (up to $1000) to enhance courses.
- Funds for items such as books, DVDs, software, and student assistants.
- Fill out a Teaching Innovation Grant application\(^{25}\) and send to Associate Dean Roselle.
- Applications accepted as long as funds remain.

Travel to Teaching Conferences
- For travel to conferences specifically about pedagogy and/or curriculum development.
- Normally covers registration, travel reimbursement limited to the lowest round-trip coach/economy fare available (up to $750 for domestic flights), and lodging at the equivalent cost of a business hotel (up to $600 total).
- Fill out a Teaching Conference Travel application\(^{26}\) and send to Associate Dean Roselle.
- Applications accepted as long as funds remain.

\(^{25}\) [https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning](https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning)

\(^{26}\) [https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning](https://www.pomona.edu/administration/academic-dean/funding/teaching-and-learning)
Hahn Fund for Innovative Teaching with Technology

- Supports innovative use of computer technology for instructional purposes.
- Usual range: Up to $2500.
- Refer to the Hahn Teaching With Technology website for more information.

Teaching Consultancy and 5Cs Center for Teaching and Learning

- The Center for Teaching and Learning offers a Multi-campus Teaching Observation Program. In this program, the faculty member being observed is able to choose someone else to observe them. The person doing the observation will receive a $100 honorarium from the college of the person being observed. The college will also provide for an on-campus lunch for the two people to debrief. For more information, go to the CTL website at teaching.claremont.edu.
- The College has some funds for confidential, one-on-one consultants to observe a faculty member’s classes and then offer advice on pedagogy, teaching techniques, and classroom management. Staff at the Center for Teaching and Learning are available to meet with faculty to discuss specific issues related to any aspect of teaching, such as curriculum design, assignment design/revision, assessment, classroom climate, or educational technology.
- To apply, send a brief note to Associate Dean Roselle, providing the name and contact information of the potential consultant.

Faculty-Student Interaction Fund

- The dean of students has a small Faculty-Student Interaction Fund for activities such as museum visits or dinners in faculty homes; faculty may apply for these funds through Engage via the Pomona College Portal27. For more information, contact Merryann Bishop (ext. 79354).

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27 https://my.pomona.edu/ics
General Resources

The people listed below can answer many questions you may have about Pomona College. For ease of reference, they’re listed under the topics that faculty ask about most frequently, followed by contact information. If you have a question about a topic not included here, please feel free to call the Dean of the College’s main number, ext. 18137, and we’ll try to help.

**Academic dishonesty:**
Dean of Students Avis Hinkson avis.hinkson@pomona.edu

**Academic Procedures Committee (APC) petitions:**
Peter Thielke, chair peter.thielke@pomona.edu

**Academic regulations:**
Registrar Elisa Alban registrar@pomona.edu ext. 18147

**Liberal Arts Advising:**
Director of Academic Administration Katrina Sitar katrina.sitar@pomona.edu ext. 72831

**Advising of students:**
1st-year students: Assistant Dean of Students Paola Ruiz-Beas paola.ruiz-beas@pomona.edu ext. 70416
2nd-year students: Assistant Dean of Students Anthony Ferreria Anthony.ferreria@pomona.edu ext. 79988
3rd and 4th-year students: Senior Associate Dean of Students Tracy Arwari Tracy.arwari@pomona.edu ext. 72147

**Benefits (employee):**
HRIS Analyst, Monica Villanueva monica.villanueva@pomona.edu ext. 73684

**Classroom changes:** Assistant Registrar Zakiya Grady registrar@pomona.edu ext. 18147

**Committees of the faculty:** Associate Dean for Academic Affairs, Academic Success and Assessment Hector L. Sambolin Jr. hector.sambolin@pomona.edu ext. 77159

**Communications, News, and Media Opportunities:** Assistant Vice President for Communications and Strategic Content Mark Kendall mark.kendall@pomona.edu

**Computers and printers for faculty:**
Deputy Chief Information Officer, Support and Instructional Services, Janet Russell, janet.russell@pomona.edu ext. 18774

**Contracts (faculty):**
Director of Academic Administration Katrina Sitar katrina.sitar@pomona.edu ext. 72831; VP & Dean of the College Robert Gaines deanofthecollege@pomona.edu ext.18137
Course credits, listings, registration:
Registrar Elisa Alban registrar@pomona.edu ext. 18147

