Mission Statement

Throughout its history, Pomona College has educated men and women of exceptional promise. We gather students, irrespective of financial circumstances, into a small residential community that is rooted in Southern California yet global in its orientation. Through close ties among a diverse group of faculty, staff, and classmates, Pomona inspires its students to engage in the probing inquiry and creative learning that enable them to identify and address their intellectual passions. Pomona College challenges its students as the next generation of leaders, scholars, artists, and citizens to fulfill the vision of its founders: to bear their added riches in trust for all.
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The information in this handbook is correct at the date of publication. However, Pomona College reserves the right to alter its regulations, schedules, etc., should conditions warrant such changes.
Introduction

Pomona College was founded in 1887 as "a Christian College of the New England type," although its more immediate models were Oberlin, Carleton, and Beloit--small, rather isolated, coeducational, liberal arts institutions. The early history of the College is chronicled in Frank Brackett’s Granite and Sagebrush, Charles Sumner’s The Story of Pomona College, and E. Wilson Lyon’s The History of Pomona College 1887-1969, all of which are available in the President’s Office and at Honnold Library.

Although it began in isolation--in fact, at the edge of the desert--Pomona College is now surrounded by a cluster of other colleges, including two graduate institutions. The Claremont Colleges were the vision of Pomona College's late president James A. Blaisdell, who proposed a plan for the association, which now includes Claremont Graduate University and the Claremont University Consortium (founded in 1925), Scripps College (1926), Claremont McKenna College (1947), Harvey Mudd College (1955), Pitzer College (1963), and Keck Graduate Institute (1997). Its governance is described in the Catalog, in William Clary's The Claremont Colleges, and in Robert Bernard's An Unfinished Dream.

Pomona College is an independent, coeducational institution dedicated to the pursuit of knowledge and understanding through study in the sciences, social sciences, humanities, and performing arts. Founded in 1887, the College has an enrollment of about 1,600 students and a student-faculty ratio of eight to one.

A diverse, socially supportive community, Pomona College provides faculty and students with an atmosphere stimulating to intellectual, artistic, and athletic endeavor, yet tranquil enough for the reflection and deliberation on which reason and imagination depend.

The College’s academic program encompasses all major fields of the arts, humanities, natural sciences, and social sciences. Learning is encouraged through theory-building and empirical research, historical and linguistic analysis, practical experience and creative expression, critical inquiry and ethical debate. More than half of Pomona’s students study abroad, and the Oldenborg Center for Modern Languages and International Relations provides other opportunities for those interested in international language and culture.

Pomona College’s liberal arts curriculum, small classes, residential campus, sports and recreational facilities, and sophisticated laboratories and studios prepare students for lives of personal fulfillment and social responsibility in a global context. Pomona graduates not only receive excellent lifelong preparation for a variety of careers, but are encouraged to develop the rational discrimination, aesthetic appreciation, compassion, and understanding that only knowledge can foster.

Clearly, a faculty member's first responsibility is to the education of the College's students, most of whom have enrolled in search of an active intellectual engagement with their instructors. The student-faculty ratio permits a high degree of collaborative learning, and a faculty member can get to know many students personally. At Pomona College responsibility for the curriculum and the quality of student life rests with the faculty.

Close interaction also characterizes the work of the faculty in teaching, research, and governance. Faculty members can expect to know all of their teaching colleagues and the members of the administration. The educational advantages of close proximity to scholars in other disciplines are manifold. In addition, the combined faculties of The Claremont Colleges provide a university-sized set of departmental colleagues.

Pomona College draws its students, faculty, and staff from around the world and across gender, class, and ethnicity. Tolerance for differing points of view and the capacity to give civil expression to one's own position are essential in sustaining the College's educational mission in an increasingly diverse environment as is the proper respect for the privacy of others, as set forth in the College’s “Policy on Confidentiality and Privacy” (Chapter IV).
So it is that in all matters of educational policy and administrative procedure Pomona College adheres to the principle of academic freedom as defined by the American Association of University Professors and the Association of American Colleges in 1940:

(a) Teachers are entitled to full freedom in research and in the publication of the result, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

Academic freedom so defined is the guiding principle for much that follows in this faculty handbook; none of what follows should compromise this principle.
CHAPTER I

ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

SECTION A

THE BOARD OF TRUSTEES

Pomona College is subject to the provisions of the law that apply to not-for-profit corporations. Its Board of Trustees is empowered to own and operate the College solely for educational purposes. The Charter of the College, its Bylaws, and relevant statutes grant the Trustees authority to act as fiduciaries to hold the property and assets of the College in trust, as well as general and specific powers, including the authority to acquire and dispose of assets, to award degrees, to approve the annual budget, to oversee academic policies, to appoint and remove faculty members, to approve compensation, to appoint and remove officers, and to elect other trustees.

There are 42 seats on the Board of Trustees. Members are elected for four-year terms, renewable up to twelve years. At least ten members must be alumni of the College, and the President of the College is also a member. The officers of the Board are the Chair and eight Vice-Chairs, the Secretary to the Board, the Assistant Secretary(ies), and the Treasurer, Associate Treasurer, and Assistant Treasurers of the College. The Chair has general supervision of the affairs of the corporation, signing diplomas and certificates of degree and all of the other official documents of the College. In order of seniority, a Vice-Chair may substitute for the Chair, if necessary. The entire Board meets four times a year, with additional meetings if needed. Much of the work of the Board is done by committees, including the following standing committees:

The Executive Committee meets on call. Headed by the Chair of the Board, it has at least nine members, including the other trustee officers of the Board, the chairs of other trustee committees and the President of the College. This group is empowered to administer "the ordinary business of the College." It may, for instance, grant diplomas to graduates, approve non-tenure appointments to the faculty and administration, officially accept gifts and bequests to the College and deal with the relations of the College to The Claremont Colleges. The Executive Committee is empowered to act on behalf of the full Board, with certain limitations. Its actions are reported to the Board.

The Advancement Committee is charged with the development of financial resources for the College. It also informs the Board of the policies and programs that affect the College's public relations and alumni affairs activities. One faculty member and one student serve as voting members of the committee.

The Audit and Risk Management Committee is responsible for assisting the Board of Trustees in fulfilling its responsibility for the safeguarding of assets and for the oversight of the quality and integrity of the accounting, auditing, reporting and internal control practices of the College, as well as other duties that may from time to time be directed by the Board. The committee is empowered to investigate any fiscal matter brought to its attention. The committee shall monitor complaints and investigations in accordance with the policies and processes of the Board and the College, and shall review the College’s risk assessment and management programs.

The Educational Quality Committee oversees the general instructional program of the College. The committee keeps itself informed regarding the educational work, academic organization, assessment and outcomes, and admission and financial aid policies of the College. It considers the recommendations of the President of the College for appointments and promotions of faculty members and requests for leave from faculty members, and makes recommendations to the Board. The committee also has the duty to remain informed about the College's library holdings and the joint library facilities of The Claremont Colleges. One faculty member and two students serve on the committee as voting members, except in matters of personnel and compensation.

The Facilities and Environment Committee considers all proposals for the development of the campus, supervises the preparation of plans for any proposed building or permanent improvement, exercises general physical and financial supervision over construction and major renovation, and inspects the College premises. One faculty member and one student serve as voting members of the committee.

The Finance Committee has the authority to sell and dispose of real estate or other property held by the College in trust, or for specific use, aside from the property maintained as campus, buildings, or equipment. The committee considers the President's proposals concerning the annual budget and establishes procedures for operation under the budget as approved by the Board of Trustees. The committee also makes periodic reviews of the College’s financial position and issues recommendations to the Board or the Executive Committee. It shall be consulted on any plan under consideration by any other committee that could have significant financial consequences for the College. One faculty member and two students serve on the committee as voting members, except in matters of tuition, personnel, and compensation.
The **Honorary Degrees Committee** investigates fully the qualifications of candidates for the Trustees' Medal of Merit and for honorary degrees, whether nominees are proposed by members of the committee or by others, and presents such candidates to the Board of Trustees. The names of candidates for honorary degrees must first be approved by the Cabinet of the College before presentation to the Board of Trustees. Three faculty members serve as voting members of the committee, and two students serve as ex-officio, non-voting members.

The **Investments Committee** is charged with directing the investment and reinvestment of the funds of the College. The committee advises the Board with respect to investment of endowment, trust and general funds of the College and is responsible for developing and recommending for adoption by the Board policies relating to such investments.

The **Student Affairs Committee** serves as a vehicle for communication by students to the Board of Trustees on issues for which Board involvement is appropriate, and provides the Board of Trustees with a means for reviewing the quality of student life on campus. One faculty member and two students serve on the committee as voting members.

The **Trusteeship Committee** presents to the Board nominations for members of the Board, for Trustees Emeriti, for officers of the Board, and for members of the standing committees other than the Trusteeship Committee, specifying the Chair and Vice Chair of each committee. The committee is also responsible for organizing the general functions of the Board of Trustees, overseeing the orientation and training of new members of the Board, evaluating the Board’s performance, and reviewing the Bylaws from time to time.

The **Wig Fund for Teaching Committee** administers the Wig Fund, established by the late Chair of the Board R. J. Wig. The committee works in many ways to nurture the relationship between the Board and the faculty. With support from the Wig Fund, a Trustee-Faculty Retreat has been held periodically for many years. The retreats have resulted in an exchange of views between faculty members and the trustees in an informal setting. The same fund underwrites Wig Distinguished Professorship awards, sabbatical subvention fellowship grants, innovative teaching projects, and outside examiners for departments.

For more details regarding the committees and functions of the Board of Trustees, please see the *Bylaws of Pomona College*, from which the above information is excerpted.
CHAPTER I

SECTION B
THE ADMINISTRATION

The President is chosen by, and serves at the pleasure of, the Board of Trustees. In addition to the President, the Bylaws of the College designate the Vice President for Academic Affairs and Dean of the College, the Vice President and Dean of Students, the Vice President and Dean of Admissions and Financial Aid, the Registrar, the Vice President and Treasurer, and the Vice President for Advancement as officers of the College. They are nominated by the President to the Board. Other administrative officers serve at the pleasure of the President. Pomona College, as a member of The Claremont Colleges, is also served by the officers of the Claremont University Consortium (CUC).

Office of the President

The President: David W. Oxtoby
According to the Pomona College Bylaws, the President has "general oversight of the College instruction and discipline" (Section 4.3), including all salaried officers of the College and all physical property of the College, and is required to keep the Board fully informed of the entire development of the College. The President also represents the College to alumni, the community, and other constituencies to promote recognition and understanding of all aspects of Pomona College. The Bylaws endow the faculty, "under the direction of the President," with general supervision of the curriculum (Section 5.3a). In consultation with the Executive Committee, the President invites faculty members to sit on committees; the President also presides at faculty meetings. Further information about the President’s role is available in the Bylaws of Pomona College.

Office of the Vice President and Dean of the College

Vice President for Academic Affairs and Dean of the College: Audrey Bilger
As Vice President, the Dean of the College assumes general oversight of the College in the President's absence. The Dean is the chief officer of the College responsible for the academic program and works with the President, the Faculty Personnel Committee, the Faculty Position Advisory Committee, the Curriculum Committee, and the departments on faculty personnel matters and issues affecting the curriculum. The Dean is Secretary of the Cabinet and serves as vice chair at faculty meetings and meetings of the Faculty Personnel Committee. The Dean represents the academic program of the College on the Board of Trustees and various intercollegiate committees, advises on fund-raising for academic programs, and is a member of the intercollegiate Academic Deans Committee.

Associate Deans of the College: Mary Coffey, Fernando Lozano, Nicole Weekes
The Associate Deans of the College assist the Dean in supervising and developing the academic program. Associate Dean Coffey serves on the Curriculum and Teaching & Learning Committees, oversees department and program reviews (self-studies), and serves as the College’s accreditation liaison officer. As a member of the Research Committee, Associate Dean Lozano is responsible for helping faculty members gain support for research and travel, both from external and from College sources, which he administers. He is also a member of various committees that are appointed as necessary to comply with federal and state guidelines governing research, and he oversees the faculty leave program as well as the Summer Undergraduate Research Program (SURP). Associate Dean Weekes is the Diversity Officer and a non-voting staff member of the Faculty Personnel Committee, and she oversees the recruitment of tenure-track faculty. They also work closely with the Advancement Office in the preparation of major grant proposals to foundations and corporations, and, in consultation with the Dean of the College, have responsibility for academic department budget oversight.

Assistant Dean for Academic Affairs: Mark Lauer
The Assistant Dean for Academic Affairs assists the Dean in managing the faculty reappointment, tenure, and promotion process, is a non-voting staff member of the Faculty Personnel Committee, and works with that committee as well as the Emeriti Committee, Cabinet Agenda Committee, and Cabinet of the faculty. The Assistant Dean also oversees the recruitment of full-time temporary faculty, administers the Wig Fund for Teaching as well as the Wig Distinguished Professorship awards, serves on the President’s Advisory Committee on Sustainability, and, in consultation with the Dean of the College, has responsibility for department budget oversight.

Registrar: Margaret Adorno
The Registrar keeps the academic records of the College, is the curator of curricular change, conducts the enrollment of students each semester, and serves on the Curriculum, Academic Procedures, Academic Standards, and Study Abroad committees to administer the College’s academic regulations. Faculty members may obtain from the Registrar information about these regulations or about students' academic records and schedules. The Registrar also provides enrollment data, grade distribution information, and other reports to the faculty and administration.

Director of Athletics and Chair of Physical Education: Lesley Irvine
The Director oversees the development and maintenance of all physical education, athletic, and recreational sports facilities, provides leadership and vision for the athletic program and Physical Education Department, represents the department on various campus committees, oversees compliance with all NCAA and SCIAC rules and regulations, and represents the department at SCIAC and NCAA meetings.

Director of College Writing: Kara Wittman
The Director supports writing instruction across the College by consulting with individual faculty and departments; organizing workshops and other events in conjunction with the Teaching and Learning Center; overseeing writing instruction in the College’s first-year seminar, Critical Inquiry; and supervising the Writing Center and its staff of undergraduate Writing Fellows.

Director of Institutional Research: Jennifer Rachford
The Director of Institutional Research conducts research to support planning and decision-making processes across campus. This work involves coordinating the compilation and dissemination of data for both internal and external reporting purposes, developing studies to enhance understanding of institutional priorities and trends, and serving as an advisor to individuals and offices with questions related to data, assessment and research methods.

Director of Oldenborg Center: Rita Bashaw
The Director is responsible for the residential and academic programs that make this dormitory a focus for international education. Scheduled activities include visiting speakers, foreign films and plays, conferences, ethnic dinners, and a language lunch program. Staffing the program are language residents who are native speakers of Chinese, French, German, Japanese, Russian, and Spanish.

Director of Pomona College Museum of Art: Kathleen Stewart Howe
The Director oversees the collections and exhibition facilities of Pomona College. The museum stages several exhibitions each year, maintains a program of special events and lectures, and publishes numerous catalogues. The Director also supervises the maintenance of the permanent art collections of Pomona College.

Director, Quantitative Skills Center & Academic Cohorts: Travis Brown
The Director supervises the Quantitative Skills Center, developing and conducting workshops for students, training and supervising fellows and mentors involved in quantitative education, and working with faculty to develop resources supporting “gateway” and other quantitative courses across the curriculum. The Director also works with academic cohort programs, including the Pomona Science Scholars, the Pomona Scholars in Mathematics, the High Achievement Program, and Posse.

Director of Sponsored Research: Ralph Wipfli
The Director of Sponsored Research supports faculty professional development by partnering with an Associate Dean of the College and others to promote and support a culture of grant writing. The Director works with faculty to identify external funding opportunities, provides training in proposal development, assists in preparing and submitting proposals, manages the College’s faculty leave program, and administers internal research support as well as the Summer Undergraduate Research Program (SURP).

Director of Study Abroad: Nicole Gowdy
The Director administers Pomona's extensive study abroad program from the Office of Study Abroad, located at 265 E. Bonita Avenue, behind Oldenborg Center. The College's programs for study abroad are supervised by the Study Abroad Committee.

Office of the Vice President and Dean of Students

Vice President and Dean of Students: Miriam Feldblum
The Dean of Students is responsible for policy and budget matters in non-academic areas of student life and provides general oversight and supervision in the areas of pre-major academic advising and academic support for students, general student support services and resources, student disability services, student conduct, residential life and housing, as well as the faculty-in-residence program, Career Development Office, Draper Center for Community Partnerships, Outdoor Education Center, Smith Campus Center and student programs/activities on campus, Asian American Resource Center, Queer Resource Center, and Women’s Union. The Dean of Students, in cooperation with the Vice Presidents of Student Affairs of the other Claremont Colleges, supervises the activities of the Student Health Service, Counseling Center, Health Education Office, Student Disability Resources Center, Office of the Chaplains, Campus Safety Department, Office of Black Student Affairs, and Chicano/Latino Student Affairs. The Dean oversees the Title IX coordinator; serves as the institutional liaison for the Posse cohorts; sits on the Academic Procedures Committee, the Faculty Personnel Committee, the Student Affairs Committee, the Orientation Book Committee, and the Advisory Committee for International Place; and represents the administration on the Board of Trustees’ Committee on Student Affairs.

Rachel Tolano, Administrative Services Coordinator in the Dean of Students Office, manages budgets, meeting coordination,
student co-curricular and emergency grant funding requests, and faculty-student interaction requests (financial support for faculty hosting students for meals and other events). Rita Shaw, the Student Services Coordinator, supports the Associate Deans, the disability, case management, and academic support services, and wellness initiatives, as well as the Women’s Union. Professor Pardis Mahdavii serves as the faculty Dean of Women and works with students, faculty, and staff to enhance faculty engagement with the Women’s Union.

Associate Dean of Students for Student Personal Success and Wellness: Jan Collins-Eaglin
The Associate Dean of Students for Student Personal Success and Wellness provides support and counseling for students with disabilities and for students in distress across all class years. The Associate Dean serves as the College’s Disability Coordinator and oversees the “on-call deans” system, on-call assessment team, and training for staff, faculty, and students on how to proactively identify, respond to, and support students in distress. She works closely with Alison Ching, Assistant Dean/Case Manager, in her role to help students and families navigate resources and support, and supervise the MSW and PsyD interns in the Dean of Students office. The Associate Dean co-directs New Student Orientation and the First-Year Experience programming with the Dean of Campus Life, and develops wellness initiatives for students, including the student cohorts. She supervises the Director of the Queer Resources Center and Jasa Cocke, the Drug and Alcohol Counselor. She also supports faculty development around diversity and mental health issues; serves as liaison to Student Health Services, Monsour Counseling, Health Education Outreach, and the Student Disability Resource Center; and sits on the Orientation Book Committee and the Study Abroad Committee.

Associate Dean of Students for Student Academic Success and Assessment: Hector Sambolin, Jr.
The Associate Dean of Students for Student Academic Success and Assessment provides general academic advising and support for students across all years (including status changes such as leaves, withdrawals, and readmissions, and working with students on academic probation). He oversees the Sage Fellows program, coordinates academic support for students, and provides academic support for student cohorts, including Quest, MMUF, Posse, and others. The Associate Dean coordinates the system of first-year/pre-major advising and faculty advising workshops, and provides advising support for faculty. He is the contact in the Dean of Students office for academic honesty violations. He also chairs the assessment team in Student Affairs and develops and conducts assessment across a variety of areas. He serves on the Health Sciences Committee and is the administrative contact for the College’s domestic exchange programs.

Associate Dean and College Title IX Coordinator: Daren Mooko
The Associate Dean serves as the College’s Title IX Coordinator, the College’s Clery Act Officer, and one of the College’s Diversity Officers. He supports the consulting Sexual Assault Responder and Trainer, Tiombe Wallace; advises the HEART Center (resources and education around sexual violence) and Student Advocates for Survivors of Sexual Assault; serves as liaison for the 7C EmPOWER Center, a sexual violence prevention and resource center overseen by Scripps and Claremont McKenna Colleges and its Director, Rimah Shah; and sits on the President’s Advisor Committee on Diversity.

Associate Dean of Students/Director of Campus Life: Chris Waugh
The Dean of Campus Life oversees all areas of residential life as well as student programs and activities on campus. Within residential life, these responsibilities include campus emergency planning and management, housing assignments in the residence halls, support of the faculty-in-residence program, and supervision of the student staff of resident advisors and sponsors, as well as off-campus housing. He also advises the all-student judiciary council (J-Board) and edits the Student Handbook. The Dean of Campus Life supervises Ellie Ash Bala, Director of the Smith Campus Center; Frank Bedoya, Senior Associate Dean of Campus Life and Director of Housing/Operations; and Steven Jubert, Jr., Associate Dean/Director of Residence Life. He serves as liaison to Campus Safety, sits on the Student Affairs Committee, and serves as one of the leads in the community care emergency response team.

Associate Dean of Students/Student Mentoring Groups and Student Development: M. Ricardo (Ric) Townes
The Associate Dean serves as a lead support and point person for Pomona student mentoring groups, including the Black Student Mentoring Program (BSMP), International Student Mentoring Program (ISMP), Quest, IDEAS (DACmented/Undocumented network), MERGE, Students with Disability Mentoring Program and Network, Asian American Mentoring Program (AAMP), and the Queer, Questing, and Allied Mentoring Program (QAMP). He also advises the J-Board with the Dean of Campus Life, supervises Maria Melendez, a PostBac focused on first-generation college initiatives; Sefa Aina, Associate Dean/Director of the Asian American Resource Center; and Martin Crawford, Director of the Outdoor Education Center. He also serves as a liaison to the Office of Black Student Affairs, Chicano/Latino Student Affairs, and International Place.

Associate Dean of Students/Director of Draper Center for Community Partnerships: Maria Tucker
The Associate Dean/Director is responsible for the operation, services, and programs of the Draper Center for Community Partnerships, including educational outreach, ongoing community engagement and service activities, the student-run volunteer center, programs such as Alternabreak, and community-based research and learning. The Center coordinates a pre-college intensive summer program for high school students, the Pomona College Academy for Youth Success (PAYS). The Director works closely with the Draper Center’s Faculty Coordinator, Gilda Ochoa, and with the Community Scholar in Residence, Scott Scoggins, whose focus is Indian initiatives. There are two Assistant Directors, one focused on education outreach and PAYS (currently vacant) and José Ramirez, who is focused on community engagement programs. The
Associate Dean/Director also supervises the Women’s Union, serves as a liaison to the Chaplains office, and sits on the President’s Advisory Committee on Diversity.

Associate Dean of Students/Director of the Career Development Office: Mary Raymond
The Director oversees programs related to personal and career development, including supporting students’ plans for work and internships as undergraduates, and preparations for work and life after Pomona College. These programs include career counseling, coordination of fellowship and health sciences advising, internships, employer relations, graduate and professional school advising, and job opportunities on and off campus. The Director also oversees alumni career services, a career resources library, and special events and workshops; works closely with faculty members; and is available for in-class presentations and academic department programs. She is also a member of the Study Abroad Committee and the Faculty Advisory Committee on Career Development. Wanda Gibson is the office’s Senior Associate Director, Jennifer Locke is the Assistant Director and Fellowship Adviser, and Amanda Taylor is the Pre-Health Sciences Advisor. The Associate Director for Experiential Learning (currently vacant) includes employer relations and internships; and Allison Musser, Assistant Director for Experiential Learning, coordinates academic and summer internships.

Director of the Smith Campus Center and Student Programs: Ellie Ash Bala
The Director has general responsibility for the Campus Center, which includes the student-run Coop store and fountain, the Sagehen Café, student organizational spaces, and support of the ASPC and its related activities. The Director oversees the College’s student leadership programs, bystander engagement trainings, other student activities and clubs, student transportation, the Claremont Colleges Ballroom Dance Company, and the radio station. In conjunction with the Dean of Campus Life, the Director also oversees the student academic and leadership prizes. Working with the Director of the Campus Center are Assistant Director John Lopes, the Ballroom Dance Company Director, Director of Student Media Erica Tyron, Coop Store Manager Brenda Schmit, and Coop Fountain Manager Chris Lucero.

Associate Dean of Students/Director of the Asian American Resource Center: Sefa Aina
The Director is responsible for the operation and supervision of the Asian American Resource Center (AARC), including supervision of its student interns and mentors. Kehaulani Vaughn serves as Assistant Director. The AARC also oversees the Asian American Advisory Board of the Claremont Colleges.

Interim Director of the Queer Resource Center: Al Forbes
The Interim Director is responsible for the operation and supervision of the Queer Resource Center (QRC) of the Claremont Colleges, and is supported by a program coordinator. The Director’s role includes education, outreach, and supervision of student interns and mentors.

Office of the Vice President and Dean of Admissions and Financial Aid

Vice President and Dean of Admissions and Financial Aid: Seth Allen
The Vice President and Dean oversees the admissions and financial aid offices and is charged by the Board with the responsibility to compose a candidate pool of the most intellectually capable and academically committed college-bound students in the nation and around the world. It is the responsibility of the admissions staff to select from those candidates students who represent a rich cross-section of backgrounds, talents, experiences, and perspectives, and who offer significant prospects for achievement and leadership at the College and after their graduation. This is deemed essential to creating a lively and stimulating educational environment that will prepare graduates for life in a changing world.

In recruiting and selecting students and generating a strong presence for the College among high school students, the Vice President and Dean is assisted by Senior Associate Dean and Director of Admissions Adam Sapp as well as Associate Deans Joel Hart, Ashley Pallie, and Chris Teran; Senior Assistant Dean Tina Brooks; Assistant Deans Slade Burns, Michelle Gonzalez, Samantha Schreiber, and Sarah Thompson; and Admissions Officers Jazzmin Estebane and Tieisha Tift.

Director of Financial Aid
The Director of Financial Aid oversees the distribution of the College's student aid funds in addition to awarding and coordinating federal, state, and private financial aid monies. A non-voting member of the Admissions/Financial Aid Committee when issues relating to admissions are discussed, the Director of Financial Aid presides when issues relating to financial aid are discussed.

Office of the Vice President and Chief Information Officer

Vice President and Chief Information Officer: William Morse
The Vice President and Chief Information Officer (CIO) is responsible for all aspects of computing in support of curriculum, teaching, research, audiovisual, and administrative services, for overseeing network, server, laboratory, classroom, and desktop resources, and for supervising computer operations and advanced software development. He is directly assisted by Angelina Quevedo, the Information Technology Services (ITS) division’s Business Manager.
As Deputy CIO, Client, Media and Instructional Services, Mary McMahon oversees all ITS community services. Key team members assisting her are Julianne Journitz, Director of Client Services, who oversees the College’s service desk, desktop support, labs and inventory management; and Joseph Brennan, Director of Media and Classroom Services, who oversees all design and support for audiovisual and multimedia services on campus.

In addition, the CIO has a Deputy CIO, Enterprise Services. Reporting to this Deputy CIO is Andrew Crawford, Director of Information Services, who manages institution-wide administrative information services, guides the use of IT assets to strengthen the efficiencies and effectiveness of campus administrative services, and leads the implementation, maintenance, upgrade, support, and integration of campus information systems. Patrick Flannery, Associate Director of System Services, is responsible for managing and developing the operations of the College’s server and storage infrastructure.

Staffed by Michael Valdez, Enterprise Project Manager, the College’s Project Management Office works to help other offices select new systems, implement them successfully, and operate in the most effective manner possible with the use of technology.

**Office of the Treasurer**

**Vice President and Treasurer: Karen Sisson**
The Vice President and Treasurer, as chief financial officer, is responsible for financial management and planning at the College. Duties include preparation of the annual budget, the monitoring of expenses during the year, oversight and monitoring of College investments, the coordination of the College's long-term financial plan, and the College’s capital budget. The Treasurer also supervises non-academic departments such as the Pomona College Finance Office, Facilities and Campus Services (including Dining Services), Human Resources, and Real Property. While Pomona College operates its own Finance Office, certain of the College's business functions are performed by the Claremont University Consortium (CUC). These include post-enrollment administration of medical and other benefits and the academic retirement plan. The Vice President and Treasurer is the principal liaison between the College and the Claremont University Consortium for business matters.

**Assistant Vice President, Human Resources: Brenda Rushforth**
The Assistant Vice President is responsible for the administration of personnel policies and procedures, employment, recruitment for staff positions, enrollment in medical and other benefits, pensions, compensation, job descriptions, developing staff development programs, and providing human resources policy recommendations and advice to College administrators and staff. (Once an employee is enrolled, benefits and pension questions should be directed to CUC staff.)

**Director of Real Property and Assistant Treasurer: Dana Wood**
The responsibilities of the Director include the management of Pomona College real property and its transactions. This office also supervises faculty rentals and the faculty mortgage loan program.

**Assistant Vice President/Associate Treasurer and Controller: Mary Lou Woods**
The Assistant Vice President and Controller has responsibility for all financial functions of the College. These functions include budget, payroll, accounts payable and accounts receivable (including student accounts), grants administration, loan programs, general ledger accounting, and investments accounting, as well as governmental reporting. This position also has day-to-day operational responsibility for the endowment.

**Assistant Vice President, Facilities and Campus Services: Robert Robinson**
The Assistant Vice President is responsible for facilities management, planning and project management, housekeeping, grounds, dining services, mail services, duplicating, and emergency preparedness and management. He also oversees the College’s sustainability and energy management programs. The Assistant Vice President should be contacted regarding building repairs, capital equipment requirements, or any proposed building modifications to campus facilities.

**Advancement**

**Vice President for Advancement: Pamela Besnard**
The Vice President for Advancement is responsible for general fundraising for the College. The College’s Advancement programs are coordinated to maximize outreach to Pomona alumni, students, parents, and friends in order to encourage lifelong communication and engagement and to enhance annual, capital, and endowment support of Pomona’s academic mission and priorities.

**Assistant Vice President for Advancement, Strategic Operations: Susan Dollar**
Oversees Advancement Services and Information Systems and Stewardship. Responsible for essential advancement office operations and implementation management of multi-year strategic planning project.
Senior Director of Advancement Services and Information Systems: Nadine Francis
Supervises alumni records, gift receiving and recording for the College; manages information systems; develops strategies; and serves as technology liaison for Advancement.

Director of Stewardship: Jackie Sliker
Develops and implements strategic plans, programs, and campaigns for stewardship at Pomona; coordinates reporting to and communicating with the major donors who support the College.

Assistant Vice President for Advancement, Alumni & Parent Engagement: Craig Arteaga-Johnson ‘96
This group engages alumni and parents worldwide through events, volunteer opportunities, broad-based fundraising campaigns and more. Programs include the Annual Fund, Alumni Weekend, regional faculty events, online resources for alumni and parents, and the Parents Council.

Director of Community Development & Annual Giving: Michael Spicer
Responsible for the Annual Fund and for personal outreach to alumni through events, volunteer programs and the student calling program.

Director of Alumni & Parent Communications: Gretchen Rognlien
Responsible for broad outreach to alumni and parents through print, email and social media communications.

Director of Alumni Learning & Career Programs: Kayla McCulley ‘09
Responsible for providing lifelong learning and career networking opportunities for alumni.

Director of Parent Relations: Tanya Johnson
Responsible for a comprehensive Parent Relations program, including the Parents Fund, events and parent communications.

Assistant Vice President for Advancement, Capital Giving: Robin Trozpek
This department comprises Major Gifts, Trusts & Estates, and Prospect Research & Management. The focus of these teams is to build a robust pipeline of and strategy for top prospects to increase mid- and high-level giving.

Senior Director of Trusts & Estates: Linda Mazur ‘81
Manages The Pomona Plan and works with College alumni and other donors who would like to make charitable gifts to the College through their wills, living trusts, life insurance or account beneficiary designations, or life-income agreements.

Director of Major Gifts: Jordan Snedcof ‘99
Directs the Major Gifts Program, which is responsible for identifying, cultivating, and soliciting individuals who are capable of making significant contributions to College priorities.

Director of Prospect Research & Management: Jeff Watson ‘87
Responsible for supporting the College’s fundraising efforts by identifying new sources of support, managing donor-related data, and helping to develop strategies for involving potential donors.

Senior Philanthropy Advisor: Don Pattison
Working closely with the Major Gifts and Trusts & Estates teams, the primary focus is on cultivation and stewardship strategies for the College’s highest-capacity prospects and legacy families.

Senior Director of Foundation Relations and Strategic Initiatives: Martina Ebert
Responsible for fundraising strategy for major foundation prospects and strategic initiatives for other academic priorities of the College.

Communications

Vice President and Chief Communications Officer: Marylou Ferry
The Vice President and Chief Communications Officer directs the strategic development of Pomona’s external and internal communications to increase the College’s visibility, enhance its reputation, and advance the College’s mission. She leads the Office of Communications team, providing strategic leadership in the areas of media relations, social media, community relations, public relations, crisis communications, and brand strategy. She is also responsible for overseeing the Office of Public Programming and College Events as well as the College Archives, and serves as the College’s lead spokesperson for emergency communications. The Office of Communications offers a wide range of professional support and creative services to College offices and departments.

Director, Public Programming and College Events: Karen Fagan
The Director of Public Programming and College Events and her team provide full-service support for planning and implementing campus events for faculty and staff, including venue recommendations, logistics, publicity, contract assistance, and other help, as well as assistance to external customers for weddings, conferences, filming, and photography.
Director, News and Strategic Content: Mark Kendall
The Director of News and Strategic Content guides a five-person collaborative team in content creation, sharing the Pomona College story with local and global audiences through numerous channels, including strategic media relations and outreach, social media, multi-media opportunities, photography, video, and web stories/visuals. He serves, along with the Vice President, as the point person for emergency communications.

Director, Creative Services: Mary Marvin
The Director of Creative Services manages projects that promote the College and its programs and events through creative pieces such as brochures, posters, invitations, signage, programs, and other collateral. Services include copy writing, graphic design, and strategic planning. She also leads the integration of creative work across various media platforms.

Associate Director, Communications Technology and Strategy: Nathan Stazewski
The Associate Director of Communications Technology and Strategy plans, develops, and implements digital communications technologies at the College—including the web, apps, and other emerging channels—integrating and managing platforms that assist in telling the Pomona College story effectively and connecting the College to its key audiences internally and externally.

Archivist: Jamie Weber
The Archivist oversees the collection, preservation, and accessibility of Pomona’s historical records and materials and is responsible for digital records management, advancing the archives as an academic and community resource.

An administrative organization chart is available to faculty on the Dean of the College’s Sakai site.
CHAPTER I

SECTION C
THE CLAREMONT COLLEGES

The Claremont Colleges have a constitution (available in the President's Office) that explains their inter-relationships. Each institution operates independently in fund raising, hiring staff, selecting students, devising curricula, and awarding degrees. However, all seven share certain facilities and work together toward recognized goals.

From a student's point of view, a major advantage of The Claremont Colleges is the opportunity to take courses in any of the other colleges. There are certain restrictions on this "cross-enrollment," but most Pomona College faculty members have a few students from the other colleges in their courses and some, especially those in cooperative programs or curricular areas offered only at Pomona, may have considerable cross-enrollment.

From a faculty member's point of view, one advantage of the cluster is the increased number of colleagues in the various disciplines. Cooperation among departments in the constituent colleges covers a wide range: intercollegiate departments include Africana Studies, Asian American Studies, and Chicana/o-Latina/o Studies; intercollegiate programs include Asian Studies, German Studies, Media Studies, and Science, Technology, and Society; cooperative/coordinated programs or departments between Pomona College and at least one other Claremont college include American Studies, Art History, Classics, Computer Science, Gender and Women’s Studies, Linguistics and Cognitive Science, and Religious Studies. The Mathematics Department and the Philosophy Department cooperate with the other Claremont colleges in scheduling courses; the departments of Asian Languages and Literatures, German and Russian, and Romance Languages and Literatures are working to develop coordination; and other departments operate entirely independently. The academic disciplines in Claremont have "field committees," some of which work to minimize duplication of courses among the different institutions and to ensure that the needs of each field in Claremont are reflected in the appointments at the Colleges.

From an advisor’s point of view, there are academic regulations concerning cross-enrollment with which to be familiar: First-year students are expected to cross-enroll in only one course per semester. Sophomores, juniors, and seniors may cross-enroll for up to 40% of their overall program. Exceptions are approved by the student’s advisor. A Pomona student may cross-enroll for any particular course for which he or she has the advisor’s permission, so the advisor has considerable influence on which courses a student takes away from Pomona.

Administratively, the college presidents form the Council of The Claremont Colleges; the deans of faculty form an Academic Deans Committee; and the deans of students collaborate in the Student Deans Committee. The colleges' registrars also participate in an intercollegiate council. The chairs of these committees revolve regularly among the members.

Pomona College faculty members may be invited to teach at Claremont Graduate University in fields where graduate degrees are given (as listed in the catalog of Claremont Graduate University). In exchange for graduate courses offered by faculty members of Pomona College and the other Claremont colleges, the regular Claremont Graduate University faculty offers a number of undergraduate courses to all the colleges. In addition, a limited number of exchanges are arranged between Claremont Graduate University and some of the colleges on a reciprocal basis.

Joint Services of The Claremont Colleges

Although each of the Claremont colleges is independent and has its own faculty, students, buildings, and curricula, certain joint services are shared among them. Operated by the Claremont University Consortium, the central coordinating and service entity of The Claremont Colleges, these include but are not limited to Student Health Services, Monsour Counseling and Psychological Services, Campus Safety, Chaplains, Black Student Affairs, Chicano/Latino Student Affairs, Robert J. Bernard Biological Field Station, and the following additional joint operations:

The Huntley Bookstore of The Claremont Colleges is located at 175 East Eighth Street, on the corner of Eighth and Dartmouth Avenue. Book orders can be placed online anytime at www.claremont.bkstr.com or emailed to huntleytextbooks@cuc.claremont.edu. When logging on for the first time, your password will be 994 (or 0994). Huntley Bookstore offers faculty discounts on computers, software, supplies, general books and more.

Connection is located on the first floor, south entrance of the Honnold Mudd Library and provides multiple resources to the Claremont Colleges community, including ID cards, Claremont Cash, copy/print/mail, dry cleaning, and laundry services.

The Claremont Colleges Library (CCL) partners with The Claremont Colleges in learning, teaching, and research.
Librarians and staff assist with locating information in all formats including print and electronic resources. The CCL also offers research assistance via in-person consultation, email, and instant messaging. One of the major activities of Honnold/Mudd and the other CCL libraries is teaching students how to find, evaluate and effectively use information. Research instruction for classes and other groups, as well as individual appointments for instruction and research assistance, may be scheduled with any of the librarians. Classes in Honnold Mudd Library are held in the Keck Learning Room or Keck 2, the libraries’ hands-on classrooms. The library’s new Collaborative Commons, opening in fall 2016, offers opportunities for students to work in technology-enriched spaces either independently or with librarians and faculty. Also opening in fall 2016, the Digital Toolshed provides a laboratory of software and hardware plus expert library staff to help students realize their data and digital humanities projects.

The joint library resources of The Claremont Colleges include 1.3 million volumes. The libraries also have extensive holdings of journals, magazines, and newspapers: they provide online electronic access to more than 50,000 titles and receive many current magazines and newspapers. The libraries’ large collection of electronic resources provides ready access to a wide variety of bibliographic, full-text, and multimedia information. Through the CCL’s Search, it is possible to consult books, journals, and hundreds of databases including full text. The Claremont Colleges Digital Library provides access to a growing number of digital collections from The Claremont Colleges, as well as from the libraries’ Special Collections. Most of these resources are accessible via the Internet to students, faculty, and staff of The Claremont Colleges in their dorms, labs, offices, and homes, as well as in the library. Additionally, the CCL’s Resource Sharing Program provides access to books, articles, and other materials held in academic and research collections across the country and the world.

**Benefits Administration**, in the CUC Administrative Campus Center at 101 S. Mills Avenue, administers employee benefits (retirement, life, health, dental, etc.), as well as disability and workers’ compensation programs for all seven colleges.

**Administrators**

The administrators listed below serve Pomona College and the other Claremont colleges.

**Chief Executive Officer:** Stig Lanesskog
The Chief Executive Officer of the Claremont University Consortium serves as the group’s chief officer in the management of a variety of activities conducted jointly by the Colleges.

**Vice President for Finance and Administration:** Lori Husein
As a member of senior cabinet at CUC, the Vice President for Finance and Administration assists the CEO by overseeing operations in the following areas: financial services, benefits, compensation, central facilities services, facilities planning, business aids, environmental health and safety, real estate, enterprise services, and human resources.

**Vice President for Student Affairs:** Denise Hayes
The Vice President assists the CEO by managing student-related services, including the Chaplains, Chicano/Latino Student Affairs, Black Student Affairs, Health Education Outreach, and Student Health Services. She is also a member of the Student Deans Committee.

**Director of Benefits Administration:** Carol Saldivar
The Director of Benefits Administration oversees the retirement and employee benefit plans for all employees of The Claremont Colleges. In addition, she chairs the Retirement Plans Committee.

**Dean of Students, Black Student Affairs:** Lydia Middleton
The Black Studies Center, from which Black Student Affairs developed, was established in 1968 in response to a proposal submitted to the Council of The Claremont Colleges by black students at Claremont, who at that time numbered fewer than 25. In 1979, the functions of the Center were separated into the Intercollegiate Department of Black Studies (now the Intercollegiate Department of Africana Studies, or IDAS) and the Office of Black Student Affairs (OBSA). IDAS offers courses and special seminars about black history and culture. Staff members of the OBSA participate in many of The Claremont Colleges' committees to represent the interest of black students, and Black Student Affairs assists the colleges' admissions offices in recruitment efforts. Besides providing tutoring, counseling, advising, and other services, the OBSA sponsors programs and activities for the college community as a whole.

**Director, Campus Safety:** Stan Skipworth
Campus Safety is a first responder to campus emergencies, assisting external law enforcement and other emergency service providers as needed. Officers are on duty around the clock, providing crime prevention programming and patrols, as well as protecting the personnel and property at The Claremont Colleges. Campus Safety also provides security escorts and enforces campus parking regulations.

**Chaplains:** Joseph Fenton, Danny Shapiro (interim), Adeel J. Zeb
Based in the McAlister Center, the chaplains coordinate the religious activities of the campuses with the help of the
Student Deans’ Committee. While the chaplains, listed above, represent the Catholic and Jewish faiths, there is additional staff support for Protestant and Muslim students as well as an interfaith program that welcomes all religious beliefs.

Dean of Students, Chicano/Latino Student Affairs: Maria A. Torres
Founded in 1969, Chicano/Latino Student Affairs (CLSA) seeks to support Chicano and Latino students at The Claremont Colleges by offering a wide range of personal, cultural and community-building services, including advising, social events, and mentoring. A monthly newsletter informs students about issues, activities, and fellowship/internship opportunities. Social events sponsored by the Center promote personal growth and cultural awareness throughout The Claremont Colleges. The Intercollegiate Department of Chicano/a-Latino/a Studies offers courses to students at the Colleges.

Director, Student Health Services: Jennie Ho, MD
Located on the first floor of the Tranquada Student Services Center at the corner of Dartmouth Avenue and College Way, Student Health Services is committed to promoting the physical health and wellness of students at The Claremont Colleges. Its team of doctors, nurse practitioners, and medical support staff provides urgent care including laboratory and basic imaging, dispensary, and immunizations.

Director, Monsour Counseling and Psychological Services: Gary DeGroot
Monsour Counseling and Psychological Services is committed to promoting the psychological wellness of students at The Claremont Colleges. Its team of psychologists, psychiatrists, and post-doctoral and intern therapists offers support for a range of psychological issues in a safe and confidential environment. The facility is located on the first floor of the Tranquada Student Services Center.

Director, Health Education Outreach: Elizabeth Amezcua
Health Education Outreach is dedicated to empowering students to make intentional healthy lifestyle choices. Examples of programs and workshops include alcohol and drugs, stress management, and sexual health. The office is located on the first floor of the Tranquada Student Services Center. Certified peer health educators provide workshops and training.

Director, Student Disability Resource Center: Tammy Green
The Student Disability Resource Center is a centralized disability service designed to provide consultation and support to campus-specific disability offices, as well as to serve as a resource for students with disabilities and the entire campus community. Located on the first floor of the Tranquada Student Services Center, it offers online resources for faculty, staff, and students, in an effort to enhance the overall academic experience of students with disabilities.

A J McFadden Dean of the Library: Kevin Mulroy
The Claremont Colleges Library serves the students, faculty, and staff of The Claremont Colleges, partnering in learning, teaching, and research. It is committed to fostering intellectual discovery, critical thinking, and lifelong learning. Accordingly, the library ties the academic community to varied cultural and scholarly traditions by offering user-centered services, building collections, developing innovative technologies, and providing an inviting environment for study, collaboration, and reflection.
CHAPTER II
THE FACULTY OF THE COLLEGE

SECTION A
ORGANIZATION AND GOVERNANCE

Membership and Authority

The faculty of Pomona College comprises the President, the Dean of the College and the Dean of Students, all regular members of the teaching staff, and other academic officers appointed by the Board of Trustees. The faculty has authority over the curriculum and academic program of the College according to the College Bylaws: "The faculty, under the direction of the President of the College, shall determine, subject to revision and approval by the Board of Trustees, the courses of study, the times and modes of examination and the general method of instruction and discipline." The President delegates authority to the faculty over the social and residential life of the students. The faculty recommends the granting of degrees to the Board of Trustees.

Voting Members of the Faculty (* = fall leave; ** = spring leave; *** = year leave)

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<tr>
<th>Name</th>
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<td>Jack Abecassis</td>
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Faculty Meetings

Under provision of the Faculty Bylaws (which are included at the end of this section), the faculty holds frequent and stated meetings to consider and determine questions pertaining to the order and interests of the College. All members of the faculty are expected to attend these meetings; certain members of the staff are invited, some of whom may speak to certain issues without prior arrangement with the presiding officer. The meetings are usually open to students. The faculty has resolved that incumbent ASPC officers, commissioners, or senators chosen by the ASPC Senate may speak at faculty meetings and student members of faculty committees may speak on issues originating from the committee on which they serve. The President, or in his absence the Vice President for Academic Affairs and Dean of the College, is presiding officer.

The Faculty Bylaws include statements on voting rights, quorum, elections, and agenda at faculty meetings. Several provisions are noteworthy. The agenda and principal motions, whether originating from committees or individuals, must be circulated 48 hours in advance of any meeting; this regulation can be waived only if fewer than ten voting members object. Also, the Chair can declare the vote on any decision null if the prevailing side numbers less than a majority of the voting faculty and a plurality of less than ten votes.

Any vote at a faculty meeting conducted by ballot shall be by paper ballot.

The Cabinet

The Cabinet consists of the President, the Dean of the College, the Dean of Students, all members of the faculty at the rank of full professor who have been associated with the College for at least one year, and members of the Faculty Personnel Committee who are not otherwise members of the Cabinet. Its chief responsibility is to advise and consent on all appointments, promotions, and tenure decisions. Such actions must first be proposed by the President, who has the authority to make initial appointments of up to five years. Once acted upon, recommendations for reappointment, promotion, and tenure are forwarded to the Educational Quality Committee of the Board of Trustees. The Cabinet also votes to approve the granting of honorary degrees by the College. Upon occasion, the Cabinet meets with the President to consider general questions of College policy. To plan such meetings and to request additional meetings, it elects an Agenda Committee, consisting of five Cabinet members holding staggered three-year terms.

The Chair of Faculty

The Chair of Faculty is elected to a three-year term by the whole voting faculty to serve as the chair of the Faculty Executive Committee and as a visible representative of all College faculty, particularly in matters of faculty governance. In addition, the Chair of Faculty is charged with soliciting input on matters of faculty interest from all quarters of the faculty, including departments, programs, divisions, and committees, and with helping to set the agenda and tone of faculty governance at the College. Business may be brought to the Executive Committee through the Chair of Faculty as well as through any single member of that committee. In addition, the Chair of Faculty is expected to meet regularly with the Dean of the College, the President, the Chair of the Board of Trustees, and Vice Presidents. Candidates for Chair of Faculty must hold the rank of associate professor or professor, and a Chair of Faculty may be removed from office by a two-thirds vote of the faculty.

The Chair of Faculty will be expected to complete a full three-year term without leave from the College. The Chair of Faculty also will not serve as a department chair or program coordinator or undertake other significant service for the duration of her/his term. If a Chair of Faculty does not finish a full term for any reason, a special election will be called within six weeks that the College is in session. The replacement Chair of Faculty will take office immediately, and her/his term will include the remainder of that academic year and the following two full academic years. In April 2016, the faculty adopted the Chair of Faculty as a provisional position to be revisited by the faculty during fall 2018. The Chair of Faculty position as presently defined will expire on July 1, 2019, unless made permanent by a vote of the faculty prior to that date.

The current Chair of Faculty is Eleanor Brown.

The Divisions

The departments of the College are grouped into three divisions as follows: Division I (Humanities): Art, Art History, Asian Languages & Literatures, Classics, English, German & Russian, Linguistics & Cognitive Science, Media Studies, Music, Philosophy, Religious Studies, Romance Languages & Literatures, and Theatre & Dance; Division II (Natural Sciences): Biology, Chemistry, Computer Science, Geology, Mathematics, Neuroscience, Physics & Astronomy, and Psychology; Division III (Social Sciences): Anthropology, Economics, History, Physical Education, Politics, and...
Sociology.

Each division elects its chair, who serves a two-year term as one of the division’s representatives on the Executive Committee, the second division representative being elected in accordance with the procedure described under Executive Committee of the Faculty, below. The term is normally for two years but may be of a shorter duration in cases where the member of the Executive Committee is serving a term of less than two years. In the years when a divisional representative is to be elected by the faculty to the Faculty Personnel Committee or the Executive Committee, the divisions nominate candidates for each office. Other activities of the divisions depend upon the general needs and desires of its members.

Division Chairs

Division I (Humanities): Benjamin Keim
Division II (Natural Sciences): Jane Liu
Division III (Social Sciences): TBD

The Departments

Departmental chairs are appointed by the President for renewable three-year terms. Chairs normally receive additional compensation for their duties. On behalf of their departments, the chairs make recommendations to the President for appointments, promotions and tenure. They represent the departments in submitting proposals for changes in courses or major requirements to the Dean’s Office. Department chairs are also responsible for counseling junior members of their departments, for arranging the sabbatical schedule of department members, for following diversity guidelines in the conduct of searches for new faculty members, and for supervising and evaluating academic support staff. The annual Handbook for Department Chairs and Program Coordinators provides information and guidelines for the chairs.

The chairs, in addition to the responsibilities of leadership of their departments, submit a proposed budget for the department and write a detailed annual report to the Dean of the College. Office space allocated by the College is assigned by department chairs.

Program coordinators are appointed by the President for renewable three-year terms. Program coordinators normally receive additional compensation for their duties. Each program will establish its own procedures for identifying faculty affiliated with the program. The coordinator will appoint three to six members of a steering committee, chaired by the coordinator. The members of the steering committee must be tenure-track, coterminous, or adjunct members of the faculty.
Department Chairs

Africana Studies  
Sheila Walker (Scripps)

Anthropology  
Pardis Mahdavi

Art  
Michael O’Malley

Art History  
Frances Pohl

Asian American Studies  
Hung Thai

Asian Languages & Literatures  
Sharon Hou

Biology  
André Cavalcanti

Chemistry  
Daniel O’Leary

Chicano/a – Latino/a Studies  
Miguel Tinker Salas

Classics  
Kenneth Wolf

Computer Science  
Tzu-Yi Chen

Economics  
Michael Kuehlwein

English  
Kevin Dettmar

Geology  
Jade Star Lackey

German and Russian  
Friederike von Schwerin-High (fall), Larissa Rudova (spring)

History  
Tomás Summers Sandoval

Linguistics & Cognitive Science  
Michael Diercks

Mathematics  
Ghassan Sarkis

Media Studies  
Mark Andrejevic

Music  
Eric Lindholm

Neuroscience  
Karl Johnson

Philosophy  
Laura Perini

Physical Education  
Lesley Irvine

Physics & Astronomy  
Alfred Kwok

Politics  
John Seery

Psychology  
Richard Lewis

Religious Studies  
Erin Runions

Romance Languages & Literatures  
Virginie Pouzet-Duzer

Sociology  
Lynn Rapaport

Theatre & Dance  
Sherry Linnell

Program Coordinators

American Studies  
Victor Silverman

Asian Studies  
Samuel Yamashita

Chicano/a-Latino/a Studies  
Miguel Tinker Salas

Cognitive Science  
Deborah Burke

Dance  
Anthony Shay

Environmental Analysis  
Marc Los Huertos

Gender & Women’s Studies  
Kyla Tompkins (fall), TBD (spring)

International Relations  
Pierre Englebert

Latin American Studies  
Grace Dávila-López

Molecular Biology  
Tina Negritto

Philosophy, Politics, & Economics  
Michael Green (fall), Amanda Hollis-Brusky (spring)

Program in Public Policy Analysis  
Richard Worthington

Science, Technology & Society  
Laura Perini
Faculty Committees

In accordance with the Faculty Bylaws, the faculty has established a number of standing committees. By vote of the faculty, establishment and appointment of members to ad hoc committees must be approved by the Executive Committee. With the exceptions of the Cabinet Agenda Committee, the Executive Committee, the Faculty Personnel Committee, the Faculty Position Advisory Committee, and the Faculty Grievance Committee (most of whose members are elected), the members of faculty committees are normally invited to serve for one-year terms by the President on the recommendation of the Executive Committee. The faculty usually does not act on issues without the recommendation of the relevant faculty committee.

The Executive Committee coordinates the nomination and election of candidates to faculty committees. When time constraints impede the possibility of elections with paper ballots at monthly faculty meetings, the Executive Committee will have the authority to hold online elections to fill positions as necessary. The procedure for nomination and election to an elected committee position is as follows:

1) The appropriate division chair sends out a call for volunteers who wish to nominate themselves for the ballot.
2) The appropriate division chair sends out notification of a set date by which requests for exemption from committee service must be submitted to the Dean of the College’s office.
3) After the set date has passed, the appropriate division chair assembles a slate of at least three nominees for each ballot position. Whatever ballot slots have not been filled by volunteers will be filled via random selection from the pool of those eligible for the position.
4) In the event of an elected committee vacancy between elections, when the runner-up from the previous election is unable to serve, the Executive Committee may appoint a replacement to fill the vacancy until the next election.

Administrators holding courtesy appointments as faculty members may not be elected to faculty committees. The committee roster is published annually on the College’s web page.

Academic Discipline Board
Students or instructors may refer issues pertaining to academic honesty to the Academic Discipline Board. The Board consists of eight faculty members, including the three members of the Academic Procedures Committee and the five members of the Faculty Grievance Committee, and seven students. Four faculty members and three student members of the Board are chosen randomly to constitute a panel for each hearing. This selection is made by the Board chair, who is the chair of the Academic Standards Committee (see below); the chair must be a member of the faculty at the rank of associate professor or professor. Each instance of plagiarism or cheating must be reported to the Dean of Students since a student's second offense, in whatever class it occurs, is automatically referred to the Academic Discipline Board. A full description of this Board's function appears in Chapter III, Section B, under "Academic Regulations."

Academic Procedures Committee
The Academic Procedures Committee is a standing committee of the faculty composed of three faculty members, one from each Division, and at least one of whom is at the rank of associate professor or professor; the Registrar; a faculty member of the Dean of Students' staff; and two students chosen by the student government. Responsibilities include: a) evaluating academic regulations of the College and recommending changes to the faculty; b) recommending commencement honors to the faculty; c) ruling on student petitions for exceptions to the rules in effect; d) ruling on student petitions to enroll for more than eight semesters; and e) grade disputes. An extensive description of this committee's functions appears in Chapter III, Section B, under "Academic Regulations" (adopted by the faculty 3/1/1985). The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Academic Standards Committee
The Academic Standards Committee consists of the three faculty members of the Academic Procedures Committee, the Dean of Students, the Associate Dean of Students, the Registrar, the Director of the Asian American Resource Center, and the Student Deans from the Office of Black Student Affairs and the Chicano/Latino Student Affairs Center. The chair of the Academic Standards Committee must be a faculty member at the rank of associate professor or professor. The committee meets at least once a semester to act on the academic standing of students, including placing those in low academic standing on probation, suspending, or recommending or requiring their withdrawal from the College. A full description of this committee's functions appears in Chapter III, Section B, under "Academic Regulations." The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Admissions/Financial Aid Committee
This committee is composed of five faculty representatives, at least one from each division, including one from Physical
Education/Athletics and one from the performing arts; the Vice President and Dean of Admissions and Financial Aid; the Senior Associate Dean and Director of Admissions; the Director of Financial Aid; two students; and the professional Admissions staff. The committee chair will be a faculty member. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

The committee serves as a liaison between the faculty and the Offices of Admissions and Financial Aid. It advises the Vice President and Dean of Admissions on guidelines for prospective student recruitment activities on and off campus, including campus tours and promotional materials, as well as admissions criteria. It also serves in an advisory capacity to the Director of Financial Aid regarding financial aid policy. The full committee will meet throughout the academic year according to a schedule mutually agreed upon by the committee chair and the Vice President and Dean of Admissions and Financial Aid. In addition, the five faculty members should meet separately as needed to formulate points for discussion by the committee and to discuss matters of specific interest related to admissions or financial aid.

Alumni Association Board
Members of this committee include faculty, students, and trustees, as well as alumni. This committee is the planning and executing arm of the Alumni Association. Acting through subcommittees, it is responsible for such events as Alumni Weekend, educational offerings for alumni, and student/alumni interactive events. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Analyzing Difference Committee
This committee certifies approved courses for the Analyzing Difference overlay requirement. The committee includes at least three faculty members appointed by the Executive Committee (in consultation with the faculty members serving on the President’s Advisory Committee on Diversity), one of whom is also a member of the Curriculum Committee, and two students appointed by the ASPC. The Executive Committee may elect to appoint additional faculty based on their ability to support the charge of the committee. The committee maintains learning outcomes related to the requirement, provides sample syllabi of approved courses, and creates evaluative criteria and standards related to the approval of courses.

Animal Care and Use Committee
This committee monitors the care and use of vertebrate animals in research and teaching environments to ensure compliance with state and federal regulations. Members of the committee include the director of the College's Animal Care Facility, a consulting veterinarian, and a community representative in addition to members of the faculty. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Athletics Committee
This committee provides faculty support for the athletic program, ensures that the athletic program furthers the larger goals of the College, and represents the College at meetings of the Southern California Intercollegiate Athletic Conference (SCIAC). The committee consists of the Director of Athletics, all other administrative faculty in the Physical Education Department, and two faculty members, one of whom serves as chair of the Athletics Committee and as Faculty Athletic Representative to the SCIAC. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Cabinet Agenda Committee
This committee assists in planning regular Cabinet meetings, requests additional meetings as needed, and recommends two additional members for each Faculty Personnel Committee subcommittee reviewing faculty members for promotion to full professor.

Critical Thinking and Writing Committee
The responsibility of this committee is to oversee curricular initiatives focused on writing, including writing across the disciplines, the Critical Inquiry (ID1) Program, and the Writing Center, and to advise the faculty on new proposals involving writing. The committee oversees the policies of the Critical Inquiry Program and the writing-intensive General Education requirement, sets standards and assesses outcomes, plans the annual workshop, and works with the Dean of the College’s office to recruit ID1 instructors. Committee members include the Director of College Writing, an Associate Dean, one faculty member from each division, and two students. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Curriculum Committee
The Curriculum Committee's members include the Dean of the College; an Associate Dean of the College; the Registrar;
division will choose at least two nominees. No more than one member of any particular department shall serve on the committee at the same time. The incoming Committee chooses its own chair as soon as its membership for the new academic year is known (usually in May).

While the curriculum of the College is the responsibility of the faculty, as a whole, the faculty delegates the following responsibilities to the committee: a) general oversight of academic policy and long-range planning; and b) general responsibility for evaluating new course proposals and other curricular changes and making recommendations thereon to the faculty (adopted by the faculty 3/1/85). A subcommittee of the Curriculum Committee forms the Special Majors Committee, which is charged with supervising all special (individualized) majors at the College. It must approve individual independent study exceeding one course per semester for first-years and sophomores or two courses per semester for juniors and seniors. It also appoints committees for supervision of substantial projects that students may propose in the junior and senior years.

Draper Center for Community Partnerships Advisory Board
The Draper Center Advisory Board meets two to three times per academic year. The Board advises and guides the Draper Center with regard to strategic and operational directions. Faculty membership includes the Draper Center Faculty Coordinator and two other faculty appointed by the President. Additional faculty may join the Advisory Board as volunteer members, according to their interest. Other members include Ranney Draper ’60 or his designee, the Vice President for Student Affairs, the Dean of the College, the Draper Center director, and community members including alumni. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Emeriti Committee
Any member of the faculty or any administrator with faculty status may be granted the title of emeritus or emerita, providing that he or she retires while holding faculty standing at the College. Established in 1980, the committee is composed solely of retired faculty members who serve as an advisory body to the faculty and administration on matters concerning retired faculty. The committee chooses its own chair.

Executive Committee of the Faculty
Established in 1984 as the principal faculty committee, the Executive Committee is responsible for the work of all faculty committees except the Faculty Personnel Committee, for the policies governing committees and for coordinating reports from all faculty committees to the faculty. The committee consults with the Dean of the College and/or his or her designee in the preparation of election slates for elected faculty committees. It also advises the Dean and/or his or her designee on recommendations to the President for appointments to all other committees of the faculty. The Executive Committee, in its own work, pays special attention to the broader policies, especially institutional policies, that are of interest and concern to all of the faculty, bringing proposed changes (and new policies) to the full faculty for approval. The Executive Committee also assesses faculty budget priorities and appoints faculty on the following committees of the Board of Trustees: Educational Quality, Facilities and Environment, Advancement, Honorary Degrees, and Student Affairs. The chair of the Executive Committee normally serves as a member of the Intercollegiate Faculty Council.

By action of the faculty (4/16/16), the Executive Committee consists of seven faculty with the rank of assistant professor or above, one of whom is the separately elected Chair of Faculty. Each division elects its own division chair, who serves a two-year term as one of the division’s representatives on the Executive Committee, the second division representative being elected in accordance with the procedure in the Faculty Handbook. Elected to two-year staggered terms, these members of the committee are nominated by the divisions and elected by the faculty as a whole; for each office each division will choose at least two nominees. No more than one member of any particular department shall serve on the Executive Committee at the same time. The election is held at the March meeting of the faculty.

The Chair of Faculty, who serves a three-year term as chair of the Executive Committee, is elected in accordance with its procedure, outlined elsewhere in this Handbook.

Executive Committee members who take leave for one semester must be replaced for the semester by the nominee receiving the second largest number of votes in the original election. Members who take leave for a full year must resign from the committee; their unexpired terms must be filled by special election from a slate of at least two nominees from the division in question.

Faculty Grievance Committee
To provide by a process of peer review the full opportunity for just settlement of faculty grievances concerning complaints of infringement of academic freedom or complaints of denial of full and fair consideration in decisions on reappointment, promotion, tenure and dismissal, this committee was established in 2000. This committee consists of five faculty members at the rank of associate professor or professor, at least two of whom are at the rank of associate professor and at least one of whom is a member of the Cabinet. They shall be elected for staggered two-year terms by the faculty as a whole. No more than one member of any particular department shall serve on the Faculty Grievance Committee.
Committee at the same time. No one who has served on the Faculty Personnel Committee within the past year may serve on the Faculty Grievance Committee. A full description of this committee's function appears in the Pomona College Faculty Grievance Policy (Chapter IV).

Faculty Personnel Committee
This advisory committee to the President gives counsel on recommendations which the President may make to the Cabinet on original appointments, reappointments, promotions, and tenure of faculty members. It provides the President with counsel on any other questions raised by the President, members of the committee, officers of the College, or by faculty actions. Its weekly meetings are confidential; no minutes are kept. Written ballots are taken on major personnel questions and the results are reported to the Cabinet.

The President is Chair of the committee, the Dean of the College is Vice Chair and Secretary, and the Dean of Students is a non-voting permanent member. Faculty membership is nine. The Associate Dean of the College who serves as Diversity Officer and the Assistant Dean for Academic Affairs are non-voting, staff members of the Committee. Three members from each division are chosen from among faculty members at the rank of associate professor or professor, at least one of whom is a full professor. All members are elected to two-year staggered terms. Committee members are nominated by the divisions and elected by the faculty as a whole at the March meeting of the faculty; for each office there must be at least two nominees, one of whom is not a department chair. No more than one member of any particular department shall serve on the Faculty Personnel Committee at the same time. Three members form a subcommittee that investigates departmental recommendations on reappointment, promotion, and tenure, and reports to the Faculty Personnel Committee as a whole.

Elected members of the Faculty Personnel Committee who take leave for one semester while serving are replaced for the semester by the nominee receiving the second largest number of votes in the original election. Members who take leave for a full year must resign from the committee; their unexpired term must be filled by special election from a slate of at least two nominees from the division in question. A faculty member shall be excused from service on the Faculty Personnel Committee during a year of contract review, tenure decision, or consideration for promotion for that faculty member; the faculty member is replaced by the nominee receiving the second largest number of votes in the original election.

Faculty Position Advisory Committee
This committee advises the Dean of the College and the President on requests for 1) permanent faculty positions, 2) coterminous administrative-faculty positions, 3) the transfer of an existing faculty member from one department or program to another, and 4) conversions of Pomona College programs into departments. Its members include six faculty members at the rank of associate professor or professor, two from each division; three non-voting students, one from each division, chosen by the ASPC; and the Dean of the College, who is a non-voting member. The faculty members are nominated by the divisions and elected by the faculty as a whole to three-year staggered terms. For each position on the FPAC, the appropriate division will choose at least two nominees. No more than one member of any particular department shall serve on the FPAC at the same time. The division of the student members is determined by their majors (interdisciplinary majors are judgment calls). The student members serve one-year terms. The committee chooses its own chair. A full description of this committee’s procedures and guidelines appears in Chapter IV.

Elected Faculty Position Advisory Committee members who take leave for either or both semesters of an academic year must be replaced for the entire year by the nominee receiving the second largest number of votes in the original election. In the event that nominee cannot serve, there will be a special election from a slate of at least two nominees from the division in question to choose a one-year replacement.

Harassment and Discrimination Grievance Committee
The committee consists of four faculty members, four staff members, and four student members appointed by the President for staggered two-year terms with the possibility of reappointment. The committee will select four of its members to conduct a hearing under the formal resolution procedures outlined in the Guide to Pomona College’s Discrimination and Harassment Policies and Grievance Procedures, in Chapter IV. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Health Sciences Committee
The committee oversees the academic program for students preparing to enter health-care professions. Members share responsibility for preparing applicants for interviews and for drafting a committee cover letter that accompanies the individual letters of recommendation. In addition, the committee meets at the end of the spring semester in order to discuss and evaluate each applicant. The most intensive period of the committee’s work takes place from March through the end of the academic year. Faculty representatives, an Associate Dean of Students, and the Assistant Director of Pre-Health and Career Advising make up the committee, which is chaired by a faculty member. The Executive Committee
chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Institutional Biosafety
The committee monitors studies involving the use of recombinant DNA to ensure compliance with federal and state regulations. Committee members include an Associate Dean of the College, faculty members, and a community representative. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Orientation Book Committee
This committee solicits book nominations and makes a selection, mainly during the winter break and early spring semester, for the orientation program each fall. It arranges faculty discussion leaders and recommends the distinguished faculty lecturer or outside speaker related to the orientation reading. The committee also contributes and discusses programmatic ideas for more general aspects of first-year student orientation. It is composed of three faculty members (one of whom chairs the committee), five to ten students, and the Dean of Students. The faculty members are appointed by the President to two-year staggered terms. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

PAYS Advisory Committee
The PAYS Advisory Committee meets 6-8 times per year in late fall and through May. Two faculty members are appointed to the committee by the President. Committee members assist with the direction of and admissions decisions for the Pomona College Academy for Youth Success, a program of the Draper Center for Community Partnerships. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

President’s Advisory Committee on Diversity
This committee is in charge of monitoring all aspects of institutional diversity pertaining to faculty, students, and staff. It reports directly to the President, who gives the committee its charge. That charge includes, at a minimum, providing the community with reports on the status of diversity and advising the President on strategies to enhance diversity at the College. It is composed of three faculty members, at least two of whom are associate or full professors, appointed by the Executive Committee for two-year terms; the Associate Dean of the College who serves as Diversity Officer; two staff members, appointed by the Staff Council; two students, appointed by the ASPC; an Associate Dean from Student Affairs; an Associate Dean or Director from Admissions; the Director of the Draper Center; the Director of Institutional Research; a Director or Associate Director of Alumni Relations; and the Assistant Vice President and Senior Director of Human Resources. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

President’s Advisory Committee on Sustainability
The committee will review and monitor (in quantitative terms) the operations of the campus that directly affect the College’s use of resources. The committee will also develop new approaches and ideas designed to improve sustainable use of resources. It is expected that the committee will focus on one or two major efforts each year, understanding that some projects may be multi-year in nature. At the end of each year, the committee will prepare a report for the President and the Board of Trustees’ Facilities and Environment Committee. In addition, the committee will make its annual report available to the full College community. The committee is composed of three members of the faculty, appointed by the President to two-year terms (renewable); a tenured faculty member shall be appointed chair. Additional members include an Associate Dean of the College or Assistant Dean for Academic Affairs, the Director of the Environmental Analysis Program, four students appointed to one-year terms (renewable), the Director of Facilities and Campus Services, and other staff. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Quantitative Skills Center (QSC) Advisory Board
The Quantitative Skills Center (QSC) Advisory Board helps guide the QSC in its mission to support student learning in the area of quantitative skills. The Advisory Board will act as a liaison between the faculty and the QSC and will advise and support the QSC in its ongoing operations and future direction. Membership will include the QSC Director, two faculty members appointed by the President, an Associate Dean of the College, and the Associate Dean of Students for Student Learning and Support. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Radiation Safety Committee
The committee monitors the usage of radioactive substances to ensure compliance with federal and state regulations.
The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Research Committee
This committee promotes the cause of faculty research through the following activities: advising the College on the overall financial need for research support; advising the Dean's Office on recipients of grants from the General Research Fund and other internal research funds; advising on the College's nominees for national and regional fellowship competitions; evaluating sabbatical leave proposals; advising faculty applying for research support from outside agencies; and evaluating faculty-student summer research proposals. The committee consists of one faculty member from each division, one of whom is chair, and an Associate Dean of the College. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Research Protection Committee/Institutional Review Board
This committee reviews research proposals to ensure compliance with federal and state regulations concerning use of humans as research subjects. Committee members include an Associate Dean of the College, faculty members, and a community representative. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Social Responsibility, Committee on
Created in 1986 in response to social concerns about investments in apartheid South Africa, the Committee on Social Responsibility now advises the President on the voting of proxies of companies in the College’s investment portfolio related to environmental concerns, international law and fair labor practices. The Treasurer and her assistant staff the committee, which meets weekly for six weeks each spring. Members include a non-voting faculty convener, three other faculty or emeriti faculty members, three students, and two staff. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Student Affairs Committee
This committee is charged with the legislative and judicial functions in the area of student affairs. The committee is chaired by one of the faculty members and normally is composed of the following voting members: the two Faculty Residents, a faculty member at large, a member of the Office of the Dean of Students (currently the Vice President and Dean of Students), a member of the Office of Housing and Residence Life (currently the Dean of Campus Life), and five student representatives from the ASPC Senate (adopted October 9, 2013). The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Study Abroad Committee
The committee administers and screens applicants to Pomona College's study abroad programs. The committee consists of the Director of Study Abroad, the Dean of Students or an Associate Dean of Students, the Director of Oldenburg Center, the Registrar, faculty members, at least one of whom is from a foreign languages and literatures department, and two students with experience abroad. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Teaching and Learning Committee
The Teaching and Learning Committee (TLC) promotes student learning and achievement by sustaining faculty in their development as teachers. The TLC encourages critical reflection, pedagogical experimentation, and innovation in teaching. It fosters an informed and collaborative dialogue among faculty on matters relating to teaching, learning, and assessment. The TLC includes six faculty members, with at least one faculty member at the rank of associate professor or professor from each division, appointed to two-year staggered terms. It also includes the Director of Institutional Research, the Director of Instructional Services, the Director of College Writing, and the Associate Dean as ex-officio members. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Work-Family Committee
This committee was originally established as the Commission on the Education of Women (Women’s Commission) in 1972 by President David Alexander to make recommendations that would lead to an increase in women in all ranks of the faculty, and broaden the study and discussion of women’s issues on a curricular and non-curricular basis. In 2012, the Faculty, recognizing the changes in gender roles, family structures, and careers over the previous 40 years, changed the name and the charge of the committee to more accurately represent its current and future role in the College. In addition to its historic responsibilities, the committee also examines issues regarding the balance of work and family obligations among College faculty. The Executive Committee chooses the committee chair when making committee assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.
assignment recommendations to the President. A committee may choose a different chair later if it decides to do so.

Student Representation on Committees
Students have been members of several major college committees for many years, and the College has a tradition of student participation in the formulation and execution of college policy. The structure of student government is based on elected commissioners representing areas of interest and senators representing constituencies. The Senate of the Associated Students of Pomona College consists of the President, Vice President for Finance, and Vice President for Campus Activities with the Commissioners of Academic Affairs, Communications, Clubs and Sports, Environmental Affairs, Campus Community Relations, and Off-Campus Relations. In addition, there are six senators including the four class presidents and a north campus and a south campus senator. The President and Vice President for Finance, together with two senators and one student at large, constitute the student delegation to the Student Affairs Committee. This delegation states the position of the ASPC on major policy issues.
POMONA COLLEGE FACULTY BYLAWS

PART I -- MEMBERSHIP AND ATTENDANCE
(adopted March 18, 1970; amended November 1, 2002)

I. For the purpose of conducting faculty business, the Pomona College faculty shall include:

A. Those serving full-time and holding appointments at professorial or instructor ranks at Pomona College (except those on visiting appointments) who have either:
   1. appointments for a period exceeding one year or
   2. over one year's full-time service at the College

B. Those officers of Pomona College designated in the College Bylaws as faculty members: at present, the President, the Vice President for Academic Affairs and Dean of the College, the Vice President for Student Affairs, the Vice President and Dean of Admissions, the Registrar, and the Executive Director of Information Technology Services. If the College Bylaws are changed, this list of voting officers will change accordingly.

C. Those with joint appointments at Pomona College and Claremont University Center, joint appointments at Pomona College and one of the other Claremont Colleges, or appointments at Claremont University Center may be nominated by the Faculty Personnel Committee and elected to voting membership in the faculty by a majority vote of the faculty present at a regular meeting of the faculty. After nomination to the Faculty Personnel Committee by a member of the faculty, negative action by the Committee may be appealed to the faculty and overruled by a two-thirds vote of the faculty at a regular meeting.

II. NON-VOTING MEMBERS

A. All teaching staff of Pomona College as well as administrative officers of Pomona College designated by the President, who are not already included in Section I, shall be entitled to attend and speak at faculty meetings, and shall be eligible for appointment as full members of faculty committees in their areas of special competence.

B. The faculty may vote, on motion of the President or of the Dean of the College, to extend the privileges of Section II-A to the holders of other positions at Pomona College or Claremont University Center -- the effect of each such vote terminating with the incumbency.

III. VISITORS

For the discussion of specific items of business, other individuals may be invited by the President, the Dean of the College, or by majority vote of the faculty, to attend or address faculty meetings.

IV. STUDENT ATTENDANCE (adopted January 15, 1971)

Students may attend faculty meetings as observers, after sufficient seats have been reserved for faculty members, subject to the following conditions:

A. Only Pomona College students may attend Pomona College faculty meetings.

B. It is the prerogative of the chair to declare the meeting closed at any time and to ask the students to leave.

C. Jurisdiction over the enforcement of the faculty rules on student attendance shall remain with the faculty.

D. Students may address the faculty upon invitation of the President or the Dean of the College, or by majority vote of the faculty. Designated students may participate in discussion and debate only if authorized to do so by majority vote.

E. Student members of faculty committees may speak at faculty meetings without prior arrangement with the President or Presiding Officer on measures that originate from the committee of which they are members; the ASPC Senate will designate five positions from among ASPC officers, commissioners or senators the occupants of which may speak at faculty meetings without prior arrangement with the President or Presiding Officer. (Adopted February 21, 1975)
I. MEETINGS: The faculty shall meet to conduct business in regular, special and emergency meetings.

A. Regular meetings shall be scheduled monthly on stated days, throughout the academic year. However, the Dean of the College shall have authority to reschedule, with due notice any particular meeting, or to cancel for lack of business, any given meeting, provided that at least one special meeting has taken place in the preceding month.

B. Special meetings shall be called by the President or the Dean of the College, on their own initiative or at the request of at least ten voting members of the faculty; such meetings shall be scheduled at a convenient time, with due regard to the requirement for notice for agenda items.

C. Emergency meetings shall be called in extraordinary circumstances by the President (or in his absence by the Dean of the College or acting President) on his own responsibility or at the written request of at least thirty voting members of the faculty. Such meetings shall require at least three hours notice and an effort shall be made to notify faculty members individually.

II. QUORUM

A majority of the voting faculty shall constitute a quorum for all regular, special, and emergency meetings, provided that if a regular meeting fails of a quorum, and the subsequent meeting cannot muster a quorum, any number of voting members shall constitute a quorum at the next meeting only. The invoking of this special provision shall be advertised in the agenda for the meeting at which it shall apply.

Definitions: as used in these Bylaws
1. "voting faculty" shall refer to the total number of members having voting rights, as determined by the Dean of the College, in accordance with eligibility rules currently approved by the faculty;
2. "a two-thirds (three-quarters, etc.) vote" shall mean two-thirds (three quarters, etc.) of the members present and voting.

III. AGENDA

A. Regular or Special Meetings
1. The agenda for all regular and special meetings shall be circulated, by the Dean of the College, together with the text of all principal motions originating as recommendations from committees of the faculty, to reach the mailboxes of faculty members at least forty-eight hours prior to the meeting.
2. Substantive motions initiated by individual members of the faculty shall also be circulated at least 48 hours prior to the meeting.
3. Amendments whose effect is, in the opinion of the chair, to enlarge or change substantially the scope of a proposed motion, shall be circulated at least twenty-four hours in advance of the meeting. This requirement shall not apply to amendments restricting the scope of a motion.
4. The requirements of the above paragraphs may always be waived unless ten or more members object.

B. Special and Emergency Meetings
1. The call for a special or emergency meeting shall include the subjects on which action is to be requested.
2. Any item not included in the call for the meeting may be taken up only under provisions of Sections III-A-4 or III-C, respectively.

C. Emergency Meetings
1. Any specific motions to be introduced at an emergency meeting shall require a two-thirds vote and the assent of the chair, or lacking such assent, a three-quarters vote--such votes to be taken on the urgency of debate. Any substantive motion not covered in the call for the meeting shall require, for introduction, the lesser of a three-quarters vote or two-thirds of the voting faculty.
2. Any motion introduced at an emergency meeting shall require a two-thirds vote for passage, but if it fails on this basis, although having achieved a plurality, it shall stand adjourned to the agenda of the next regular meeting.
3. During the course of an emergency meeting a motion for recess shall be privileged over the call for the question, and shall be deemed adopted if it is supported by at least fifteen voting members. The time for such recess shall be subsequently fixed by majority vote at not less than one nor more than twenty-four hours.
However, such motion shall not be in order before, in the opinion of the chair, there has been adequate debate on both sides of the main question. Should several motions be on the agenda, debate shall be initiated on each before the motion for recess takes effect.

IV. VOTING

A. Elections: All elections and other votes in which a specific faculty member is named shall be by paper or electronic ballot. Elections shall be decided by the “Instant Runoff” sequential elimination preferential voting method described by Robert’s Rules of Order Newly Revised, 10th Edition, pp. 412-13, and summarized as follows:

1. Voters rank candidates or propositions in order of preference. They may rank as many or as few candidates or propositions as they wish, with lower rankings never counting against higher rankings.
2. First choices are tabulated. If a candidate or proposition receives a majority of first choices, that candidate is elected or that proposition is accepted.
3. If no candidate or proposition receives a majority of first choices, the candidate or proposition receiving the fewest first choices is eliminated. Ballots cast for the eliminated candidate or proposition are now counted toward those voters’ second choices.
4. This process continues until one candidate or proposition receives a majority of counted votes and is elected.

At any stage of counting, if a ballot indicates no preference among the remaining candidates or propositions, that ballot is treated as an abstention and set aside.

After any round of counting, if not all candidates or propositions are tied and two or more candidates or propositions are tied for the least popular position, then all least popular candidates or propositions are eliminated.

In the event of a tie in the winning position, the candidate or proposition with the most first choices prevails.

Any ties not resolved by the above procedure will result in a runoff between tied candidates or propositions.

B. Motions

1. Votes on all matters of major policy shall be counted by division. In the event that the total number of ayes and nays is counted less than a quorum, the chair shall call for abstentions and the vote shall be null unless a sufficient number of these is recorded to make up a quorum.
2. Votes on all other motions shall be by voice vote or show of hands at the discretion of the chair, but any member shall be entitled to ask for a division.

C. Chair's Special Prerogative

In the event that any decision is reached by a plurality of less than ten votes, and that the prevailing side numbers less than a majority of the voting faculty, it shall be the prerogative of the chair to declare the vote null. Debate on the particular motion shall stand adjourned, to be taken up as a priority item on the agenda of the next regular or special meeting of the faculty. This prerogative may not be exercised more than once with respect to a particular question.

V. GENERAL PROCEDURES

A. Any tabled motion shall be considered defeated unless taken up from the table prior to adjournment of the regular meeting following the meeting at which it was last tabled.

B. Audio or video recording of any faculty meeting is prohibited, except by the person designated by the President or Presiding Officer to take minutes, or, in special circumstances, by another party as authorized by majority vote.

C. Any procedural questions not specifically covered in these Bylaws shall be determined by the chair on the basis of Robert's Rules of Order.

D. These Bylaws may be amended only upon one month's written notice by a two-thirds vote.
CHAPTER II
SECTION B
APPOINTMENTS, PROMOTION, AND TENURE

Definitions

"Tenure" in this Handbook refers to the College's practice of making an appointment by contract to a position for an indefinite period up to the time of retirement, in which period continuance of service shall not be dependent upon periodic reappointment. The policy of the American Association of University Professors on tenure, implemented by the College, is that such an appointment may be terminated only because of retirement, financial exigency, change of institutional program, or other adequate cause.

The ranks "assistant professor," "associate professor," and "professor" are the standard "tenure-track" steps at Pomona College. These ranks are also applied to faculty members holding renewable "rolling contracts," normally of three or eight years’ duration, in positions that are continuing, though not tenure track. Policies and procedures relating to tenure and contract renewal are discussed in subsequent sections.

"Instructor" at Pomona College is a rank normally held by those full-time members of the teaching staff who will be promoted to assistant professor (and thereby will be considered candidates for eventual tenure or reappointment by eight-year rolling contract) on completion of the degree considered terminal in their discipline. For appointment or promotion to the rank of assistant professor or higher, the Ph.D. or its equivalent is required of faculty in all fields except those where a Master's degree is considered terminal. At present, these exceptional fields are the practice of art, theater arts, and dance, as well as physical education and, in certain specified instances, music and foreign language instruction.

Any of the above ranks may be qualified by the term "visiting," which indicates that the appointee is a leave replacement, or fills another similar short-term need on a full-time basis, and is not considered a candidate for eventual tenure or reappointment by eight-year rolling contract. "Adjunct" appointments in conjunction with any of the above ranks designate a full-time non-tenurable position designed to meet narrowly defined and specific instructional needs and are dependent upon demand for the subject area of appointment. Faculty in adjunct appointments are not required to engage in professional achievement or College service. Effective in 2006-07, the College is no longer establishing new adjunct positions, and departments are welcome to propose converting existing positions to tenure-track positions. "Lecturer" at Pomona College is a rank held by members of the teaching staff in part-time service who are not considered candidates for eventual tenure or reappointment by eight-year rolling contract. Because lecturers are normally paid by the course, they are not expected to supervise senior theses or independent studies.

"Professor of Practice" denotes a non-tenure-track appointee who has demonstrated excellence and leadership in the practice of a non-academic field or career relevant to the intellectual life of the College. While having the rank and stature of a professor, such appointees are not voting members of the faculty. Appointments, which must be approved by the Faculty Personnel Committee, are normally made for up to three years.

Policies and Procedures

Appointments

The President is authorized by the Bylaws of the College to make initial faculty appointments of up to five years in duration without formal approval by any other body (see Chapter IV, "Pomona College Plan for Recruiting a Diverse Faculty," for further information on initial appointments and hiring procedures).

For all other appointments the Bylaws of the College state that the appointment "shall be made by the Board of Trustees or its Executive Committee after nomination in the first instance by the President of the College and favorable recommendation of the Cabinet." Only the full Board of Trustees may approve tenure appointments ("appointments for an indefinite period") and promotions to the rank of full professor.

There are two standard types of faculty appointment. In the first type, a faculty member is formally appointed to one department or program. In the second type, a joint appointment, a faculty member is appointed both to a home department at Pomona College and to a second department or program, intercollegiate or within Pomona College.

Faculty members may also be associated with departments or programs in ways other than formal appointment. One way is affiliation, in which a faculty member is contractually connected to a department or program at Pomona but the job description on which she or he was hired included, and subsequent teaching has continued, participation in another department or program. The other way is voluntary association, an involvement initiated by the faculty member that was
not included in the job description and does not require continuing participation in the department or program. (For further information, see “Preparation of a Departmental Letter,” below.)

**Criteria for Reappointment, Promotion, and Tenure (for reviews occurring in academic year 2016-17)**
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 includes, most particularly, but not exclusively, good teaching, meaning competence in all three, 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, community-based learning, independent studies, tutorials, and student research or other modes of individual or collaborative learning, including involving students in scholarly research where appropriate to the discipline; this research need not be explicitly offered for course credit.

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 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.)

**Criteria for Reappointment, Promotion, and Tenure (as approved by the faculty on 12 May 2016, for reviews occurring in academic year 2017-18 and thereafter)**
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 includes, most particularly, but not exclusively, good teaching that is attentive to diversity in the student body, meaning competence in all, 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, independent studies, theses, tutorials, studios, 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 at 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 semester preceding the Faculty Personnel Committee review of a particular candidate, the Assistant 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 Assistant 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. Required for reviews occurring after academic year 2016-17: 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. The due date for such names and materials is October 15 for reviews for rolling contract renewals, for promotions to full professor, or other spring reviews. 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 Assistant Dean for Academic Affairs by May 1 for fall reviews and by October 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. 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 Assistant 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.

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, renominate 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 renomination 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 order to guard against oversights, the College will, in all cases, consider an associate professor for promotion to full professor during the eighth year in rank, unless the candidate requests postponement of consideration.

Because promotion depends on merit, elevation to full professor in the eighth year in rank 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 Assistant 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

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<tr>
<th>Date</th>
<th>Event</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>
</tr>
<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</td>
</tr>
<tr>
<td>Late April/early May</td>
<td>First-semester chair’s reports for departmental assessments due</td>
</tr>
<tr>
<td>May Board of Trustees Meeting</td>
<td>Presidential spring nominations to the Cabinet for reappointment, tenure, and promotion</td>
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<tr>
<td>June 1</td>
<td>Second-semester chair’s reports for departmental assessments due</td>
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**Departments are to make nominations for new appointments as soon as possible in the academic year preceding the academic year of appointment.**
Appendix
Chapter II, Section B

Template for Letter to Students for Evaluation of Teaching Effectiveness
(Use this letter for reviews occurring in academic year 2016-17)

DATE

STUDENT NAME

ADDRESS

Dear (STUDENT),

This fall (spring) the Department of [Department] [and faculty of the [Program]] is reviewing Professor X for [contract renewal/promotion to associate professor with indefinite tenure/full professor] in accordance with College policy. The College ranks teaching effectiveness as an essential criterion for advancement, and the considered opinions of students comprise our most important basis for teaching evaluation.

To this end, I am writing to ask you to write a letter of evaluation of Professor X that can assist us in our review. This letter is important even if you have previously submitted one or more letters or in-class evaluations of Professor X’s course(s).

We would appreciate your candid evaluation of the candidate’s strengths and weaknesses in the following areas:

1) Lecturing;
2) Leading seminars and discussions; and
3) Guiding laboratories, independent studies, theses, tutorials, studios, performances/exhibitions, student research, coaching, or any other modes of individual or collaborative learning, whether or not explicitly offered for course credit.

We would also value any remarks that speak to your experiences with Professor X as a mentor, advisor, and member of the college community. Please identify your college, type or print your name clearly, and indicate the specific courses that you have taken with Professor X, with the year and semester for each.

The [Department] Department encourages you to express your views candidly. Professor X will not see your letter and it will be read only by the faculty of the [Department] [and [Program]] and members of the governing bodies of the college involved in the review process. Professor X will be provided with a general summary of the student opinions, but individual student identities, or direct quotations that could allude to a specific student, will not be included.

In order to allow our deliberations to proceed in a timely fashion and meet college deadlines, we would appreciate receiving your letter by [date]; you may submit it on paper or by email. Please note that the College cannot use anonymous letters in a review. Your comments are valuable to us, and we thank you in advance for helping us make this important decision.

Yours sincerely,

Department Chair
Template for Letter to Students for Evaluation of Teaching Effectiveness
(use this letter for reviews occurring after academic year 2016-17)

DATE

STUDENT NAME
ADDRESS

Dear (STUDENT),

This fall (spring) the Department of _________ [and faculty of the ________ Program] is reviewing Professor X for (contract renewal/promotion to associate professor with indefinite tenure/full professor) in accordance with College policy. The College ranks teaching effectiveness as an essential criterion for advancement, and the considered opinions of students comprise our most important basis for teaching evaluation.

To this end, I am writing to ask you to write a letter of evaluation of Professor X that can assist us in our review. This letter is important even if you have previously submitted one or more letters or in-class evaluations of Professor X’s course(s).

We would appreciate your candid evaluation of the candidate’s strengths and weaknesses in the following areas:

1) Lecturing;
2) Leading seminars and discussions; and
3) Guiding laboratories, independent studies, theses, tutorials, studios, 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, and other course activities.

We would also value any remarks that speak to your experiences with Professor X as a mentor, advisor, and member of the college community. Please identify your college, type or print your name clearly, and indicate the specific courses that you have taken with Professor X, with the year and semester for each.

The _________ Department encourages you to express your views candidly. Professor X will not see your letter and it will be read only by the faculty of the ________ Department [and _____ Program] and members of the governing bodies of the college involved in the review process. Professor X will be provided with a general summary of the student opinions, but individual student identities, or direct quotations that could allude to a specific student, will not be included.

In order to allow our deliberations to proceed in a timely fashion and meet college deadlines, we would appreciate receiving your letter by _________; you may submit it on paper or by email. Please note that the College cannot use anonymous letters in a review. Your comments are valuable to us, and we thank you in advance for helping us make this important decision.

Yours sincerely,

Department Chair
Template for Letter to Outside Evaluators

DATE

REVIEWER

ADDRESS

Dear Professor [REVIEWER]:

As you know, Pomona College is reviewing [FIRSTNAME LASTNAME], [Assistant/Associate] Professor of [DISCIPLINE], for [contract renewal/promotion to associate professor with indefinite tenure/promotion to full professor]. Thank you very much for agreeing to write us a letter of evaluation concerning [his/her] scholarship.