Course development, internal grants for:
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

Course evaluations:
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

Course scheduling:
Assistant Registrar Zakiya Grady registrar@pomona.edu ext. 18147

Curriculum:
Registrar Elisa Alban registrar@pomona.edu ext. 18147;
Associate Dean of the College Anne Dwyer anne.dwyer@pomona.edu ext. 18526;
VP & Dean of the College Robert Gaines deanofthecollege@pomona.edu ext. 18137

Department reviews (self-studies):
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

Diversity (faculty):
Senior Associate Dean of the College Tony Boston tony.boston@pomona.edu ext. 18497

Faculty meetings:
Executive Assistant to the Dean Kerry Roccia Kerry.roccia@pomona.edu ext. 18137

Grades:
Elisa Alban, Registrar registrar@pomona.edu ext. 18147

Grade changes:
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu, ext. 71747

Grade disputes:
Elisa Alban, for presentation to the Academic Procedures Committee Procedures Committee registrar@pomona.edu

Graduate fellowships:
Jason Jeffrey, Assistant Director of Fellowships and Career Advising jason.jeffrey@pomona.edu ext. 78408

Graduation requirements:
Elisa Alban, Registrar registrar@pomona.edu ext. 18147

Harassment & Discrimination:
Brenda Rushforth, Assistant Vice President and Director of Human Resources brenda.rushforth@pomona.edu ext. 18175;
Tony Boston, Senior Associate Dean of the College  tony.boston@pomona.edu  ext. 18497

**Home loans:**
Dana Wood, Director of Real Property  dana.wood@pomona.edu  ext. 18206

**Housing for faculty:**
Dana Wood, Director of Real Property  dana.wood@pomona.edu  ext. 18206

**ID1 (Critical Inquiry):**
Assistant Registrar Zakiya Grady  registrar@pomona.edu  ext. 18147;
Kara Wittman, Director of College Writing Center  kara.wittman@pomona.edu  ext. 74599;
Associate Dean Anne Dwyer  anne.dwyer@pomona.edu  ext. 18526

**Immigration:**
Katrina Sitar, Director of Academic Administration  katrina.sitar@pomona.edu  ext. 72831

**Information technology:**
Deputy Chief Information Officer Janet Russell,  janet.russell@pomona.edu  ext. 18774;
VP and CIO William Morse  william.morse@pomona.edu  ext. 79506

**Kronos (staff timekeeping system):**
Lawrence Youhanna, Payroll Supervisor  lawrence.youhanna@pomona.edu  ext. 71665

**Leaves (sabbatical, Steele Leave Fellowship):**
Associate Dean of the College David Tanenbaum  David.tanenbaum@pomona.edu

**Listservs:**
Academic Affairs Operations Coordinator Stacie Takase  stacie.takase@pomona.edu  ext. 18676

**Magazine Story Ideas:**
Mark Wood  mark.wood@pomona.edu

**Media & Classroom Support Services:**
Director of Support Services Joseph Brennan  joseph.brennan@pomona.edu  ext. 77355;
Media Service Technicians  MediaServices@pomona.edu  ext. 78333

**Mental Health Issues:**
Senior Associate Dean of Students Tracy Arwari  tracy.arwari@pomona.edu  ext. 72147

**My Pomona:**
Elisa Alban, Registrar  registrar@pomona.edu  ext. 18147

**Office space:**
Associate Dean of the College David Tanenbaum  David.tanenbaum@pomona.edu
**Professional Activity Reports:**
Executive Assistant to the Dean Kerry Roccia kerry.roccia@pomona.edu ext. 18137

**Quantitative Skills Center:**
Director Travis Brown travis_brown@pomona.edu ext. 71213

**Recruitment of continuing-appointment faculty:**
VP & Dean of the College Robert Gaines deanofthecollege@pomona.edu ext. 18137; Senior Associate Dean of the College Tony Boston tony.boston@pomona.edu ext. 18497

**Recruitment of temporary faculty:**
Associate Dean of the College Tony Boston tony.boston@pomona.edu ext. 18497; Academic Affairs Operations Coordinator Stacie Takase stacie.takase@pomona.edu ext.18676