Enclosed please find Professor [LASTNAME]’s curriculum vitae and a packet of [his/her] scholarly materials. We are asking you, as our consultant, to help evaluate the quality of Professor [LASTNAME]’s scholarship. Please begin your letter by commenting on the extent to which you know or have worked with Professor [LASTNAME]. What are the questions or issues that [his/her] work addresses? How does [his/her] approach compare with and relate to those of others working in these areas? How would you rate the work’s conceptual quality, its execution, and its originality? In what ways do the results of Professor [LASTNAME]’s body of scholarship contribute to the field? Please provide the intellectual and professional context for this work.

[If the candidate is a fine or performing artist, replace the preceding paragraph with the following one.]

Enclosed please find Professor [LASTNAME]’s curriculum vitae and a packet of [his/her] work. Professor [LASTNAME] is a [TYPE OF ARTIST] teaching courses in [FIELD(S)]. We are asking you, as our consultant, to help evaluate the quality of Professor [LASTNAME]’s work and provide intellectual and artistic context for it. Please begin your letter by commenting on the extent to which you know or have worked with Professor [LASTNAME]. What are the questions or issues that [his/her] work addresses? In what tradition(s) is [his/her] work situated? How does [his/her] approach compare with and relate to those of others working in these areas? How would you rate the work’s conceptual quality, its execution, and its originality? Finally, we are interested in your assessment of the opportunities for professional development and [exhibition/performance] that are available to a [TYPE OF ARTIST] working in an academic position. How effectively has Professor [LASTNAME] pursued such opportunities?

We are asking you because of your special expertise in [DISCIPLINE]. We do not expect you to know much about Pomona College or its review standards. Rather, the members of our department, the members of our College-wide Faculty Personnel Committee, the dean and the president seek your perspective as a scholar.

Your letter will be held in confidence to the full extent allowed by law. In the course of our deliberations, it will be seen only by those faculty and administrators designated by our policies to participate in the review.

In order to meet the deadline set by our administration, we would appreciate receiving your letter by [DATE]. If you have any questions or need further information, please feel free to contact me at [PHONE NUMBER] or [EMAIL ADDRESS]. The [DEPARTMENT] faculty deeply appreciate your effort in helping us with this important matter.

Sincerely,

[DEPARTMENT CHAIR]
Faculty members at Pomona College are expected to perform their duties in teaching, professional activity, and service in a professional manner.

Teaching

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 this 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; however, 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 2014-17, 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 a.m.-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
- 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
- For courses historically enrolling fewer than five students and 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.

**Teaching Evaluations**

Teaching evaluations must be distributed and collected in all courses taught by all faculty members. The procedure is described in Chapter II, Section B, under Student Evaluation of Teaching Effectiveness.

**Textbook Orders**

Under the Higher Education Opportunity Act, the College is required to provide information to students at the point of registration about textbooks and other required course materials and their costs. To this end, Huntley Bookstore sends requests for book orders (or other required course materials, such as course packs) to faculty before pre-enrollment for the next semester takes place, and the information received in that manner appears on the College portal with other course information each semester. The Claremont Colleges have an “exclusive” contract with Huntley that obligates us to provide Huntley with information about the course materials needed for our courses, but of course students may choose to buy books wherever they wish. While it’s understood that some courses may be under development or revision from time to time, the College must ensure that textbook information is provided to students at the point of registration.

**Student Contact**

Faculty members are required to set, post, and keep office hours each week for conferences with students about their work. Because of advising responsibilities, it is especially important that faculty be available in their offices during the week before classes start each semester and the weeks before pre-enrollment in April and November.

A faculty meal plan provides for faculty to join students in the dining halls at the expense of the College, for a total of up to two meals a week.

**College Committees**

The committee structure is vital to maintaining faculty governance and is a shared responsibility of all faculty members. Detailed information on the work of the various committees can be found in Chapter II, Section A, of this handbook.

**College Ceremonies**

Faculty members are expected to participate in all academic processions in appropriate academic attire. Attendance at these exercises may be excused by the President or the Dean only under special circumstances.

**Professional Activities Reports**

In December each year, every faculty member is expected to submit an annual report of professional activities conducted during the previous calendar year, including new courses taught; publications, performances, or shows; papers delivered; speaking engagements; service in college or community organizations; professional meetings attended; and grants, awards, or prizes received. A form for this purpose is available on the Academic Dean’s web page. A current curriculum vitae should be included with this report.

**Outside Employment**

Faculty appointments at Pomona College are made with the understanding that faculty members will commit their full time to College responsibilities. Members of the faculty are requested not to make outside commitments
without first clearing them with the Dean of the College. Commitments once approved are subject to annual review.

In consulting and other outside employment, full-time faculty members should limit their commitment to a maximum of one day a week during the academic year. Other arrangements must be negotiated with the Dean of the College. The College encourages faculty members to undertake full-time summer employment only if it contributes to their stature as teachers and scholars.

**Jury Duty**

Faculty members may be called for jury duty in their county of residence at any time. Current court regulations provide that teachers may only have jury duty postponed until summertime; they cannot be excused from jury duty entirely. Serving as a juror or witness constitutes jury duty.
CHAPTER II

SECTION D
PROFESSIONAL DEVELOPMENT

Leaves of Absence

Faculty members on continuing appointments at the rank of assistant professor, associate professor, and full professor are eligible for leaves of absence. Time spent at the rank of instructor does not count toward leave eligibility. Leaves are intended to benefit the College as well as the individual for the development of teaching, scholarship, and artistry. Leaves should be taken on a regular basis and should not be taken unless the individual is returning to the College. A faculty member must teach at least two continuous full years between leaves of any kind, and no combination of professional development leaves described in this section may exceed two years. All leaves for the purpose of professional development are reviewed by the Research Committee, the Faculty Personnel Committee, the Cabinet, and the Educational Quality Committee of the Board of Trustees. On the advice of these bodies, the President recommends leaves to the full Board of Trustees for their approval. Leave reports are submitted to the Vice President for Academic Affairs and Dean of the College as part of the annual Professional Activities Report.

If space is available, it may be possible for a faculty member on leave to occupy his or her office, providing the faculty member, the Associate Dean, the department chair, and the other department members agree to a space allocation plan for the leave period.

Applications for all types of leaves discussed below must be made in October in the academic year prior to the requested leave. By email, the Associate Dean’s Office will notify all voting faculty each year of the specific deadlines. IMPORTANT: Applications received after the published application deadline will NOT be considered.

The following list of materials required for submission may be attached to the online submission:

a. a cover sheet, available on the Academic Dean’s webpage;
b. a request for specific type of leave: seventh-year leave, seventh-semester leave, Steele leave, or leave without pay;
c. a summarized statement of purpose and plan of study during the leave;
d. a statement by the individual’s department chair, approving the leave and explaining how the department will cover the leave;
e. a current curriculum vitae;
f. a request for salary subvention (if applicable);
g. a copy of at least one application for research support from an external agency by April 30 of the year prior to the requested leave (required if you are requesting salary subvention);
h. a report on the work undertaken and completed on the faculty member’s previous leave (unless this is a faculty member’s first leave application).

Please note that a formal leave application must be submitted whether or not external funding has been secured to support the proposed leave.

Sabbatical Leaves
Sabbatical leaves are opportunities for faculty members on continuing appointments to further their development as teacher-scholars, benefiting both themselves and the College. Therefore, faculty are encouraged to take sabbaticals on a regular basis and should apply for a sabbatical leave only if they are returning to the College after the leave. Eligibility to apply for a sabbatical leave is a function of rank and of semesters spent in full-time teaching service to the College.

All eligible faculty, upon completion of six semesters of teaching at the College at the rank of assistant professor or above, may apply to take a leave for research or other scholarly activity on one of the following plans:

(a) Seventh Semester with Subvention for one semester on full semester salary;
(b) Seventh Semester without Subvention for one semester on half semester salary.

All eligible faculty, upon completion of twelve semesters of teaching at the College at the rank of assistant professor or above, may apply to take a leave for research or other scholarly activity on one of the following plans:
plans:

(a) Seventh Year with Subvention for two semesters on full salary;
(b) Seventh Year without Subvention for one semester on full salary or one year on half salary;
(c) Seventh Semester with Subvention for one semester on full semester salary;
(d) Seventh Semester without Subvention for one semester on half semester salary.

In all cases, the granting of leave requests will depend on the submission of a satisfactory research plan for the leave period, as well as a clear indication that the department in question will be able to meet its curricular obligations without undue disruption. Please note that, in keeping with Pomona’s full subvention support, faculty receiving subvention must submit a substantive report of their scholarly activities undertaken during this leave as part of their annual Professional Activities Report.

To provide additional support to faculty members on half-salary sabbatical leave, the College’s current practice is to use restricted and unrestricted funds to provide salary subventions. Applications for sabbatical salary subvention must be made in October at the same time as the request for leave. The Associate Dean’s Office will notify the faculty each year of the deadline. To be eligible for a subvention, the faculty member must apply for support from at least one external source. During sabbatical leaves, faculty remain eligible for research and travel support from the Research Committee.

Steele Fellowships

The Steele Fellowship supports the establishment of a viable relationship between teaching and scholarship early in a faculty member's career. Acknowledging the difficulty of sustaining a research program or artistic activity during the first years of full-time teaching at a liberal arts college, this junior leave offers the opportunity to initiate, continue, or complete scholarly projects that go beyond those accomplished in the course of graduate study.

The Fellowship supports two semesters of leave at full salary, normally taken in the fourth academic year of the probationary period. It follows a thorough review for reappointment in the third year and precedes by two years the review for tenure and promotion to associate professor. A Steele Fellowship is contingent upon the successful outcome of the third-year review. Application to one external source for funding is a requirement of the process for securing a Steele Fellowship. The normal eligibility requirements for sabbatical leaves as described above commence with the first semester following completion of a Steele Fellowship.

All tenure-track faculty members appointed at the rank of assistant professor with an anticipated probationary period of six years are eligible to apply for a Steele Fellowship. Appointees with an anticipated probationary period of five years may apply for a Fellowship, but the leave 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; however, they are eligible to apply for leave under the regular sabbatical program. Particular limits of eligibility for junior leave for each new faculty member are described in the initial appointment letter.

Leaves Without Pay

Providing the application is received by the October deadline, leave without pay for a semester or a year may be granted to faculty members who have special opportunities for study or research at times when they are not regularly eligible for sabbatical leave. Leave without pay for a semester or a year may be requested without regard to rank or term of service, but no combination of sabbatical leave and leaves without pay can exceed two years of continuous absence. Such leave periods do not accrue teaching credit toward future sabbaticals. Those granted such leaves are not eligible for Pomona College research or travel grants during the time of the leave without pay; in addition, except under the special circumstances described under Fellowship Leaves, the College will assume no responsibility for a faculty member’s benefit payments during a leave without pay. The College's policy on leaves without pay for purposes other than professional development (such as medical or family leave) is described in Chapter II, Section E, of this handbook.

Fellowship Leaves

Providing the application is received by the October leave deadline, fellowship leaves for a semester or at most a year may be granted to faculty members who have special opportunities for study or research at times when they are not regularly eligible for sabbatical leave. The application should be for a leave without pay if the fellowship will pay the faculty member’s salary. Because the stipends of some fellowships may be less than current faculty salaries, a faculty member who receives a prestigious fellowship may make a special request to the Dean of the College for an additional salary subvention award. Such requests should be made to the Dean as early as possible and are not part of the regular leave application process. Because faculty often accept such fellowships during a semester-long or year-long leave without pay, when faculty are not normally eligible for College benefits,
recipients of prestigious fellowships may also apply to the Dean of the College for the continuation of medical benefits. In addition, persons on a prestigious fellowship during a period of leave without pay will be eligible to apply for support from the Research Committee; further information about this opportunity is available from Associate Dean Fernando Lozano.

Personal Leaves
Faculty who wish to take a leave from the College primarily for reasons not relating to their research or scholarly development should submit an application to the Dean of the College as soon as possible. Leaves of this nature must be approved by the Dean and the President. Such leave periods do not count as semesters of teaching toward future sabbaticals. Those granted such leaves are not eligible to apply for Pomona College research or travel grants, or use department funds, during the time of the leave; in addition, the College will assume no responsibility for a faculty member’s benefit payments during such a leave.

Administrative Leaves for Professional Purposes
In order to enhance professional development, certain administrators have the opportunity to take a leave of absence with pay for limited periods of time, for up to one year, for professional improvement. This program is intended as an alternative, but not a supplement, to sabbatical programs for eligible administrators who are also members of the faculty that qualify for sabbatical leave. Eligible administrators are the President, the Vice Presidents, the Associate Deans of the College, the Associate Deans of Students, and the Registrar.

Applicants for such leaves submit to the President a description of their proposed plan of study, including any requests for ancillary funds necessary to support the program. Applications should also include indication of how the applicant's responsibilities will be covered during his or her absence. Leave periods do not necessarily coincide with semesters but preferably might make use of the summer with some time extension. The President seeks the advice of the Faculty Personnel Committee and the approval of the Cabinet, and presents recommendations for administrative leaves to the Executive Committee of the Board of Trustees for approval. (The President's personal application is submitted directly to the Executive Committee of the Board of Trustees.) It is understood that the leave will enhance the professional performance of the applicant, and therefore it is expected that a reasonable period of service to the College will be completed following a return from such a leave.

Grants for Research and Travel

Outside Grants
Faculty members are encouraged to seek, whenever possible, support for research from external sources. Those applying for sabbatical salary subventions or Steele leaves are required to submit applications to at least one granting agency. Fernando Lozano and Director of Sponsored Research Ralph Wipfli will make faculty members aware of fellowship and grant opportunities and deadlines, and is available to assist faculty with preparing and submitting proposals. The office has resource materials for this purpose, including numerous online resources such as newsletters and other sources.

Grants administration is supported by Director of Finance Operations Vickie Roberts and Assistant Controller Irma Flores in the Finance Office and by Ralph Wipfli in the Dean of the College’s Office. The Finance Office assists with budget preparation and financial reporting. The Dean’s Office oversees grant proposal submission, disbursement and tracking of funds, grant reporting and assessment. Fernando Lozano is available to help in resolving grant administration problems.

The federal granting agencies impose a limit of two-ninths of annual college salary for summer work. Pomona College observes these restrictions in administering grants from such agencies. While the College has no limits of its own for other outside grants, faculty members should take into account, in making grant budgets, both the time commitment implied by the proposed grant salary (see the one-day-a-week rule cited in the foregoing section about outside employment) and its probable effect on the approval and funding of the project.

Pomona College Faculty Research Grants
The General Research Fund is available for faculty members with the rank of instructor, assistant professor, associate professor, or full professor to support research expenses during the academic year in which the grant is awarded. Lecturers who have taught at the College half-time or more for at least three years are also eligible to apply for research grants, and some postdoctoral fellows may be eligible. College funds for the support of faculty research are administered by Associate Dean Lozano, on advisement from the Research Committee. The application deadlines are in October and February each year for research grants over $1000; grants of less than $1000 may be applied for at any time. Please see the Academic Dean’s website for more information about research grants.
Pomona College Faculty Travel Grants

To support participation at meetings of professional societies, travel grants are available to faculty members with the rank of instructor, assistant professor, associate professor, or full professor. Lecturers who have taught at the College half-time or more for at least three years are also eligible to apply for travel grants; some postdoctoral fellows may also be eligible. The primary purpose of travel grants is to support dissemination of the scholarly work of the faculty, although attendees, session chairs, and officers of professional societies will be supported with partial grants (see below). College funds to support faculty travel to research-related conferences are administered by Associate Dean Lozano as advised by the Research Committee. Specific guidelines for applying for travel grants may be found on the Academic Dean’s webpage, www.pomona.edu/administration/academic-dean.

All travel grants to research conferences may (in part) cover round-trip coach or economy fares between major airports (up to a maximum of $750 for domestic flights and up to an additional $600 for international flights). In addition, faculty who present a paper, including formal discussion of a set of papers in a symposium, may receive up to a total of $850 for hotel, meal (per diem), and ground expenses, plus support for registration fees. Faculty who only attend a meeting, chair a session, or attend in the capacity of an officer of a society may receive up to a total of $350 for hotel, meal (per diem), and ground expenses, plus support for registration fees. Please note that applications must be approved by department chairs prior to submission. Applications for conference travel are reviewed as they are received. Early applications for spring and summer trips are strongly encouraged so that grant funds can be distributed equitably. Applications for the current fiscal year (July-June) must be received before May 1 for consideration.

Student Research Assistants

Faculty may submit applications each February to the Summer Undergraduate Research Program (SURP) for student research assistants. Detailed information about this program will be disseminated to Pomona College faculty and students in January. Contact Fernando Lozano or Ralph Wipfli for further information.
CHAPTER II

SECTION E

BENEFITS AND PERQUISITES

Faculty members who have full- or half-time appointments are eligible to participate in benefits programs available at Pomona College. Pomona College provides benefits for eligible domestic partners of benefits-based College faculty and staff and their eligible dependent children equivalent to those provided to married spouses and children, to the extent feasible and allowable by law. Details may be obtained from the Human Resources Department at Pomona College. The Appendix to Chapter II, Section E, contains a more detailed list of benefits available to eligible faculty and staff.

Insurance Benefits

Group health, disability, and life insurance are available at the College. These are subsidized in full or in part by the College. Details may be obtained from the Benefits Administration Office of CUC.

The Claremont Colleges' liability insurance protects an employee of the College when he or she is involved in an accident while operating a vehicle owned or leased by the Colleges (but not a chartered bus) when the vehicle is being used on College business. Anyone who operates a College-owned vehicle must be an authorized driver. When an employee uses his or her own car on College business, any loss must be met first by the employee's own insurance. If a claim is sustained in excess of the limits of the employee's policy, then, and only then, the Colleges' insurance will assume liability for the excess up to the limits of the Colleges' policy. Damage to the employee's car, in any case, is recoverable only from his or her own insurance. Additional information may be obtained from the Risk Management Office at CUC.

Medical, Family, and Disability Leaves

The Pomona College Human Resources Department and the Workers Compensation/Disability Office of the Claremont University Consortium (CUC) coordinate the paperwork associated with Workers Compensation and medical/disability leaves (e.g., absence due to work-related or non-work-related illness or injury, pregnancy, childbirth or related medical conditions). In the event of a medical leave, a faculty member will be required to submit a medical certification in support of the leave request.

The College complies with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), which provide that an employee who has completed at least 12 months of employment (and has worked for at least 1,250 hours during the 12 months preceding the date the leave is to begin) is entitled to an unpaid family/medical leave of up to 12 weeks within a 12-month period measured backward from the date the employee begins to take leave (or up to a maximum of 26 weeks going forward for certain family-military caregiver leave qualifying reasons). In addition, the Pregnancy Disability Leave (PDL) section of the California Fair Employment and Housing Act provides up to four months of unpaid leave for disability on account of pregnancy, childbirth, or related medical conditions. An employee who qualifies for PDL may receive pay during any part of PDL under the Short-Term Disability Plan of the College (also known as VDI), provided that the employee remains under the care of a physician, who certifies that the employee is disabled during that period of time. For more detail regarding eligibility requirements and employee rights and obligations under FMLA/CFRA and PDL, please see the Benefits Policies section in Chapter IV of this handbook.

The College encourages employees who foresee the need for an infant care/family leave or medical or disability leave to discuss their anticipated needs with the Human Resources Department and the Dean of the College as soon as possible.

Undergraduate Tuition Aid

Pomona College offers a plan of undergraduate tuition aid to its regular, benefits-based employees, their spouses, registered domestic partners and eligible dependent children who do not have a bachelor’s degree. Such aid is restricted to undergraduate study in any four-year accredited baccalaureate-granting institution in the United States or any two-year accredited institution in the United States that grants an associate’s degree counting as progress towards a baccalaureate degree.

Undergraduate tuition aid for an eligible full-time employee is a maximum of 100% of the tuition only for a half-time academic load per term. Regular, benefits-based employees working less than 100% FTE are eligible
for pro-rated tuition aid.

Undergraduate tuition aid for an eligible spouse, registered domestic partner and/or dependent child(ren) is a maximum of 50% of the tuition only per term, not to exceed 50% of Pomona College tuition. Regular, benefits-based employees working less than 100% FTE are eligible for pro-rated tuition aid for their eligible spouse, registered domestic partner and/or dependent child(ren). A dependent child is entitled to a maximum of 50% of the tuition, even when more than one parent is employed by the College. An eligible employee may not receive a combination of tuition aid as an employee and a dependent.

All eligible employees have a waiting period of twelve (12) months of employment before tuition aid may be granted. Aid is available for eight (8) full semesters or twelve (12) full quarters of study or an equivalent combination of terms (semesters, quarters and summer sessions). Eligibility for dependent children ceases at the end of the term during which the age of 25 is reached.

Application for benefits under this policy must be made PRIOR to the term of attendance. Forms may be obtained from the Human Resources Department, Pendleton Building, 150 E. Eighth Street, and should be returned to the Human Resources Department for review and approval.

Child-Care Priority Access

Pomona College has developed a special arrangement with the Claremont United Church of Christ, Congregational, Early Childhood Center. This agreement will provide dependents of Pomona College’s regular, full-time, benefits-eligible employees priority access to 20 day-care spaces at the Early Childhood Center. The Early Childhood Center will also be available for day-care to dependents of employees on holidays when employees are required to work but their own day-care facilities are closed. Drop-in care for well children of Pomona employees not in the priority access program will also be available.

Flexible Spending Account (FSA) Dependent Care Subsidy

Benefits-based employees are offered a dependent care subsidy by the College. Participation in the Flexible Spending Account (FSA) Program is required to receive this benefit. Pomona’s contribution will depend upon the employee’s annual salary (inversely proportional) and is deposited directly into the employee’s FSA account. The subsidy program operates on a calendar-year basis with enrollment coinciding with the annual benefits open enrollment period in October-November each year.

Faculty Housing

Rentals
Pomona College owns a small number of houses near the campus, primarily for rental to incoming faculty. There is a six-year occupancy limit. Applications for rental of a College house should be made to the Office of the Dean of the College. The current policy is printed in Chapter IV of this handbook.

Faculty Loan Policy
The Trustees of Pomona College have implemented a program to assist faculty members who wish to purchase homes in the Claremont area. The current policy is printed in Chapter IV of this handbook.

Retirement

As of January 1994, Federal law terminated mandatory retirement ages. Any member of the faculty or any administrator with faculty status may be granted the title of emeritus or emerita, providing that he or she retires while holding faculty standing at the College.

Academic Retirement Plan (ARP)
Faculty members with the rank of full, associate, or assistant professor are eligible to participate in the Academic Retirement Plan immediately upon employment. For most other eligible employees, including faculty members with the rank of instructor, there will be a one-year waiting period. Adjunct faculty, visiting faculty, and lecturers will also have a one-year waiting period.
The College pays an amount equal to 10% of that part of a faculty member's salary qualifying as the FICA base and an amount equal to 12% of any part of the salary exceeding the FICA base into the Academic Retirement Plan. You may direct this College contribution to a variety of investment options offered in the Plan (contact the Office of Retirement Services at CUC for more information about the options available).

Phased Retirement Option
The College’s Phased Retirement Policy is set forth in Chapter IV.
APPENDIX

CHAPTER II, SECTION E

Benefits provided by the College (at no cost to eligible faculty members):

- **Athletic Privileges.** Free use of athletic facilities (courts, exercise rooms, fields, pools) and admission to “home” and “away” games for all faculty members, their spouses/domestic partners and eligible dependents.

- **Basic Life Insurance.** Pays death benefit of 1x the employee’s annual salary (rounded to the nearest thousand), from a minimum of $20,000 up to a maximum of $50,000, to the employee’s beneficiary for all causes of death; in the absence of an eligible beneficiary, pays proceeds in the following order: spouse/domestic partner, child(ren), parent(s), estate.

- **Basic Retirement Plan.** Provides College contribution of 10% of salary up to Social Security base and 12% of the amount in excess thereof.

- **Employee Assistance Program (EAP).** Provides professional and confidential counseling to the eligible faculty member, spouse/eligible domestic partner, all eligible dependents, and members of immediate household.

- **Faculty/Staff Fitness/Wellness Program.** A variety of classes and workshops offered through the Physical Education/Athletics Department and the Human Resources Office.

- **Library Privileges.** Full use of campus-wide library facilities by faculty member and eligible family members.

- **Moving Allowance.** Provides supplementary financial support to eligible new faculty members for transport of household goods and personal effects from point-of-origin to Claremont, subject to Internal Revenue Service (IRS) regulations.

- **On-site Amenities.** An Automated Teller Machine (ATM) is located at Smith Campus Center.

- **Paid Parental Leave Time.** Provides a maximum of one semester of paid leave time, at net 100% of salary, to faculty experiencing the event of a birth or adoption. May be used only during an approved FMLA/CFRA leave. For more detail, please see the Benefits Policies section in Chapter IV of this handbook.

- **Parking Privileges.** Free campus-wide parking upon vehicle registration with Campus Safety.

- **Rideshare Program.** Provides incentives to all faculty members who carpool, vanpool, walk, bike, or take public transportation to come to work.

- **Travel Accident Insurance.** Coverage for accidental death or dismemberment while traveling on College-authorized business.

- **Vision Care.** Coverage for an annual eye examination and a discount on eyewear, with an optional employee-paid buy-up plan for additional coverage of employee and family.

- **Workers Compensation.** Provides partial compensation for wage loss in case of on-the-job injury, illness, or death.

Benefits Co-Paid by the College and Eligible Faculty Member:

- **Dental Insurance.** Coverage available under two plans: prepaid (HMO-type) or reimbursable (indemnity-type) through MetLife.
• **Entertainment Discounts.** Special offers to amusement parks and other entertainment agencies at group or seasonal rates.

• **Faculty Housing.** Provided on a six-year basis, generally according to the following priority order: new faculty, current faculty, and visiting/temporary faculty, with preference given to those in the junior ranks.

• **Family Care Leave (FMLA and CFRA).** Provides up to 12 weeks of unpaid leave in a 12-month period (or up to 26 weeks of family-military caregiver leave for certain qualifying reasons) for faculty members who have completed 12 months of employment and at least 1250 hours of service in the 12 months preceding the proposed leave; to be used by faculty members to provide care for a family member with a serious health condition; or the birth, adoption, or placement for foster care of a child; or the faculty member’s own serious health condition; and for family-military leave concerning qualifying exigencies and to care for an injured or ill covered service member (FMLA only). For more detail, please see the Benefits Policies section in Chapter IV of this handbook.

• **Halona Lodge.** Use of College-owned cabin in Idyllwild for a small fee.

• **Health Insurance.** Medical and hospital benefits to eligible faculty member and dependent(s) through a choice of three health plans: Kaiser and Anthem/Blue Cross HMO or HSA.

• **Home Loan.** Assistance to eligible faculty members in purchase of homes within a five-mile radius of Alexander Hall.

• **Long-term Disability Insurance (LTD).** Provides benefit at 66-2/3% of salary if eligible faculty member is disabled for longer than six months and cannot perform any occupation for which he/she is reasonably suited (coordinated with short-term disability insurance).

• **Paid Family Leave (PFL).** Provides partial salary replacement for up to six weeks for an employee who takes time off to care for an ill child, spouse, registered domestic partner, parent, grandparent, grandchild, sibling or parent-in-law or for the birth, adoption, or foster care placement of a child. PFL does not guarantee job retention or reinstatement. However, if you are eligible for leave under the FMLA or CFRA, your job may be protected; you must apply separately for such a leave. The terms of PFL are complex. If you anticipate requiring this benefit, you are advised to contact the Human Resources Department for specific information that pertains to your own situation.

• **Social Security.** Provided through equal contributions of the College and all faculty members for retirement, total and permanent disability, and death benefits.

• **Undergraduate Tuition Aid.** Partial support of undergraduate tuition expenses of eligible dependent(s) for up to the equivalent of eight semesters or 12 quarters or an equivalent combination of terms (semesters, quarters, and summer sessions).

• **Zipcar Program.** The College contracts with Zipcar car-sharing to provide rental cars for faculty, staff, and students on campus. Information is available at [http://www.zipcar.com/pomona/](http://www.zipcar.com/pomona/).

**Benefits Paid by Employee:**

• **Benefits Conversion at Termination.** Provides option for terminating faculty members to continue on the College’s group health and dental plans as authorized by the Consolidated Omnibus Budget Reconciliation Act (COBRA).

• **Credit Union.** Membership eligibility based on employment with loan payments and/or savings deposits made through payroll deduction.

• **Flexible Spending Accounts (FSA).** Allows for payment of dependent care and out-of-pocket health care expenses with pre-tax dollars up to a maximum of $5,000 for dependent care and $2,500 for out-of-pocket health care per calendar year.

• **Long-term Care (LTC).** Provides benefits for extended convalescent or custodial care beyond what is covered by Medicare and most major medical/health insurance plans.
• **Personal Accident Insurance** *(also known as Accidental Death and Dismemberment)*. Provides coverage for death, loss of limb, or paralysis caused by an accident.

• **Short-Term Disability Insurance (VDI)**. Provides for up to 52 weeks of basic disability benefits in partial compensation for wage loss during an approved medical leave of absence.

• **Supplemental Life Insurance**. Additional coverage in the amount of one to four times annual salary at the time of enrollment.

• **Supplemental Retirement Annuity**. A tax-deferred annuity (TDA) plan provides a selection of investment vehicles such as Fidelity Investments, The Vanguard Group, and TIAA/CREF.
CHAPTER II

SECTION F

SERVICES AND FACILITIES

Information Technology Services

The aim of the Information Technology Services (ITS) department at Pomona College is to excel at creating and sustaining a high-performing information technology organization and environment that support teaching and learning, research, student life, the administration of the College, and the collaborative initiatives of the Claremont Colleges.

The ITS staff are housed in the Cowart Information Technology Building at 156 East 7th Street. In addition to technical support staff and the Service Desk, instructional technologists are available to consult with faculty working on curricular projects, trying out a new instructional technology, or previewing software. Resources include one-on-one consultation, digital video editing, high-end graphics in the multimedia lab, CD/DVD burners, flatbed and slide scanners, digital cameras and a variety of special-purpose software. Technical assistance ranging from computer configuration consultation to digitizing audio and video curricular materials for use in courses is available from ITS staff.

Additional campus technology resources:

- The campus network extends to all buildings and provides access to campus resources as well as the Internet. Pomona’s connection to the Internet is via a shared link that is managed by the consortium and provides access to both Internet 1 and Internet 2.
- ITS supports both Windows and Apple platforms.
- The campus email system is Microsoft Exchange.
- Technical support for College-owned hardware/software is provided by ITS staff.
- Pomona participates in Microsoft’s Campus Agreement program, which enables us to keep desktop productivity tools (MS Office: Word, Excel, Access, and PowerPoint) up-to-date on College-owned machines and also enables us to provide faculty and staff with this software for installation on a single personally owned computer.
- Faculty may access their email accounts from anywhere in the world using Outlook web access via any web browser that supports Java and frames.
- Faculty use the campus portal at https://my.pomona.edu to check class lists, access advisee information, and submit grades.
- Sakai, a Web-based collaborative learning environment, is available for all courses. The course sites are set up and pre-populated with enrollment. Enrollment is updated frequently during the drop-add period. Wordpress and other social software packages are also available for course or research Web sites.
- Additional instructional technologies available for faculty include the Luna Insight image display and management system, a cloud-based storage and distribution service at http://box.pomona.edu, and a digitized video service at http://video47.pomona.edu. A variety of multimedia, analysis and additional instructional software is also available. Contact ITS for information on specific software.
- The Cowart Information Technology Building provides poster printing, and Duplicating Services provides color, transparency, and oversized printing services.
- There is one 24-hour lab available for student use in the Cowart Information Technology Building, and there are other computing facilities for student use in some residence halls and Smith Campus Center.
- All faculty are provided with email accounts, file storage space, and personal web space on the network servers. Requests for larger amounts of storage space should be submitted to ITS.
- Computer classrooms are located in the Cowart Information Technology Building and in the Hahn Social Science Resource Center. The classroom in the Cowart Information Technology Building has 20 dual-boot Apple computers, while the Hahn Building offers 24 Windows desktop computers. The classrooms may be used for computing-intensive courses as well as courses that require occasional access to instructional software or the Internet. The Cowart Information Technology Building classroom and the Hahn computer classroom may be scheduled through http://emsweb.claremont.edu/pomona/.
- ITS supports all “technology-enhanced” classrooms on campus. These classrooms have projectors, computers, laptop connections, and a variety of audio/visual equipment permanently installed in them. Technology-enhanced classrooms are located throughout the campus in academic buildings, administrative buildings, and several residence halls.
- ITS offers workshops and one-on-one tutorials on various topics including learning management systems, specialized software, and productivity tools. Contact the ITS Service Desk to request a session.
Wireless networking is available on campus. Details about wireless access on campus are available at [http://wireless.pomona.edu](http://wireless.pomona.edu).

The ITS website at [http://its.pomona.edu](http://its.pomona.edu) contains information about the various services and resources.

ITS provides an online Knowledge Base that can be used to resolve issues independently. The knowledge base is located at [http://kb.pomona.edu](http://kb.pomona.edu). If an issue cannot be resolved there, a ticket for the issue or question can be created from that site.

Contact numbers:

- Problems may be logged with the ITS Service Desk by calling ext. 18061 or 909-621-8061, by sending an email message to servicedesk@pomona.edu or by logging into [http://servicedesk.pomona.edu](http://servicedesk.pomona.edu). The ITS Service Desk is staffed full-time during the regular semesters from Monday through Friday, 8:00 a.m. to 5:00 p.m., with additional hours (including some weekends) being dependent on student staff schedules.

**Duplicating Services**

The College maintains a central duplicating service (ext. 72820). The labor in this service is free to faculty members, but the materials involved are charged to department budgets. Pomona College adheres to U.S. copyright law by following the requirements of the Copyright Act of 1976 and the guidelines endorsed by Congress concerning duplication of materials for educational use (see Chapter IV).

**Athletic Facilities**

Faculty members may use the College's athletic facilities when they are not in use for classes or intercollegiate teams. Please check with the Department of Physical Education (ext. 18016) regarding the hours that Alumni Field, Pendleton Pool, and Haldeman Pool will be available for recreation.

**Automobile Regulations**

Parking areas on The Claremont Colleges campuses are restricted. Faculty members who wish to bring their cars to the campus should obtain from the Office of Campus Safety at 251 East 11th Street a parking sticker for each car they wish to bring to campus, which will allow unlimited parking in almost all areas at no expense. If you anticipate using more than one family car on campus, you should register each car. Parking stickers must be renewed each year.

**Automobile Insurance Coverage**

The College assumes no responsibility for damage or loss of personal vehicles parked or driven on campus. Employees who use their own vehicles to carry out College business are not insured by the College's automobile liability insurance. Automobile insurance carried by the owner is the primary source of coverage for losses or injuries sustained during such use of privately owned vehicles. Contact the Controller’s Office for details of coverage.

**Authorized Driver Program**

Your driving record will be reviewed annually in compliance with Risk Insurance requirements if you are expected to drive a College vehicle in the course of your employment. You will not be allowed to operate a College vehicle until a satisfactory record is confirmed through the Department of Motor Vehicles (DMV). Once authorized, you will be covered by the College’s insurance when driving a College vehicle on official business.

You must meet the following criteria to be authorized to operate vehicles that are owned by Pomona College: (1) current/valid U.S. driver license; (2) no moving violations, at-fault accidents, or citations for reckless driving or driving under the influence of alcohol or drugs in the last three (3) years.

Under the College’s Rideshare program, a carpooler is guaranteed a ride home in the event of an emergency (e.g., carpool driver’s vehicle is disabled, carpool driver has to leave on an emergency, thus “stranding” carpool passengers, etc.). When a College vehicle is released for this purpose, an “authorized driver” is still required.

**Pomona College Human Resources Department**

The Human Resources Department, located in the Pendleton Building, 150 E. Eighth Street, is dedicated to providing service, assistance, and resources to Pomona College employees. Its goal is to respond quickly and efficiently to faculty and staff questions and concerns, as well as provide appropriate referrals.
Pomona College prides itself on being an open, competitive, and equal opportunity employer. The College does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, sex, gender, age, sexual orientation, gender identity, marital status, pregnancy, disability, medical condition, or veteran’s status.

Pomona College strives to be an employer of choice, able to attract and retain the highest-caliber employees. You are invited to contact any member of the Human Resources Department for guidance, counseling, or other assistance whether specific or general in nature.

**Pomona College Finance Office**

Most of Pomona College's business affairs are handled at the Pomona College Finance Office, located in the Pendleton Building. Some business services, including benefits and risk insurance, are provided for the College at CUC.

**Halona Lodge**

The Associated Students of Pomona College own a small lodge in the San Jacinto Mountains in Idyllwild. During the academic year, student and faculty groups use Halona frequently for activities relating to the college program. Faculty members may reserve the cabin for use during vacations by contacting the ASPC Office. A small fee is charged.

**Credit Union**

Faculty members are eligible to join the First City Credit Union. The credit union offers insured savings accounts and low-cost personal loans to members. There is a small application fee and one must open a share savings account to join. Loan payments and checking/savings deposits can be made through regular payroll deductions. The credit union is located at 250 West First Street, in Claremont.
CHAPTER III
FACULTY-STUDENT RELATIONS

SECTION A
STUDENT RELATIONS

Advising

Faculty members are recommended to the Dean of Students’ Office by their departments to serve as advisors to first-year or transfer students on the preparation of their curricular program and other matters. Returning students may choose their own advisors. The advisor is regularly notified by the Registrar of any low grade notices his or her advisees may receive and has access to the advisees’ academic records via the College’s portal (http://my.pomona.edu).

Students with severe academic difficulties or other personal problems may be referred to Monsour Counseling and Psychological Services. A booklet issued by the Counseling Center entitled Guidelines for Faculty and Staff at The Claremont Colleges: Helping and Referring the Distressed Student is of assistance in identifying and counseling students who are particularly troubled. Students with disabilities may be referred to the Associate Dean of Students for Student Learning and Support, who serves as the College’s Disability Coordinator (also please see the Statement on College Facilities, Resources, and Services for Students with Disabilities in Chapter IV of this Handbook).

To ensure the accuracy and quality of student advising, it is important for all faculty, and especially advisors, to be thoroughly conversant with the academic program and regulations of the College.

Before a faculty member goes on leave or leaves the College, he or she should notify his or her advisees of this fact so that they can select a new or interim advisor. The Registrar assists the advisor by notifying advisees about their advisor’s impending leave and providing them with a form on which to declare an interim advisor. Department chairs and program coordinators are expected to advise students who neglect or decline to arrange for interim advisors. The chair may then make an appropriate distribution of the advisees in question among members of the department and inform the advisees 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 appropriately aware of their role. Students’ permanent advisors should notify the interim advisors of any relevant agreements or issues.

Letters of Recommendation

Students often ask faculty members to write letters recommending the students for admission to graduate and professional schools, for fellowships and awards, and for employment. The common procedure is for faculty to keep copies of letters of recommendation that they elect to write in their files. Generally, such letters are addressed to specific persons, programs, or institutions and can be referred to by the faculty member at a later time if a graduate requests additional letters of recommendation.

The Family Educational Rights and Privacy Act (FERPA) regulates the privacy of education records and establishes the rights of students in regard to their education records. Among these are the right to inspect and review their records and the right to challenge the content of records that a student feels may be inaccurate or misleading. A letter of recommendation that is maintained in the records of any employee or agent of the College is an education record. Students have a right to request to inspect and review such letters unless they have specifically waived the right to access the letter.

The decision whether to write a letter of recommendation is an individual one and, of course, voluntary. Faculty members may choose to maintain a personal policy of agreeing to write letters of recommendation only on condition that the student signs a waiver to cede right to access. Faculty may also choose to establish such a condition, on a letter-by-letter, student-by-student basis, without reducing it to a consistent policy or stating it explicitly anywhere. The decision to write a letter in the absence of a waiver is, in every case, up to the individual faculty member.

If you do not want a student to exercise his or her right to access a letter you have written on his or her behalf, you must retain a copy of the student’s written request/waiver.

Before writing the letter, the faculty member should obtain a written request from the student both authorizing the release of information and clearly indicating whether the student has waived the right of access to the letter. The Registrar maintains a form for this purpose at www.pomona.edu/registrar (select “Forms”). A copy of the Letter of Recommendation request form should be sent with your recommendation so that the recipient will know whether the
student has waived the right of access to the contents of the letter. Faculty should always retain copies of request/waiver forms in their personal files. It should be noted, however, that there are no regulations that require institutions to maintain the letters of recommendation themselves; it is up to each writer of such letters to decide whether to keep them or not.

Letter of recommendation requests and waiver forms are typically provided by the intended recipient of the letter, but their formats may make it inconvenient for you to keep them in your records. The Registrar will save waiver letters for faculty who request such assistance.

For further information on the College policy regarding student records, contact the Office of Student Affairs.

Field Trips

Field trips are an important part of certain courses, and students going on approved field trips are entitled to make up examinations they miss in other classes because of such trips.

Instructors should seek permission for field trips first by checking the master calendar on the Claremont Colleges’ web page (www.collegescalendar.org) to avoid conflicts with major events and other trips, and then by sending a request to the Dean by the opening day of the semester, giving course title, trip destination, and dates and times of departure and return. The Dean's Office will post the dates of all approved field trips on the Pomona College website, so that some mid-term examinations may be scheduled around them. Permission for field trips involving one or more days which conflict with attendance in other courses is limited to two occasions per semester in any course.

The College does not require the use of College-owned vehicles for field trips or related off-campus events. Students driving personal vehicles for a field trip must rely on their personal automobile liability insurance. Pomona’s policy would not respond to a claim. Faculty driving their own personal vehicles also rely on their personal automobile liability insurance as the primary coverage. However, the College’s automobile liability insurance would provide excess coverage over the faculty member’s policy limits. When private cars are used, the drivers should be warned that accepting payment from passengers voids private automobile insurance. In these, as in other cases, commitment of College funds may not be made except through appropriate administrative officers of the College.

Anyone using a College-owned vehicle must be registered with the College as an authorized driver. The College’s authorized driver program is described in Chapter II, Section F.
CHAPTER III

SECTION B

ACADEMIC REGULATIONS

Faculty members are expected to know and to abide by the faculty academic regulations in the online Pomona College Catalog (http://catalog.pomona.edu/). These rules were established by the faculty and designed to assure equal and consistent treatment of students: exceptions to them may be helpful to one student but unfair to others. The regulations were also designed to protect individual instructors from unnecessary extra work and from time-consuming responses to the importunities of individual students; for example, requests for incomplete grades. It is the business of the Academic Procedures Committee to decide upon the petitions of students for exceptions to the rules and regulations, and faculty members should refer questions to the Registrar, who can advise on procedures. Each student petition must be reviewed and signed (or, via email, forwarded to the Registrar) by the relevant faculty members, who are asked for their comments on the exceptional circumstances which might justify an exception. The granting of students’ petitions for exceptions depends upon the existence of especially compelling circumstances and should not be viewed as routine.

Some Important Rules and Regulations

Add/Drop/Pass/No Credit Grading Option.

• The College allows students to add courses through the 10th instructional day of the semester. If a student fails to attend the first two meetings of a course, and the absences were not approved in advance by the instructor, the instructor may ask the Registrar to drop the student from the class.
• The drop deadline is near the midpoint of the semester and is announced on the College calendar in the Pomona College Catalog. Drops do not require the instructor’s approval. Students who wish to withdraw from a course after the drop deadline must make a petition to the Academic Procedures Committee and present the petition to the advisor and the instructor for corroboration and comments for the committee’s review.
• The deadline for students to declare the Pass/No Credit grading option is the end of the 10th week in the fall semester and the end of the 11th week in the spring semester, as announced in the College calendar. Faculty may declare certain courses to be ineligible for Pass/No Credit grading. Faculty are urged to provide graded evaluation to students before the drop and P/NC deadlines.

Prerequisites. Students and their advisors are responsible for making sure that students have taken or are taking appropriate courses that may be prerequisite to courses for which they register; Pomona College has an honor system as regards prerequisite fulfillment. Instructors are sent reports after pre-enrollment and at the beginning of the semester detailing the courses students have taken in the subject area(s) of any prerequisites that might exist for the course. Faculty may request that the Registrar disenroll students who have not taken the prerequisites for their courses, but it is usually best to discuss the matter with students first to determine if equivalent preparation qualifies them to take the course.

Low Grade Notices. Instructors are asked to submit Low Grade Notices via My.Pomona for students whose work is unsatisfactory by the midpoint of the semester; additional notices may be submitted at any time. Low grade reports are for any situation when a student’s attendance, participation, or performance is problematic. These reports ensure communication between the student and his or her advisor regarding the student's academic status and provide critical information enabling the Dean of Students to identify students who may need additional advising or intervention. The notices are also useful to the work of the Academic Standards Committee.

Late Papers. No papers or other assignments may be accepted after the regularly scheduled final examination time for each class each semester. Instructors may set earlier deadlines of their own, but those deadlines may not extend beyond the official final exam time for the course, regardless of whether a final exam is required or administered. Grade changes based on late work are not allowed.

Incomplete Grades. The grade "I," Incomplete, is given automatically for one reason only: illness, verified by the Dean of Students, on the date of the final examination. This is the only circumstance in which the Registrar may unilaterally record an "I" grade on the report of the instructor. The Pomona College Catalog explains the circumstances allowing a student to petition the Academic Procedures Committee for an "I" grade, and deadlines for filing petitions and for removing the grade. Unless another date is approved by the Academic Procedures Committee, the deadline for completion of work is the end of the first week of the next semester after the Incomplete was granted.

Academic Honesty. Each instance of violation of the college’s standards of academic integrity must be reported to the Dean or Associate Dean of Students. If the student acknowledges that she or he is responsible for an act of dishonesty in a course and the Dean of Students reports that there have not been other instances of academic dishonesty involving the student, the instructor should impose a penalty proportional to the severity of the dishonesty; the sanction must be course specific, and once assigned, the violation and the sanction must be reported to the Dean of Students. If the instructor believes that the first infraction is so serious that a sanction within the bounds of the course is insufficient, the instructor
may indicate that special circumstances are present; in this case, the procedures followed will be the same as those for a second violation of the Academic Honesty Policy. If the student disputes the charge of dishonesty, the case will be referred to the Academic Discipline Board. A student's second offense, whether in the same class or another, is automatically referred to the Academic Discipline Board (see the Academic Honesty Policy and Procedures in Chapter IV of this handbook).

**Grade Records.** Course grades must be submitted as scheduled by the Registrar and announced in the College calendar in the Pomona College Catalog. A faculty member may not change a grade after it has been recorded and grades have been released to students, except in cases of clearly documented clerical error, and then only with the approval of the Assistant Dean for Academic Affairs. Grade change requests based on late work or on re-evaluated work will not be accepted.

**Grade Standards.** Grades at Pomona College recognize and evaluate student achievement and standing. They may be based on one or more of the following: mastery of course materials, performance compared to that of peers, and individual growth and improvement during the course. Passing letter grades range from A through D-minus; F signifies a failing grade. Grades A through D may be modified with + or – to reflect finer distinctions. The grade of A+ does not confer additional grade points.

The College defines grades as follows:

- **A** Exemplary
- **B** Accomplished
- **C** Adequate
- **D** Deficient
- **F** Unacceptable

Grades for students who have elected the Pass/No Credit (P/NC) grading option, when permitted, are:

- **P** Pass, work equivalent to C- or higher
- **NC** No credit, work equivalent to D+ or lower

Courses graded on the P/NC system are not entered into the grade point average calculation. Grades in courses in which the student opted for the P/NC option (as opposed to courses in which the P/NC option is automatic) are identified with a ^ symbol on the official transcript; i.e., P^ and NC^ indicate that the student elected the P/NC grading option.

**Grade Transparency and Hours Worked.** In 2015, the faculty approved a set of procedures, to be evaluated after three years (i.e., in 2018-19), in response to concern about grade inflation and compression. The procedures are intended to help the College be more transparent and thoughtful about how grades are awarded and the amount of time that students report spending for their courses.

1. During end-of-semester grade submission, faculty that award 50% or more As (A+, A, A-) in any course will explain their reasons for doing so on the College portal, in conjunction with their grade submission. Copies of completed forms will be provided to their department and/or program chair(s) (see #3). Redacted versions of completed forms will be made available to the Curriculum Committee (see #4).
2. Individualized reports will be provided regularly to faculty. These will include, along with personal grade distribution information and comparative information for the department (names redacted), information on the number of hours per week that students report spending on each class (class time plus outside hours).
3. Departments will have annual discussions on grades awarded and student-reported hours in their courses, and the department chair will report results of that discussion on the department report.
4. Three years after implementation, the Curriculum Committee will evaluate the impact of these recommendations on our grade and course hours worked distributions.

**Disputed Grades.** In 2014, the faculty approved a procedure to handle cases of serious dispute between an instructor and a student over a grade, when a student has substantial grounds for believing that a particular grade was assigned in a manner that was arbitrary or unjust, or that crucial evidence was not taken into account. This is apart from questions of the quality of the work, which is subject to the judgment of the instructor. In such cases, if the instructor agrees, s/he may present a request to the Academic Procedures Committee to change the grade, explaining the situation. If the instructor does not agree, the student may petition for resolution of the disputed grade. For details, see Chapter IV, “Policy on Disputed Grades.”

**Withdrawal from a Course.** A faculty member may recommend to the Academic Procedures Committee that a student who is unable or unwilling to do the work in a course be dropped from that course--before or after the regular drop date. Otherwise, after the official final drop date listed in the official College Calendar, a petition to withdraw must be submitted to the Academic Procedures Committee with the instructor's and advisor's recommendation. If the petition is approved, the student will receive a grade of “W” in the course.

**Final Examinations.** Instructors may choose whether or not to assign final examinations. If an exam is given it must be given on the date and at the hour assigned for the course in the Final Examination Schedule, as announced on the College calendar in the online Pomona College Catalog. The times of final examinations may be changed only on advance petition to the Academic Procedures Committee and only for valid reasons, which do not include personal convenience, that of either the instructor or the student. In addition, no extra class meetings outside the normal class
schedule (other than voluntary review sessions) may be scheduled during the last five days of classes in any semester.

**Faculty Regulation on English Language Standards.** In the evaluation of all academic exercises, the quality of English usage may be considered. Every student in every course is expected to use language that is grammatically correct and logically sound. Failure to meet the standards set by the instructor for each course may result in a lower grade or failure. Students and faculty may find Diana Hacker’s *Rules for Writers* useful in writing and revising papers. The College’s Writing Center provides resources for student writers at all stages of the writing process, including consultations on assignments in any discipline as well as on overall writing skills.

**Requirements for Graduation**

1. **32 courses:** A total of 32 course credits are required for graduation. These can be accumulated by a combination of courses taken at Pomona, cross-enrollments at the other Claremont Colleges, Advanced Placement or other permitted advanced standing credits, credits transferred on entrance from another college (online courses are not transferable), approved summer school work at other colleges, or independent study supervised by Claremont Colleges faculty. Thirty of the 32 courses required for graduation must be taken after matriculation as an admitted student to Pomona or other eligible college or university. Transfer students must take at least 16 courses in a minimum of four semesters at Pomona. No more than eight cumulative courses (cumulatively equivalent to two course credits) will be applied to the 32 courses required to graduate. Students are expected to graduate at the completion of eight academic semesters at the College; exceptions require approval of the Academic Procedures Committee. (Transfer students are expected to graduate on a corresponding schedule based on the number of credits transferred in upon matriculation, with the assumption that on average four courses will be taken in each semester at the College.)

2. **Critical Inquiry Seminar (ID1):** The Critical Inquiry Seminar must be taken by all first-year students. Students who do not pass the Critical Inquiry Seminar with at least a C-minus grade are automatically put on probation for the second semester of the first year. Students who fail the seminar are not required to retake it.

3. **General Education:** The College revised its General Education Requirements on May 14, 2015, for matriculating students starting in fall 2016. Students admitted prior to fall 2016 follow the requirements in effect when they matriculated; for 2015-16, those requirements can be found in the archived 2015-16 Pomona College Catalog ([http://catalog.pomona.edu/](http://catalog.pomona.edu/)).

Pomona College awards the Bachelor of Arts degree to students who complete the following requirements.

- The Critical Inquiry Seminar for first-year students (ID 001 PO) taken in the first semester. (The seminar is not required of transfer students and enrollment in it is restricted to students admitted as first-year students.)

- The Breadth of Study Requirements. The Breadth Area that a course fulfills is determined by the department that offers it, except as noted below.

- The Language Requirement

- The Physical Education Requirement

- The Writing Intensive Requirement

- The Speaking Intensive Requirement

- The Analyzing Difference Requirement

**Breadth of Study Requirements**

The Breadth of Study Requirements provide a window into the vast extent and variety of our accumulated experience and knowledge in the liberal arts. Students are required to complete a minimum of one course in each of six areas, choosing any course offered in the departments/disciplines listed under each area, unless specifically exempted.

Students must complete Breadth of Study Requirements with courses taken at The Claremont Colleges. Breadth of Study credit is not awarded for Study Abroad or other external program coursework. (Students admitted as transfer students are awarded Breadth of Study credit for work completed outside The Claremont Colleges prior to matriculation, but once students matriculate, Breadth of Study Requirements can only be fulfilled by courses taken in residence at The Claremont Colleges.)

No two Breadth Areas can be fulfilled with courses from the same department or program. Much of the Pomona
curriculum is interdisciplinary; it is understood that students may be exposed to more than one curricular area in a single course, but the Breadth Area that a course fulfills is determined entirely by the department that offers it, with only the explicit exceptions as noted below. The Critical Inquiry Seminar, senior exercises, independent studies, and lower-division foreign language courses do not satisfy any area requirement. Partial-credit courses are ineligible, except for Area 6 as noted below and in the relevant department chapters of the Pomona College Catalog.

Students are encouraged to fulfill all the Breadth of Study Requirements within the first two years.

**Area 1: Criticism, Analysis, and Contextual Study of Works of the Human Imagination**
- Art History
- Classics
- Dance (criticism, history, and movement analysis)
- Literatures (in English or English translation, or at the upper-division level in a foreign language, or in Classics)
- Media Studies (theory and history courses)
- Music (theory, history, appreciation, ethnomusicology courses)
- Theatre (history and criticism)

**Area 2: Social Institutions and Human Behavior**
- Anthropology
- Economics (except ECON 057 PO)
- Environmental Analysis (courses beginning EA)
- International Relations (courses beginning IR)
- Linguistics and Cognitive Science
- Philosophy, Politics and Economics (courses beginning PPE)
- Politics (except POLI 090 PO)
- Psychology (except PSYC 158 PO)
- Public Policy Analysis (courses beginning PPA)
- Science, Technology, and Society (courses beginning STS)
- Sociology (except SOC 104 PO)

Mathematical and formal reasoning courses offered in the disciplines above satisfy Area 5 rather than Area 2 (ECON 057 PO, PSYC 158 PO, POLI 090 PO, SOC 104 PO).

**Area 3: History, Values, Ethics and Cultural Studies**
- Africana Studies (courses beginning AFRI)
- American Studies (courses beginning AMST)
- Asian American Studies (courses beginning ASAM)
- Asian Studies (courses beginning ASIA)
- Chicano/a – Latino/a Studies (courses beginning CHST)
- Gender and Women’s Studies (courses beginning GWS or GFS)
- History
- Latin American Studies (courses beginning LAST)
- Philosophy (except PHIL 060 PO)
- Religious Studies

**Area 4: Physical and Biological Sciences**
- Astronomy
- Biology
- Chemistry
- Geology (except GEOL 111A PO, GEOL 111B PO, and GEOL 112 PO)
- Molecular Biology
- Neuroscience
- Physics

GEOL 111A, 111B, and 112 do not satisfy any area requirement, and each has as prerequisite the completion of an Area 4 course.

**Area 5: Mathematical and Formal Reasoning**
- Mathematics
- Computer Science
- Formal Logic (PHIL 060 PO)
Statistics (includes statistics courses offered by any department)

Area 6: Creation and Performance of Works of Art and Literature

Art
Creative writing in English and other languages
Dance (performance courses)
Media Studies (production courses)
Music (performance, composition courses)
Theatre (performance courses)
Courses in other departments/programs as appropriate

Area 6 can be fulfilled by combinations of cumulative and half-courses as noted in the department chapters of the Pomona College Catalog.

The Language Requirement

The requirement for a language other than English is satisfied in one of the following eight ways:

1. by passing the third semester or higher of a language or literature course at Pomona College (or an approved equivalent course at another eligible institution) in a language other than English. If a literature course is selected, it may not be in translation;
2. by earning a score of 4 or 5 on an Advanced Placement examination in a language other than English;
3. for languages other than English and Chinese, by earning a score of 6 or 7 on an International Baccalaureate (IB) Language B Higher Level or Language A (Standard Level or Higher Level) exam;
4. by earning a score of 650 or higher on the College Board SAT-II Subject test in a language other than English (Listening Tests are not eligible). Exams which significantly test in Romanized writing (in addition to native orthography) do not satisfy the requirement (Chinese, Japanese and Korean exams);
5. by earning a grade of at least B on an A-level or equivalent exam in a language other than English, Chinese, or Japanese;
6. by presentation of a foreign school diploma verifying a language other than English as a primary language of instruction, through the eighth grade, or any year above the eighth grade;
7. in the case of Chinese and Japanese, by achieving a grade of C- or higher on the final exam for the third-semester course, administered by the Pomona Department of Asian Languages & Literatures; in the case of Korean, by passing a proficiency examination administered by the CMC Korean faculty;
8. for languages not offered at the Claremont Colleges, by the successful completion of a Foreign Language Resource Center-approved proficiency exam that is offered by a faculty member or instructor teaching that language at another accredited college or university; that tests reading, writing, and speaking literacies; and that verifies the student’s preparedness to enter the fourth semester of college-level language instruction.

The Physical Education Requirement

The requirement for physical education is satisfied by passing two physical education activity courses in different semesters. (Students admitted as transfer students may satisfy this requirement by passing one physical education activity course.) Students are expected to pass one physical education activity course during their first year (except transfer students). In keeping with the high value the College places on health and wellness, students are encouraged to enroll in physical activities throughout their four years. Students may apply up to eight physical activity and/or other cumulative courses totaling no more than two courses total from all cumulative courses taken to the 32 courses required for graduation.

“Overlay Requirements”

Overlay requirements (the Writing Intensive, Speaking Intensive, and Analyzing Difference requirements) are requirements that may be completed with courses that usually also satisfy a Breadth of Study area. As with Breadth of Study, overlay requirements can only be completed with courses taken at The Claremont Colleges; credit is not awarded for Study Abroad, transfer, or other external program coursework. Lower-division foreign language courses cannot be used to satisfy any of these requirements. (Students admitted as transfer students may be awarded Writing Intensive, Speaking Intensive, and Analyzing Difference requirements credit for work completed outside The Claremont Colleges prior to matriculation, but once students matriculate these requirements can only be fulfilled by courses taken at The Claremont Colleges.)
The Writing Intensive Requirement

Students must complete at least one writing-intensive course after the completion of the Critical Inquiry seminar for first-year students (ID 001 PO) and are expected to do so before the 7th semester. Writing Intensive courses will be certified and supported by the Director of College Writing and the Critical Thinking and Writing Committee. A course fulfilling the Writing Intensive Requirement may also be used to fulfill a Breadth of Study Area requirement; however, a single course cannot be designated as both Writing Intensive and Speaking Intensive.

The Speaking Intensive Requirement

Students must complete at least one speaking-intensive course. Speaking Intensive courses require that twenty percent or more of a student’s final grade be from graded oral communication, with at least three instances of individual feedback over the semester (in the case of a half-credit course, forty percent or more of the student’s final grade must be from oral communication). Examples of oral communication can include, but are not limited to, debates, formal presentations, leadership of discussions, oral critiques, and participation in class or laboratory discussions. The Curriculum Committee certifies Speaking Intensive courses. A course fulfilling a student’s Speaking Intensive requirement may also be used to fulfill a Breadth of Study Area requirement; however, a single course cannot be designated as both Writing Intensive and Speaking Intensive.

The Analyzing Difference Requirement

Students must pass at least one Analyzing Difference course to graduate. Analyzing Difference courses are primarily focused on a sustained analysis of the causes and effects of structured inequality and discrimination, and their relation to U.S. society. Such courses will make use of analyses that emphasize intersecting categories of difference. Examples include, but are not limited to: race, ethnicity, gender, sexuality, citizenship, linguistic heritage, class, religion, and physical ability. A course fulfilling the Analyzing Difference requirement may also be used to fulfill a Breadth of Study Area requirement and/or a Writing Intensive or Speaking Intensive requirement. The Analyzing Difference Committee certifies approved courses.

4. Major Requirements:

The requirements for majors vary widely and are described in the departmental listings of the Catalog. Every student must satisfy the requirements for some major in order to graduate. Students are expected to declare a choice of major by the end of pre-enrollment in the spring semester of the sophomore year. Unless otherwise noted in the Catalog, all courses taken for the major must be taken on a letter-grade basis. Every major requires a senior exercise. The most common is the thesis, although senior colloquia, comprehensive examinations, seminars and projects are also typical.

Students may propose a Special Major in lieu of one of the established majors. Eligible faculty (tenure-track and multiyear contract faculty after the first year of teaching) may agree to serve on a student’s Special Major Committee for the proposed major, provided they will not be on leave for more than one semester of the student’s junior and senior years. The chair of the student’s Special Major Committee must be present for the student’s last semester of the senior year. The committee must have three faculty members, with no more than one member from one of the other Claremont Colleges.

Members of the student’s Special Major Committee consider the integrity, viability and rigor of the proposed curriculum, which requires approval by the Curriculum Committee. The chair of the student’s committee is sometimes asked to meet with the Curriculum Committee to discuss the merits of the proposal, and each member must submit a letter of support detailing her/his scholarly relationship to the curriculum of the Special Major. If the Special Major is approved, the members of the committee will be expected to act as a de facto department for the student and provide significant support along the way, such as meeting regularly as a committee with the student, preparing the student for the senior exercise, and nominating the student for awards or prizes as applicable.

Students who wish to pursue a second major may petition the Academic Procedures Committee. Normally the committee will not approve such petitions until at least one course has been taken in each of the six breadth areas before the petition is made. Third majors are not allowed.

5. Minimum Grade Point Average: To be eligible to graduate, a student must have at least a 6.0 grade point average.

Academic Procedures Committee

The Academic Procedures Committee is a standing committee of the Faculty charged with the responsibility of ruling on student petitions for exceptions to the academic rules and regulations of the faculty, in addition to other duties. It consists of three faculty members (one from each Division), the Registrar, a faculty member of the Dean of Students’
The Academic Discipline Board consists of eight faculty members, including three members of the Academic
members of the Committee, including the student members, are also available for consultation (revised January 1988).

explanation of the Committee's action or of other options available to the student after a petition has been denied. Other
Dean of Students. The Dean is prepared to advise a student before his or her petition is submitted, or to provide further
Any student who has questions about a petition is invited to make an appointment to discuss these questions with the
Faculty need to make clear that their approval does not imply that the APC petition will be approved.

It is incumbent on faculty to emphasize this to students whose petitions they are asked to comment on.
that the petition has not been or will not be approved; e.g., he or she should continue going to class and turning in
may be obtained in person from the Office of the Registrar.

Petition forms are obtained from the Registrar’s web page and are submitted on paper or via email to that office with the
designated signatures and other relevant supporting material. Normally, petitions must be submitted 48 hours in
advance of a Committee meeting in order to be acted upon at that meeting; petitions submitted after that time will be
held for the following week. The meeting day for the committee meetings is announced to students each semester.
Results of the Committee's action are sent by the Registrar via email, or if circumstances require earlier notification, they
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The Committee approaches its deliberations with an assumption that the Faculty's academic rules and regulations should
normally be followed, and it is concerned about being fair to those students who plan their academic work accordingly
and do not request exceptions. When considering exceptions, the Committee attempts to be both consistent (that is, to
apply uniform standards), and flexible (to give personal attention and respond to individual circumstances). Each case
must stand on its own merits, although some patterns of decisions do emerge over time. The following general
guidelines might be helpful in advising students on the preparation of petitions (for grade dispute petitions, see Chapter
IV):

1. It is the student's responsibility to present the case fully.
2. The petition must be reviewed and signed by appropriate faculty members (usually the advisor and the instructor
or department chair) to confirm the facts as presented. (Submission of the form via Pomona email account is the
norm and is acceptable in lieu of signature.) Although faculty members are invited to comment on the petition
forms or in separate memoranda, their signatures standing alone do not necessarily represent approval or
disapproval and are not so interpreted by the Committee.
3. The Committee looks for compelling personal and educational justifications for making exceptions, or in cases
where missed deadlines are the issue, for circumstances beyond a student's control which contributed to the failure
to meet the established deadline.
4. It is not the Committee's role to defend or explain existing academic rules and regulations of the faculty, so
arguments which amount to a fundamental disagreement with a regulation should be avoided. The Committee is
charged by the faculty only with making exceptions to regulations when such exceptions are justified by the
individual circumstances.
5. The Committee is particularly concerned about the extent to which any personal circumstances described in a
petition actually contributed to the need for an exception to rules or regulations. For example, an illness or family
emergency which occurs after several weeks of failure to work diligently in a class will not be accepted as
justification for a late withdrawal or Incomplete. On the other hand, evidence of serious and diligent effort which
has been interrupted by such circumstances will almost always be accepted as a basis for allowing an exception.
6. Certain categories of petitions are almost uniformly denied by the Committee on the grounds that they will not
materially affect students' educational opportunities and that students can be expected to follow the faculty's rules
and regulations without undue hardship. Examples would be petitions to change to P/NC grading basis after the
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Any student who has questions about a petition is invited to make an appointment to discuss these questions with the
Dean of Students. The Dean is prepared to advise a student before his or her petition is submitted, or to provide further
explanation of the Committee's action or of other options available to the student after a petition has been denied. Other
members of the Committee, including the student members, are also available for consultation (revised January 1988).

The Academic Discipline Board consists of eight faculty members, including three members of the Academic
Procedures Committee and the five members of the Faculty Grievance Committee. Seven students are chosen from among the following: two members of the Student Affairs Committee, the Academic Affairs Commissioner, and four student members of the Judiciary Council. Four faculty members and three student members of the Board are chosen randomly to constitute a panel for each hearing. This selection is made by the Board chair, who is the chair of the Academic Standards Committee; the chair must be a tenured member of the faculty. A quorum consists of three members of the panel plus the Chair, who votes only in the event of a tie. The Dean of Students or an Associate Dean of Students serves throughout the process in an advisory, non-voting role.

Hearings are scheduled promptly after an incident is reported, and are closed and confidential. The student involved is given a copy of these procedures and is shown the evidence or documentation in advance of the hearing, and is permitted to have present as an advisor a member of the faculty, staff, or student body of the Claremont Colleges who is neither an attorney nor a member of the Academic Discipline Board or the Student Judiciary Council. The student is permitted to designate, in advance, other members of the college community to appear as witnesses in his or her behalf.

Decisions are reached by a majority of those voting. The Panel may meet in executive session to deliberate before reaching a decision. Sanctions may include grade penalties in a course, sanctions involving campus privileges or participation in college programs, fines, suspension, expulsion, or other penalties which may seem appropriate. In addition, the Panel will make a specific recommendation about withdrawal or reduction in level of college academic honors.

The Chair notifies the student, the instructor, and the Dean of Students or Associate Dean of Students of the panel’s decision in each case. If the penalty involves a recommendation of reduction or withdrawal of College academic honors, the Registrar is informed so that the matter can be brought to the attention of the Academic Procedures Committee when graduation honors are considered.

A student may appeal a decision of the Academic Discipline Board to the Dean of the College. Such a request must be filed with the Dean of Students office within five days of the date of the letter providing official notification of the sanction. After reviewing the case, the Dean may uphold the Board’s decision, or remand the decision to the Board and may include comments or issues to be considered further by the Board. After further deliberation about the Dean’s concerns, the Board shall reaffirm or alter their decision. At this point, the decision of the Board is final.

**Academic Standards Committee**

The Committee consists of the three faculty members of the Academic Procedures Committee, two members from the Dean of Students' Office, the Registrar, the Student Deans from the Office of Black Student Affairs and the Chicano/Latino Student Affairs Center, and the Director of the Asian American Resource Center.

In order to continue in good standing in the College, a student must:

1. Achieve at least a "C" average in courses taken under the auspices of Pomona College. In the first semester, the student must also earn at least a C- in the Critical Inquiry Seminar.
2. Maintain normal progress with an average of four courses passed for each semester of enrollment.
3. Make suitable progress toward completion of all academic requirements, including completion of a major.

The Committee recognizes that students may have academic difficulties for a variety of reasons, but it normally expects any deficiencies to be reduced or eliminated within one semester. The Committee urges students with academic deficiencies to seek appropriate assistance promptly. The major responsibility for seeking such assistance rests with the students and many individuals on the campus would like to be of help. The Dean and Associate Deans of Students are the general academic advisors for the College and are prepared to discuss academic questions or problems with students at any time. Students may also see their academic advisors, deans, members of the faculty, or staff at the Counseling Center, or they may receive help from tutors or fellow students. The Committee does take into account evidence that a student has been making serious efforts to seek help and improve his or her status in the College. The College may restrict participation in campus activities by students with academic deficiencies, and urges students to consider limiting activities which might interfere with achieving an early return to good academic standing.

The following actions are among those that may be taken for students whose academic records are judged inadequate. These actions do not represent a sequence which will be followed in every case: based on an analysis of the available information, the Committee chooses the course of action which seems most appropriate.

1. **Warning.** This is the action most commonly taken when the academic deficiency is minor. If there is not substantial improvement the next semester, the Committee will usually take more serious action, including the possibility of suspension or required withdrawal.
2. **Academic Probation.** This serious action indicates that the Committee is deeply concerned about a student's ability to succeed at Pomona College. It is usually accompanied by a firm set of expectations for the next semester requiring
immediate and substantial improvement of the student's record, typically completion of four courses with an overall grade-point average of 7.0 or above, with no courses taken with Pass/No Credit (P/NC) grading. Failure to meet these expectations is likely to result in a suspension or required withdrawal. A student on academic probation is required to consult with the Dean or an Associate Dean of Students about his or her course schedule and progress during the semester.

3. **Suspension.** This action is taken when, in the judgment of the Committee, the interests of the student will be best served by a period away from the College, but when the Committee also believes that successful completion of the college program is possible at a later time. After the period of suspension the Committee will review the case and may authorize the student to return to the College if there is sufficient evidence of ability and motivation to succeed. Reinstated students return to the College on probation. A student who is suspended and plans to take college work elsewhere with the hope of transferring the credits to Pomona at a later date is advised to secure approval in advance from the appropriate department chair and the Registrar. Credit for such courses may be applied toward a degree at Pomona, but grade points so earned may not be used to reduce grade point deficiencies incurred at Pomona.

4. **Required Withdrawal.** This action is taken when, in the judgment of the Committee, the evidence is deemed conclusive that the student will be unable to meet graduation requirements, or that neither the student's nor the College's interests are likely to be served by his or her continuation at the College. This action requires the withdrawal of the student. While it does not mean that it is impossible for the student ever to return to the College, the Committee will not look favorably on a request for readmission unless there is strong and compelling evidence based on additional experience of a change in the student's readiness to perform college work. In no event will a student be considered for readmission by the Academic Standards Committee before a year has elapsed.

**Appeals:** Decisions of the Committee are normally final. However, if there is pertinent and compelling information which was not available at the time of the decision, some actions may be appealed. An appeal must be requested within 48 hours of notification of the Committee action as described below. Since notification will sometimes reach students after they have left Claremont, the request may be made by telephone within 48 hours and should be followed up in writing and/or in person.

Only the actions of Suspension or Required Withdrawal may be appealed. Relevant information should be communicated to the Dean or the Associate Dean of Students and to the Chair of the Committee within the 48-hour period. If they both feel that it constitutes new and significant evidence, an appeal procedure will be instituted. The student may be asked to meet with an appeals subcommittee of the Academic Standards Committee, made up of the Chair, the Dean or the Associate Dean of Students, the Registrar, and three other members of the Academic Standards Committee appointed by the Chair for this purpose. A majority vote of the appeals subcommittee will decide the final Academic Standards Committee action (revised, June 1994).
CHAPTER IV

POLICIES

ACADEMIC HONESTY POLICY AND PROCEDURES
(as adopted by the Pomona College Faculty on 1 March 2005 and revised on 21 April 2006)

I. Standards of Academic Integrity:

Pomona College is an academic community in which all members are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. The College expects students to understand and adhere to basic standards of honesty and academic integrity. These standards include but are not limited to the following:

In projects and assignments (including homework) prepared independently, students never represent the ideas or the language of others as their own.

Students do not destroy or alter either the work of other students or the educational resources and materials of the College.

Students neither give nor receive assistance with examinations.

Students do not represent work completed for one course as original work for another or deliberately disregard course rules and regulations.

In laboratory or research projects involving the collection of data, students accurately report data observed and do not alter or fabricate data for any reason.

II. Reporting Violations of the Academic Honesty Policy

When the College’s standards of academic integrity have been breached, violations should be reported.

When an instructor encounters a possible instance of academic dishonesty and wishes to determine whether or not College standards have been violated, the instructor may consult with his/her department chair, with a colleague(s) or with the Dean of Students before reaching a conclusion. In so far as possible, when consulting with the chair, the Dean, or another colleague, the instructor should protect the anonymity of the student(s) involved and should take steps to protect the security and integrity of the evidence. Violation of confidentiality shall not be grounds for dismissal of the case.

When an instructor concludes that standards of academic honesty have been violated, the instructor will consult with the student about the case. If the student is unavailable, the instructor may leave the grade as IP until the issue is resolved. After reaching a conclusion that academic dishonesty has occurred but before consulting with the student, the instructor should ask the Dean of Students if there have been previous instances of academic dishonesty involving the student.

If the student acknowledges that she or he is responsible for an act of dishonesty in a course and the Dean of Students reports that there have not been other instances of academic dishonesty involving the student, the instructor should impose a penalty proportional to the severity of the dishonesty. The sanction must be course specific – such as a failing grade on an assignment or in the course. Once assigned, the violation and the sanction must be reported to the Dean of Students.

If the instructor believes that the first infraction is so serious that a course-specific sanction is insufficient, the instructor may indicate that special circumstances are present (e.g. the action jeopardizes another student’s work, the action occurs as part of another violation of the Student Code). In this case, the procedures followed will be the same as those for a second violation of the Academic Honesty Policy (see below).

Upon receiving an instructor’s report of a first instance of academic dishonesty and the penalty imposed, the Dean of Students shall write to the student describing the violation, evidence of the violation, and summarizing the penalty. The student must notify the Dean within 5 school days of the date of the letter if she or he wishes to dispute the charge. If the student disputes the charge, the case will be referred to a Board of Academic Discipline. (See below.)
If the student disputes the charge of dishonesty the case will be referred to a Board of Academic Discipline (see below) for resolution – determination of whether the student has committed an act of dishonesty and, if so, determination of the penalty. The penalties the Board can consider in a first instance of academic dishonesty are limited to those affecting the class in which the act of dishonesty occurred unless the instructor alleges that special circumstances merit consideration of a more serious penalty.

In cases in which a hearing panel is to be convened, the Dean of Students shall notify the Dean of the College.

Reporting Second or Additional Instance of Academic Dishonesty

If, upon receiving a report of academic dishonesty, the Dean of Students finds that the accused student has been responsible for a previous violation of the College’s Academic Honesty Policy, the case must be referred to the Academic Discipline Board for a hearing.

In all cases when a Board of Academic Discipline is convened, the Dean of Students shall prepare a written statement of charges and present them to the student. The student is encouraged to have an advisor present during this initial meeting with the Dean and during the hearing.

The student may select as an advisor any member of the faculty, staff, or student body of the Claremont Colleges who is neither an attorney nor a member of the Academic Discipline Board or the Student Judiciary Council. If the student does not have an advisor, one can be suggested from an advisor pool consisting of faculty and staff who have been trained for the role. A person may not serve both as an advisor and witness in the same case.

Procedures for Academic Dishonesty Hearings

Pre-Hearing Procedures

1. If the case is not resolved between the instructor and the student, if it involves special circumstances, or if it represents a second instance of academic dishonesty, the case will be referred to a Board of Academic Discipline.

2. The instructor of the Dean of Students shall notify the student that the case has been referred to a Board of Academic Discipline. Additionally, the instructor shall provide the Dean with a written account of the violation.

3. The Dean of Students shall prepare a comprehensive written charge sheet specifying the portions of the Academic Honesty Policy that the student is alleged to have violated and outlining the evidence of dishonesty. The Dean will meet with the student to present and discuss the charge sheet. All charges must be brought within one year of the occurrence of the alleged violation.

4. Prior to the initial meeting with the student, the Dean of Students shall inform the student of his or her pre-hearing rights. The student’s rights include:
   - Being provided with a comprehensive, written charge sheet.
   - Being informed that the student has the right to have an Advisor present in meetings with the Dean and in the hearing.
   - Being informed that the Academic Honesty Policy and the student’s rights under that policy are outlined in the Student Handbook.
   - Being provided with a copy of the Student Handbook if the student does not have one.

5. The full Academic Discipline Board consists of eight faculty members and seven students.

   The faculty members shall be drawn from the membership of the Academic Procedures Committee and the Faculty Grievance Committee. The non-voting chair shall be the chair of the Academic Standards Committee. The chair must be a tenured member of the faculty.

   The student members shall include the Academic Affairs Commissioner, two student members of the Student Affairs Committee (to be appointed by the Student Affairs Committee) and four student members of the Judiciary Council (to be appointed by the Chair of the Judiciary Council and the Dean of Students). The Dean of Students (or an Associate Dean of Students) shall sit on all Board hearings as an ex-officio, non-voting member.

6. A hearing panel for each case shall consist of the faculty chair who votes only in the event of a tie, three additional
faculty members, and three student members chosen randomly by the Chair from the full Academic Discipline Board.

7. A hearing panel shall be convened as soon as possible after a charge sheet has been presented to a respondent, normally within 60 days.

Convening Hearings of the Academic Discipline Board

1. The Chair of the Board shall convene the hearing, notify the committee members, respondent, complainant, and witnesses of the time and place of the meeting and conduct the hearing. If the Chair is unable to serve, the Dean of Students shall designate a tenured faculty member of the Board to serve as the hearing panel chair.

2. The respondent may challenge one faculty and one student member of the hearing panel, excluding the Chair. These challenges shall be made in writing by the respondent at least 48 hours prior to the scheduled hearing. The Chair will replace challenged members.

3. The Chair shall summon those individuals whom the instructor and/or the respondent request as well as other faculty, staff, and students of Pomona College who have relevant information to offer the Board.

4. The Chair may appoint, to assist the panel, a neutral faculty expert from the discipline in question who is not a faculty member at Pomona College.

5. Pertinent records, exhibits, and written statements may be accepted as evidence for consideration by the hearing panel at the discretion of the Chair. All such material must be approved by the Chair 72 hours prior to the start of the hearing. The student respondent and instructor have the right to review such evidence at least 48 hours prior to the start of the hearing. The Chair shall exclude evidence that does not meet College standards. Evidence shall be limited to:

   - Facts pertinent to the charge
   - Physical and/or electronic evidence associated with the violations (exams, papers, lab reports, etc.)
   - Circumstances or attitudes that might affect the severity of any sanction imposed
   - Arguments addressing the applicability of the regulation on which the charge is based to the facts of the case

6. All information upon which the determination of responsibility for violating the Academic Honesty Policy is to be based shall be introduced into evidence in the presence of the respondent at the hearing.

Academic Discipline Hearings Procedures

1. The Chair presides at hearings and shall conduct the hearing to ensure the fair presentation of all pertinent evidence and witnesses. As the hearing begins, the Chair shall:

   - Describe the procedures under which the hearing will be conducted.
   - Read the charges and remind the respondent of his or her rights.
   - Indicate the order in which evidence and testimony will be presented.
   - Discuss the standard of judgment to be applied to the case, ensuring that all panel members understand the College’s standard of clear and convincing evidence and presumption of innocence in contested hearings.
   - Indicate that all decisions must be based solely on information presented at the hearing.

2. The members of the hearing panel shall not discuss the case outside of the hearing. Likewise, statements of the instructor, student respondent(s), and witnesses, whether written or oral, are confidential and may not be used or quoted for any purpose outside of the hearing.

3. Hearings shall be conducted in private. Persons who are appropriately present at all hearings are: The student respondent, the instructor bringing the complaint, the Chair, the hearing panel members, the Dean of Students (or an Associate Dean), and the advisor to the student respondent.

4. The advisor to the student respondent is prohibited from addressing the hearing panel and may speak only to the student respondent.

5. The Chair may authorize the attendance of persons who are not normally authorized to attend the hearing, order the hearing room cleared, or order any person to leave. A majority vote of panel members present may overrule a decision of the Chair.
6. A single tape recording shall be made of all hearings during the time that witnesses and other pertinent information are being presented. Deliberations about whether or not the Academic Honesty Policy has been violated or about sanctions shall not be recorded.

7. The taped record of the hearing will be kept in the Office of Student Affairs. If the case is appealed, the student, the instructor bringing the complaint, the student’s advisor, the Chair, the President, the chair of the appeal hearing and the appeal board members, and the Dean of Students may listen to the tape. Only the named individuals have the privilege of hearing a tape recording of a Pomona Board of Academic Discipline hearing.

8. The tape is the property of Pomona College. Those authorized to hear the tape must do so in the Office of Student Affairs or in an area arranged by the Office of Student Affairs. No one may copy the tape recording or receive copies of it. The tape will be kept for one calendar year following the end of an appeal.

9. As the hearing begins, the Chair will call on the instructor bringing the complaint to make a statement and present evidence of the violation of the Academic Honesty Policy.

10. The student respondent shall then have the opportunity to make an opening statement and address questions to the instructor bringing the complaint.

11. Panel members, the panel Chair, and the Dean or Associate Dean of Students, the instructor bringing the complaint, and the student respondent are entitled to question the instructor bringing the complaint, the student respondent, and all witnesses.

12. Witnesses shall appear one at a time in an order determined by the Chair.

13. The student respondent shall have the opportunity to make the final statement in the hearing.

14. The hearing panel may recess at any time, upon the decision of the Chair, for the purpose of gathering additional information or to provide a break in the hearing or the deliberation.

15. The student respondent or his/her advisor may ask the Chair for a recess at any time during the hearing in order for the advisor to ask a question of the Chair or consult with the respondent.

16. After the hearing has been concluded, the panel and Chair shall go into closed deliberations to determine whether the respondent has violated the Academic Honesty Policy and, if she/he is found to have violated the Policy, what sanctions should be imposed. This phase of the proceedings shall not be recorded. All witnesses, the instructor bringing the charge, the student respondent and advisor shall not be present for deliberations.

17. The hearing panel shall first consider the question of whether the student respondent has violated the Policy. A majority of four of the six voting members, (or four of seven if the Chair votes to break a tie), is required for the panel to reach a finding. The panel will find that the student has committed a violation if the information presented in the hearing provides clear and convincing evidence of such violation.

18. A respondent’s previous Academic Conduct Record shall not be made available to the panel until after the decision concerning whether or not the respondent violated the Policy has been reached.

19. If a respondent is found responsible for a violation of the policy, this panel shall then review relevant precedents and consider sanctions. The respondent’s previous academic conduct record shall be considered in assessing a sanction. That record will be provided to the hearing panel by the Office of Student Affairs. A majority of four of the six voting members (or four of seven if the Chair votes to break a tie) is required for the panel to assign a sanction.

20. If a respondent is found not responsible for a violation of the policy, all records associated with the charges and hearing shall be destroyed, with the exception of exams, papers, or other assignments that the student asks to be returned.

21. The Chair shall inform the student respondent, the instructor who brought the complaint, and the Office of Student Affairs of the results of the hearing. The Chair shall prepare a written opinion for the Vice President and Dean of Students which summarizes the findings of the panel and the sanction(s) assigned, if any, and explains the reasons for the decision. The Office of Student Affairs shall issue an official letter of notification to the respondent.

22. If the respondent is found not responsible for a violation, he/she shall have the option of not returning to the class in which the alleged violation occurred. The student may complete the course under the supervision of another faculty
member by finishing all course assignments and examinations in a comparable time frame. Alternatively the student may withdraw without penalty from the course (the withdrawal shall not be recorded on the student’s transcript). Selection among alternatives shall be arranged by the Dean of Students or the Chair of the hearing panel. A written record of the resolution shall be filed with the Office of Student Affairs and the Office of the Dean of the College.

23. When the hearing is concluded, the Dean of Students shall inform the Dean of the College of the outcome.

24. The Office of Student Affairs shall maintain a permanent, public precedent file which consists of case abstracts specifying charges, facts, case disposition and sanctions, if any. The precedent file shall be furnished to Board of Academic Discipline prior to the point in the hearing at which sanctions are discussed.

SANCTIONS

1. When assigning sanctions, the hearing panel shall consider the severity of the offense, precedent, the attitude of the respondent, the respondent’s previous academic conduct record, and the conditions under which the offense was committed.

2. Sanctions that may be imposed include:

Academic Sanctions:

Lower grade on an assignment  
Loss of credit on an assignment  
“F” on an assignment  
“F” in the course  
Assignment of make-up or additional work

Other Sanctions:

Suspension from the College  
Loss of College honors  
Expulsion from the College

APPEALS

A student respondent may appeal a decision of a Board of Academic Discipline to the Dean of the College. Such a request must be filed with the Dean of Students’ office within five days of the date of the letter providing official notification of the sanction.

After reviewing the case, the Dean may uphold the Board’s decision, or remand the decision to the Board and may include comments or issues to be considered further by the Board. After further deliberation about the Dean’s concerns, the Board shall reaffirm or alter their decision. At this point, the decision of the Board is final.

POLICY ON DISPUTED GRADES  
(as adopted by the Faculty in November 2014)

The normal presumption in the administration of grades at Pomona College is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that work. Once recorded in the Registrar's records, a grade may be changed only in one of two ways:

1. Upon the certification by the instructor that an error has occurred, and with the approval of the Assistant Dean for Academic Affairs; or
2. By the procedures described below, when a student has substantial grounds for believing that a particular grade was assigned in a manner that was arbitrary or unjust, or that crucial evidence was not taken into account. This is apart from questions of the quality of the work, which is subject to the judgment of the instructor.

The student should first discuss the matter with the instructor. If the outcome of that discussion is satisfactory, and the instructor proposes a changed grade based on the criteria laid out in (2) above, then the instructor should submit a petition to the Academic Procedures Committee (APC) based on that discussion and request the change in grade. If the outcome of that discussion is not satisfactory, the student can submit a petition to the APC to hear a grade dispute based on the criteria laid out in (2) above. On the basis of this petition, the APC makes an initial determination to hear the case.
If the APC decides to hear a grade dispute, the case is brought to the full committee of the APC, which will serve as the hearing panel for the case, unless the student petitioner had requested that student APC members not review the petition, and in that case, there will be no students on the hearing panel. The decision of the APC hearing panel on the disputed grade shall be final.

A grade dispute petition must be submitted by the end of the seventh week of the semester following the one for which the disputed grade has been given, and final disposition of the case must be made by the end of that semester. In the event that extenuating circumstances make it impossible for these deadlines to be met, the APC may arrange to postpone the process. Examples of such circumstances would be the temporary absence of either the faculty member or the student from Claremont, or illness which makes it impossible for one of the participants to be present.

Grade Disputes in Cross-Registration Situations

1. Students charged with academic dishonesty in a course taken outside their home college shall be tried according to the procedures for handling such cases in their home institution. Faculty members at the Colleges are obligated to accept the decision of the student's college, and may not impose a penalty should the appropriate hearing panel fail to find guilt. Any student grievance concerning a grade given by an instructor as a result of such a hearing decision will also be handled according to the rules of the student's home college.

2. All other grievances concerning grades are handled by the procedures of the college sponsoring the course.

Procedures for APC Grade Dispute Hearings

1. Once the APC has decided to hear a grade dispute petition, the Chair of the APC will solicit from the student and instructor any additional evidence for the APC to consider beyond the petition and petition materials.

2. Pertinent records, exhibits, and written statements may be accepted as evidence for consideration by the hearing panel at the discretion of the Chair. All such material must be approved by the Chair 72 hours prior to the start of the hearing. The student and instructor have the right to review such evidence at least 48 hours prior to the start of the hearing. The Chair shall exclude evidence that does not meet College standards. Evidence shall be limited to:
   - Facts pertinent to the grade dispute
   - Physical and/or electronic evidence associated with the grade dispute (exams, papers, lab reports, etc.)
   - Witness statements that are directly relevant to the grade dispute
   - Circumstances or attitudes that are directly relevant to the grade dispute

3. A hearing panel on the grade dispute shall be convened as soon as possible after a grade dispute petition has been accepted, normally within 60 days.

4. The APC chair shall notify the Dean of the College of the grade dispute hearing.

5. Both the student and the instructor have the right to be present for the hearing.

6. Both the student and the instructor have the right to have an advisor present in the hearing.

7. The full APC will constitute the hearing panel for grade disputes, unless the student had requested that only faculty members of the APC review the grade dispute petition. In that case, students would not sit on the hearing panel for the grade dispute.

8. The faculty Chair of the APC will serve as Chair of the hearing panel, and will vote only in the event of a tie.

9. The APC Chair shall convene the hearing, notify the committee members, student, and instructor of the time and place of the meeting, and conduct the hearing. If the Chair is unable to serve, the Dean of Students shall designate a tenured faculty member of the APC to serve as the hearing panel Chair.

10. The Chair may appoint, to assist the panel, a neutral faculty expert from the discipline in question who is not a faculty member at Pomona College.

11. All information upon which the determination of the grade dispute is to be based shall be introduced into evidence in the presence of the student and instructor at the hearing.

12. The Chair presides at hearings and shall conduct the hearing to ensure the fair presentation of all pertinent evidence and witnesses. As the hearing begins, the Chair shall:
   - Describe the procedures under which the hearing will be conducted
   - Read the criteria in the grade dispute policy which have to be met in order for the panel to determine the grade dispute
   - Indicate the order in which evidence and testimony will be presented
   - Indicate that all decisions must be based solely on information presented at the hearing
   - Indicate that the decision of the APC hearing panel is final

13. The members of the hearing panel shall not discuss the case outside of the hearing. Likewise, statements of the instructor, student respondent(s), and witnesses, whether written or oral, are confidential and may not be used or quoted for any purpose outside of the hearing.

14. Any advisor to the student or instructor is prohibited from addressing the hearing panel and may speak only to the student or instructor.

15. As the hearing begins, the Chair will call on the student bringing the grade dispute to make a statement and
present evidence regarding the substantial grounds for believing that a particular grade was assigned in a manner that was arbitrary or unjust, or that crucial evidence was not taken into account (apart from questions of the quality of the work, which is subject to the judgment of the instructor).

16. The instructor shall then have the opportunity to make an opening statement and address questions to the student bringing the dispute.
17. Panel members, the panel Chair, the instructor, and the student are entitled to question the instructor, the student, and any witnesses.
18. Witnesses shall appear one at a time in an order determined by the Chair.
19. The student and instructor shall each have the opportunity to make a final statement in the hearing.
20. The hearing panel may recess at any time, upon the decision of the Chair, for the purpose of gathering additional information or to provide a break in the hearing or the deliberation.
21. The student or instructor may ask the Chair for a recess at any time during the hearing in order for their advisors to ask a question of the Chair or consult with their advisors.
22. After the hearing has been concluded, the APC shall go into closed deliberations to determine the grade dispute.
23. If the grade dispute is determined to have merit, the hearing panel can determine a new grade for the student. The Chair shall inform the student and instructor of the results of the hearing. The Chair shall prepare a written opinion for the Vice President and Dean of the College and the Vice President and Dean of Students which summarizes the findings of the panel and the new grade assigned, if any, and explains the reasons for the decision. The Registrar will issue an official notification of the grade change to the student and instructor.