**Registrar assistance, non-urgent:**
registrar@pomona.edu ext. 18147

**Registration:**
Registrar Elisa Alban registrar@pomona.edu ext. 18147

**Research, external and internal grants:**
Director of Sponsored Research Dean Gerstein dean.gerstein@pomona.edu ext. 18328; Associate Dean of the College David Tanenbaum David.tanenbaum@pomona.edu

**Reviews of continuing-appointment faculty (departmental assessment, reappointment, tenure and promotion):**
VP & Dean of the College Robert Gaines deanofthecollege@pomona.edu ext. 18137; Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

**Reviews of temporary faculty:**
Academic Affairs Operations Coordinator Stacie Takase stacie.takase@pomona.edu ext. 18676

**Room reservations (non-classroom purposes):**
Reserve Online 28
Courtney Wilkins, Conference/Event Planning courtney.wilkins@pomona.edu ext. 72241

**Salaries (faculty):**
VP & Dean of the College Robert Gaines deanofthecollege@pomona.edu ext. 18137; Katrina Sitar, Director of Academic Administration katrina.sitar@pomona.edu ext. 72831

**Staff issues:**
Assistant Vice President and Director of Human Resources Brenda Rushforth brenda.rushforth@pomona.edu ext. 18175

**Student issues, including academic difficulties:**

28 https://emsweb.claremont.edu/pomona/
Dean of Students Avis Hinkson avis.hinkson@pomona.edu ext. 18017
Assistant Dean of Students Paola Ruiz-Beas Paola.Ruiz-Beas@pomona.edu ext. 70416 (1st year students);
Assistant Dean of Students Anthony Ferreria Anthony.Ferreria@pomona.edu ext. 79988 (2nd year students);
Senior Associate Dean of Students Tracy Arwari Tracy.Arwari@pomona.edu ext. 72147 (3rd & 4th year students)

Student records:
Elisa Alban, Registrar registrar@pomona.edu ext. 18147

Study Abroad:
Director Nicole Desjardins-Gowdy nso4747@pomona.edu ext. 18154.

SURPS:
Amanda Jorgensen Amanda.jorgensen@pomona.edu ext. 70111

Title IX (faculty) and Grievance Intake Officer:
Associate Dean of the College David Tanenbaum David.tanenbaum@pomona.edu

Title IX (students):
Sue McCarthy, College Title Coordinator/Associate Dean Sue.McCarthy@pomona.edu ext. 70277

Travel (research-related), internal grants for:
Associate Dean of the College David Tanenbaum David.tanenbaum@pomona.edu

Travel (teaching-related), internal grants for:
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

Web Portal 29

Website:
Director, Communications Technology and Strategy Nathan Stazewski Nathan.Stazewski@pomona.edu

Wig Distinguished Professorship Awards:
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

Wig Fund for Teaching:
Associate Dean for Academic Affairs Janise Roselle janise.roselle@pomona.edu ext. 71747

29 http://my.pomona.edu
Resource Centers for Students and Faculty

OFFICE OF BLACK STUDENT AFFAIRS 30
Contact person: Dean and Director Lydia Middleton
Phone: 909.607.3669
E-mail: OBSA@claremont.edu
Address: 139 E. Seventh Street

QUEER RESOURCE CENTER 31
Contact person: Assistant Dean of Students and Director Sharon Chia Claros
Phone: 909.607.1817
Email: QRCClaremont@gmail.com
Address: 395 E. 6th Street

CHICANO/LATINO STUDENT AFFAIRS 32
Contact person: Dean of Students Tony Jimenez
Phone: 909.621.8044
E-mail: clsa@claremont.edu
Address: Tranquada Student Services Center, 2nd Floor
757 College Way

ASIAN AMERICAN RESOURCE CENTER 33
Contact person: Associate Dean and Director Mike Manalo-Pedro
Phone: 909.621.8639
E-mail: aarc@pomona.edu
Address: Smith Campus Center, Pomona College
333 N. College Way, Suite 240

QUANTITATIVE SKILLS CENTER 34
Contact person: Director Travis Brown
Phone: 909.607.1213
E-mail: travis.brown@pomona.edu
Address: Smith Campus Center, Pomona College
333 N. College Way, Suite 228

30 http://www.cuc.claremont.edu/obsa/
31 https://colleges.claremont.edu/qrc/
32 https://services.claremont.edu/clsa/
33 https://www.pomona.edu/administration/asian-american-resource-center
34 https://www.pomona.edu/administration/quantitative-skills-center