**POMONA COLLEGE POLICY ON CLOSED COURSES**
(as adopted by the Faculty, May 1998)

A student may not be required to drop a course without cause after the fifth day of the semester, if she or he was enrolled as of the first day of class. See Chapter III “Withdrawal from a Course” for a description of other circumstances in which a student may be required to withdraw from a course.

**POLICY ON VIDEO OR AUDIO RECORDINGS OF CLASSROOM DISCUSSIONS AND LECTURES**
(as adopted by the Faculty, May 2013)

In order to guarantee the academic values and the integrity of the learning experience at Pomona College, and to foster a learning environment of respect, cooperation and freedom, students may not make audio or video recordings of classroom discussions, lectures or seminars without the express authorization of the instructor. This policy adheres to the longstanding tradition that faculty own the copyright from their scholarly, pedagogical and creative activities (see the Copyright Policies and Guidelines). An exception to this policy is when a student has a reasonable need for accommodation due to a disability.

Students with disabilities, who need to make audio or video recordings of a course, should make their request to the Associate Dean of Students/Disability Coordinator in the office of the Dean of Students. The Disability Coordinator will review the request, and if approved, notify the faculty member that the student is authorized to make audio or video recordings of the class. For more information see the College’s Disability Accommodations Policy.

Otherwise, students who are enrolled in a course and who wish to record audio or video of that course should obtain express authorization from the instructor. Authorization can be granted either orally or in writing, and should be requested before any recording takes place.

If a student is granted approval to record a lecture or a discussion, then the following guidelines apply:

- The recording is for the student’s personal use.
- A designated note-taker or agent of a student may make the recording for the authorized student.
- The instructor must inform all students in the course that he/she has granted recording permission.

Below are three recommended paragraphs for syllabi language addressing the College’s recording policy.

**Suggested language when recording is allowed by the instructor without previous consent:** Pomona College prohibits video or voice recording of any lecture or discussion, except in cases that the office of the Dean of Students has granted a student permission according to the College’s Disability Accommodations Policy, or when permission is granted by the instructor. I choose to give permission in this course to be recorded by students. These recordings are for any reasonable use that arises from participation in this course. These recordings cannot be distributed, transmitted or published in any media or form, nor be used for any commercial purposes.
Suggested language when recording is not allowed by the instructor without previous consent: Pomona College prohibits video or voice recording of any lecture or discussion, except in cases that the office of the Dean of Students has granted a student permission according to the College’s Disability Accommodations Policy. A student who for any reason needs to make a video or audio recording on either a temporary or a permanent basis should ask the instructor for permission before recording any part of the lecture or discussion. If a student is granted permission to record part of this course, these recordings cannot be distributed in any media for form, nor be used for any commercial purposes.

Suggested language of video or audio recording written permission: I, NAME OF THE PROFESSOR, give permission to NAME OF THE STUDENT to make a VIDEO/AUDIO recording of my course NAME OF COURSE, SECTION NUMBER on DATES WHEN RECORDING IS ALLOWED. This recording can only be used for personal use and for reasons associated with participation in this course. This recording cannot be used for any commercial purposes. Any sharing, publication or transmission of this recording is prohibited.

**POMONA COLLEGE POLICY ON CONFIDENTIALITY AND PRIVACY**
(as adopted by the Board of Trustees, May 1998)

Pomona College’s strong commitment to free speech, academic freedom, professional collegiality, and faculty involvement in College decision-making can raise issues concerning confidentiality and privacy. In the course of administering the College’s affairs, it is normal for faculty members to come into possession of personal information about the qualifications, conduct, and other skills of other faculty members, including but not limited to teaching evaluations and reviews conducted internally and by outside referees. It is the responsibility of all faculty members to respect the privacy of others and confidentiality. Proper respect for the privacy of others is an important part of maintaining a collegial and open environment at the College. Therefore, it is the policy of the College that any information of a confidential nature received by a faculty member in the course of conducting the College’s affairs be kept confidential, disclosed only to those within the College who have an official reason to receive such information (which may include members of the Board of Trustees), and not be disclosed to anyone outside the College. This means that confidential information received by a faculty member in the course of committee service or discussion of a confidential personnel matter by a department or program should not be disclosed outside that committee, department or program except in the course of, and to those persons who are charged with carrying out, the applicable review procedures expressly set forth in the Faculty Handbook.

The same policy of confidentiality and privacy applies when Pomona College faculty members have access to confidential information concerning faculty members of the other Claremont Colleges, such as through an intercollegiate department or program.

If any faculty member feels that an unusual circumstance has arisen that makes it appropriate or necessary to disclose personal or confidential information in a manner that would be prohibited by this policy, the Vice President for Academic Affairs and Dean of the College and the other members of the committee, department or program who received the information should first be consulted. If it is determined that some limited disclosure of the information is appropriate under the circumstances, the Dean will ordinarily require that the faculty member who has an interest in the privacy and confidentiality of the information be given prior notice of the pending disclosure.

**GUIDELINES FOR ISSUES RELATING TO STUDENT PRIVACY**
(In compliance with the Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) guarantees to enrolled and former students specific rights regarding their education records. Students are guaranteed (1) the right to inspect and review their education records, (2) the right to challenge or seek to amend the content (except grades) of their education records, (3) the right to restrict the release or disclosure of information from education records, and (4) the right to file a complaint if the student feels his or her FERPA rights have been violated.

FERPA requires that institutions issue an Annual Notification for currently enrolled students regarding their rights under these regulations. For the College, this notification is our Policy on the Disclosure of Information from Education Records, which is published in the Student Handbook. The following discussion emphasizes the provisions of the Act that relate most directly to faculty. Faculty interested in receiving a copy of the entire policy may contact the Dean of Students or the Registrar.

**Restricting the Release of Education Records**
In general, the information the College collects and maintains about students is either directory (“public”) or non-directory (“personally identifiable”) information. Pomona College has designated the following items of information as
directory information: name; preferred name; student user name on the College networks; local and permanent address; local, cellular, and permanent phone number; e-mail address; date and place of birth; major field of study; dates of attendance; enrollment status; degrees and awards received; most recent previous institution attended; photographs; participation in officially recognized activities and sports; and the height and weight of members of athletic teams. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if released. Unless restricted by the written request of a student, the College may release directory information without the prior consent of a student. It is generally best for faculty not to disclose any information, directory or otherwise; requests for such information should be forwarded to the Dean of Students or the Registrar. However, directory information required for classroom participation need not be withheld from faculty and students connected with a particular course.

Unless allowed by FERPA, information that is not directory information requires the prior written consent, or equivalent, of the student for release. Prior written consent is required for disclosures to all non-College entities, including parents. Information may be shared among education officials when a legitimate educational interest exists for the disclosure of specific information. A legitimate educational interest exists when an education official demonstrates a need to know specific information to accomplish instructional, advisory, administrative, research, supervisory, or other administrative responsibilities assigned by the College. Education officials may include employees, faculty, staff, designated representatives of The Claremont Colleges, and contracted agents and agencies of the College.

FERPA identifies a number of exceptions and specific conditions when institutions are permitted to disclose non-directory information. Among these are when disclosures are made to a school where a student seeks, intends, or has enrolled as well as when disclosure is made upon determination of a health and safety risk to a student or to others in the community.

Faculty can avoid most violations of student privacy by strictly adhering to the following points:

1. Grades and other documents should never be posted or made publicly available in a manner that identifies individual students.
2. Student papers, exams, or business-related documents should not be left unsupervised or in common areas for distribution or pick-up.
3. Parents or guardians who request information about their students should be referred to the Dean of Students or the Registrar.
4. Because you may not know whether a student has restricted the disclosure of personal information, all requests for directory and non-directory information should always be forwarded to the Dean of Students or Registrar’s Office.

**Definition of Education Records**
According to FERPA, education records are records (in handwriting, print, tapes, film, computer, or other media) that are maintained by Pomona College, or an agent of the College, and that are directly related to a student. Students have the right to inspect and review such records. However, FERPA makes the following exceptions to its definition of education records.

1. Personal records that are the kept in the sole possession of the maker and are not accessible or disclosed to any other person, except a temporary substitute for the maker of the record (such as a teaching assistant)
2. Records created and maintained for law enforcement purposes
3. Employment records, unless employment is contingent on student status
4. Records created and maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used only for the treatment of a student and made available only to those persons providing the treatment
5. Alumni records, which are created and maintained about a student after he or she is no longer in attendance at the College and which are not related to the individual’s attendance as a student

**Limitations on Right of Access**
Students are not permitted access to inspect and review the following records.

1. Records that are exempted by FERPA
2. Financial statements of the student’s parents
3. Letters and statements of recommendation for which the student has waived his or her right of access, or which were maintained before January 1, 1975
4. Exams or sets of standardized test questions (an exam or standardized test that is not directly related to a student is not an education record and would, therefore, not be subject to the inspection provisions under FERPA)

**Correction of Education Records**
Students have a right to request corrections to records that they believe are inaccurate, misleading, or in violation of their
POLICY ON THE AMENDMENT OF EDUCATION RECORDS

Pursuant to the federal Family Educational Rights and Privacy Act (FERPA) and the Pomona College Policy on the Disclosure of Information from Education Records, students may inspect and, under certain circumstances, seek to amend the information in their education records maintained by the College or by an education official or other representative of the College. Students may also consent to disclosures of personally identifiable information contained in student records (to the extent such disclosures are not presumptively authorized under FERPA 99.30, 99.31). Requests for the amendment of education records are administered by either the Dean of Students or the Registrar. The procedure for making such a request is described herein. Students who seek amendment of their records but who are not satisfied with the judgment rendered in response may pursue other remedies, including documenting their objections in a formal statement for inclusion in the student’s education records or filing a formal FERPA complaint.

PURPOSE AND DEFINITIONS

1. Requests for amendments to education records may be submitted whenever a student feels that an education record is inaccurate, misleading, or in some way invades the student’s privacy (FERPA 99.7[a][2][ii]). It is the student’s responsibility to present evidence in support of a claim or objection that a record is inaccurate, misleading, or an invasion of privacy.

2. This policy applies specifically to education records as defined in FERPA (99.3). Education records are records that directly identify a student and are maintained by the College or by an education official or other representative of the College. FERPA excludes certain records from this definition, such as:
   - records created as personal memory aids and kept in the sole possession of the creator that are not accessible or revealed to any other person except a temporary substitute;
   - records of a law enforcement unit of the College;
   - College employment records that are maintained in the normal course of business, which relate only to the individual as an employee and are not available for any other use (however, student employment records are generally considered education records);
   - medical and health records;
   - alumni records.

3. This policy excludes grades, which are addressed in the College’s Policy on Disputed Grades.

4. Only education records created by the institution, or by an education official or other representative of the College, may be amended by the College.

5. Requests for the amendment of records cannot be accepted if the record has been destroyed per the College’s records retention schedule and is no longer maintained by the College or by an education official or other representative of the College.

6. The College reserves the right to accept and maintain information in its education records that includes, but is not limited to, court-issued or other legal documentation, including documentation that results from a court or other legal action, and documents provided by and furnished as the education records of other educational agencies and institutions.

7. Requests for the amendment of information in the College’s education records may include deletion of the record itself.

8. Records for which the original author or creator cannot be determined are subject to deletion.

9. Requests for the amendment of education records must be initiated within 60 days from the date the student became aware of the existence of the record. The College reserves the right to make exceptions to this rule.

10. Complaints for alleged violations of this and other FERPA rights may be filed with the U. S. Department of Education by the student or by any other party (FERPA 99.7[a][2][iv] and 99.64[b]).
PROCEDURES FOR THE AMENDMENT OF EDUCATION RECORDS

Students may initiate a request to amend education records with either the Dean of Students or the Registrar, who will guide the student through the following process to ensure that a resolution is made in a period of time not to exceed 120 days.

I. Review by Creator of the Record

1. Whenever possible, a request to amend a record must be submitted to the creator of the record, who must be afforded the first opportunity to review and evaluate the record. If the creator is not available or no longer employed by the College, the request may be referred to the responsible department head to whom the creator of the record reported.

2. Adjudication of a request for the amendment of education records must be resolved by the creator of the record or department head within a reasonable time from receipt of the request. If no judgment has been made or communicated to the student at the end of 30 days, the Dean of Students may intervene.

3. If the creator determines that an amendment is necessary, the creator initiates the appropriate actions or process to change, amend, or delete the record in question.

4. Students who disagree with the judgment made by the creator of a record should next address their concerns to the Dean of Students. The Dean of Students mediates the process, ensuring a resolution is reached within 30 days.

5. Students who disagree with the resolution of the Dean of Students may request a formal hearing.

II. Formal Request for Amendment of Records

FERPA guarantees students the right to a formal hearing regarding a request for the amendment of education records in the event the student believes the education records are inaccurate, misleading or somehow violate the student’s privacy rights (FERPA 99.21 and 99.22).

1. First, the student must make a formal, written request for the amendment of records (FERPA 99.21[a]) through the Dean of Students. The written request must specify and provide supporting details and documentation for all of the following items:
   • The record to which the objection is made must be specifically identified.
   • The specific objection(s) to the record must be clearly stated and any extenuating information or documentation must be provided.
   • Previous efforts to amend the record must be detailed, including relevant names and dates.
   • The student’s desired results or goal of the amendment request must be stated.

2. Following the formal request, the Dean of Students shall provide notice of the date, time and location of the hearing in advance of the hearing date (FERPA 99.22[b]).

3. Thereafter, the Dean of Students oversees the hearing process for adjudication of a student’s formal request for the amendment of education records. Pursuant to the FERPA 99.22, the Dean of Students ensures the following:
   • The student will be allowed, at the student’s expense, to bring one or more individuals to assist or legal counsel to represent the student during the hearing (FERPA 9922[d]).
   • Within a reasonable period of time after the hearing, the College – through the hearing officer – issue a written decision based upon the evidence presented in the hearing (FERPA 99.22[e]). The written decision shall summarize the evidence presented and the reasons for the decision or determination (FERPA 99.22[f]).

4. In the event that the student’s request for amendment is denied, the student shall be informed that objections may be formalized in a written statement that will be maintained along with the challenged record as long as the challenged record is maintained and will be disclosed whenever the challenged record is disclosed (FERPA 99.21[b][2] and 99.21[c]).

III. Student Statements in Education Records
1. Student Statements detailing objections to education records are accepted only if a student is dissatisfied or disagrees with the outcome of the hearing process.

2. Student Statements must be submitted in writing and consist of the following elements (FERPA 99.21[b][2]):
   - The statement must identify the record which the student finds objectionable.
   - The statement must detail the reasons that the student finds the record inaccurate, misleading, or invasive of privacy rights.
   - The student may document the history of the student’s attempt to amend the record.

3. Student Statements are submitted to the recordkeeper(s) of the record(s) to which an objection was made.

4. The record-keeper(s) must maintain the Student Statement with the objectionable record(s) for as long as the objectionable record is maintained (FERPA 99.21[c][1]) by the recordkeeper(s).

5. Whenever the objectionable record is disclosed, the Student Statement must also be disclosed (FERPA 99.21[c][2]).

IV. Complaints Regarding the Amendment of Records

Complaints regarding alleged violations of FERPA rights should be submitted in writing to the Department of Education at the following location:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

POMONA COLLEGE POLICY ON ACCESSIBILITY AND CONSTRUCTION
(as adopted by the Board of Trustees, July 5, 1991)

Pomona College, in compliance with Sections 503 and 504 of the Rehabilitation Act of 1973, and in compliance with the Americans With Disabilities Act of 1990, does not discriminate on the basis of disability, in any of its policies, procedures or practices. It is the policy of the College to provide qualified persons with disabilities with access to its programs, when viewed in their entirety, in the most integrated setting possible. The following statement on construction, renovation, and alteration, flows from the spirit of that nondiscrimination principle.

1. Construction of New Buildings and Facilities
   a. New construction will comply with the guidelines and regulations set forth in Section 504, Title 24, and relevant state and local building codes. The primary standards for such construction are derived from the Uniform Federal Accessibility Standards (UFAS, 1984), the Amended Architectural Barriers Act (1984), and the Americans With Disabilities Act of 1990.
   b. The College endeavors to employ the most barrier-free design and materials in new construction in order to provide superior access to the functions and programs that take place in those new facilities. The College's goal is to ensure full accessibility and usability of its new buildings.

2. Renovation and Alteration of Existing Buildings and Facilities
   a. The renovation and alteration of existing facilities will comply with Section 504 and applicable federal regulations, as well as relevant state and local codes, in order to enhance program accessibility. The College recognizes that Section 504 does not require structural changes to existing facilities where other methods are effective in achieving overall accessibility to the programs and services of the College.
   b. Any renovation or alteration will, to the maximum extent feasible, be pursued in a way that makes the renovated or altered portion of the building accessible to a student with a disability. However, the design of many existing facilities makes it impractical or prohibitively expensive to renovate or alter them in such a way as to make them barrier free.
   c. Historical Buildings: The College's renovation and alteration of buildings in its historic preservation plan will employ the "maximum extent feasible" principle. While complying with state and federal law, and striving for enhanced physical accessibility, the College will endeavor to preserve the historical integrity, sentimental value, and aesthetic significance of its historic buildings. In this context, program accessibility in the most integrated
setting possible will take priority over physical accessibility, as allowed by state and federal law.

STATEMENT ON COLLEGE FACILITIES, RESOURCES, AND SERVICES FOR STUDENTS WITH DISABILITIES
(as adopted by the Board of Trustees, July 5, 1991)

I. General Policy
1. In the spirit of its nondiscrimination policy, Pomona College is committed to admitting qualified students, regardless of disability, to the full privileges, rights, programs, and activities of the College.
2. Pomona College endeavors to provide a welcoming and supportive community environment for students with disabilities.
3. In that spirit, the College acknowledges its obligations to make certain adjustments and accommodations in order to provide its students with disabilities the opportunity to participate fully in Pomona's educational programs and activities as a whole. The policy of the College is to provide students with disabilities with access to its programs, when viewed in their entirety, in the most integrated setting possible.

II. Programs and Facilities
1. While the College cannot provide a totally barrier-free environment, it does provide students with disabilities with access to its programs and activities, when viewed in their entirety. Thus while not every academic and nonacademic building is fully accessible, sufficient access exists to allow students with disabilities the equal opportunity to participate in the academic, residential, and social life of the College.
2. As soon after admission to the College as possible, students with disabilities should contact the Office of Student Affairs, which serves to coordinate disability services, to discuss any special accommodation or adjustment that may be required. Each case is dealt with individually.
3. Since the College is prohibited by law from making preadmission inquiries regarding disability, the College relies on the voluntary provision of whatever information it needs to make necessary accommodations and adjustments for students with disabilities.

III. Resources, Services, and Auxiliary Aids
1. The College provides certain services and accommodations the nature and extent of which are based on the College's assessment of individual need and College obligation. Those services and accommodations, provided in consultation with the student, are intended to allow qualified students with disabilities to pursue their educational career in the most equitable and independent fashion possible.
2. The College's services include:
   a. individual counseling and advising (deans, faculty, and psychologists)
   b. registration information and assistance
   c. student assistants (transcribers, note takers, readers, laboratory assistants, etc.): the College will help students learn about the availability of such services through existing resources (state and private charitable agencies) and will make every effort first to establish a program of student volunteers to act as note takers, readers, etc.
   d. academic examination accommodation
   e. handicapped parking arrangements
   f. housing information and assistance
   g. general physical facilities accessibility
   h. financial aid information and referral
   i. an adapted physical education and recreation program
   j. liaison with community resources (e.g., Services Center for Independent Living)
   k. consultation for faculty and staff
   l. student organization and support group: SHAPE (Students for Handicap Awareness and Personal Equality)

ALSO SEE “POLICY ON VIDEO OR AUDIO RECORDINGS OF CLASSROOM DISCUSSIONS AND LECTURES” IN THIS HANDBOOK.

POMONA COLLEGE DRUG-FREE WORKPLACE (SUBSTANCE ABUSE) POLICY
In compliance with federal law, Pomona College maintains a drug-free workplace policy. Employees, as well as those who perform work for the College but are not employees (e.g., independent contractors, temporary agency personnel, authorized volunteers), are prohibited from unlawfully manufacturing, distributing, selling, offering to sell, dispensing, possessing, purchasing or using controlled substances on the premises of the College, at any time during working hours, including meal and break periods.
Furthermore, the College does not condone abusive or inappropriate use of alcohol, including incidents of drunkenness or any level of intoxication during normal work hours. Employees, contract workers and authorized volunteers are expected to report to work with faculties unimpaired by illegal or controlled substances. Employees who violate this policy will be subject to discipline, up to and including termination of employment; termination of project, contract or any other form of agreement; and debarment from campus. Those who are not terminated from employment will be offered the voluntary option of enrolling in a rehabilitation program.

Employees are subject to “probable/reasonable cause” drug/alcohol testing. This means that employees who, in the opinion of their supervisors, exhibit behavioral or physical effects of drug or alcohol intoxication during working hours may be asked to undergo drug and/or alcohol testing.

Any questions regarding this policy should be directed to your supervisor or the Assistant Vice President, Human Resources. Information about support groups and rehabilitation programs is also available from the Assistant Vice President, Human Resources, on a confidential basis.

An Employee Assistance Program (EAP) is available at no cost to all benefits-eligible employees. This employee benefit includes, among other features, counseling sessions on alcohol and drug dependency for adults, adolescents and children at no cost. The system is accessed by calling a toll-free number (1-800-234-5465). A clinical coordinator evaluates the problem and offers a choice of providers. All records are treated confidentially. Additional information is available from the Human Resources Department.

**ALCOHOL POLICY FOR COLLEGE-RELATED FUNCTIONS**

This policy on alcohol consumption governing students of Pomona College is abridged for the Faculty Handbook. For the entire policy, please refer to the Pomona College Student Handbook.

The health and well-being of every Pomona student is the responsibility of each community member and of the entire community and is the primary focus of the following policy. The College recognizes that responsible alcohol use can be compatible with healthy adult behavior and successful social events.

Pomona College complies with and enforces all federal, state, and local laws governing alcohol consumption and distribution.

**Regulations**

1. Students 21 years of age and older are permitted to possess and drink alcoholic beverages at Pomona but may not distribute, furnish, or serve alcohol to people under 21 years of age or to obviously intoxicated persons of any age.
2. Students under 21 years of age may not consume, possess, distribute, or sell any alcoholic beverage.
3. Public drunkenness is not permitted.
4. Students may not drink alcoholic beverages in public areas on campus, except at officially registered parties and social events at which those over 21 years of age may be served. Campus social events are officially registered with the Office of the Campus Center and are subject to the conditions outlined in the Party and Social Events Regulations below.

**Party and Social Events Regulation**

The College allows organizations and individual students to register parties and social events that serve alcohol (“registered events”) in specified campus locations. The College reserves the right to revoke or alter the specific spaces in which registered events can be held and the frequency with which registration may occur.

**A. The following regulations apply to ALL registered events:**

1. Beer and wine are the only alcoholic beverages that may be served or consumed at registered events.
2. Beer includes all fermented beverages with an alcohol content of up to 14%.
3. Alcoholic beverages may not be sold at any campus event without an appropriate state license.
4. Alcoholic beverages may not be served at registered events that are open to the general public.
5. Events at which alcohol is served may not be registered during reading days or during the final examination period.
6. Consumption or possession of alcohol at athletic events is prohibited.
7. Individuals are prohibited from bringing their own alcoholic beverages to any registered event or from taking alcoholic beverages out of events or social functions.

B. The following regulations apply to registered events held in PUBLIC SPACE:

1. Locations in which this category of events may currently be registered include Smith Campus Center locations (Edmunds Ballroom, the Courtyard, Doms Social Room); Sontag Greek Theatre; Eversole Courtyard; Walker Courtyards; Clark V Courtyards; Clark I Courtyards; Harwood Courtyard; Bixby Plaza; Seaver Theatre Courtyard; the lobby of Bridges Auditorium; Frank Dining Hall; and Frary Dining Hall.
2. Events at which alcohol is served must be registered with and approved by the Office of the Campus Center and Student Programs in Suite 244 of the Smith Campus Center, ext. 18610.
3. Only students of The Claremont Colleges who present valid College identification cards and their guests with guest passes are permitted to attend registered events. Students of The Claremont Colleges must show their college-issued ID card, as proof of age, at the point of alcohol service.
4. Registered events in public space must have one or more of the College’s servers on duty at all times to serve alcohol. Servers ensure that only those are served who a) are 21 years of age or older, b) possess identification that confirms their age, and c) are not intoxicated.
5. No event with alcohol may begin or continue without a College server in charge of alcohol distribution. Servers are hired by the Office of the Campus Center and Student Programs after an event is registered.
6. Campus Safety Officers must be hired for the duration of public events at which alcohol is served. Campus Safety Officers are scheduled by the Office of the Campus Center and Student Programs after an event is registered.
7. High-quality non-alcoholic beverages and attractive food must be readily available and accessible at social events throughout the duration of the event.

C. Advertising alcohol:

Electronic media (such as the CHIRPS) in which social events are advertised on the Pomona campus (but not the other four undergraduate campuses) may include reference to the type of alcohol being served. For example, events that are wine-tastings, wine and cheese receptions, champagne brunches, Oktoberfest, etc. may be noted as such, but alcohol may not be the focus of publicity. Print media (posters, flyers, etc.) may not include reference to alcohol.

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**NO-SMOKING POLICY**
(as adopted by the Pomona College Faculty, May 11, 1990)

Effective with the 1990-91 year, the College has been operating on a policy that prohibits smoking in all administrative and academic buildings. This policy was put into effect in recognition of the harmful effects of smoking, including "secondhand" smoke. As a consequence, all smoking must take place outdoors (since the ventilating systems circulate the smoke in private offices to other parts of the building).

**FACULTY RENTAL HOUSING POLICY**

Beginning July 1, 2007, all faculty who join the College in tenure-track appointments (or the equivalent, namely coterminous appointments or assistant professors of physical education) will be offered a rental house or apartment for up to six years or one year after having received indefinite tenure, whichever occurs first. If such a unit is not available, the faculty member will be given a cash subsidy of $300 per month for the first year. The $300 cash subsidy is approximately equivalent to the average taxable benefit of the rental properties in 2006-07.

The choice of the property to be offered to any given faculty member will be the prerogative of Dana Wood, Pomona’s Director of Real Property, and will be based on a number of variables including matching the number of people in the faculty member’s household with the size of the units available in housing inventory, scheduled maintenance, timing for move-ins and move-outs, etc.

If a faculty member is offered a rental unit but turns it down, s/he is no longer eligible for a rental unit and no cash subsidy will be provided. Similarly, if a faculty tenant vacates a rental property prior to the expiration of his/her eligibility, the faculty member forfeits any remaining eligibility in the faculty rental program.

A faculty member receiving the cash subsidy in the first year will be offered a faculty rental for his/her remaining five years. As of July 1 of the second year, the cash subsidy will cease, whether or not s/he chooses to accept the rental unit.
FACULTY HOME LOAN POLICY
(Revision of May 2006)

The Trustees of Pomona College have implemented a Faculty Home Loan Program to assist faculty members who wish to purchase homes in the Claremont area. The objective of the program is to enable faculty members who could otherwise not afford to do so to live close to campus and thereby sustain the residential nature of the College.

ALL LOANS ARE SUBJECT TO AVAILABILITY OF FUNDS AND THE APPROVAL OF THE BOARD OF TRUSTEES. THE PROGRAM IS SUBJECT TO CHANGE FROM TIME TO TIME BY THE BOARD OF TRUSTEES.

ELIGIBILITY
Assistant professors, associate professors and (full) professors are eligible for a faculty home loan immediately upon signing a multi-year contract with the College. Instructors and Visiting Faculty are not eligible for a faculty home loan.

Senior administrators are eligible to apply for a faculty loan after three years of service to the College and/or upon recommendation of the President.

FIRST MORTGAGE AMOUNT
Applications will be considered for mortgage loans in an amount not to exceed 95% of the purchase price, up to the maximum loan allowable, $555,000.

The amount of a mortgage loan is also limited by the applicant's ability to assume, reasonably, the burdens of shelter costs for a specific property. Contact the Pomona College Real Property Office (621-8206) to determine the maximum faculty loan which may be provided.

LENGTH OF MORTGAGE TERM
Faculty loans are amortized for a period of up to 30 years, but are due and payable in five years. The College has the option to renew the loan every five years if the borrower is in the employ of Pomona College on the renewal date, if the loan is not then delinquent and if the real estate is the primary residence of the employee.

INTEREST RATE
The interest rate on loans is 3.0% below the real estate rate for conventional 30-year loans. The loan may not be below a 2.0% interest rate. The interest rate on a loan is determined as of the date the written application is submitted and is frozen (not increased or decreased) for a sixty (60) day period thereafter.

PAYMENT SCHEDULE
A straight amortization for the term of the loan is applied. A constant payment schedule is established to provide for level payments of principal and interest combined in an amount sufficient to retire the loan at the end of the term.

Monthly payments on all loans are deducted from the employee's salary.

AVAILABILITY OF LOANS
Eligible borrowers may have up to two loans, but not concurrently. An eligible borrower may apply for a second Pomona College mortgage loan to finance another home when the need for expansion or relocation is related to changes in family circumstances. The first loan must be terminated and a second loan created at the time the additional funds are borrowed. Each loan will be subject to the lending limit in force at the time the written loan application is submitted.

Since the primary purpose of the loan program is to enable faculty members to purchase their first home in the area, a Pomona College loan will not be granted for the purpose of refinancing an existing residence.

RESTRICTIONS
No loan is transferable. The faculty loan program was established to make it easier for faculty and senior administrators to purchase housing in the Claremont area. The program provides for the purchase of a home to be occupied as a single family principal residence by an eligible person and his/her family.

The property purchased with the Pomona College loan must be located within a five (5) mile radius of Alexander Hall.
MANDATORY PREPAYMENT OF FACULTY LOAN
Faculty loans granted under the program fall due and are payable when the participating borrower is no longer employed by Pomona College (except in the case of retirement) or no longer uses the property as his or her principal residence. In such cases, the faculty loan must be paid off within one hundred eighty (180) days from date of termination of employment or from the date of non-occupancy. In the event of the death of a participant holding a faculty loan, the Pomona College Faculty Loan will continue in effect for the benefit of the surviving spouse or domestic partner, but then only so long as he or she remains unmarried/uncommitted to another domestic partnership, or until the date of the next normal five-year loan review, whichever occurs first. Should the normal review cycle lead to termination of the loan less than 18 months after the death of the participant, however, the College will voluntarily defer the survivor's repayment obligation until 18 months after the participant's death. In the event of remarriage or establishment of a new domestic partnership, the faculty loan must be fully paid within 180 days of the remarriage or the establishment of a new domestic partnership.

PROCEDURES FOR OBTAINING A POMONA COLLEGE FACULTY LOAN
The first step in obtaining a loan under the program is to contact the College Real Property Office to complete and file an application. The Real Property Office administers the program and will answer your questions.

The application form for a Pomona College loan is generally similar to those used by lending institutions. It contains questions relating to personal financial information in order to confirm that those who apply for a loan under the program will be able to meet the costs of home ownership. This information is treated as confidential. The final decision is made by Pomona College.

The Real Property Office recognizes that many people who wish to purchase a home for the first time experience unanticipated difficulties in negotiating a transaction. Therefore, the Real Property Office will be pleased to provide advice and information concerning the purchase of a home.

HOME IMPROVEMENT LOANS
Essential repairs or improvements that protect the value of the property may be financed with a College loan.

TERMS:

*Eligibility: Pomona College carries the Note and First Trust Deed. Home Improvement loans are an additional advance on the First Trust Deed. A new Note is signed to evidence the additional advance, and a Supplement to the original Deed of Trust is recorded to secure the entire loan amount including the additional advance as a first priority lien.

*Amount: $25,000 maximum.

*Maturity: Matched to date of First Trust Deed.

*Interest Rate: 2% less than the real estate rate for 30-year conventional loans, but not less than 2%.

*Availability: One Home Improvement Loan per First Trust Deed Loan.

*Loans-to-Value: A home improvement loan on an existing College loan will not be approved if the total of the two loans exceeds 95% of current market value.

ADDITIONAL INFORMATION
This guide is abbreviated for convenience and does not include all terms and conditions which may be incorporated in the loan documents.

For additional information, please call the Pomona College Real Property Office at (909) 621-8206.
FAMILY AND MEDICAL LEAVE ACT OF 1993 AND CALIFORNIA FAMILY RIGHTS ACT OF 1991

The terms of federal Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA) leaves are extremely complex. If you anticipate that you require such a leave, you are advised to contact the Human Resources Department for specific information that pertains to your own situation. This handbook provides general information only.

The FMLA and CFRA allow for a maximum of 12 weeks of unpaid leave in a 12-month period, measured backward from the date an employee takes leave, for: (1) care of a spouse, registered domestic partner (CFRA only), child, or parent with a serious health condition; (2) birth or adoption of a child, or placement of a foster child; or (3) the employee’s own serious health condition.

In order to be eligible for FMLA and/or CFRA, a regular employee must have completed at least 12 months of employment and must have provided at least 1,250 hours of service during the 12 months preceding commencement of the leave. The College requires that any leave that meets FMLA/CFRA criteria be counted toward the employee's 12-week leave entitlement.

If the need for a leave is foreseeable, the employee must provide 30 days’ written notice of the need for the leave. If the need for a leave is not foreseeable, or if it is otherwise not possible to provide 30 days’ notice, notice must be provided as soon as practicable. In no event shall the employee provide less than one or two days of notice, unless otherwise permitted by applicable law.

Medical Certification
In order to be granted FMLA and/or CFRA leave, the employee must provide medical certification from her/his health care provider to the CUC Disability Office and Human Resources.

If the leave is needed to care for an ill family member, the medical certification must contain the following information: (1) date of commencement of the serious health condition; (2) probable duration of the condition; (3) estimated amount of time the employee will be needed to provide care; and (4) that the serious health condition warrants the participation of a family member to provide care.

If the leave is needed for the employee’s own serious health condition, the medical certification must contain the following information: (1) date of commencement of the serious health condition; (2) probable duration of the condition; and (3) that the employee is unable to perform the function of his/her position because of the serious health condition or must be absent from work for medical treatment.

Failure to provide timely and complete medical certification may result in delay or denial of a family/medical leave. If the leave is due to the employee’s own illness, Pomona College may require the employee to obtain a second medical certification from a health care provider selected by the College. In the event the first and second opinions differ, the College may require the employee to obtain a third medical certification from a mutually agreed upon health care provider. The third opinion will be binding on the employee and on the College. The second and third medical opinions, if required by the College, will be at the College’s expense.

Reinstatement upon Return from FMLA and CFRA Leave
An employee who is on approved FMLA and/or CFRA leave is expected to return to work upon medical release by her/his health care provider, whether or not the periods of time permitted under FMLA and/or CFRA have expired.

Before returning to work, the employee must provide the CUC Disability Office and Human Resources with a signed note from her/his medical provider indicating that the employee is cleared to return to work. An employee who does not so return with such a note will be considered to have voluntarily resigned and will be terminated from employment, unless otherwise prohibited by applicable law.

Subject to applicable exceptions, an employee who returns from an approved FMLA and/or CFRA leave on or before the expiration of the period of time required by law will be restored to the same or an equivalent position. If, however, due to administrative reasons, the same or equivalent position ceased to exist during the employee’s leave, and, had the employee not taken the leave, the employee would not otherwise have been employed at the time reinstatement is requested, the College may not be required to reinstate the employee. In certain circumstances, the College may deny reinstatement to a “key employee” who is among the highest paid 10 percent of the salaried employees working for the College within 75 miles of the employee’s worksite, if necessary to prevent substantial and grievous economic injury. Employees will be given notice of their status as a “key employee” at the time their leave commences or as soon thereafter as is practicable.
In addition, an employee is considered to have voluntarily resigned if:

- The employee does not return to work on the next regularly scheduled workday after the end of the approved leave period;
- The employee does not return to his or her original position or an equivalent one as soon as he or she is able.

**Intermittent or Reduced Work Schedule Leave**

Under the FMLA/CFRA, leave taken to care for a child, spouse, or parent with a serious health condition, or because of the employee’s own illness, or to care for a covered servicemember with a serious injury or illness, may be taken intermittently or on a reduced work schedule, but only if medically necessary and such that the medical need can best be accommodated through an intermittent or reduced work schedule leave. Intermittent leave or a reduced work schedule leave may also be taken for a qualifying exigency without medical necessity, as described under “Military Family Leave,” below.

Under the FMLA, intermittent leave is not permitted for the birth, adoption, or foster care placement of a child, unless the College agrees. However, under CFRA (not FMLA), leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time and may be intermittent. The basic minimum duration of any leave taken for this purpose is two weeks. However, a request for a CFRA leave of less than two weeks shall be granted on any two occasions.

An employee must make reasonable efforts to schedule medical treatments and intermittent leave so as not to disrupt unduly the College’s operations.

**Benefits during FMLA and/or CFRA Leave**

Pomona College will continue the employee’s health benefits coverage while the employee is on family/medical leave under the same terms and conditions as was provided while the employee was working. The employee is responsible for the same premiums for her/his health benefits coverage as if he/she were at work. If the employee is on an unpaid leave of absence, or is receiving insufficient pay while on leave, she/he will need to make arrangements with the CUC Benefits Administration Office to pay for his/her portion of the premium within the first five days of each month. Failure to make timely payments may result in termination of coverage.

If the employee fails to return from the leave, or returns to work for less than 30 days, the College may recover from the employee the premiums it paid for maintaining health benefits coverage during the leave period.

**FMLA/CFRA Leave and Short-Term Disability**

Where applicable, FMLA/CFRA leave is considered to run concurrently with short-term disability periods (CFRA leave does not run concurrently with those short-term disability periods that qualify for Pregnancy Disability Leave, as discussed below).

**FMLA/CFRA Leave and Workers’ Compensation Disability**

FMLA/CFRA leave is considered to run concurrently with Workers’ Compensation disability periods.

**Military Family Leave**

Two types of military family leave are available to FMLA-eligible employees related to a family member’s military service.

FMLA-eligible employees may take a “Military Exigency Leave” to deal with a “qualifying exigency” related to or affected by the active military duty or call to active military duty of the employee’s spouse, child, or parent. For additional information on what constitutes a “qualifying exigency,” please see the Human Resources Department. The maximum period of leave is up to 12 weeks in a 12-month period, offset by any family care or medical leave taken in that period.

FMLA-eligible employees may take a “Military Caregiver Leave” to care for a spouse, son, daughter, parent or next of kin who is a member of the Armed Forces and who is undergoing medical treatment, recuperation or therapy, is in outpatient status, or is on the temporary disability retired list, for a serious illness or injury incurred in the line of duty while on active duty. The maximum period of leave is up to 26 weeks of leave in a 12-month period. Military Caregiver Leave is generally a one-time entitlement, and has a special 12-month leave period which begins on the first day the employee takes Military Caregiver Leave. Additional Military Caregiver Leave is available, however, if the military family member sustains a later injury or illness or for the injury or illness of a different military family member.

When both spouses work for the College, they are limited to a combined total of 26 weeks for Military Caregiver Leave.
In addition, all eligible employees (including employees who are not necessarily FMLA-eligible) are entitled to Leave for Military Spouses. For information about this type of leave, please see the Human Resources Department.

**Actions Prohibited**
Under the FMLA and CFRA, an employer may not interfere with, restrain or deny the exercise of any right provided under FMLA/CFRA or discharge or discriminate against any person for opposing any practice made unlawful by FMLA/CFRA or for involvement in any proceeding under or relating to FMLA/CFRA. An employee who believes his/her rights under the FMLA have been denied or violated may file a complaint with the U.S. Department of Labor or may bring a private lawsuit. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law which provides greater family or medical leave rights.

**For Additional Information**
For additional information regarding your rights under the FMLA, you may contact the Wage Hour Division of the U.S. Department of Labor (1-866-487-2365 or www.wagehour.dol.gov). If you want additional information regarding your rights under CFRA, you may contact the nearest office of the California Department of Fair Employment and Housing, listed in most telephone directories under State Government. In addition, if you want more information regarding your eligibility for a leave and/or the impact of leave on your seniority and benefits, we encourage you to consult the Pomona College Human Resources website and/or to contact the Human Resources Department at ext. 18175.

**PREGNANCY DISABILITY LEAVE (PDL)**
In accordance with federal and California law, female employees may be eligible for unpaid pregnancy disability leave while disabled due to pregnancy, childbirth or related medical conditions. A female employee is disabled by pregnancy if, in the opinion of her health care provider, she is unable because of pregnancy, childbirth or a related medical condition to perform one or more of the essential functions of her job, or to perform those functions without undue risk to herself, the successful completion of her pregnancy, or to other persons. The duration of a PDL will be determined by a physician, but is not to exceed the maximum of four months allowed by law. In addition, an employee may be eligible under CFRA for a birth-bonding leave after the birth of a child, up to a maximum of 12 weeks. PDL does not count against an eligible employee’s CFRA leave entitlement.

Employees must provide at least 30 days’ advance notice before the PDL is to begin if the need for the leave is foreseeable. If the need for a PDL is not foreseeable, employees must give notice as soon as practicable. Employees who are disabled due to pregnancy may request an accommodation which may include, but not be limited to, a transfer to a less strenuous position provided that: (1) the employee requests the accommodation or transfer; (3) the accommodation or transfer is medically necessary; and (3) the College can reasonably grant the accommodation or transfer request.

An employee who requests a PDL must provide the CUC Disability Office and Human Resources a medical certification from her attending physician. The certification must include the first date of disability and the estimated duration of the disability. This certification must also contain a statement that the disability renders the employee unable to perform one or more of the essential functions of the position. A physician’s statement that the employee is able to return to work at the end of the leave is required to be provided to the CUC Disability Office and Human Resources. The College reserves the right to require the employee to be examined, at the College’s expense, by a physician of its choice to verify the disability or the release. Failure to return to work at the end of any combination of PDL/CFRA, on the next regularly scheduled workday, will be considered a voluntary resignation of employment, unless otherwise permitted by applicable law. Additionally, an employee will also be considered to have voluntarily resigned if she accepts other employment during a PDL.

Pomona College will continue the employee’s health benefits coverage while the employee is on PDL under the same terms and conditions as were provided while the employee was working. The employee is responsible for the same premiums for her health benefits coverage as if she were at work. If the employee is on an unpaid leave of absence, or is receiving insufficient pay while on leave, she will need to make arrangements with the CUC Benefits Administration Office to pay for her portion of the premium within the first five days of each month. Failure to make timely payments may result in termination of health benefits coverage.

To the extent required by applicable law, the College will reinstate an employee returning from a PDL that did not exceed her approved leave period, or four months, whichever is shorter, to the same position or to a comparable position, subject to applicable exceptions.

Please also see the “Paid Parental Leave Time Policy” section, below.
PAID PARENTAL LEAVE TIME POLICY
(adopted spring 2010, revised 2014)

The Pomona College Paid Parental Leave Time policy provides a maximum of one semester of paid leave time, at net 100% of salary, to faculty experiencing the event of a birth or adoption. This benefit may be used only during an approved FMLA/CFRA. Although approved family leave (after a birth or for adoption) under FMLA/CFRA (12 weeks) is shorter than a semester, an eligible faculty member, as a maximum, may take the entire semester as paid leave under this policy. For a complete description of the FMLA/CFRA policies and eligibility requirements, please see the “Family and Medical Leave Act of 1993 and California Family Rights Act of 1991” section, above.

Eligibility: Faculty on continuing appointment who have been approved for a leave of absence for an approved family leave (FMLA/CFRA) after the birth to care for the newborn child or for the adoption of a child, and who will be the child’s primary caregiver during the period of the leave, are eligible for Paid Parental Leave Time at full salary. In the case that both parents are on continuing appointments, each parent faculty member separately is eligible for one semester Paid Parental Leave during an approved FMLA/CFRA leave; however, the Paid Parental Leave Time must be taken in sequential semesters. This policy depends on, and assumes, the good faith of participants.

Leave Details: The maximum duration of Paid Parental Leave Time is one semester per event, where multiple births (e.g., twins) and simultaneous adoptions are considered one “event.” The leave period of the leave is the semester of the birth or adoption or the semester immediately following the birth or adoption. Faculty utilizing Paid Parental Leave Time during an approved parental leave are relieved from faculty governance and other College-related business during the leave period. In consultation with the department and/or programs involved, the College will provide appropriate replacement coverage during the leave.

The “tenure clock,” the probationary period during normal progress toward tenure, will stop when a junior faculty member is on parental leave unless otherwise requested by the faculty member. The semester of the leave will not count toward sabbatical leave. Faculty members are encouraged to discuss the timing of future contract renewals and reviews for promotion during one of the meetings described below.

The faculty member receiving parental leave will be expected to return to teach at Pomona College following the leave.

Planning: A planning process of at least three meetings prior to the semester during which Paid Parental Leave Time will be used is required. The initial meeting of the faculty member, the Dean of the College, and the Department Chair and/or Program Coordinator outlines the Paid Parental Leave Time policy and confirms the rights and responsibilities of the involved parties. The second meeting determines the semester during which the leave will be taken and the course of action to be taken during the faculty member’s leave to minimize the impact of the leave on students. The plan will include a contingency plan for special circumstances or unexpected timing issues during a birth or adoption (such as mid-semester events). The third meeting finalizes the plans for the leave. As with all leaves, faculty members are encouraged to notify the College in writing as far in advance as possible of their intention to utilize the Paid Parental Leave Time. The details of the leave will be acknowledged in a signed agreement. This provision does not change the notice requirements under the FMLA/CFRA or PDL. See FMLA/CRFA and PDL policies in this section.

PHASED RETIREMENT POLICY
(as adopted by the Pomona College Board of Trustees, May 1998)

The following policy applies to all faculty hired for the 1998-99 academic year or later. Faculty members hired before that date may be covered by the “Phased Retirement Option” discussed on page 39 of the 1997-98 Pomona College Faculty Handbook, if the faculty member elected such an option, in writing, prior to June 30, 1998; otherwise they will be covered by the policy described below.

After reaching the age of 55 and completing their 15th year of service on the faculty, faculty members may elect to reduce their teaching load until they reach full-time retirement. Such a plan is governed by the following conditions:

1. A faculty member negotiating a phased retirement option receives a written contract specifying the terms of service during phased retirement. This agreement is worked out by the candidate for phased retirement with the Dean of the College and the relevant department(s) and program(s), and specifies such things as the courses to be taught, the department work to be done, the disposition of office, space, College committee service, and other College work. Such agreements provide for flexibility (say, in courses taught) and are open to revision if all the parties agree.

2. Depending on department and College needs, a phased retirement contract may specify a teaching load of any
number of courses or half courses below a full load. Course assignments are governed primarily by needs of the
department or program and by available funding.
3. The maximum term of a phased retirement contract is five (5) years, with details of salary and benefits subject to
negotiation involving the faculty member and the Dean of the College.
4. Health insurance benefits are continued for any faculty member who retires fully after a period of phased
retirement until he or she becomes eligible for Medicare. Tuition remission benefits are available for any faculty
member during the entire period of phased retirement and end no earlier than when the faculty member reaches
the age of 65.
5. An individual who elects this plan may shift to full retirement at any time with one semester’s notice.

COPYRIGHT AND THE CLAREMONT COLLEGES
(as adopted by the Claremont Colleges, 2007)

I. Introduction

The copyright policy of the Claremont Colleges affirms each institution’s commitment to comply with the United States
law pertaining to copyright; to respect faithfully the property rights of authors and their assignees; to educate members
of the campus community about copyright law; and to exercise vigorously the rights and responsibilities granted under
this law.

Therefore this policy encourages all members of the community to publish their papers, books, and other works in order
to share their knowledge openly with colleagues and the public. The policy adheres to the long-standing academic
tradition that creators of works own the copyrights in works resulting from their scholarly, pedagogical, and creative
activities. This principle is the foundation for our policy on copyright.

This principle also underlies the commitment of the Claremont Colleges to fostering an environment of respect for and
responsible use of the intellectual property of others. The Claremont Colleges are committed to helping members of the
community comply with copyright laws by providing resources to help individuals make informed, careful, and
situation-sensitive decisions about the lawful and fair use of work created by others.

Not to oversimplify the issue, but when considering the copying of any original work, determine whether:

1. the work is protected by copyright,
2. the work is available under a license agreement, or
3. whether the intended use qualifies as a fair use, as determined using a case-by-case four-factor analysis.

If the intended use is not a fair use, then seek permission from the copyright owner.

II. Application

This policy applies to all faculty (including those on temporary appointments), staff, and students of the Claremont
Colleges.

III. Copyright Ownership and Royalty Distribution

Policies governing copyright ownership and the distribution of income from royalties are the purview of each of the
Claremont Colleges.

IV. Library Exemption

Section 108 of the copyright act sets forth specific circumstances under which a qualifying library may reproduce
materials or portions of materials. Such reproductions are deemed so necessary and reasonable to the functioning of
these libraries and to balance the exclusive rights of the copyright holder that prior permission of the copyright holder is
not required. In addition to section 108 rights, a library may also exercise fair use rights under section 107.

As a “qualifying library” The Libraries of the Claremont College qualify for the exemptions in section 108 of the
Copyright Act and as such have developed policies to implement those exemptions. Those policies and accompanying
procedures are published on The Libraries website.

V. Use and “Fair Use” of Copyrighted Works
A. Compliance with Copyright Laws

The Claremont Colleges expects all faculty, staff and students to make a reasonable effort in good faith to comply with copyright laws in their use of copyrighted materials.

B. Fair Use of Copyrighted Works

The Claremont Colleges encourage faculty, staff and students to take full advantage of the “fair use” exception to the exclusive rights of copyright owners. Before relying on the fair use exception, faculty, staff and students should educate themselves regarding the limits of fair use and should, in each instance, perform a careful, good faith fair use analysis based on the four factors identified in Section 107 of the federal Copyright Act. Faculty, staff and students are strongly encouraged to document their fair uses analyses as a defense against claims of copyright infringement. It is recommended that the Fair Use Checklist available on this site be used for this purpose and that this completed form be kept for three years following the date of the last use of the copyrighted item (http://www.lib.umn.edu/copyright/checklist.phtml).

C. Assistance with Copyright Compliance

Because of the complexity of copyright law and, in particular, the fair use exception, the Claremont Colleges will provide resources to educate faculty, staff and students and help them make informed, careful and situation-sensitive decisions about the lawful and fair use of works created by others.

D. Violation of Copyright Laws

Upon obtaining knowledge that material residing on its systems or networks is infringing or that its systems or networks are being used for infringing activities (or upon becoming aware of circumstances from which infringing activity is apparent), the respective institution will act expeditiously to remove or disable access to the infringing materials and may deny the individuals responsible further access to its systems or networks as determined by policies specific to each institution. In addition, members of faculty or staff or students or other employed persons who willfully disregard or violate copyright law may be subject to disciplinary action by the respective College in accordance with applicable disciplinary policies and procedures of that institution.

VI. Certification of Permitted Use

Individual faculty members are responsible for understanding the Colleges’ copyright policy and shall be accountable for actions that willfully disregard it. The Claremont Colleges’ responsibility in this area is to provide faculty members access to resources that allow determination of permitted uses. Faculty are responsible for consulting that information and applying it in accordance with the law. The information contained on the consortial copyright website (http://copyright.claremont.edu) includes tools to assist faculty in making judgments about permitted uses of copyrighted materials.

A. Role of Academic Support Assistants

At no time will an academic support assistant reproducing or circulating copyright-protected material in accordance with a faculty member’s or supervisor’s written or oral instructions be assumed liable for any failure to adhere to copyright law. This protection does not apply to material distributed or reproduced by academic support assistants without the instruction, written or oral, of a faculty member or supervisor, or to material distributed or reproduced by academic support assistants in a manner that does not reflect such instruction.

B. Role of Student Employees

At no time will a student employee who is reproducing or circulating copyright-protected material in accordance with a faculty member’s or an academic support assistant’s written or oral instruction be assumed liable for any failure to adhere to copyright law. This protection does not apply to material distributed or reproduced by a student without the instruction, written or oral, of a faculty member or to material distributed or reproduced by a student without the instruction, written or oral, of a faculty member, or to material distributed or reproduced by a student in a manner that does not reflect such instruction.

C. Academic Support Assistants, Student Employees, Administrative Staff
When employees, including support assistants and student employees operating in the capacity of academic or administrative support, carry out instructions by faculty or supervisory personnel to copy or otherwise reproduce or distribute copyright-protected material, the College understands that the staff member or student employee has assumed no liability for ensuring compliance with copyright law. If, however, any employees believe that tasks they are instructed to carry out are not in compliance with copyright law, they may pursue the following options:

1. seek written certification of compliance from the originator of the task;
2. seek guidance from a supervisor who did not originate the task;
3. request that the faculty or supervisory personnel obtain permission from that employee’s supervisor to carry out the task.

In all cases when academic support assistants, student employees in an academic support role, or other employees make a determination to reproduce or distribute copyright-protected material on their own initiative, they are expected to inform themselves of the policy of the Claremont Colleges for copyright compliance and conform to that policy. The copyright website of the Claremont Colleges includes tools to help any such employee make judgments about permitted uses of copyrighted materials.

VII. Administration of Copyright Policy

A. Implementation of the Policy
Each of the Claremont Colleges will develop procedures and communications to inform faculty, staff and students about the policy.

B. Use and “Fair Use” of Copyrighted Works
Each institution will adopt procedures to implement the “Fair Use” section of this policy.

C. Amendment
The Claremont Colleges, under the auspices of the Deans’ Council, may amend this policy from time to time as it deems necessary or desirable, subject to applicable statutory and contractual restraints.

POLICY ON PATENTS AND COPYRIGHT
(as adopted by the Board of Trustees, July 8, 1987; revised June 2004)

If a faculty member creates an invention while in the employment of Pomona College, the inventor should report the invention to the Office of the Dean of the College so that ownership can be determined in accordance with the criteria set out below:

a. If the research has been carried on under a contract, grant, or other agreement for sponsored research, made between Pomona College and an external funding source such as the federal government or a private corporation, the stipulations of this contract will be followed. For example, United States law gives the College the right to take title to inventions made under most government-sponsored research; if the College declines this right, the title normally passes automatically to the U.S. government, so that the public may have free use of an invention resulting from public expenditures. In the absence of such an agreement for sponsored research, the granting of ownership rights will depend on the level of involvement of college resources in the research.

b. If direct College support has been provided for the research through internal grants, or if the inventor has made significant use of College facilities, equipment, and supplies, the College shall have the right of first refusal to take ownership of the invention. The College may submit the invention to Research Corporation Technologies (RCT, see below).

c. If the invention has been made with neither College support nor significant use of its facilities, the title and all rights to the invention shall pass to the inventor, and the inventor is free, at his or her own expense, to patent the invention and to retain any resulting royalties. In this case, however, the name "Pomona College" may not be used in the marketing of such invention. Any license agreement should be reviewed by a competent patent attorney before it is signed. Particular attention should be paid to those provisions in the license agreement designed to minimize the licensor's liability arising out of the use of the patent by others and to secure the licensee's indemnification of the licensor against any such liability.
Research Corporation Technologies:
Pomona College has a Confidentiality Agreement with Research Corporation Technologies (RCT). Under this Agreement, the College may submit to RCT an invention in biomedical fields, and RCT confidentially evaluates its patentability and commercial value. If this evaluation is positive, the College may engage RCT to (i) obtain patents (both U.S. and foreign, where appropriate), the title to which the College agrees to assign to RCT, (ii) mediate investment and development arrangements, and (iii) license the production and sales rights. The terms of any agreement to market the invention would be negotiated. For non-biomedical inventions, the Associate Dean of the College will work with RCT to identify an appropriate party to evaluate the invention’s patentability and commercial value.

Copyright:
The policy of Pomona College on copyrights is different from that on patents, reflecting the traditional practice for written works. Under the Copyright Act of 1976, an original work of authorship prepared by a College employee within the scope of his or her employment is a "work for hire" and by law the College is the "author" and hence initial owner of the copyright for such work. However, in keeping with tradition, Pomona College relinquishes to the employee ownership both of works resulting from academic research and/or scholarly study and of creative works of music, literature, art, or computer programs. The College, however, retains ownership of works created or commissioned for a specific institutional purpose, such as laboratory manuals and the like. The College also reminds faculty that if copyrightable material is published without a copyright notice, the copyright may be lost. The appropriate copyright notice should be placed on such work at the time the work is created.

General Use of College Facilities:
In general, College facilities are not to be used for personal gain or commercial advantage. If, in the development of copyrightable materials which result in royalties or other payments, a faculty member makes significant use of College equipment, facilities, and supplies, wherein the College incurs significant real costs, the faculty member should reimburse the College for these costs, or ownership of the resulting works should be assigned to the College. Similarly, significant use of College facilities may not be made by faculty members in connection with outside consulting, done on a fee-for-service basis, unless it is for government or other consulting which is essentially pro bono and involves only a modest honorarium. Otherwise, the College should be reimbursed for any significant real costs incurred.

POLICY ON COPYRIGHTED COMPUTER SOFTWARE
(as adopted in compliance with federal guidelines, 1992)

Unless clearly specified within the software license agreement, software is sold for use on a single machine. Generally, such software may be copied to the purchaser's hard disk and a single backup copy may be made. College policy and copyright law do not permit copying single-user software for use by another person or machine, either within or outside the College. Similarly, copyrighted software owned by a person outside the College may not be copied for use on a College computer.

Some software is sold with a site license which permits use of the software on a number of computers. Software manufacturers may distribute evaluation copies of software to be tested by potential purchasers. In these situations the number of users and conditions of use are specified when the software is distributed. The person who obtains site-licensed or evaluation software at Pomona College is responsible for making the conditions of use known to authorized users. College policy does not permit users of such software to copy and distribute it to non-authorized persons. Note that authorized use of such software does not extend to other locations or purposes than that for which the software was licensed. Evaluation software must be returned or destroyed at the end of the specified evaluation period.

The valid evidence that copyrighted software is being used properly is that the original media (e.g., diskettes) and the product documentation are in the user's possession. Copyright law and College policy require that software for which this condition is not met be erased from diskettes and hard disks. If the software is necessary for the user's work, it should be purchased. In planning to institute new computer functions, the cost of needed software should be included in the budget. Questions of interpretation or implementation of this policy can be referred to the Office of Information Technologies.

POLICY ON PHOTOCOPYING OF COPYRIGHTED MATERIALS
(as revised in compliance with federal guidelines, 1998)

Pomona College adheres to U.S. copyright law by following the requirements of the Copyright Act of 1976 and the guidelines endorsed by Congress concerning educational use. In 2007 the Claremont Colleges adopted a joint copyright policy, which is included in this Handbook, above. The policy and related resources are maintained by the Libraries of
the Claremont Colleges and are available at http://copyright.pomona.edu. The following is a summary of guidelines to assist faculty with the application of copyright law. The copyright website contains more detailed information and in particular focuses on copyright law and electronic and other non-print resources.

I. **Basic principle:** Except as permitted by the “Fair Use” doctrine and the “Public Domain” criteria described below, no photocopying of copyrighted material will be done without the copyright owner’s written permission. This applies whether or not the copying is for educational use.

II. **Fair Use Doctrine:** Section 107 of U.S. copyright law permits copying without permission in certain limited situations. No one factor alone determines fair use, but the guidelines below are derived from these factors and are considered to constitute fair use:

A. purpose and character of the use (i.e., educational vs. commercial);
B. nature of the copyrighted work;
C. amount and substantiality of the portion copied in relation to the whole work; and
D. effect of the use upon the potential market for the work.

III. **Single copy:** There is no automatic exemption for making even one unauthorized personal copy of any work. However, a faculty member may make a single copy, for scholarly research or for use in teaching or preparing to teach a class, of the following works:

A. a chapter from a book;
B. an article from a periodical or newspaper;
C. a short story, short essay, or short poem;
D. a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

IV. **Multiple copies for classroom use:** Multiple copies (not to exceed more than one copy per student) may be made by or for the faculty member, provided that the copying meets the tests below for brevity, spontaneity, and cumulative effect, that every copy includes the notice of copyright, and finally that none of the prohibitions in V below is violated.

A. **Brevity:**
   1) Poetry: a complete poem if less than 250 words and printed on at most 2 pages, or an excerpt of at most 250 words from a longer poem;
   2) Prose: a complete article, story, or essay if less than 2,500 words, or an excerpt of at most 1,000 words or 10% of the work, whichever is smaller, or longer;
   3) Illustration: one chart, graph, diagram drawing, cartoon, or picture per book or periodical issue;
   4) no more than the smaller of 2 pages or 10% of the words of “special” works, such as children’s books that combine language with illustrations and fall short of 2,500 words total.

B. **Spontaneity:**
   1) the copying is at the inspiration of the individual faculty member, and
   2) the moment of inspiration and the moment of use for maximum teaching effectiveness are so close in time as to make unreasonable the expectation of a timely reply to a request for permission.

C. **Cumulative effect:**
   1) the copying is for only one course;
   2) not more than one short poem, article, story, essay, or two excerpts from such may be copied from the same author, nor more than three from the same collective work or periodical for one class term; and
   3) there shall be at most nine instances of all such multiple copying for one course in any one term. [(2) and (3) do not apply to newspapers or current news periodicals.]

V. **Prohibitions:** If any of the items below is violated, fair use fails.

A. Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works, regardless of whether or not the copies are bound together.

B. There shall be no copying of or from consumable items, such as workbooks, standardized tests, etc.

C. Copying shall not:
   1) substitute for purchase of books, publisher’s reprints, or periodicals;
   2) be directed by higher authority; and
   3) be repeated for the same item by the same faculty member for two or more terms.

D. No charge to the student may exceed the actual cost of photocopying.

The Duplicating Services Office will not accept copyrighted material for copying unless:

1) it is given a copy of written permission from the publisher;
2) the material falls under “public domain”; or
3) the copying request complies with the “Fair Use” guidelines interpreted in consultation with the copyright coordinator at Huntley Bookstore.
Questionable cases will be referred to the Dean’s Office.

POLICY ON DISCRIMINATION AND HARASSMENT

The College’s Harassment and Discrimination Policy is currently under review and will be published following its approval by the Board of Trustees; until that time, the College will continue to observe the policies and procedures reflected in the 2015-2016 Faculty Handbook for discrimination and harassment allegations not covered by the Sexual Misconduct, Harassment and Discrimination Policy. If faculty have any questions related to these policies, please contact Associate Dean Fernando Lozano.

A copy of the policy in the 2015-2016 Faculty Handbook can be found in the following link: https://www.pomona.edu/sites/default/files/faculty-handbook-2015-16.pdf

SEXUAL MISCONDUCT, HARASSMENT, AND DISCRIMINATION POLICY AND PROCEDURES

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I. INTRODUCTION

Pomona College (hereafter referred to as the “College”) is committed to providing a safe and non-discriminatory educational, working, and residential environment for the students, faculty, staff and other members of the Pomona College and the Claremont Colleges community. In particular, the College aspires to provide members of its community with an environment that is free from sexual harassment, sexual assault, relationship violence, and stalking (collectively, “sexual misconduct”). This conduct is disruptive of the living, learning and working environment of the Pomona College community and deprives students, employees and other community members of equal access to the College’s programs and activities.

The College embraces its responsibility to increase awareness of sexual misconduct, prevent its occurrence, diligently investigate complaints of sexual misconduct and retaliation, support survivors, deal fairly with those accused of sexual misconduct and firmly with offenders, and comply with Title IX of the Higher Education Amendments of 1972 (“Title IX”); Title VII of the Civil Rights Act of 1964 (“Title VII”); Violence Against Women Reauthorization Act of 2013 (“VAWA”); the Campus SaVE Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”) as well as the California statutes.

The College’s Sexual Misconduct, Harassment, and Discrimination Policy (the “Policy” and these “Procedures”) confirms the College community’s commitment to gender equity required by federal and state law and the College’s own values.

- This Policy has the following goals:
  - It identifies the conduct prohibited by the College. If a person engages in such conduct, the College will take steps to determine the person’s responsibility and, if determined to be responsible, to impose appropriate sanctions against the person. In addition, the Policy provides the College with the means to protect the College community from a person who the College reasonably believes, based upon evidence, presents a danger to members of the College community.
  - It sets forth in reasonable detail the procedures that the College will follow in the event any member of the College community is or believes himself or herself to be the victim of sexual misconduct, harassment, or discrimination. The procedures are grouped into four categories: (i) reporting, (ii) intake and initial review, (iii) investigation, and (iv) hearings and sanctions. The procedures are designed to be fair and impartial and to resolve complaints promptly and equitably for the parties involved and the College community. This description of the procedures are designed to provide members of the College community with information about what to expect if a report alleging a violation of this Policy is made to the College.
  - It provides information about some of the medical, psychological and other resources available to persons who are the victims of sexual misconduct, discrimination or harassment. The College is committed to expanding resources, and a detailed list of the most current resources is maintained on the Pomona College website here.
  - It promotes prevention of sexual misconduct in the first instance as the best policy for the Pomona College Community. To that end, the College provides education and training for its students, faculty and staff on a regular basis, recognizing that there are things individuals can do to proactively reduce the risk of experiencing sexual violence. While the College recommends that all members of the Community review and follow that training to help prevent sexual misconduct, the College also recognizes that it is never a victim’s fault if someone else takes sexual advantage of that person.

Certain terms used in this Policy must be defined with as much precision as possible. For example, the formal definitions of such terms as “Sexual Misconduct,” “Consent” and “Incapacitation” are critical to understanding the Policy. When those terms are used in the text of the Policy online, they are hyperlinked so that if the cursor is placed over the term, the definition appears in a popup box.
II. SCOPE OF POLICY

This Policy applies to all Pomona College faculty, staff, and students. This Policy also applies to third parties (such as campus visitors or vendors) who may have contact with members of the College community either on the College’s campus or at other College events and programs. If the alleged perpetrator (hereafter referred to as “Respondent”) is an employee or student from one of the other Claremont Colleges or the Claremont University Consortium (“CUC”), the College will investigate the matter and take steps to stop the conduct and remedy its affects to the extent reasonably possible. However, the relevant procedures related to any disciplinary action against the Respondent will be those of the Respondent’s home institution. Throughout the complaint, investigatory, hearing, appeal, and/or disciplinary process, the College will maintain its authority to take action to ensure campus safety. In addition, as to Respondents enrolled at the College, the College’s jurisdiction and disciplinary procedures extend to sexual misconduct, harassment, and discrimination which occurs on Claremont Colleges premises, at an activity sponsored by any of the Claremont Colleges, and conduct which occurs off campus.

The procedures set forth in this Policy are administrative in nature and are separate and distinct from the criminal and civil legal systems. Pursuing resolution through these procedures does not preclude survivors from pursuing legal action now or in the future. If the conduct in question is alleged to be a violation of both College policy and public law, the College will proceed with its normal process, regardless of action or inaction by outside authorities. Decisions made or sanctions imposed through these or other College procedures are not subject to change because criminal or civil charges arising from the same conduct are dismissed, reduced, or rejected in favor of or against the Respondent.

In the event of a conflict with any other Claremont Colleges intercampus policy, the procedures set forth in this Policy will prevail. Changes to the policies and procedures contained in this Policy may be made with the approval of the Board of Trustees and/or the President.

III. STATEMENT OF PROHIBITED CONDUCT UNDER THIS POLICY

A. Summary

- This Policy prohibits Sexual Misconduct that is either Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse.
- This Policy prohibits Dating Violence, Domestic Violence, Stalking and Hazing when any of those types of conduct is gender-based.
- This Policy prohibits Sexual Misconduct in the form of Sexual Exploitation.
- This Policy prohibits Discrimination on the basis of gender.
- This Policy prohibits Retaliation against any person who is exercising his or her rights under this Policy.
- This Policy prohibits False Reporting of reports of violations of this Policy.

The obligations of this Policy require a clear understanding of the concept of consent. In order for individuals to engage in sexual activity of any type, there must be clear, knowing and voluntary Consent prior to and during sexual activity.

Consent is positive permission to engage in the sexual activity. California law defines consent as “affirmative, conscious, and voluntary.”

Persons are unable to give Consent if they Lack Capacity to give Consent including Incapacitation Due To Alcohol Or Drugs Or Other Reasons or if Consent was obtained through Force and Coercion. A person who engages in any conduct prohibited by this Policy is not excused from responsibility owing to the person’s use of alcohol or drugs such that the person’s judgment was impaired.

B. Definitions of Prohibited Conduct

1. Sexual Misconduct

The College defines sexual misconduct as any of the following:

   a. Non-Consensual Sexual Contact (or attempts to commit same)

Non-Consensual Sexual Contact is:

   - any intentional sexual touching,
   - however slight,
with any object,
by a person upon a person,
that is without consent, with or without force.*

Sexual contact includes: Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groins, genitals, mouth or other orifice.

*The use of force is not “worse” than the subjective experience of violation of someone who has sex without consent. However, the use of force will be a factor in increasing sanctions.

b. **Non-Consensual Sexual Intercourse** (or attempts to commit same)

Non-Consensual Sexual Intercourse is:

- any sexual intercourse however slight,
- with any object,
- by a person upon a person,
- that is without consent, and with or without force.

Intercourse includes: vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

Nonconsensual sexual contact and nonconsensual sexual intercourse are often referred to as “sexual assault.” As defined by the federal Violence Against Women Act, sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Generally, a sexual assault has been committed when an individual engages in sexual activity without the explicit consent of the other individual involved, including when the individual lacks capacity to consent. In this Policy, sexual activity is any touching of a sexual or other intimate part of a person either for the purpose of asserting power or gratifying sexual desire of either party. This includes coerced touching of the Respondent by the Complainant as well as the touching of the Complainant by the Respondent, whether directly or through clothing. Accordingly, for purposes of the College’s policies, sexual assault falls within the College’s definition for sexual misconduct.

2. **Other Conduct When Gender-Based**

The following alleged conduct will be addressed through the Procedures outlined in this Policy when the conduct is gender-based:

a. **Dating Violence**

As defined by the VAWA, dating violence is violence committed by a person

1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2) where the existence of such a relationship shall be determined based on a consideration of (1) the length of the relationship, (2) the type of the relationship, and (3) the frequency of interaction between the persons involved in the relationship.

b. **Domestic Violence**

As defined by the VAWA, domestic violence is the use of physical, sexual or emotional abuse or threats to control another person who is a current or former spouse or other intimate partner. It includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

c. **Stalking** as defined by the College Stalking Policy found in Article III, number 18 of the College’s Student Code.

d. **Hazing** as defined by the College Hazing Policy found in Article III, number 5 of the College’s
3. Sexual Exploitation:

Sexual exploitation is a form of sexual misconduct which occurs when a person takes a non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

a. Invasion of sexual privacy;
b. Prostituting another person;
c. Non-consensual video or audio-taping of sexual activity;
d. Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
e. Engaging in voyeurism;
f. Knowingly transmitting a sexually transmitted infection, a sexually transmitted disease, or HIV to another person;
g. Exposing one’s genitals in non-consensual circumstances; inducing another to expose their genitals;
h. Sexually-based stalking.

4. Sexual Harassment

Sexual harassment may be either “quid pro quo” harassment, that is sexual advances or requests for sexual favors where submission is made an explicit or implicit term or condition of an individual’s employment or education or where submission or rejection is used as the basis for making employment or educational decisions affecting an individual; or “environmental ” harassment, where the individual is subjected to a hostile or intimidating environment, in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere with an individual’s work or education, or to affect adversely an individual’s living conditions. Occasional compliments that are generally accepted as not offensive or other generally accepted social behavior, on the other hand, do not constitute sexual harassment.

Examples of sexual harassment may include such conduct as:

a. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendations;
b. Direct propositions of a sexual nature;
c. Subtle pressure for sexual activity, an element of which may be repeated requests for private meetings without an academic and employment purpose;
d. A pattern of conduct that would discomfort or humiliate, or both, a reasonable person at whom the conduct was directed that includes one or more of the following: (1) unnecessary touching, patting, hugging, or brushing against a person’s body; (2) remarks of a sexual nature about a person’s clothing or body, whether or not intended to be complimentary; (3) remarks about sexual activity or speculations about previous sexual experience; or (4) other comments of a sexual nature, including sexually explicit statements, questions, jokes or anecdotes;
e. Certain visual displays of sexually-oriented images outside the educational context;
f. Letters, notes or electronic mail containing comments, words or images as described in (e) above.

Sexual harassment includes harassment of women by men, of men by women, and same gender gender-based harassment.

5. Sex Discrimination

Sex discrimination involves treating someone unfavorably because of that person’s sex (gender). Sex discrimination also can involve treating someone less favorably because of his or her connection with an organization or group that is generally associated with people of a certain sex.

C. Definition of “Consent”

California law defines consent as “affirmative, conscious, and voluntary.” Consent is active, not passive, and is clear, knowing and voluntary. Consent is positive sexual permission; silence, without more, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable
and affirmative permission regarding willingness to engage in (and the conditions of) sexual activity. In order to give effective consent, one must be of legal age and have the capacity to give consent:

1. The legal age of consent in the state of California is 18 years.
2. Consent to any one form of sexual activity does not imply consent to any other form(s) of sexual activity.
3. A previous relationship or prior consent does not imply consent to future sexual acts.
4. Consent can be withdrawn. Thus, even if a person agreed to sexual interaction or continued sexual interaction, that person has the right to change their mind, irrespective of how much sexual interaction may have already taken place.
5. **Force and Coercion:** Consent obtained through force is not consent. Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force includes the use of threats, intimidation (implied threats) and/or coercion to produce consent. Coercion is unreasonable pressure for sexual activity (“Have sex with me or I’ll hit you. Okay, don’t hit me; I’ll do what you want.”). Coercive behavior differs from seductive behavior based on the type of pressure used to get consent. When someone makes it clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

NOTE: There is no requirement that a party resists a sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force, however, is not demonstrated by the absence of resistance.

6. **Capacity/Incapacitation:** Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). Sexual activity with someone who is known to be -- or based on the circumstances should reasonably have been known to be -- mentally or physically incapacitated (i.e. by alcohol or other drug use, unconsciousness, asleep, or blacked out), constitutes a violation of this Policy.

a. **Incapacitation due to alcohol or other drugs:** Because alcohol or other drug use can place an individual’s capacity to consent in question, sober sex is less likely to raise such questions. Being under the influence of alcohol or other drugs does not in and of itself indicate incapacitation. When alcohol or other drugs, including date rape drugs (such as Rohypnol, Ketamine, GHB, etc.), are involved, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (the who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Administering a date rape drug to another individual is a violation of this Policy. More information on these drugs can be found at http://www.911rape.org/.

b. **Incapacitation due to other reasons:** This Policy also covers a person whose incapacity results from mental or physical disabilities, sleep, unconsciousness, or involuntary physical restraint.

IV. **SEXUAL MISCONDUCT, HARASSMENT, AND DISCRIMINATION COMPLAINT PROCEDURES**

These procedures govern the reporting, initial review, investigation, and resolution of complaints of alleged violations of this Policy when they involve Pomona College students, faculty, staff, and/or third-party Respondent.

Individuals who believe they have been subjected to sexual misconduct, harassment and/or discrimination are encouraged to report such conduct. Any College faculty member, coach, student affairs professional staff and student resident assistant, as well as other College designated staff, who receives information of an alleged sexual misconduct, discrimination and/or harassment is obligated to file a report with one of the College representatives set forth below.

A. **Reporting an Alleged Violation of this Policy**

1. Reporting to the College

Individuals who believe that they have been the subject of or have witnessed alleged sexual misconduct, discrimination and/or harassment are encouraged to contact any of the appropriate College representative listed below:
Title IX Coordinator
Daren Mooko, Associate Dean
909-621-8017; Email: daren.mooko@pomona.edu
Office: Alexander 102

Deputy Title IX Coordinators:
Lisa Beckett, Professor of Physical Education and Associate Director of Athletics
909-621-8428; Email: lisa.beckett@pomona.edu
Office: Rains Center 225

Fernando Lozano, Professor of Economics and Associate Dean of the College
909-621-8518; Email: fernando.lozano@pomona.edu
Office: Carnegie Building 215

Ellie Ash-Bala, Director of the Smith Campus Center
909-621-8611; Email: ellie.ash-bala@pomona.edu
Office: Smith Campus Center Suite 244

Brenda Rushforth, Assistant Vice President and Director of Human
Resources
909-607-1686; Email: brenda.rushforth@pomona.edu
Office: Pendleton Building

Under no circumstances is an individual required to report sexual misconduct to a supervisor or academic instructor who is the alleged perpetrator.

On-Call Dean:
Students can always reach an on-call dean 24 hours a day by calling Campus
Safety (909-607-2000) and having the on-call dean called.

Law Enforcement:
The College encourages any member of the College community who experiences any form of sexual violence to immediately contact the Claremont Police Department (“CPD”) by contacting Campus Safety (909-607-2000) if they are on campus or by dialing 911 if they are off campus.

In addition, individuals may also directly report sexual violence at any time after an incident by contacting CPD:

570 West Bonita Avenue
909-399-5411

Callisto:
Callisto, an online option for reporting sexual assaults, is an independent, third-party reporting system designed to allow individuals to confidentially complete an incident report online. Specifically, this system allows survivors to confidentially complete an incident report online, receive a clear explanation of their reporting options and either directly submit the report to the chosen College official or place a hold on submitting their report until someone else reports the same assailant, or to save their report with a timestamp, which allows the individual to review and submit the report later with an accurate indication of the original report time. Callisto has been live since August 2015 at Pomona College. For more information, please visit the Project Callisto website.

Prompt reporting is encouraged, because facts often become more difficult to establish as times passes. However, the College will investigate and take appropriate action in response to all reports regardless of when the alleged conduct occurred. The ability of the College to respond to the conduct is limited if the Respondent is no longer a member of the College community. If a College staff member, faculty member or student leaves the College with a pending complaint against them, they will not be permitted to return to the College until the case is resolved through these procedures.

2. Confidentiality of Reports to the College

One of the most significant concerns expressed by Complainants and witnesses when they come forward is a desire for confidentiality. Respondents who deny responsibility for the wrongdoing also have expressed a strong desire for confidentiality until the matter has been resolved. The College deeply respects these concerns, as cases involving
sexual discrimination, harassment, and assault are particularly sensitive and demand special attention to issues of privacy.

The College will make all reasonable efforts to maintain the confidentiality of the parties involved in an investigation and/or hearing for a complaint as well as the confidentiality of the details of an investigation, any hearing, and except where permitted by law, the sanctions imposed. The College will inform in writing all individuals involved in the investigation and/or hearing process of the critical importance and expectation that, while the processes are ongoing, they maintain the confidentiality of the process and any information shared with them as a result of their participation. Further, all documents provided in preparation for or related to the hearing proceedings may not be disclosed to any other party under FERPA as such documents constitute education records which may not be disclosed outside of the proceedings, except as may be required or authorized by law. All hearing proceedings will be confidential and will not be discussed outside the process; this includes any witnesses and advisors/support persons.

Complainants and Respondents are not prohibited from sharing details of complaints with family/partner, counsel, or a support person/advisor below, who may support or assist the parties in presenting their case. Those persons are also expected to maintain the same level of confidentiality as Complainants and Respondents and the College will provide a writing regarding confidentiality to Complainants and Respondents so that they can deliver it to such persons.

Following resolution of an investigation and any related hearing, the College does not impose any restrictions on the parties regarding re-disclosure of the following: the name of the student (Respondent or Complainant), the findings of the hearing, any sanctions imposed by the College, and the rationale for the findings and sanctions.

If at any point the Complainant requests confidentiality with respect to the Respondent and/or decides not to pursue action by the College, the College will make all reasonable attempts to comply with this request. In these situations, the College’s ability to investigate and respond to the conduct may be limited. The College is required to weigh the Complainant’s request for confidentiality with the College’s commitment to provide a reasonably safe and non-discriminatory environment. If the College cannot maintain a Complainant’s confidentiality, the Complainant will be notified by the Title IX Coordinator.

3. Confidential Resources at the College and in the Community

An individual who wishes for the details of the incident to remain completely confidential may speak with certain designated College employees who, by law, shall maintain confidentiality and may not disclose the details of an incident, subject to certain exceptions in the law (e.g., child abuse). If an individual makes a report to these confidential resources but not to the persons or entities identified in section IV.A.1 above, then the College will not be in a position to take action because it will not have notice of the incident. These resources are listed below:

**Project Sister Rape Crisis Counselor at the Claremont Colleges, EmPOWER Center.** The EmPOWER Center has limited counseling hours; call the number below or check the [Pomona College Sexual Assault: Pomona College Processes & Resources](#) website.
1030 Dartmouth Ave
909-607-0690

**Monsour Counseling and Psychological Services staff**
Tranquada Student Services Center, 1st floor
757 College Way
909-621-8202, 909-607-2000 (after-hours emergency)

**Student Health Services staff**
Tranquada Student Services Center, 1st floor
757 College Way
909-621-8222, 909-607-2000 (after-hours emergency)

**Members of the Clergy including the McAlister Center chaplains.**
McAlister Center for Religious Activities
919 North Columbia Avenue
909-621-8685

**Pomona College Ombuds Office: Conchita Serri**
Harvard Building/McCarthy Building Suite 103
Campus Email: conchita.serri@pomona.edu
Private/Secure Email: PomonaCollegeOmbuds@hotmail.com
909-621-2328

**Alternative Resources**
Individuals who have experienced sexual misconduct, including sexual assault
may also seek confidential support from a local or national groups, including:

**Pomona College Advocates**
Campus Email: advocates@pomona.edu
909-503-7972
Advocates are a trained student group who are available through on-call system to assist students who have experienced sexual assault or misconduct on a 24/7 basis. The Advocates can be contacted at any stage of the processes discussed herein. They are a College designated confidential resource, but do not have legal confidentiality

**Project Sister Sexual Assault 24/7 Crisis Hotline (Claremont, CA):**
909-626-HELP (909-626-4357)

**House of Ruth (24/7 Crisis Hotline for Domestic violence support)**
877-988-5559

**National Sexual Assault 24/7 Crisis Hotline (RAINN):**
800-656-HOPE

**B. Retaliation Policy**

Retaliation is defined as the taking of an adverse action by any student, faculty or staff member against another individual as a result of that individual’s exercise of a right under this Policy, including participation in the reporting, investigation or hearing as provided in this Policy. Retaliation includes adverse actions intended to improperly deter involvement of another in these procedures set forth in this Policy, and may involve actions intended either to intimidate or to penalize individuals for their participation. Retaliation is strictly prohibited by law and this Policy; any person who is found to have engaged in retaliation shall be subject to disciplinary action. Persons who believe that they have been retaliated against for making a complaint/report or for cooperating in an investigation or hearing should immediately contact the Title IX Coordinator. A complaint filed in good faith under this Policy shall not constitute retaliation.

**C. False Reporting Policy**

It is a violation of College policy to file a knowingly false complaint under this Policy of alleged discrimination, harassment and/or sexual misconduct. A complaint by an individual against another based on the filing of a knowingly false complaint may be pursued using the steps followed for sexual misconduct harassment, and discrimination, harassment, and sexual misconduct related complaints as outlined in this Policy and may be filed only after there is completion of the underlying complaint. A complaint filed in good faith under this provision shall not constitute a false report. A finding of no responsibility is not, by itself, evidence that the underlying complaint was not filed in good faith.

**D. The Title IX Coordinator’s Initial Review of A Report**

1. Title IX Coordinator and Title IX Coordinator’s Team

The purpose of the Title IX Coordinator is to promote and protect gender equity at Pomona College as required by Title IX and related federal and state laws. The Title IX Coordinator does not favor Complainants over Respondents or Respondents over Complainants. The Title IX Coordinator does not promote the College’s interests other than its interest in gender equity as evidenced in this Policy and provided by law. The Title IX Coordinator’s primary jobs are to administer the procedures in this Policy in order (i) to make appropriate support and resources available to Complainants, other persons who have experienced sexual harassment, discrimination or misconduct, and Respondents; (ii) to provide equitable and prompt resolution of complaints; (iii) uphold the College’s sexual harassment, discrimination and misconduct processes and procedures; and (iv) to support ongoing prevention, education and outreach efforts related to sexual misconduct, harassment and discrimination.

Although a report may come in through many sources, the College is committed to ensuring that all reports of sexual misconduct, harassment, and discrimination are referred to the Title IX Coordinator, which ensures consistent application of this Policy.

The Title IX Coordinator may enlist the Title IX Coordinator’s Team to assist in the review, investigation, and/or resolution of the report. Members of this team include the Title IX Coordinator, deputy Title IX coordinators, and the associate deans of students. At any point during the process, from initial intake through the appeal, the Title IX Coordinator and the Title IX Coordinator’s Team may consult with an expert on trauma-informed response and sexual assault response or with the College’s legal counsel.

Depending on the relationship of the Complainant and the Respondent to the College (student, staff, faculty, or other)
and the nature of the report, additional Title IX Coordinator’s Team members may include representatives from other Pomona or CUC offices as necessary, such as Campus Safety, Dean of the College, or Human Resources. The members of this Team oversee the resolution of the reported harassment or misconduct through the College’s resolution procedures.

2. The Title IX Coordinator’s Intake and Initial Review

Upon receipt of a report, the Title IX Coordinator or its designee will provide resources and support information and will conduct an Initial Review. The first step of the Initial Review will typically include an initial meeting between the Complainant and the Title IX Coordinator or a member of the Title IX Coordinator’s Team. The purpose of the meeting is to gain a basic understanding of the nature and circumstances of the report; it is not intended to be a full investigation interview. At this meeting, the Complainant will be provided with information about resources, procedural options, and interim remedies.

During and following this meeting, the Title IX Coordinator or, when appropriate, the designated Title IX Coordinator’s Team member, will make a reasonable assessment of the safety of the individual and of the campus community and will determine whether the College has sufficient information to determine the appropriate interim measures, if any.

The Title IX Coordinator or, when appropriate, the designated Title IX Coordinator’s Team member, will also consider the interest of the Complainant and the Complainant’s expressed preference for the manner of resolution (e.g., in a harassment case, for example, there might be an initial preference for mediation efforts that does not impact the ultimate decision to be made regarding whether a violation of policy occurred). Where appropriate, and as warranted by an assessment of the facts and circumstances, the College will seek action consistent with the Complainant’s request. Mediation is not an option for resolution in cases involving allegations of sexual assault.

The Title IX Coordinator Team will make use of a checklist of tasks that shall be completed by the Title IX Coordinator and/or the Title IX Coordinator Team in connection with the intake and initial review. A sample of the checklist, which may be modified from time to time, is set forth as Appendix A below.

The Title IX Coordinator also will promptly inform the Respondent of any action(s) (including any interim protective measures) that will directly impact the Respondent, and provide appropriate opportunities for the Respondent to respond to such action(s) as set forth in this Policy.

3. Support Person/Advisor

The Complainant and Respondent may each have a support person of their choosing present with them at all meetings and any hearing associated with a complaint and in which the respective individual is participating. The support person can be the advisor of choice of the student, and can include a current member of the Claremont Colleges community or an external support person, including a lawyer. The support person cannot have involvement in the underlying case. The support person may attend, but shall not participate in, meetings or the hearing. Because this is an administrative process, any legal counsel present as the party’s support person during any investigation or hearing shall be permitted only in a non-participatory advisory role at that party’s expense.

4. Case Manager

The Complainant and Respondent will each be assigned by the Title IX Coordinator, or its designee, a separate College-appointed, trained Case Manager. The Case Manager, usually a staff or faculty member, can help the party to whom they are assigned to navigate through this Policy and related procedures, and support the party in accessing resources, accommodations, and other kinds of support. At the discretion of the party, their assigned Case Manager may accompany them to any meeting/hearing related to these procedures. The Case Manager is expected to be a silent and non-participating observer in any meetings/hearings. The Title IX Coordinator will assign the Case Manager from a pool of trained individuals after the initial intake usually within seven (7) days.

5. Interim Measures and Support Resources

The College may take whatever measures it deems necessary in response to an allegation in order to protect an individual’s rights and personal safety, the safety of the College community, or if determined to be necessary to ensure the integrity of the investigation or adjudication process.

Determinations regarding interim measures are made by the Title IX Coordinator or, when appropriate, the designated
Title IX Coordinator’s Team member, on a case-by-case basis. Such measures include, but are not limited to, an interim suspension (immediate, temporary suspension pending the outcome of investigation and/or hearing process), a “no contact” letter (an order that an individual refrain from direct or indirect contact with another person or persons), restrictions on access to campus or areas of campus, and/or appropriate changes in academic schedule. Interim measures may include reporting the matter to the local police.

A Complainant or Respondent may request a “no-contact” letter or other protection. Not all of the measures listed in this section will be necessary in every case. If an individual identifies an interim measure that is not already provided by the College, the College will consider whether the request can be granted. In those instances where interim measures affect both a Complainant and Respondent, the College will minimize the burden on the Complainant wherever appropriate.

Failure by any individual to adhere to the parameters of any interim measure is a violation of College policy and may lead to disciplinary action.

Other interim measures and available support services may include:

- Campus Safety escort to ensure safe movement on campus;
- referral to medical or emergency services;
- counseling services;
- assistance with identifying off-campus resources;
- assistance with transportation, parking, and/or travel needs;
- assistance in obtaining a court-issued restraining order;
- varied forms of academic assistance, including academic support services, tutoring, alternative course completion options, rescheduling of exams and assignments, changing class schedules, transferring course sections or withdrawing from a course without penalty;
- change of work schedules, job assignments, and worksite location;
- voluntary leave of absence;
- and/or any other remedy that can be tailored to the involved individuals to achieve the goals of this Policy.

Interim measures assume no determination of responsibility. Both parties will receive a letter setting forth the interim measures that have been deemed appropriate. The Title IX Coordinator reserves the right to increase, reduce or otherwise adjust interim measures as appropriate based on feedback from Complainants and Respondents.

6. How Complainant Requests for Confidentiality Impact the Title IX Process

The Title IX Coordinator and Title IX Coordinator’s Team will take all reasonable steps to respond to a complaint consistent with a Complainant’s requests for confidentiality. However, the team’s ability to do so may be limited based on the nature of a Complainant’s request. For example if a Complainant requests that the Complainant’s name or other identifiable information not be shared with the Respondent or that no formal action be taken, the College may be limited in its ability to fully respond to the complaint. The College will balance the Complainant’s requests with its responsibility to provide a safe and non-discriminatory environment for all College community members and to afford a Respondent fundamental fairness.

In the event that a Complainant does not wish to proceed with formal action, the Title IX Coordinator, in consultation with the Title IX Coordinator’s Team, as appropriate, will decide, based on the available information, whether additional steps are required. In making this decision, the Title IX Coordinator’s Team will consider following factors: whether the Complainant has requested confidentiality; whether the Complainant wants to participate in additional steps; the severity and impact of the sexual misconduct; the respective ages of the parties, including whether the Complainant is a minor under the age of 18; whether the College can undertake any action without the participation of the Complainant; whether the Respondent has a pattern of committing sexual misconduct; the existence of independent evidence; the extent of prior remedial methods taken with the Respondent; and any legal obligation to proceed based on the nature of the conduct.

7. Conclusion of the Initial Review

At the completion of the Initial Review, the Title IX Coordinator, in collaboration as appropriate with the Title IX Coordinator’s Team, will determine whether to refer the report for further investigation. An investigation will not necessarily result in a hearing. The facts developed by the investigator may not warrant a hearing or the Complainant may decide not to go forward with a hearing after the investigation is complete. However, even if a hearing is not pursued, the College has the discretion to take interim measures that ensure campus safety.
The Title IX Coordinator or a member of the Title IX Coordinator’s Team will discuss the determination with the Complainant and provide information to assist in understanding available resources and procedural options, which will be communicated to the Complainant in writing.

The Title IX Coordinator will separately inform the Complainant and the Respondent that retaliation is prohibited by law under the VAWA, Title VII, and California state law (Fair Employment and Housing Act, as well as College policy. The College will take strong responsive action to protect the safety of any individual.

The Title IX Coordinator will document each report or request for assistance in resolving a case involving charges of sexual misconduct, gender discrimination or other violations of this Policy, whether by the Complainant or a third party, and will review and retain copies of all reports generated as a result of investigations. These records will be kept confidential to the extent permitted by law.

E. Time Frames for Resolution

The College seeks to resolve all reports of violations of this Policy, especially those involving sexual misconduct, within sixty (60) calendar days of the initial intake of the complaint by the Title IX Coordinator or its designee. The College seeks to complete the investigation phase, including the Investigation Report, in thirty (30) calendar days, and the post- investigation response and hearing process, though not including the appeals processes, in thirty (30) calendar days. The Policy also includes other specific deadlines which fall within the 60 day time frame. The College seeks to complete any appeals processes within forty (40) calendar days. While all time frames expressed in this Policy are not rigid requirements, they are meant to be followed except upon showing of good cause. Circumstances may arise that require the extension of time frames.

Circumstances that may require the extension of time frames include the complexity of the allegations, the number of witnesses involved, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances. The College will seek, if possible, to continue investigations or scheduling of hearings during breaks, or if the student is on leave or off-campus due to study abroad or other reasons. Due to the time frame expectations for these kinds of cases, the College acknowledges that academic deadlines, and curricular and/or co-curricular commitments may have to be delayed or not met; they do not constitute bases or rationales for delay. As the College recognizes that the investigation and adjudicative processes take precedence over academic deadlines and/or commitments, the College will provide academic accommodations, including reduction of course loads and other accommodations.

In the event that the investigation and/or resolution processes described in this Policy are anticipated to exceed this time frame, the Title IX Coordinator will notify all parties of the reason for the delay in writing and the expected adjustment in time frames.

Student Respondents will not be eligible to be considered for graduation until the completion of the entire proceedings, including any appeals process. In such circumstances, fair and reasonable efforts will be made to expedite the process, including seeking the cooperation of all parties.

F. Reporting Options Outside of the College: State and Federal Enforcement Agencies and the Claremont Police Department

The College’s internal procedures are administrative in nature and are separate and distinct from the criminal and civil legal systems. Pursuing resolution through these procedures does not preclude someone from pursuing legal action now or in the future.

1. Reporting Potential Criminal Violations to Claremont Police Department (“CPD”)

In cases involving potential criminal misconduct, individuals are encouraged to file a report with the CPD by calling 911 or contacting CPD directly:

570 West Bonita Avenue
909-399-5411

The College’s procedures and the legal system work independently from one another and the College will proceed with its process, regardless of action or inaction by outside authorities. Decisions made or sanctions imposed through these procedures are not subject to change because criminal or civil charges arising from the same conduct are dismissed, reduced, or rejected in favor of or against the Respondent.
2. Compliance with California Education Code Section 67383

In certain circumstances as defined under the California Education Code, the College shall be required to forward information concerning reports of violent crimes, including reports of sexual assaults, to the CPD. The report shall be forwarded to the CPD without identification of the Complainant and Respondent, unless explicit consent is provided by the Complainant allowing for the sharing of personally identifying information.

3. Prohibited Sexual Harassment and Discrimination in Employment- Reporting to State and Federal Enforcement Agencies

In addition to the College’s internal remedies, employees and students should also be aware that the Federal Equal Employment Opportunity Commission (“EEOC”) and the California Department of Fair Employment and Housing (“DFEH”) investigate and prosecute complaints of prohibited harassment and discrimination in employment. These agencies may be contacted at the addresses listed below:

**EEOC Los Angeles District Office**
255 East Temple Street, 4th Floor
Los Angeles, CA 90012 (213) 894-1000

**DFEH Los Angeles Office**
611 W. Sixth Street, Suite 1500
Los Angeles, CA 90017 (213) 439-6799

Students also have the right to file a formal complaint with the United States Department of Education:

**Office for Civil Rights (OCR)**
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

**G. Truthfulness**

All participants in an investigation and/or hearing are expected to cooperate fully and provide only truthful statements and responses in all meetings and/or hearings related to these procedures. Individuals may be hesitant to report conduct which they have experienced or witnessed or participate in an investigation and/or hearing because they fear that they themselves may be charged with a policy violation, such as underage drinking at the time of the incident. To encourage truthfulness and reporting, the College pursues a policy of offering Complainants and witnesses limited immunity from being charged for policy violations related to an alleged incident (such as policies prohibiting the use of alcohol or drugs) which is reported in good faith. While violations cannot be completely overlooked, the College will provide educational rather than punitive responses, in such cases.

**H. Investigation Procedures**

When a determination has been made by the Title IX Coordinator to proceed with an investigation, the following steps are initiated by the Title IX Coordinator or Title IX Coordinator’s Team designee.

1. Student Complaints Involving Allegations of Sexual Misconduct, including Sexual Assault

a. Appointment of Investigators

The Title IX Coordinator will select one external investigator, and may select one internal investigator employed by Pomona College, both chosen from a pool of investigators trained in the College’s policies and procedures, trauma-informed response, Title IX investigations, and the dynamics of sexual harassment and sexual violence; however, where one of the involved parties is from a different Claremont College, a single external investigator may be selected. The Investigator(s) will meet with the Complainant to review the complaint, related policies, and these procedures.

The Title IX Coordinator will promptly notify the parties of the identity of the Investigator(s). If a party objects to the proposed Investigator’s involvement based upon a conflict of interest, the party must provide written notice to the Title IX Coordinator within three (3) calendar days from the notification explaining the conflict of interest. The Title IX
Coordinator will promptly rule on the objection and provide notice to the parties. If a conflict of interest is found, the Title IX Coordinator will expedite selection of another Investigator(s), and shall promptly notify the parties of the selection.

b. Appointment of External Adjudicator

In those matters moving forward to investigation and involving a Respondent from the College, the Title IX Coordinator will also select an External Adjudicator who will preside over any hearing of the matter to determine responsibility under this Policy, including (in consultation with the Title IX Coordinator) the determination of sanctions pursuant to Policy’s guidelines. The External Adjudicator will also review and evaluate any pre-hearing concerns raised by the parties with respect to improper investigative procedures. The External Adjudicator will be a neutral party from outside of the College, typically a retired civil jurist, experienced attorney or seasoned student conduct administrator experienced in these matters, who is trained and experienced in dispute resolution, Title IX and trauma-informed response to complaints of sexual harassment and sexual violence, the dynamics of sexual misconduct, and the College’s policies and procedures, including applicable confidentiality requirements.

The Title IX Coordinator will promptly notify the parties of the identity of the External Adjudicator. If a party objects to the proposed External Adjudicator’s involvement based upon a conflict of interest, the party must provide written notice to the Title IX Coordinator within three (3) calendar days from the notification explaining the conflict of interest. The Title IX Coordinator will promptly rule on the objection and provide notice to the parties. If a conflict of interest is found, the Title IX Coordinator will expedite selection of another External Adjudicator, and shall promptly notify the parties of the selection.

c. Expert Consultation(s)

The Investigator and External Adjudicator may consult medical, psychological, forensic, technological or other experts when expertise on a topic is needed in order to achieve a fuller understanding of the issues under investigation and/or before the External Adjudicator during a hearing.

d. Investigation Overview

Every complaint alleging sexual misconduct that the College submits to an Investigator will be investigated promptly and thoroughly. In conducting an investigation, the Investigators will be particularly sensitive to concerns regarding retaliation relating to an individual’s participation in the process as a party or witness. The Investigators will conduct interviews as needed with all appropriate individuals, including the Complainant and Respondent, and will gather any pertinent evidentiary materials.

After concluding their investigation, the Investigators will draft an Investigation Report summarizing witnesses interviewed, evidentiary materials gathered, and conclusions concerning any violations of College policy. The Investigation Report shall identify the evidence considered material to the Investigators’ recommendation that the case should or should not move forward to a hearing, and will provide explanation of the investigators’ characterization of evidence for purposes of reaching their conclusion. The Investigators will normally complete their investigation and deliver the Investigation Report to the Title IX Coordinator within 30 calendar days.

The Investigators will then provide their report to the Title IX Coordinator for review. The Title IX Coordinator may refer back to the Investigators any questions that the Coordinator has concerning the report’s contents or conclusions. After the Investigators successfully answer or resolve the Title IX Coordinator’s questions or concerns, or if the Title IX Coordinator agrees with the Investigators’ conclusions, the Title IX Coordinator will: (1) prepare a Statement of Alleged Policy Violations which will summarize why the College believes it is more likely than not that the alleged conduct did occur and the Respondent is responsible for violating College policy; or (2) will prepare a Results Notification Memorandum which will summarize why the College believes it is more likely than not that the alleged conduct did not occur and the Respondent is not responsible for violating College policy.

e. Post-Investigation Meetings with Parties

The Title IX Coordinator will then meet with the Complainant and Respondent, separately, to discuss the content of the Statement of Alleged Policy Violations or the Results Notification Memorandum and to provide them with copies of the document along with copies of the Investigators’ report. To protect the integrity of the investigation and hearing process, these documents shall be kept confidential by the parties involved and not shared with witnesses or persons not involved in the matter. However, Complainants and Respondents are not prohibited from sharing these documents with family, counsel, or a support person/advisor. Neither the Complainant nor the Respondent are required to meet with the Title IX Coordinator, and may decline to do so.
f. Response by the Parties to the Statement of Alleged Policy Violation or Results Notification Memorandum and Review by External Adjudicator

After meeting with the Title IX Coordinator to review the conclusions of the investigation, and/or after receiving either the Statement of Alleged Policy Violation or Results Notification Memorandum, the parties may submit a written response to the Title IX Coordinator for review by the External Adjudicator. Such written responses, if any, must be submitted within seven (7) calendar days after receipt of either the Statement of Alleged Policy Violation or Results Notification Memorandum. Exceptions to the seven day period will be limited and rare.

Through this written response, either party may request the External Adjudicator to overturn the determination of the Title IX Coordinator’s assessment based on improper investigative procedures and/or the discovery of new evidence that was not reasonably available at the time of the investigation interviews. Any party asserting improper investigative procedures should outline additional steps that party believes are necessary for a proper investigation, including:

- Posing any follow-up issues or questions for any witness, the Complainant or Respondent;
- Requesting a follow-up interview with the Investigators to clarify or provide any additional information that such party believes is relevant to the investigation or to seek clarification from the Investigator on aspects of the Investigation Report;

Any party asserting new evidence should clearly identify that evidence, including:

- Identifying any new witnesses who should be interviewed (including a description of what topics/issues the witness should be asked to address and why this is necessary for the investigation); and
- Explaining any additional new evidentiary materials that should be collected and reviewed to the extent that such items are reasonably available (e.g., emails, text messages, social media postings, etc.), understanding that the Investigator lacks the power to subpoena evidence.

Any response to the Statement of Alleged Policy Violations or the Results Notification Memorandum and/or Investigation Report shall not exceed 5,000 words (approximately 20 pages, double-spaced). Late submissions will not be accepted.

The External Adjudicator has seven (7) calendar days to review these submitted responses and related documents and make a determination of whether there were improper investigative procedures and/or whether there is new evidence, as defined in this section of the Policy, that should be admitted for purposes of the hearing. In the event of an affirmative determination of either improper procedures or existence of new evidence, the External Adjudicator shall direct that the appropriate additional steps be taken in response. The decision of the External Adjudicator under this provision may not be appealed, and any further appeals by either party may not be based on the ground of improper investigative procedures.

g. Respondent Takes Responsibility: Overview

If the Respondent takes responsibility, then the Title IX Coordinator will forward the documents to the External Adjudicator for a determination of sanctions. The External Adjudicator will determine sanctions in consultation with the Title IX Coordinator and in conformity with this Policy. The Complainant will be informed of the Respondent’s decision to take responsibility, and has the opportunity to submit an Impact Statement for consideration by the External Adjudicator. Similarly, the Respondent has the opportunity to submit a Mitigation Statement following their decision to take responsibility for the violation(s). The Impact and Mitigation Statements, each no longer than 1,500 words, must be submitted within three (3) calendar days.

The Title IX Coordinator will ensure that each of the parties has an opportunity to review any statement submitted by the other party, and within three (3) calendar days, submit any further statement, no longer than 1,500 words.

All submissions should be sent to the Title IX Coordinator. The Title IX Coordinator will provide any statement(s) to the External Adjudicator. The External Adjudicator will then have ten (10) calendar days to reach a determination of sanctions.

h. Appeal of Results Notification Memorandum

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In response to a Results Notification Memorandum, the Complainant may appeal the Title IX Investigators’ determination to the External Adjudicator. Any written response to the Results Notification Memorandum will be forwarded by the Title IX Coordinator to the External Adjudicator for review and analysis, along with the Investigation Report and supporting evidence. As above, the External Adjudicator has seven (7) calendar days to review these documents and make any of the following decisions: (i) determine that the complaint should proceed to hearing; (ii) send the case back to Title IX Coordinator for further investigation; or (iii) review and reject claims of improper investigative procedure/new evidence. The decision of the External Adjudicator may not be appealed, and any further appeals by either party may not be based on the ground of improper investigative procedures.

2. Student Complaints Involving Gender-Based Discrimination/Harassment and No Allegations of Sexual Misconduct
   a. Initial Intake of Complaint

Upon receipt of a student complaint of gender-based discrimination/harassment with no allegations of sexual misconduct, the Title IX Coordinator or its designee will consult with the Complainant. The Title IX Coordinator or its designee will obtain consent from the Complainant before beginning an investigation.

b. Initial Determinations by Title IX Coordinator

The Title IX Coordinator, or its designee, may, after speaking with Complainant, determine that the conduct complained about clearly does not constitute sexual harassment or sex discrimination and so inform the Complainant. The Title IX Coordinator or its designee may also determine that although the conduct does not constitute sexual harassment or sex discrimination, if left unchecked, it could develop into sexual harassment or sex discrimination.

In this case, the Title IX Coordinator or its designee will speak with the individual(s) engaging in this conduct and/or take other steps to prevent such harassment or discrimination from occurring.

c. Informal Resolution by Title IX Coordinator or Mediator

In some circumstances, where both parties are amenable, the College may choose informal resolution as an alternative to the hearing process provided in this Policy. This alternative process will adhere to Title IX standards.

If the Title IX Coordinator or Deputy Coordinator determines that such an informal process is appropriate under the facts and circumstances of the case, one or more of the following, or similar, methods may be utilized:

1. A meeting of the Title IX Coordinator or Deputy Title IX Coordinator, the Complainant, and the Respondent; and/or
2. A meeting between the Title IX Coordinator or Deputy Title IX Coordinator and the Respondent; and/or
3. A recommendation of training courses or seminars for either principal; and/or
4. Referral of the case to a mediator who has both legal and/or personnel relations experience. The mediator will discuss the issues with both principals and seek appropriate actions by the principals involved to reach an acceptable resolution.

None of the informal resolution alternatives above are options for resolution in cases involving allegations of sexual assault. This informal procedure is intended to resolve actual or perceived instances of harassment and discrimination through agreement and mutual understanding between the parties involved without the need for more formal action by the College. Mediation will normally be completed within four weeks although it may take longer.

At the conclusion of an informal procedure which results in the parties and the Title IX Coordinator or deputy Title IX Coordinator agreeing the charge has been successfully resolved, each party will be asked to sign an acknowledgment that the informal procedure was performed with their agreement and resulted in a resolution of the charge that was satisfactory to her or him.

The details of any conditions agreed to by either party (e.g. counseling, the avoidance of a particular behavior) may be included in this agreement. Signing the acknowledgment form is the final step in the informal resolution process, and is entirely voluntary. There will be no adverse consequences for anyone who declines to participate in the informal resolution procedure or who participates in an informal resolution procedure and then subsequently declines to sign the acknowledgment of resolution. The signed acknowledgment will be kept in the confidential files of the Office of Student Affairs and available to its Title IX and Deputy Title IX Coordinators.
If either party declines to sign the acknowledgment, the informal procedure will be deemed unsuccessful.

d. Investigation and Hearing Process Before External Adjudicator

In all cases where informal resolution attempts are not made or have failed, and where there are disputes to resolve, the Title IX Coordinator will refer the case to investigation, and where appropriate, set the case for hearing before the External Adjudicator as set forth in this Policy. The procedure for formal hearings will normally be completed within 60 calendar days of receipt of the Complainant’s written statement or a written statement by the Title IX Coordinator, although the process may sometimes take longer.

V. HEARING PROCEDURES INVOLVING STUDENT RESPONDENTS

A. Hearings Before External Adjudicator: Overview

The External Adjudicator shall hear all claims of sexual misconduct, harassment, and discrimination pursuant to the procedures set forth in this Policy. For student Respondents, the External Adjudicator will determine responsibility and decide sanctions, if appropriate, after a finding of responsibility. In cases brought under the Policy, the evidentiary standard of preponderance of evidence will be used for the sexual misconduct-related violations. In addition, if a student Respondent admits responsibility, the External Adjudicator will decide sanctions.

B. Role of Title IX Coordinator

The Title IX Coordinator will refer the written complaint, if any, the Statement of Alleged Policy Violations, the investigation report, and the response, if any, to the External Adjudicator. The External Adjudicator is supported by the Title IX Coordinator, who will be present during the hearing, to serve as a resource for the External Adjudicator on issues of policy and procedure, and to see that policy and procedure are appropriately followed throughout the hearing. If the External Adjudicator determines, by a preponderance of the evidence, that the Respondent has violated the Policy, the External Adjudicator, in consultation with the Title IX Coordinator, will determine the appropriate sanction.

C. Scope of Hearing

The External Adjudicator may only find responsibility for claims or supporting allegations that appear on the Statement of Alleged Policy Violations prepared by the Title IX Coordinator. In cases involving complaints against students where related complaints are submitted to the Title IX Coordinator and the Dean of Students Office pursuant to the Student Code, the investigation and/or hearing of both the sexual misconduct, harassment and/or discrimination complaint and the Student Code violation(s) will be decided by the External Adjudicator, as discussed herein.

D. Hearing Protocols

1. Timing

The External Adjudicator will conduct a prompt, thorough, and unbiased hearing. Hearings will be held as soon as practicable, normally within two weeks of circulation of the investigation report, including between semesters due to the availability of witnesses, etc. The parties will receive notice of any delay of convening a hearing.

2. Review and Consideration of Evidence

The External Adjudicator will base its determination whether behavior constitutes sexual misconduct, harassment, and/or discrimination under this Policy on the evidence presented.

With respect to other violations of the Student Code, the External Adjudicator will consult with the student dean advising the Judicial Council. The External Adjudicator will invite the Complainant and Respondent to appear before it, and will hear and question witnesses, if there are any. The Complainant and Respondent may be present at the hearing if they choose or they may choose to participate in the hearing remotely. However, neither party shall be allowed to directly question or cross-examine the other during the hearing. Five (5) calendar days prior to the hearing, questions, if any, shall be submitted to the External Adjudicator by both parties in writing, who will then decide whether those questions are relevant to the matter and in compliance with Title IX requirements; this does not preclude either party from submitting additional written questions during the hearing for the External Adjudicator’s consideration.

In addition, five (5) calendar days prior to the hearing, the parties shall, for the External Adjudicator’s consideration,
the names of any witnesses, if any, they suggest be called. Further, the Complainant shall be offered the opportunity to participate in the hearing without being in the presence of the Respondent, or accommodations can be made so the Complainant may participate in the hearing without facing the Respondent. The External Adjudicator will conduct a hearing and will review whatever information it deems necessary to assist it in reaching a determination as to the merits of the charge, including information obtained by the Investigators during the investigation.

3. Review and Consideration of “New” Evidence

If the External Adjudicator determines that “new” evidence that did not come to light during the investigation has been presented during the hearing, the External Adjudicator may adjourn the hearing for a period that the External Adjudicator deems appropriate to enable the Complainant and/or Respondent to respond to such evidence. Evidence is considered “new” only if the External Adjudicator finds the evidence is relevant and important and could not with a reasonable effort have been discovered earlier by the party and provided to the investigator.

4. Confidentiality of Proceedings

The hearings will be closed, except to the Complainant and the Respondent, their respective advisor/support person and their respective Case Manager. The advisor/support person may consult with the party during the hearing but may not address the External Adjudicator. Once the hearings have ended and the process of deliberation has begun, the meeting will be closed to all but the External Adjudicator and the Title IX Coordinator.

5. Impact and Mitigation Statements

Within two (2) calendar days of the close of the hearing, either party may submit a separate Impact or Mitigation statement, no longer than 1,500 words, that will only be read and considered by the External Adjudicator upon a finding of responsibility. These statements should be sent to the Title IX Coordinator, who will forward the submissions to the External Adjudicator upon a finding a responsibility. Upon a finding of responsibility, the Title IX Coordinator will also ensure that each of the parties will receive any statement submitted by the other party.

The Impact Statement is a written statement describing the impact of the Respondent’s conduct on the Complainant and expressing a preference about the sanction(s) to be imposed. The Mitigation Statement is a written statement explaining any factors that the Respondent believes should mitigate or otherwise be considered in determining the sanctions(s) imposed.

6. Decisions by External Adjudicator

Decisions of the External Adjudicator following the hearing will be limited to the following issues: (i) whether a violation of this Policy has occurred; and (ii) upon a finding of responsibility, an appropriate sanction. As soon as a decision on the case is reached, it will be summarized in a writing containing factual findings and the basis for the conclusion, prepared by the External Adjudicator within 10 calendar days of the hearing.

7. Determination of Sanctions by External Adjudicator

The External Adjudicator, upon a finding of responsibility, shall determine sanctions for student Respondents. The sanctions may include remedial or corrective actions as warranted (including, but not limited to, extension of or expansion or any interim measures already in place). In general:

- Expulsion is the expected sanction for any student who is determined to have committed sexual assault involving sexual penetration and force and/or incapacity.
- Any determination of responsibility for committing sexual assault involving sexual penetration without force or incapacitation may result in a sanction ranging from suspension of no less than one-year or the Complainant’s remaining tenure on campus (whichever is longer) to expulsion.
- Any determination of responsibility for committing sexual assault involving sexual contact may result in a sanction ranging from conduct probation up to expulsion.
- Any determination of responsibility for engaging in any other prohibited form of conduct may result in a sanction ranging from conduct warning to expulsion.

The External Adjudicator will not deviate from the range of recommended outcomes unless compelling justification exists to do so. The External Adjudicator may issue a single sanction or a combination of sanctions. In considering the appropriate sanction within the recommended outcomes, the External Adjudicator will consider the following factors:
(1) the impact of the conduct on the Complainant;
(2) the impact of the conduct on the community, its members, or its property;
(3) the Respondent’s prior discipline history;
(4) how the College has sanctioned similar incidents in the past;
(5) the nature and violence of the conduct at issue;
(6) whether the Respondent has accepted responsibility;
(7) whether the Respondent is reasonably likely to engage in the conduct in the future based on pattern and practice evidence heard and considered by the investigator and/or External Adjudicator;
(8) the need to deter similar conduct by others; and
(9) any other mitigating or aggravating circumstances, including the College’s values.

Absent compelling justifications, if the Respondent has previously been found responsible under College policy to have engaged in the same or similar conduct in the past, the sanction will be expulsion.

The following list of sanctions is illustrative rather than exhaustive, and the College reserves the right to impose other reasonable sanctions or to combine sanctions as it deems appropriate:

**Conduct Warning**—A written notification that a violation of the Student Code occurred and that any further responsible finding of misconduct may result in more severe disciplinary action. Warnings are typically recorded for internal purposes only and are not considered part of a student’s permanent student conduct record. Though disclosed with a student’s signed consent, a student who receives a warning is still considered in good standing at the College.

**Conduct Probation**—A written notification that indicates a serious and active response to a violation of the Student Code. Probation is for a designated period of time and includes the probability of more severe sanctions, if found responsible for additional violations of the Student Code, including suspension or expulsion from the College. Notification of probation is considered a change in status and will normally be sent to parents. Probation may also include restrictions from certain activities, such as registered parties, or all activities with alcohol.

**Loss of Privileges**—Denial of the use of certain College facilities or the right to participate in certain activities or to exercise certain privileges for a designated period of time.

**Residential Relocation or Suspension from Housing**—Relocation is the reassignment of a student from one living space to another. Residential Suspension is the removal of a student from on-campus housing. Relocation and Residential Suspension are typically accompanied by the loss of privileges regarding the visitation to specific residential areas for a specified period of time. The College may take such action for remedial, rather than disciplinary purposes. These actions may also be part of interim measures.

**Educational Requirements/Referrals**—The College reserves the right to impose counseling or substance assessments or other required educational sanctions.

**College Suspension**—The separation of a student from the College for a specified period of time, after which the student is eligible to return. Conditions for re-enrollment may be required and will be included in the notification of suspension.

During the period of suspension, the student may not participate in College academic, co-curricular, or extra-curricular activities; may be banned from all property owned or operated by the College, as well as the other Claremont Colleges. Students who are suspended may not be on campus without specific, written permission of the Dean of Students or designee.

Suspension is for a designated period of time and includes the probability of more severe sanctions, including expulsion, if found responsible for violations of the Student Code. Notification of suspension will normally be sent to parents, as it results in a change of status.

**Expulsion**—Expulsion is the permanent separation of the student from the College. Students who have been expelled may not be on campus without specific, written permission from the dean of students or designee. Notification of expulsion will normally be sent to parents, as it results in a change of status.

a. **Other Remedial Decisions by External Adjudicator**

The External Adjudicator should also consider other remedial actions that may be taken to address and resolve any incident of discrimination or harassment and to prevent the recurrence of any discrimination,
including strategies to protect the Complainant and any witnesses from retaliation; provide counseling for the Complainant; other steps to address any impact on the Complainant, any witnesses, and the broader student body; and any other necessary steps reasonably calculated to prevent future occurrences of harassment.

b. Transmission of External Adjudicator’s Decision and Report

In the case of student Respondents, the External Adjudicator will communicate their decision and hearing report in writing to the Title IX Coordinator within 10 calendar days. The External Adjudicator and Title IX Coordinator may communicate during this period if there any outstanding issues that require clarification or explanation. Once the decision and report by the External Adjudicator is received by the Title IX Coordinator, the Title IX Coordinator will inform each of the parties simultaneously and provide in writing the decision and hearing report. The Complainant’s copy of the decision, report and details of the sanction(s) imposed on the Respondent, if any, may be limited in the copy of the External Adjudicator’s report given to Complainant due to Respondent’s FERPA or other applicable privacy rights. A copy of the decision and report will also be provided to the Vice President for Student Affairs/Dean of Students who will also enter the decision into the Respondent’s record and will be placed in permanent confidential records in the Dean of Students office and available to the Title IX Coordinator and External Adjudicators.

The sanction(s) imposed will be implemented immediately and will be in effect pending the outcome of any appeal.

E. Hearing Procedures involving Staff Respondents

Complaints against staff concerning allegations of sexual misconduct will be resolved in terms of factual determination and determination of responsibility as defined by College policy by the External Adjudicator, and as per the hearing procedures in this Policy.

The External Adjudicator will communicate their factual determination, decision of responsibility, recommended sanctions, if any, and the hearing report in writing to the Title IX Coordinator and the Vice President/Treasurer within 10 calendar days. The External Adjudicator and Title IX Coordinator may communicate during this period if there any outstanding issues that require clarification or explanation. The Respondent’s prior conduct shall be taken into account when recommending a sanction. The Vice President/Treasurer will have access to the complete record of the case and will determine any sanctions to be imposed or corrective action to be taken. The Vice President/Treasurer may consider both the gravity of the offense and prior conduct in determining sanctions to be imposed on the violator. The Vice President/Treasurer shall communicate their decision regarding sanctions, along with the External Adjudicator’s factual determination, determination of responsibility, recommended sanctions, if any, and hearing report, to each of the parties simultaneously, in writing, within five (5) calendar days. The Vice President/Treasurer will also enter the decision into the Respondent’s file. The decision may be subject to applicable grievance and arbitration procedures of any applicable collective bargaining agreement.

If the Respondent is a member of the executive staff of the President, the President will serve as the disciplinary authority to determine sanctions. If the President is the Respondent, the Chair of the Board of Trustees will serve as the disciplinary authority to determine sanctions.

F. Hearing Procedures involving Faculty Respondents

The External Adjudicator will communicate their factual determination, determination of responsibility, recommended sanctions, if any, and the hearing report in writing to the Title IX Coordinator and the Vice President for Academic Affairs/Dean of the College within 10 calendar days. The External Adjudicator and Title IX Coordinator may communicate during this period if there any outstanding issues that require clarification or explanation. The Respondent’s prior conduct shall be taken into account when recommending a sanction. The Vice President for Academic Affairs/Dean of the College will have access to the complete record of the case and will determine any sanctions to be imposed or corrective action to be taken. The Vice President may consider both the gravity of the offense and prior conduct in determining sanctions to be imposed on the violator.

The Vice President for Academic Affairs will communicate their decision regarding sanctions, along with the External Adjudicator’s factual determination, determination of responsibility, recommended sanctions, if any, and hearing report, to each of the parties simultaneously, in writing, within five (5) calendar days. The Vice President will also enter the decision into the Respondent’s file.

Consistent with the Faculty Handbook, termination of a tenured appointment, or of a term appointment before its expiration occurs only for adequate cause. When the External Adjudicator recommends termination as the appropriate sanction for tenured faculty or faculty for whom a term appointment has not expired, the Vice President for Academic Affairs/Dean of the College will consult the procedures of the “Pomona College Dismissal Policy” found in the Faculty Handbook. In applying these procedures, the finding that the policy has been violated will not be revisited. The sole
VI. APPEAL PROCEDURES INVOLVING STUDENT RESPONDENTS

A. From Decisions of the External Adjudicator Concerning Cases of Sexual Misconduct Involving Student Respondents

Either party may appeal the determination of responsibility or sanction(s) in writing to the Vice President for Student Affairs/Dean of Students or its designee. The appeal must be filed within 10 calendar days of receiving the written notice of outcome.

Dissatisfaction with the outcome of the hearing is not grounds for appeal. The limited grounds for appeal are as follows:

1. Improper Hearing Procedure.

The party may appeal if the procedures outlined in the Policy are violated. The Vice President/Dean of Students shall consider

a. Whether provisions of the Policy were violated in such a clear manner as to deny the appealing party consideration of the party’s position during the hearing; and
b. Consideration of the party’s position would have led to a different finding concerning the alleged violation of the Policy.

2. New Evidence.

During the standard hearing process, sufficient time is allowed to gather all available evidence. However, in extraordinary circumstances a party may appeal if new evidence becomes available. The Vice President/Dean of Students shall consider

a. Whether the evidence was genuinely unavailable and could not have been made available through the appellant’s diligent efforts at the time of the original hearing; and
b. Whether the evidence would have led to a different conclusion had it been available.

3. Sanctions:

The sanctions imposed were grossly disproportionate to the violation committed.

Requests for appeal and responses to the same shall not exceed 5,000 words (approximately 20 pages double-spaced). Non-conforming submissions will not be considered beyond the first 20 pages. Late submissions will not be accepted.

The appeal shall consist of a plain, concise, and complete written statement outlining the grounds for the appeal. Upon receipt of an appeal, the Vice President/Dean of Students will notify and provide a copy of the appeal to the other party. That party shall then have an opportunity to respond in writing to the appeal; any response must be submitted within five (5) calendar days from receipt of the appeal.

The appeal consideration will be conducted in an impartial manner by the Vice President/Dean of Students. In any request for an appeal, the burden of proof lies with the party requesting the appeal, as the original determination and sanction are presumed to have been decided reasonably and appropriately. The appeal is not a new review of the underlying matter. The Vice President/Dean of Students shall consider the merits of an appeal only on the basis of the three (3) grounds for appeal and supporting information provided in the written request for appeal and the record of the original hearing. The Vice President/Dean of Students can affirm the original findings, alter the findings, and/or alter the sanctions, depending on the basis of the requested appeal.

If the appeal is granted based on procedural error(s) that materially affected the outcome of the hearing, the Vice President/Dean of Students will return the case to the External Adjudicator for additional review or forward the case for a new hearing, which may be heard by an alternate External Adjudicator if the Dean of Students finds that to be appropriate.

In the case of new and relevant information, the Vice President/Dean of Students can recommend that the case be returned to the original adjudicator to assess the weight and effect of the new information and render a determination after considering the new facts.
Absent extenuating circumstances, the Vice President/Dean of Students will simultaneously and in writing communicate the result of the appeal to the Complainant and Respondent within 30 calendar days from the date of the submission of all appeal documents by both parties. Appeal decisions are final.

The parties will receive notice of any delay of written notice of any appeal decision. Any sanctions imposed shall remain in effect while the appeal is being considered. In cases where the appeal results in reinstatement to the College or of privileges, all reasonable attempts will be made to restore the individual to their prior status, recognizing that some opportunities lost may be irretrievable.

**VII. APPEAL PROCEDURES INVOLVING STAFF OR FACULTY RESPONDENTS**

Either party may appeal the determination of responsibility or sanction(s) in writing to the President or its designee. The appeal must be filed within 10 calendar days of receiving the written notice of outcome by the relevant vice president.

Dissatisfaction with the outcome of the hearing is not grounds for appeal. The limited grounds for appeal are as follows:

1. **Improper Hearing Procedure.**

   The party may appeal if the procedures outlined in the Policy are violated. The President shall consider:

   a. Whether provisions of the Policy were violated in such a clear manner as to deny the appealing party consideration of the party’s position during the hearing; and
   
   b. Consideration of the party’s position would have led to a different finding concerning the alleged violation of the Policy.

2. **New Evidence.**

   During the standard hearing process, sufficient time is allowed to gather all available evidence. However, in extraordinary circumstances a party may appeal if new evidence becomes available. The President shall consider:

   a. Whether the evidence was genuinely unavailable and could not have been made available through the appellant’s diligent efforts at the time of the original hearing; and
   
   b. Whether the evidence would have led to a different conclusion had it been available.

3. **Sanctions.**

   The sanctions imposed were grossly disproportionate to the violation committed. Requests for appeal and responses to the same shall not exceed 5,000 words (approximately 20 pages double-spaced). Late submissions will not be accepted. The appeal shall consist of a plain, concise, and complete written statement outlining the grounds for the appeal. Upon receipt of an appeal, the President will notify both parties. Each party has an opportunity to respond in writing to the appeal. Any response to the appeal must be submitted within five (5) calendar days from receipt of the appeal.

   The appeal consideration will be conducted in an impartial manner by the President or its designee. In any request for an appeal, the burden of proof lies with the party requesting the appeal, as the original determination and sanction are presumed to have been decided reasonably and appropriately. The appeal is not a new review of the underlying matter. The President or its designee shall consider the merits of an appeal only on the basis of the three (3) grounds for appeal and supporting information provided in the written request for appeal and the record of the original hearing. The President or its designee can affirm the original findings, alter the findings, and/or alter the sanctions, depending on the basis of the requested appeal.

   If the appeal is granted based on procedural error(s) that materially affected the outcome of the hearing or in the case of new and relevant information, the President or its designee will return the case to the relevant vice president for additional review or forward the case for a new hearing, which may be heard by an alternate External Adjudicator if the relevant vice president finds that to be appropriate.

   Absent extenuating circumstances, the President will simultaneously and in writing communicate the result of the appeal to the Complainant and Respondent within 30 calendar days from the date of the submission of all appeal documents by both parties. Appeal decisions are final.
B. **Recording of Proceedings**

The College will audio record the hearing, but will not record any related deliberations by the External Adjudicator. The College will maintain a copy of that recording and will provide the parties with a copy of that recording, as well as a transcript of that recording, upon request. The recording and any related transcript are subject to the same protections as other documents related to the hearing and may not be shared or disclosed outside of the parties and their support persons. The parties and any support persons present are not permitted to record the proceedings under any circumstances.

C. **Record Retention**

The Title IX Coordinator will review and retain copies of all reports generated as result of investigations. These records will be kept confidential to the extent permitted by law. Records of investigations and hearings are maintained by the College for five (5) years as indicated below.

If the Respondent is a student, the records will be maintained for five (5) years past the student’s graduation or if the student leaves the College before graduation, for five (5) years past their original expected graduation date.

VIII. **SPECIAL PROVISIONS**

A. **Attempted Violations:**

In most circumstances, the College will treat attempted conduct as if that conduct had been completed.

B. **College as Complainant:**

As necessary, the College reserves the right to initiate a complaint, to serve as Complainant, and to initiate proceedings without a formal complaint by the subject of the misconduct.

C. **Alcohol and substance use:**

The use of alcohol or other drugs will never function as a defense for any behavior that violates College policy.

D. **Good Samaritan Policy:**

Sanctions related to alcohol or drug policy violations will not be imposed on individuals cooperating in an investigation or hearing.

E. **Past Sexual History:**

The past sexual history of a party will generally not be admissible by the other party in an investigation or hearing unless such information is determined to be highly relevant by the Title IX Coordinator. If the party believes the past sexual history of the other party is relevant to the investigation and/or hearing they must submit a written request to the Title IX Coordinator explaining the nature of the information and why the information is relevant to the investigation and/or hearing. The External Adjudicator, in consultation with the Title IX Coordinator, will review the request and render a decision.

F. **Respondent’s Prior Conduct History:**

Generally, any previous College policy violation(s) by the Respondent are generally not admissible as information about the present allegation. However, the Title IX Coordinator may supply information about previous behavior and/or complaints to the Investigator(s) or the External Adjudicator if:

1. The Respondent was previously found to be responsible for a similar violation; or
2. The information indicates a pattern of behavior by the Respondent and substantial conformity with the present allegation.

A Respondent’s prior conduct will be taken into consideration by the External Adjudicator or appropriate vice president (when applicable) when determining what sanction(s) to recommend or impose. See the section on Sanctions.
IX. RIGHTS OF PARTIES INVOLVED IN A PROCEEDING UNDER THESE POLICIES

A. Complainants are afforded the following rights:

1) To be treated with respect, dignity, and sensitivity throughout the process.
2) To be advised and informed of the support services available from the College, including, but not limited to, the Case Manager, and those provided by the Project Sister rape crisis counselor, Monsour Counseling and Psychological Services.
3) For student Complainants, to confidentiality and protection under the Family Education Rights and Privacy Act (FERPA). For all Complainants, the College will make all reasonable efforts to ensure the preservation of privacy, restricting access to information to those with a legitimate need to know.
4) To be informed of the College’s Policy and procedures related to discrimination, harassment, and sexual misconduct.
5) To a prompt and thorough investigation of the allegation(s).
6) To challenge the appointment of the Investigator(s) or the External Adjudicator if a conflict of interest is present.
7) To participate or decline to participate in the process related to a discrimination, harassment, and/or sexual misconduct complaint with the understanding that the process may continue without their involvement and that the Investigator and/or External Adjudicator will determine an outcome with the information available to it.
8) To appeal the decisions and/or sanctions made pursuant to this Policy.
9) To be notified, in writing, of the case resolution – including the outcome of any appeal.
10) To report the incident to law enforcement or civil authorities if one wishes to do so.
11) To understand that information collected in this process may/could be subpoenaed for a criminal or civil proceeding.
12) To have a support person/advisor.
13) To have a Case Manager.

B. Respondents are afforded the following rights:

1) To be treated with respect, dignity, and sensitivity throughout the process.
2) To seek support services through the College, including, but not limited to, the Case Manager and those through Monsour Counseling and Psychological Services.
3) For student Respondents, to confidentiality and protection under the Family Education Rights and Privacy Act (FERPA). For all Respondents, the College will make all reasonable efforts to ensure the preservation of privacy, restricting access to information to those with a legitimate need to know.
4) To be informed of the College’s Policy and procedures related to discrimination, harassment, and sexual misconduct.
5) To a prompt and thorough investigation of the allegation(s).
6) To challenge the appointment of the Investigator(s) or the External Adjudicator if a conflict of interest is present.
7) To participate or decline to participate in the review procedure, with the understanding that the process will continue regardless and the Investigator and/or External Adjudicator will determine an outcome with the information available to it.
8) To appeal the decision and/or sanctions made pursuant to this Policy.
9) To be notified, in writing, of the case resolution – including the outcome of the appeal.
10) To understand that information collected in this process may be subpoenaed in criminal or civil proceedings.
11) To have a support person/advisor.
12) To have a Case Manager.

X. THE COLLEGE’S EXTERNAL REPORTING OBLIGATIONS

A. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”)

1. Statistical Reporting:

Certain College officials have a duty to report certain misconduct for federal statistical reporting purposes. All
personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety. Mandated federal reporters include: student/conduct affairs, campus law enforcement, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities. The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. This reporting protects the identity of the victim and may be done anonymously.

2. **Timely Warning:**

Complainants should also be aware that College administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. For purposes of the Timely Warning requirement, the College will not disclose a Complaint’s name. However, the College will provide enough information for community members to make safety decisions in light of the danger. The reporters for timely warning purposes are exactly the same as detailed in the paragraph above.

**B. FERPA**

1. The outcome of a campus hearing is part of the educational record of the Respondent, if they are a student, and the employee record if they are a faculty or staff member. The educational records of students are protected from release under a federal law, FERPA. The College complies with FERPA regulations regarding the privacy of student records and observes the following exceptions to FERPA as mandated by the Clery Act:

   - The Complainant(s) in a non-consensual sexual contact/intercourse incident have the right to be informed of the finding, and sanction(s) of the investigation or hearing, in writing, except that any documents prepared for or as a result of any investigation and/or hearing shall remain protected from re-disclosure.
   - The Complainant(s) in sexual exploitation, sexual harassment, stalking, relationship violence and any other gender-based offense have the right to be informed of the finding, in writing, and to be informed of any sanction(s) that directly relate to them, and to essential facts supporting the outcome when the outcome is “responsible” (and the underlying offense is a crime of violence as defined below and in 34 C.F.R. 99.39) and/or it is equitable to share the essential findings with all parties.
   - The College may release publicly the name, nature of the violation and the sanction(s) for any student who is found in violation of a College policy that is a “crime of violence,” including: arson, burglary, robbery, criminal homicide, sex offenses, assault, intimidation (which may encompass stalking and/or bullying), hazing, destruction/damage/vandalism of property and kidnapping/abduction. The College will release this information to the Complainant in any of these offenses regardless of the outcome.

**XI. SEXUAL MISCONDUCT PREVENTION AND RISK REDUCTION**

**A. Prevention:**

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner and yourself. These suggestions may help you avoid committing a nonconsensual sexual act and reduce your risk of being accused of sexual misconduct.

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly communicate their intentions to you.
2. Understand and respect personal boundaries. Do not pressure a potential partner.
3. **DON’T MAKE ASSUMPTIONS** about consent; about someone’s sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent and you should stop.
4. If you think you are receiving unclear or conflicting messages from your partner, this is a clear indication that you should stop, defuse any sexual tension and communicate better.
5. Don’t take advantage of someone’s drunkenness, drugged, or otherwise incapacitated state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a
power advantage simply because of your gender or size. Don’t abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically equal consent to any other form of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language. If you are not sure, stop.

B. **Risk Reduction**

Risk reduction tips can, unintentionally, take victim-blaming tone. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for such conduct, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act.

1. If you have sexual limits, make them known as early as possible.
2. If you do not want to engage in a particular activity, tell the other person “NO” clearly and firmly.
3. Try to remove yourself from the physical presence of a sexual aggressor, if you can do so safely.
4. If someone is nearby, ask for help or if it is safe to do so, text or call someone.
5. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
6. Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to enter a dangerous situation. Respect them when they do.
APPENDIX A: Overview of Initial Review Checklist

During the Title IX Process, the Title IX Coordinator or its designee(s) will:

● assess the nature and circumstances of the allegation;
● address immediate physical safety and emotional well-being of the Complainant and the College community;
● discuss with the Complainant the range of interim measures and remedies, including options for no-contact orders, changes in living, academic, transportation, working situations;
● provide the Complainant with information about on- and off-campus resources, including the College-appointed support options, and visa and immigration assistance, as appropriate;
● provide information about their student financial aid options, as appropriate;
● obtain the Complainant’s expressed preference for the manner of resolution and assess any barriers to proceeding;
● provide the Complainant with an explanation of the anticipated time frames for the resolution process if the Complainant wished to move to an investigation;
● provide the Complainant with an explanation of the limitations on the College’s response should the Complainant choose to remain anonymous;
● provide information about a sexual assault and harassment policy Case Manager and information about an adviser of their choice, including legal counsel;
● determine if concerns exist for discrimination or harassment based on other protected classes;
● explain the College’s policies for confidentiality and prohibiting retaliation, as described in the Policy and provide a writing explaining confidentiality;
● explain the difference between confidential and non-confidential resources;
● assess the reported conduct for the need for a timely warning notice under federal law;
● determine if pattern of evidence or other similar conduct by Respondent exists;
● determine if any issues of academic freedom exist, which may be reviewed by the Dean of the College or designee;
● submit non-identifying information about the report to Campus Safety for entry into the College’s daily crime log if the report includes a Clery-reportable crime;
● provide the Complainant with a written explanation of the Complainant’s rights and options as set forth in this Policy, including, but not limited to:
  ○ the right to report, or decline to report, the incident to law enforcement if the conduct is potentially criminal in nature. The College is available to assist in this process;
  ○ the right to obtain a “no-contact” order from the College, or local authorities;
  ○ the right and importance of seeking medical treatment to address physical health and to preserve evidence;
  ○ the right to file a complaint through the applicable internal complaint resolution process;
  ○ the right to receive an explanation of the internal complaint resolution process and the preponderance of the evidence standard of proof used to resolve the complaint (“more likely
than not”);  

- the right to be provided a prompt, fair, and impartial investigation and resolution; and  

- the right to receive an explanation of the possible sanctions against Respondents.

- provide the Respondent with a written explanation of the Respondent’s rights and options as set forth in this Policy, including, but not limited to:  

  - the right to participate, or decline to participate, in any investigation and hearing;  

  - discuss with the Respondent the range of interim measures and remedies, including options for no-contact orders, changes in living, academic, transportation, working situations;  

  - provide the Respondent with information about on- and off-campus resources, including the College-appointed support options, and visa and immigration assistance, as appropriate;  

  - the right to receive an explanation of the internal complaint resolution process and the preponderance of the evidence standard of proof used to resolve the complaint (“more likely than not”);  

  - the right to be provided a prompt, fair, and impartial investigation and resolution; and  

  - the right to receive an explanation of the possible sanctions against Respondents.

**POLICY ON CONSENSUAL RELATIONSHIPS WITH STUDENTS**  
(as endorsed by the Faculty and approved by the Board of Trustees, May 2012)

The well-being of the learning and teaching community at Pomona College depends upon the existence of a relationship of trust, respect, and fairness among faculty, staff, and students. Romantic and/or sexual relationships, even if consensual, between faculty members of Pomona College and students of the Claremont Colleges (whether or not faculty currently teach, advise, supervise, coach, or evaluate those students) potentially violate the integrity of the student-teacher relationship, can impair the academic environment through actual or perceived conflicts of interest and bias, and can lead to increased risk of alleged violations of the College’s Harassment and Discrimination Policy. Likewise, staff members at Pomona College are often called upon to advise, supervise, and evaluate students of the Claremont Colleges with respect to students’ personal and academic lives, a relationship in which objectivity and trust are essential.

Accordingly, faculty and staff of Pomona College are prohibited from pursuing or engaging in any romantic and/or sexual relationships with students of the Claremont Colleges unless:

1. the faculty or staff member has disclosed the relationship or potential relationship to (in the case of faculty) the Vice President/Academic Dean of the College and Vice President/Dean of Students or to (in the case of staff) the Vice President/Treasurer and Vice President/Dean of Students at the earliest opportunity (including prior to pursuing or engaging in that relationship if such disclosure is possible); AND

2. the faculty or staff member has demonstrated to those Vice Presidents’ satisfaction that (a) the faculty or staff member is not presently teaching, advising, supervising, coaching, or evaluating the student in any way, (b) the faculty or staff member has never had any such professional responsibility for the student in the past, and (c) there is no reasonable likelihood the faculty or staff member will have any such professional responsibility for the student in the future; AND

3. the faculty or staff member has further demonstrated to those Vice Presidents’ satisfaction that the potential relationship presents no reasonable likelihood, presently or in the future, of adversely affecting the educational environment for this or for any other student, or of creating an appearance of bias, conflict of interest, favoritism, unfair academic advantage or disadvantage, or undue access to or restriction from opportunities at the College.

Faculty or staff of Pomona College who violate this policy will be subject to disciplinary action by the College, up to and including termination of employment. (In the case of faculty, there will be cause for such
dismissal if the misconduct is determined to be sufficiently egregious pursuant to the Pomona College Dismissal Policy.) This policy is addressed to consensual relationships and activity only. Any romantic and/or sexual relationship, potential relationship, or activity alleged to be non-consensual is subject to the Harassment and Discrimination Policy and the disciplinary procedures up to and including dismissal under that policy.

RESOLVING WORKPLACE-RELATED PROBLEMS: OPEN-DOOR POLICY
(Approved 4/8/05; revised 2006-07)

Consistent with its view of the academic environment generally, the College believes in open communication and dialogue as a preferred method of handling any job- or workplace-related concern or complaint you may have. Accordingly, the College has an Open-Door Policy under which your immediate supervisor, director or department chair and the persons listed below are available to discuss work-related concerns. You are encouraged to take advantage of these avenues for discussion and to raise and discuss concerns or complaints as soon as possible after the events that cause them. You are further encouraged to pursue the discussion of your work-related concerns until the matter is fully resolved.

In many circumstances, your immediate supervisor, director or department chair will be the most appropriate person to whom to speak. However, if for any reason you do not wish to discuss the matter with her or him, you should visit any of the following persons instead:

- your department chair, if you work in an academic department, or
- your director, if you work in an administrative office, or
- the Assistant Vice President, Human Resources (who is also a Grievance Officer), or
- the Vice President responsible for your office or department.

The College will attempt to keep the discussions, the results of the investigation and the terms of resolution confidential. In the course of investigating and attempting to help resolve matters, however, some discussion with and dissemination of information to others may be necessary or appropriate.

Complaints arising under, or which you believe may arise under, the College’s Discrimination and Harassment Policies and Grievance Procedures should be brought to the attention of one of the College’s Grievance Officers in accordance with the procedures of said policy.

POLICY ON THE EMPLOYMENT OF RELATIVES
(as revised by the Claremont Colleges, September 1988)

It is the policy of The Claremont Colleges to allow the employment of relatives of current employees on the same basis as other applicants. However, no one may be hired or hold a position in a department or administrative unit in which a relative participates in making recommendations or decisions specifically affecting his or her appointment, retention, evaluation, work assignment, promotion, transfer, or salary.

For purposes of this policy, the term "relative" includes, but is not limited to, a brother, sister, mother, father, wife, husband, son, daughter, brother-in-law, sister-in-law, mother-in-law, father-in-law, step-child, step-parent. It should be interpreted to include persons who are living in the same household.

Special Consideration for the Hiring Process: If there is any sort of relationship between the supervisor and the top candidate (e.g. friend, neighbor, relative of future spouse, etc.) this relationship must be declared to the Diversity Officer prior to a hiring offer being made. It is very important that special care be taken to ensure that such candidates are objectively evaluated by a third party.

Note: In order to make an exception to these procedures, permission must be obtained from the appropriate College officer.

POMONA COLLEGE NONDISCRIMINATION POLICY
(adopted by the Board of Trustees, December 13, 2000)

Pomona College complies with all applicable state and federal civil rights laws prohibiting discrimination in education and the workplace. This policy of non-discrimination covers admission, access, and service in
Pomona College programs and activities, as well as hiring promotion, compensation, benefits, and all other terms and conditions of employment at Pomona College.

**POMONA COLLEGE PLAN FOR RECRUITING A DIVERSE FACULTY**
(as approved by the Pomona College Faculty, November 12, 2004)

In 1993, addressing student and faculty concerns about the need for greater diversity in the College’s curriculum, admissions, faculty, staff, and administrative hiring, the faculty passed the following resolution, declaring: “Increased ethnic diversity among the faculty would enable Pomona College to pursue its educational mission more effectively, and additional efforts to achieve diversity are warranted.” In 2004, the faculty reaffirms this resolution and rededicates itself to seeking excellence and diversity in all searches at the College.

I. Introduction

In a world in which peoples and nations with sharply different ideals and experiences are increasingly coming into contact with one another, we believe that our intellectual leaders must be as diverse as the students they will be teaching and the larger society they represent. It is striking that the southern California region in which Pomona College is located is becoming one of the most ethnically diverse regions in the United States, as the United States continues to draw immigrants from all over the world. At Pomona College our educational mission is to foster leaders by developing their power to analyze conditions and creatively imagine new ones. Our success depends upon admitting a diverse student body and hiring a diverse faculty since only through a “robust exchange of ideas,” as Justice Lewis F. Powell wrote, generated out of a variety of backgrounds and experiences and types of knowledge, can we create an atmosphere that is "most conducive to speculation, experiment and creation.” Central to the education our students enjoy at our residential college is the face-to-face interaction with faculty members who, because they may come from different cultural, economic, and racial backgrounds, might challenge their unexamined notions of how the world operates. This is an educational benefit that serves our entire academic community and will help prepare all of our students to develop informed, constructive, leadership roles in the world.

The College seeks to promote faculty diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming, challenging, and supportive of all participants, regardless of race, class, gender, sexual orientation, national origin, religion, or political perspective. Although we do not believe that race and gender are the only important differences our faculty should embody -- indeed, there are many kinds of differences that we feel are crucial to have represented in our community even as these differences change over time -- yet we continue to believe that race and gender are of special importance, and we will continue to make efforts to recruit from historically underrepresented racial and ethnic groups that have experienced prejudice and discrimination.

The College should employ a variety of strategies to recruit and retain a diverse faculty. We recognize that not all disciplines are the same and that each search has its own possibilities, constraints, and applicant pool. Not all approaches or strategies will work equally well in all searches. Sensitivity to the problems in each discipline requires a flexible conceptualization of diversity. But we believe that we must also be intentional from the beginning of every search about our commitment to finding as diverse an applicant pool as possible and that our campus-wide goal is to hire a diverse faculty body. Finally, the hiring process cannot be the College’s only initiative in attempting to diversify the faculty. Careful efforts to mentor all faculty, including women of all backgrounds and faculty of color, especially as junior faculty, by department chairs, program coordinators, and by the Dean of the College will be necessary to ensure their academic success.

II. Recruiting and Hiring

A. Composing the Search Committee

The Dean, Diversity Committee, and Diversity Officer will meet together with all department chairs who have authorized searches for the coming year to emphasize the College’s diversity plan and to strategize ways in which the most diverse candidate pool can be developed: these might include identifying and contacting two or three distinguished faculty in their field(s) to advise them in an ongoing way about how to achieve an excellent diverse candidate pool; or, if a department lacks such expertise on their own faculty, they might consider asking a colleague from outside the department or someone from the Diversity Committee to help in outreach efforts.
The Diversity Officer will also meet with each search committee to share annual figures of faculty and color and women faculty members at the College and to discuss the specific plans departments and programs have for creating a diverse candidate pool.

Search committees should create plans that describe the availability of women and faculty of color in the field, the methods of recruitment and advertising, and the objective, non-discriminatory criteria to be used in selecting candidates.

B. Developing the Position Announcement and Advertising

Every effort should be made to ensure that the job advertisement reflects the needs of the College and the Department, and that it is drafted as broadly as possible to attract the largest available pool of potential qualified applicants. Job advertisements and a department’s strategy to recruit a diverse pool of applicants must be approved by the Dean and Diversity Officer.

In addition to the required notice that the College is an equal opportunity employer, job announcements should contain additional language reflecting the department’s interest in attracting applicants whose teaching, research, or service activities can contribute to the academic diversity of the campus. For instance, a department can say: ‘The department is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access and success to higher education for underrepresented students. Candidates should describe previous activities mentoring women, students of color, students with disabilities, or other underrepresented groups.’

Searches should be broadly advertised beyond simply a department’s main professional association. This should include all available avenues for publicizing the position, including national publications, personal contacts, list serves, mailing lists, professional and academic conferences, and web sites. As search committee members write letters or make phone calls to their colleagues to ask about promising candidates, they can specifically inquire about promising women and candidates of color.

Funds will be available for those who wish to attend conferences or meetings attended primarily by women and minorities in the field.

C. Monitoring the Selection Process

The Human Resources Department at Pomona College will collect diversity data from candidates and tabulate results. The Dean of the College and Diversity Officer will review the applicant pool prior to campus visits in order to determine if women and applicants of color are appropriately represented in the pool at about the rate of their estimated availability in the field. Departments will be expected to review whether recruitment and outreach procedures were sufficiently broad, and if not, the department will need to consider reopening the search with expanded recruitment efforts.

The Dean and the Diversity Officer will review the longer short list to ensure that objective, non-discriminatory selection criteria were properly and consistently applied in the review of the candidates, and that those criteria were consistent with the documented academic needs of the department. If selection problems are identified, a search committee can either reopen the search to conduct additional outreach or revisit the pool of all qualified candidates and create a new list according to appropriate selection criteria. Search Committees should prepare a written report that describes the reason(s) for both including and rejecting candidates from the short list of those selected for campus interviews. The Dean and the Diversity Officer will review those documents and will examine committee selections to ensure that they meet the selection criteria listed in the position announcement.

D. Additional Hiring Procedures

In addition to the Search Committee process above, the College has two additional hiring procedures in which the College’s diversity interests can and should be recognized. The Target of Opportunity hire, which is described in the first instance in the Chair’s Handbook, and the Pomona College Scholar for Academic Diversity are described below.

(1) Pomona College Scholar for Academic Diversity

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 whose scholarship emphasizes such issues as race, social equity, and/or communities underserved by traditional academic research, or have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for underrepresented students. All applications will be accepted and reviewed and decisions will be made without regard to race, gender, or ethnicity. The Scholar will teach one or two courses, depending on whether they have 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.

(2) Target of Opportunity Hires

The 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 this Handbook. An alternative way to request authorization is through the uncommon vehicle of a Target of Opportunity (TOP) hire. A TOP exists when we find – either on our own campus or at another institution – a person of such outstanding quality that an appointment will bring the College distinction in the areas of teaching and scholarship, and the possibility of service to the college and community, including the mentoring and advising of a diverse student body. The College sees the hiring of this particular person as being in its strategic interest, and it has come to the view that a national search would impede this hire. A TOP is initiated by a department or program. The proposal must go to the FPAC, which judges the merits of adding the position, and then to the Faculty Personnel Committee, which judges the merits of this particular candidate for the position. These two recommendations then go to the Dean and the President, who choose whether or not to authorize the appointment, based in part on available funding.

E. Monitoring and Reporting

The President’s Advisory Committee on Diversity will monitor the numbers of women of all backgrounds and faculty of color that the College employs in tenure-track and rolling contracts and annually report these numbers to the faculty. That Committee will periodically assess whether the College has attained a level of diversity that would make special efforts as outlined here no longer necessary or, alternatively, ever more necessary in the years to come.

POMONA COLLEGE DISMISSAL POLICY
(as adopted by the Board of Trustees, March 2, 2001)

I. Background and Principles

1. A faculty dismissal policy should be founded on the principle of faculty self-governance that is central to academic freedom and academic life at Pomona College. We, as faculty, fully participate in the hiring and promotion of our colleagues. The principle of self-governance suggests that we must also be significantly involved in dismissing a colleague who falls short of professional conduct.

2. The principle of proportionality should also apply. Dismissal is the most severe sanction a faculty can take against one of its own members. It should therefore only be entertained as an option if the alleged cause is equally severe.

3. The principle of privacy should be respected. Confidentiality throughout the dismissal process is required.

4. This policy is intended to address dismissal for cause arising from the conduct of a faculty member. It is not intended to address the College’s authority to dismiss faculty due to other circumstances, including financial exigency and change of institutional program.

II. Adequate Cause for Dismissal

1. Unless otherwise provided by written employment contract, dismissal of a tenured faculty member or a non-tenured faculty member prior to the end of his or her appointed term may occur if there is adequate cause, as defined below. These standards are generally in accordance with
AAUP guidelines:

a. A faculty member exhibits a persistent pattern of under-performance in the area of teaching that is so substandard when compared to the normal activities of the faculty that it qualifies as a clear dereliction of duty. Under-performance in the area of teaching caused by non-teaching administrative responsibilities assigned by the College should not constitute adequate cause. The Dean of the College should already have made reasonable efforts to counsel the faculty member to remedy the problem. If a medical condition is involved, the College should already have made reasonable accommodations for the faculty member to remedy the problem, as required by College policy, state and federal law.

b. A faculty member commits an act or acts that are so egregious that they cannot be tolerated, even infrequently, among College faculty. While it would be impossible to list every act that would meet this standard, the standard for egregiousness is exemplified by such acts as gross assault, gross physical violence, rape, embezzlement, extortion, dealing of illegal drugs, wanton destruction of property, gross professional or ethical misconduct including plagiarism and academic fraud, and gross moral turpitude.

2. The thresholds for these definitions of adequate cause are meant to be extremely high, and in every case adequate cause must be related to the faculty member’s fitness to remain a member of the College community. While simple commission of the conduct described above will usually constitute adequate cause, this is not automatic. The particulars of the acts and the relevant circumstances surrounding the acts must be weighed before adequate cause can be found. Faculty at Pomona College are carefully hired and offered tenure and promotion based on rigorous criteria in teaching, research, and service. The presumption is therefore that, until clearly demonstrated otherwise, their conduct does not merit dismissal.

3. Because teaching is the core responsibility of faculty members, and because there are already in place several systems for reviewing and rewarding faculty performance in research and college service, considerations of research or College service shall not constitute adequate cause for dismissal.

4. A faculty member shall not be dismissed for conduct that constitutes a legitimate exercise of academic freedom, including the expression of dissenting or unpopular opinions.

III. Initiation of Dismissal Proceedings

1. Keeping in mind the high threshold for adequate cause, any member of the Pomona College community (including the Dean of the College) may propose that dismissal proceedings against a faculty member be initiated by bringing a complaint to the Dean of the College. The following procedures then apply:

a. If the Dean is confident that adequate cause for dismissal does not exist, the case ends there. The Dean records the complaint and may inform the accused faculty member (hereafter “the faculty member”) of the complaint. The Dean shall refer the complainant to the Faculty Grievance Committee if the complaint is within the Faculty Grievance Committee’s jurisdiction.

b. If the complaint alleges conduct that is prohibited under the Pomona College Harassment and Discrimination Policy, it shall be referred to the College’s Harassment and Discrimination Grievance Officer for investigation and resolution solely in accordance with that policy.

c. If the Dean believes that adequate cause for dismissal may exist and the complainant is someone other than the Dean, the Dean shall meet with the faculty member to inform him or her of the complaint. The faculty member is informed of the complainant’s identity and is given the opportunity to respond to the charges. The Dean may then consult with the Professors and Associate Professors who are members of the Faculty Personnel Committee (FPC) on the appropriate course of action. These members of the FPC have a responsibility to recuse themselves if they are directly involved in the matter, or if they feel that they cannot be fair and impartial. The Dean may ask the complainant to meet with these nonrecused members of the FPC to explain why he or she thinks adequate cause for dismissal may exist. The Dean shall then decide whether or not to form an Inquiry Committee.

d. If the complainant is the Dean, the Dean must meet with the Professors and Associate Professors who are members of the FPC and explain why he or she thinks adequate cause for dismissal may exist. These members of the FPC have a responsibility to recuse themselves if they are directly involved in the matter, or if they feel that they
cannot be fair and impartial. Those nonrecused members of the FPC shall then invite the faculty member to meet with them to inform him or her of the complaint. The faculty member is informed of the complainant’s identity and is given the opportunity to respond to the charges. Those nonrecused members of the FPC who consulted with the Dean shall then decide by majority vote, in a secret ballot, whether or not an Inquiry Committee should be formed.

2. If the Dean decided in the previous step that an Inquiry Committee should be formed, the Dean shall select four members of the Cabinet who were not among those consulted in the previous step to constitute this committee. If the Professors and Associate Professors who are members of the FPC decided in the previous step that an Inquiry Committee should be formed, those members of the FPC shall select four members of the Cabinet who were not among those consulted in the previous step to constitute this committee. Cabinet members have a responsibility to recuse themselves if they are directly involved in the matter or if they feel that they cannot be fair and impartial. The Dean shall inform the faculty member that this step has been taken. This committee shall inquire into the complaint. It may discuss the case with the complainant. It shall invite the faculty member to respond to the allegations. It shall then vote on whether there is sufficient evidence to warrant a hearing, with a majority vote required of a decision to proceed with a hearing. The standard for such a decision should be that some credible evidence exists of adequate cause for dismissal. The committee shall then draft a confidential written statement explaining in detail why or why not they believe the matter should be pursued. If the committee decides the case against the faculty member should be pursued, their written statement must clearly specify on what charges. This statement shall be transmitted to the President.

3. The President, upon reading the committee’s statement, should issue his or her own confidential written statement either endorsing or rejecting the committee’s conclusions and explaining why. If the President believes the matter against the faculty member should be pursued, he or she should clearly specify on what charges. If either the Inquiry Committee or the President conclude the matter should be pursued, it will be. If both agree it should not be pursued, it will not be. In any case, the written statements of both the Inquiry Committee and the President shall be sent to the faculty member.

IV. Suspension of the Faculty Member

1. The President of the College may suspend the faculty member during the proceedings if and only if immediate harm to the faculty member or others is threatened by the faculty member’s continuance.

2. Any such suspension should be with pay and benefits.

V. Postponement of the Hearing

1. If the allegations against the faculty member are being contested in court, the President may postpone the Hearing for up to one year.

VI. Hearing Panel Procedures

1. The Cabinet Agenda Committee shall appoint four Cabinet members to a Hearing Panel and one Cabinet member to serve as an alternate to that panel. The choice of members should be on the basis of their fair-mindedness and the high regard in which they are held in the academic community. They shall not have been participants in the dismissal procedure up to this point. Each member shall affirm to the Agenda Committee that they are not directly involved in the matter and that they can be fair and impartial. The Hearing Panel and the alternate shall receive the written statements of the Inquiry Committee and the President.

2. The Hearing Panel members shall appoint one of their number to serve as chairperson.

3. No challenges of Hearing Panel members for cause shall be accepted, but the faculty member shall have the right to one peremptory challenge. If the faculty member exercises this right, the challenged member shall be replaced with the alternate member. If the challenged member was the chairperson, the new panel shall select a new chairperson from among themselves. If the faculty member does not exercise this right, the alternate member is excused.

4. The Affirmative Action Officer shall attend the hearing and serve in an advisory capacity on issues such as race, gender, ethnicity, and sexual orientation. He or she shall observe the process and inform the Hearing Panel of any improprieties regarding these issues.

5. The Hearing Panel shall have the right to determine the rules for the hearing, subject to the following provisions:
a. The Hearing Panel shall review the written statements of the Inquiry Committee and the President and shall set the day to begin the hearing process. It is within the Hearing Panel’s discretion to determine how much time is adequate for the faculty member to complete his or her own preparations for the hearing.
b. The Hearing Panel shall only consider the charges against the faculty member listed in the written statements of the Inquiry Committee and the President.
c. The faculty member may have the benefit of representation by a peer counsel (i.e., a faculty colleague from among the Claremont Colleges) throughout the hearing process if he or she so chooses.
d. The hearing will be private and confidential to the extent permitted by law.
e. The burden of proof in the hearing must never rest with the faculty member. He or she is considered innocent of all charges unless shown otherwise.
f. The hearing, but not the Hearing Panel’s deliberations, will be audio-recorded, and the recording will become part of the record of the dismissal process. Access to the recording shall be provided only in the case of (a) internal review (see Section VII.5. below) and/or (b) legal proceedings. If the Board of Trustees’ final decision is to dismiss, the audio recording should be retained by the Office of the Dean of the College for four years from the date the Board makes that decision. If the final decision is in favor of the faculty member, the recording need not be retained.
g. The faculty member has the right not to attend the hearing proceedings or to testify at those proceedings. If he or she exercises one or both of these rights, it shall in no way diminish the Hearing Panel’s ability to make any finding regarding any allegation against the faculty member. At the same time, failure to appear or testify should in no way prejudice the Hearing Panel on the validity of the allegations made against the faculty member.
h. The Hearing Panel hears and questions the faculty member’s initial defense. The faculty member at this stage may present a reasonable amount of evidence and witness testimony. The Hearing Panel determines what is reasonable.
i. The Hearing Panel may then receive additional evidence, including the testimony of witnesses, on the allegations against the faculty member and any defense raised by the faculty member. The faculty member should have the opportunity to question all witnesses and respond to all additional evidence. Where unusual and urgent reasons move the Hearing Panel to withhold the faculty member’s right to question all witnesses, or where the witness cannot appear, the identity of the witness, as well as the statements of the witness, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it.
j. The hearing process ends with the faculty member’s closing argument (of no more than 60 minutes duration unless an exception is made by the Hearing Panel).
k. The Hearing Panel will then confidentially confer on each particular allegation made against the faculty member to determine the validity of each.
l. Hearsay (i.e., something heard from another) alone cannot constitute adequate evidence to establish a factual claim; hearsay may only have weight if it supports documented evidence or direct witness testimony.
m. Adequate cause for dismissal must be established by clear and convincing evidence in the record considered as a whole. This is interpreted to mean that the evidence must be so clear and compelling as to leave no substantial doubt.
n. The Hearing Panel will make a general assessment as to whether the valid allegations taken together constitute adequate cause for dismissal. A majority vote, in a secret ballot, is required for a recommendation of dismissal. Otherwise, the recommendation of the Hearing Panel is against dismissal. There are no other recommendations available to the Hearing Panel.
o. A written summary of the Hearing Panel’s specific findings on each allegation, its general findings, and its final recommendation shall be sent to the President, the Cabinet, and to the faculty member.

VII. Procedures after the Hearing

1. The Cabinet will meet and deliberate the written findings and recommendations of the Hearing Panel.
2. The faculty member and his or her representative from the hearing may attend and speak at the Cabinet meeting. The Hearing Panel may also attend and speak at the meeting.
3. After careful deliberation, the Cabinet shall vote on whether to accept or reject the Hearing
Panel’s recommendation. A majority vote of those present prevails. The vote shall be recorded. The Cabinet’s vote and recommendation shall be sent to the President and to the faculty member.

4. The President will transmit the Hearing Panel’s document, the Cabinet’s recommendation, along with his or her recommended course of action, to the Board of Trustees. The President will also transmit his or her recommended course of action to the faculty member.

5. Within 15 days after the recommendations of the Cabinet and President have been transmitted, if the faculty member wishes to contest the handling of the case, he or she may do so in accordance with the Pomona College Discrimination and Harassment Policies and Grievance Procedures and the Pomona College Faculty Grievance Policy. The Board of Trustees shall not act upon the dismissal recommendation until the review is completed. If the review process determines that a new hearing is warranted, that new hearing should take place before the matter goes to the Board of Trustees.

6. When the Board takes up the matter, if either the Panel’s recommendation or the Cabinet’s recommendation or the President’s recommendation is to dismiss the faculty member, the faculty member may speak to the Board of Trustees. The Board of Trustees may accept the recommendation of the Hearing Panel, but if it does not, the Board will return the recommendations to the Hearing Panel with the objections attached.

7. If the Board of Trustees does not accept their recommendation, the Hearing Panel will reconvene to deliberate the objections of the Board. If necessary, they also will hear new evidence with the faculty member present (if he or she desires to be). After this, the Panel’s second recommendation will be sent to the Board via the President’s office.

8. After deliberating on the second recommendation of the Hearing Panel, the Board is free to make a final decision on the matter.

VIII. Post-Dismissal

1. Termination of the faculty member’s contract becomes effective three months after the date of the final decision from the Board of Trustees.

2. Any faculty member dismissed for cause shall be eligible for health and disability benefits as required by College policy, state and federal law.

POMONA COLLEGE FACULTY GRIEVANCE POLICY

Purpose. The primary purpose of the Faculty Grievance Committee shall be to provide by a process of peer review the full opportunity for just settlement of faculty grievances, as specified below, within the College, thereby avoiding for all concerned the many problems attendant upon appeal to outside organizations or institutions. The role of the Faculty Grievance Committee is to make recommendations after considering the available evidence. The Faculty Grievance Committee’s findings and conclusions represent the considered judgment of the faculty’s elected representatives and are to be taken seriously by all segments of the College.

Composition. The faculty shall elect a Faculty Grievance Committee of five members with tenure or on eight-year rolling contract, at least two of whom are at the rank of Associate Professor and at least one of whom is a member of the Cabinet. They shall be elected to staggered two-year terms. A slate shall be nominated by the Faculty Executive Committee, but additional nominations may be made from the floor. By action of the faculty on February 6, 2008, no more than one member of any particular department shall serve on the Faculty Grievance Committee at the same time. No one who has served on the Faculty Personnel Committee within the past year may serve on the Faculty Grievance Committee. The Faculty Executive Committee shall appoint an interim chair to convene the Faculty Grievance Committee until the Faculty Grievance Committee selects its own chair.

Jurisdiction. The Faculty Grievance Committee shall consider, according to the procedures outlined below, grievances brought by a faculty member on his/her own behalf concerning:

1) complaints of infringement of academic freedom.

2) complaints of denial of full and fair consideration in decisions on reappointment, promotion, tenure and dismissal. The Faculty Grievance Committee’s jurisdiction to consider a claim of denial of full and fair consideration in cases of reappointment, promotion and tenure does not arise until the review process has been completed and a decision has been made according to Section B, Appointments, Promotion, and Tenure, in the Faculty Handbook. The Faculty Grievance Committee’s jurisdiction to consider a claim of denial of full and fair consideration in cases of dismissal under the Dismissal Policy does not arise until after recommendations from the Cabinet and President have been transmitted pursuant to that policy.
In cases involving denial of reappointment, tenure, or promotion of faculty or dismissal of non-tenured faculty, the Faculty Grievance Committee shall consider only charges of infringement of academic freedom or denial of full and fair consideration. For the purposes of the Faculty Grievance Committee, consideration shall be deemed full and fair if it has been fully and fairly pursued without abridgement of academic freedom and in accordance with the procedures outlined in the Faculty Handbook. The Faculty Grievance Committee shall not hear arguments about, and is not empowered to make recommendations concerning, the merits of the aggrieved individual. That is, it shall not attempt to substitute its judgment of an individual’s merits for that of the President, the Cabinet, the Faculty Personnel Committee, or individual departments or programs. The Faculty Grievance Committee shall at most recommend a new consideration purged of unfairness and/or abridgement of academic freedom. If the Faculty Grievance Committee recommends a new consideration to the President and a new consideration is carried out, this reconsideration may nevertheless conclude by reaffirming the decision from the original review.

In cases involving dismissal of tenured faculty for cause, the Faculty Grievance Committee shall consider whether full and fair procedures were followed and make recommendations accordingly.

3) complaints not within the Faculty Grievance Committee’s normal jurisdiction. The Faculty Grievance Committee shall consider other faculty complaints only upon a determination by the Faculty Executive Committee in its sole discretion that unusual and extraordinary circumstances justify the Faculty Grievance Committee’s consideration of the complaint. If the complaint asserts that unusual or extraordinary circumstances exist, or if the Faculty Grievance Committee finds that unusual or extraordinary circumstances may exist, then the chair of the Faculty Grievance Committee shall forward the complaint to the chair of the Faculty Executive Committee for determination about jurisdiction. The Faculty Executive Committee shall inform the Faculty Grievance Committee of its determination.

If a faculty member contends that there has been discriminatory treatment on the basis of sex, religion, creed, color, race, national or ethnic origin, ancestry, sexual orientation, physical or mental disability, age, or any other basis prohibited by state or federal law, that portion of the complaint shall be referred to the College’s Harassment and Discrimination Grievance Officer for investigation and resolution according to the College’s Discrimination and Harassment Policies and Grievance Procedures, and shall not be addressed by the Faculty Grievance Committee. In accordance with that policy, the Faculty Grievance process stops pending the outcome of the Harassment and Discrimination investigation. Cases resulting in dismissal or suspension without pay for more than one week or suspension with pay for a semester or more for violation of the Discrimination and Harassment Policies shall be considered by the Faculty Grievance Committee as provided in the Pomona College Discrimination and Harassment Policies and Grievance Procedures.

Procedures

At all steps of the process, the chair of the Faculty Grievance Committee and/or Panel may seek guidance limited to issues of jurisdiction and procedure from persons the chair deems appropriate under the circumstances. In seeking such guidance, the chair shall use his or her best efforts not to compromise the confidentiality of the proceedings.

1. Complaints shall be in writing and delivered to the Chair of the Faculty Grievance Committee unless the Chair is a member of one’s own department, in which case the grievant should contact the Chair of the Executive Committee, who will confer with the appropriate individuals and determine who the interim Faculty Grievance Committee chair will be and to whom the grievance shall be delivered.

   a. In the absence of unusual circumstances (which the Faculty Grievance Committee in its sole discretion shall determine), any complaint that challenges the College’s decision either to deny reappointment, tenure, or promotion of faculty or to recommend dismissal of non-tenured faculty must be submitted to the Faculty Grievance Committee within two months of the Dean’s Office’s official communication conveying the College’s decision to the grievant. If this official communication from the Dean’s Office occurs within two months of May Commencement (as would be the case with most spring reviews), the complaint must be submitted by the first day of fall classes of the next academic year.

   b. When grievances that challenge the College’s decision either to deny reappointment, tenure or promotion or to recommend dismissal of non-tenured faculty are based on the charge of denial of full and fair consideration, these grievances are officially lodged “against the College” rather than against any individuals or department named in the complaint, except in the rare instance where the facts of the case demand otherwise.

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2. When a complaint has been received, the Faculty Grievance Committee shall meet in a timely manner to review the complaint and to decide whether it falls under its jurisdiction. Faculty Grievance Committee members who should recuse themselves under the provisions set forth in 5(a) below shall not participate in this review and decision process. At the discretion of the Faculty Grievance Committee, such review may include consultation with the Faculty Executive Committee, the Harassment and Discrimination Grievance Officer, and an interview with, or other request for information from, the grievant (including an additional written statement) and/or those against whom the complaint is lodged. If the Faculty Grievance Committee finds that the complaint falls under its jurisdiction, it shall initiate the next step in the grievance procedure, and it shall provide a copy of the complaint to the President and to those against whom the complaint was lodged. In cases of reappointment, promotion, tenure, and dismissal, the Dean of the College shall also receive a copy of the complaint. If it is determined that a complaint does not fall under the jurisdiction of the Faculty Grievance Committee, the Committee shall not consider the complaint further and shall inform the grievant in writing.

3. If it is determined that the Faculty Grievance Committee has jurisdiction, the Chair or a mutually acceptable third party shall meet with the involved parties jointly or separately in an informal mediation process. The complaint will be considered resolved if (a) the grievant withdraws the complaint in writing or (b) the informal resolution results in a written agreement signed by all concerned parties.

4. If no informal resolution is possible, the Chair or mediator shall inform the members of the Faculty Grievance Committee. In all cases the President and the Dean of the College shall be informed in writing.

5. The grievant has the right to a formal hearing of his or her case. The Faculty Grievance Committee shall have the right to determine the rules for its hearing subject to the following provisions:
   a. A member of the Faculty Grievance Committee shall recuse him or herself from hearing a grievance if:
      1) the member is a party to the grievance;
      2) the member is an untenured member of the department or program of a party to the grievance;
      3) in cases involving the denial of reappointment, tenure, or promotion, or dismissals, the member is a member of the grievant’s department;
      4) there is a close, personal relationship between that member and a party to the grievance; or
      5) the possibility of a conflict of interest is reviewed by the Faculty Executive Committee which agrees that such a conflict exists.
   The Faculty Grievance Committee shall replace the recused faculty member from the faculty at large by vote of the Committee, provided the recommended replacement consents to serve.
   
   b. Challenges of members for cause shall be handled by the Faculty Executive Committee as set forth in 5(a) above and each side shall also have the right of two peremptory challenges. After any successful challenge and before the next challenge is heard, the remaining members of the Faculty Grievance Committee shall replace the challenged member by vote as in 5(a) above. The body which results from this process is the Faculty Grievance Panel, which shall hear the case.
   
   c. In its hearing the Faculty Grievance Panel shall receive and consider evidence, including testimony by the grievant and other witnesses, and any other information the Faculty Grievance Panel deems necessary to determine the merits of the grievance.
   
   d. An audio recording shall be made of all hearings involving decisions on reappointment, promotion, tenure and dismissal. The Faculty Executive Committee may also order that the hearings be audio recorded in connection with any grievance which is outside the Faculty Grievance Committee’s normal jurisdiction but which has been permitted due to unusual and extraordinary circumstances. The deliberations of the Faculty Grievance Panel shall not be recorded. Once the Faculty Grievance Panel has issued its report, any recordings shall remain the confidential property of the Faculty Grievance Committee and shall be retained for a period of four years from the date of the final report. These recordings shall be kept in a locked cabinet to which only the chair of the Faculty Grievance Committee has access. No other access to these recordings shall be granted except in relation to legal proceedings.
   
   e. The grievant shall in all cases be given an opportunity to testify before the Faculty Grievance Panel. If the grievant declines to testify, the Faculty Grievance Panel shall note this fact in the final report. If the grievant requests that a particular witness be called to testify, and the Faculty Grievance Panel declines the request, the reason for the denial shall be stated in the final report.
f. In all cases of reappointment, promotion, tenure and dismissal, the Dean of the College shall be permitted to appear on behalf of the College.

g. The formal hearings and deliberations shall be confidential.

6. The Faculty Grievance Panel shall make factual findings on the basis of the evidence presented at this formal hearing. It shall reach conclusions about each issue raised by the grievance that is within the specified limits of the Faculty Grievance Committee’s jurisdiction. The Faculty Grievance Panel shall report, confidentially, in writing, its findings and recommendations to the grievant, the President of the College, all parties against whom the complaint was lodged, and in cases of reappointment, promotion, tenure, and dismissal, the Dean of the College. If the complaint involves multiple individuals, only relevant portions of the report shall be communicated to each of them.

7. Upon receipt of the Faculty Grievance Panel’s report, any party may request a final opportunity to testify before the Faculty Grievance Panel on any aspect of the report. This request and the reasons for it must be made in writing to the chair of the Faculty Grievance Panel within one week of the date of the report. The Faculty Grievance Panel shall determine whether or not to grant such a request. The Faculty Grievance Panel may request and receive any other information it deems appropriate in response to the supplemental testimony, including further testimony from other witnesses. The Faculty Grievance Panel may let stand or amend its report as it deems appropriate. If the recommendation in the report is amended, any other party shall then have one week to request their own opportunity to offer supplemental testimony in the manner described above. The Faculty Grievance Panel shall determine when its recommendation shall stand as final without further amendment.

8. The President shall decide how the Faculty Grievance Panel’s findings and recommendations shall be acted upon. The Faculty Grievance Panel, the grievant, and the parties against whom the grievance was filed shall be informed in writing by the President of the action or actions taken. If the President does not follow the Faculty Grievance Panel’s recommendations, the President shall inform the Faculty Grievance Panel in writing of the reason for the decision.

POLICY ON RESEARCH MISCONDUCT
(as revised by the Board of Trustees February 12, 1997)

Pomona College adheres to the highest ethical and professional standards in research. Accordingly, the College has adopted a policy for responding to allegations of research misconduct by members of its faculty and professional staff. This policy applies to all research conducted in College facilities and to all professional employees of the College involved in any research project, including those supported by the Public Health Service (PHS) or for which an application to PHS has been submitted.

I. Definitions
In all research projects, the Principal Investigator has the responsibility to record and retain primary data and to adhere to accepted research protocols. The Principal Investigator has supervisorial responsibility for ensuring acceptable research conduct on the part of all personnel engaged in research under his/her direction. Examples of research misconduct include but are not limited to:
-- knowingly falsifying, fabricating, or otherwise misrepresenting data, methods of data procurement, or data analysis;
-- plagiarism;
-- improper use of privileged information such as grant proposals or manuscripts under review, or use of information gathered through unauthorized means;
-- substantial failure to comply with federal requirement concerning research conduct or with commonly accepted standards of conduct within the academic community.

II. Filing a Complaint
Anyone concerned about possible research misconduct is urged to discuss the issues involved with the Associate Dean of the College who serves on the Research Committee. Complaints shall be made in writing to the Associate Dean, Pomona College, 550 North College Avenue, Room 226, Claremont, CA 91711.

Upon receiving an allegation of scientific misconduct, the Associate Dean will immediately assess the allegation to determine whether there is sufficient evidence to warrant an inquiry, whether federal support or applications for federal funding are involved, and whether the allegation falls under the policy’s definition of scientific misconduct. To the extent possible, the privacy of the reporting individual will be protected.
Retaliation against persons bringing complaints of research misconduct is forbidden, and any apparent retaliation should be reported immediately to the Associate Dean.

Inquiries and investigations will be conducted in a manner that will ensure fair treatment to the respondent in the inquiry or investigation and confidentiality to the extent possible without compromising public health and safety or thoroughly carrying out the inquiry or investigation.

III. Confidentiality
Institutional employees who make, receive, or learn of an allegation of research misconduct will protect, to the maximum extent possible, the confidentiality of information regarding the complainant, the respondent, and other affected individuals. The Associate Dean may establish reasonable conditions to ensure the confidentiality of such information.

IV. Initial Inquiry
A copy of the complaint will be given to the respondent. The respondent has the right to seek legal counsel. The respondent will be given an opportunity to respond to the allegations. In general, the respondent will be instructed to respond in writing within one month of receiving a copy of the complaint. This written response to the allegation should be filed with the Associate Dean, who upon reviewing the complaint and the response, may request an interview with the respondent. Both the respondent and the College have the right to have legal counsel present at the interview.

In cases of alleged research misconduct involving falsification or other misrepresentation of data or research protocols, the Associate Dean may sequester the respondent’s research records at the time the respondent is notified of the complaint. Any sequestered records will be promptly photocopied and returned to the respondent.

After the respondent has addressed the complaint, the Associate Dean will convene the Research Committee to review the complaint. It is expected that in general the members of the Research Committee will have no real or apparent conflicts of interest in the case, and will have the necessary expertise to evaluate the evidence and issues related to the allegation, interview the principals and key witnesses, and conduct the inquiry. When this is not the case, committee members with conflicts may be recused and/or additional qualified persons may be added to the committee membership for the purpose of conducting the initial inquiry. Additional persons may be scientists, subject matter experts, administrators, lawyers, or other qualified persons from inside or outside the institution. Adjustments to the committee’s membership will be made by the Associate Dean. Decisions of the Research Committee will be by majority vote, with the Associate Dean voting when the votes of the other members result in a tie.

If the committee feels there is insufficient evidence to suggest research misconduct, it will confer with the complainant. If, after such consultation the committee feels there is insufficient evidence to support an investigation of research misconduct, the complainant and respondent will be so notified in writing. The College will undertake diligent efforts, as appropriate, to restore the reputation of persons alleged to have engaged in misconduct and to maintain the positions and reputations of those persons who, in good faith, made the allegations of misconduct. Detailed documentation of an inquiry which determines that an investigation is not warranted will be maintained for at least three years and will be provided to authorized personnel of involved funding agencies, including PHS, upon request.

If the Research Committee feels there is reason to believe that possible research misconduct is involved, a formal investigation will be undertaken.

A record of the Research Committee’s deliberation will be kept in the confidential files of the Associate Dean. This report, prepared and signed by the members of the Research Committee, will contain the original complaint, the evidence reviewed, interview summaries, a summary of the committee’s deliberations and conclusions, and all written statements received from the respondent. A copy of the inquiry report will be given to the respondent, who has the right to respond to the report, including all allegations and findings. Any comments made by the respondent, which in general will need to be made in writing, will be made part of the inquiry record. In cases in which more than 60 days were required to complete an inquiry, the circumstances contributing to the protracted nature of the inquiry must be documented and made part of the inquiry record.

If the research project is federally funded, the funding agency will be notified of the complaint in cases where the alleged misconduct might pose an immediate health hazard or substantial threat to federal funds or equipment. Appropriate interim administrative actions will be taken to protect federal funds and ensure that the purposes of the federal funding are being carried forward to the extent possible. In the case of PHS-supported research, the Office of Research Integrity will also be notified if (1) there is an immediate need to protect the interests of the person(s) making the allegations or of the individual(s) who is the subject of the
allegations as well as his/her co-investigators and associates, if any; or (2) it is probably that the alleged incident is going to be reported publicly; or (3) the allegation involved a public-health-sensitive issue, such as a clinical trial; or (4) there is a reasonable indication of possible criminal violation, in which case the institution will notify the Office of Research Integrity within 24 hours of reaching such a determination.

V. Investigation
In consultation with the faculty members of the Executive Committee, the Associate Dean will form a committee to investigate the charges of research misconduct. A typical committee will consist of five people and may include Pomona College faculty, non-faculty personnel, outside faculty or scholars, and legal counsel. In cases involving alleged misconduct pertaining to animal care and use or to human subjects, the College’s relevant standing committee will generally form the core of the investigative committee. Committee members will be selected in order to provide the committee with necessary and appropriate expertise for undertaking the investigation, taking care to prevent real or apparent conflicts of interest in the investigation. The committee will be chaired by the Associate Dean, who will vote only in cases in which the vote is tied.

The Associate Dean will notify the respondent of the proposed committee membership within 10 days. No challenges of members for cause shall be accepted, but the respondent shall have the right of two peremptory challenges. In all such cases the Associate Dean, in consultation with the Executive Committee, shall replace the challenged members after each challenge.

The investigative committee will conduct a thorough review of the alleged misconduct, affording the affected individuals confidential treatment to the maximum extent compatible with a thorough review. They will review the existing file and examine all documentation including but not limited to research records, computer files, research proposals and publications, and correspondence. Interviews should be solicited from the complainant, the respondent, and others who might have relevant information. Interviews of the respondent should be tape recorded or transcribed; other interviews should be tape recorded, transcribed, or summarized.

If, in the course of an investigation, substantial evidence is uncovered that suggests immediate health hazards, a need to protect federal funds or equipment and individuals affected by the investigation, and/or that the alleged incident will probably be publicly reported, the involved federal funding agency and relevant oversight offices such as the Office of Research Integrity should be notified. Agencies and oversight offices should also be notified promptly if, during the course of the investigation, facts are disclosed that may affect current or potential federal funding for individuals under investigation or that federal agencies need to know to ensure appropriate use of federal funds and otherwise protect the public interest. If there arises any reasonable indication of possible criminal violations, federal agencies and oversight offices such as the Office of Research Integrity must be notified within 24 hours. The College must take appropriate interim administrative actions to protect federal funds and ensure that the purposes of the federal financial assistance are being carried out.

The findings of the committee should be based on a preponderance of the evidence, with the decision reached by majority vote. A committee report reviewing the committee’s procedures, evidence and deliberations must be signed by all members of the committee.

If the committee finds that no misconduct has occurred, the College must make reasonable attempts to restore the reputation of the respondent, including publicity of the respondent’s exoneration by the investigative committee.

If the investigative committee finds that research misconduct has occurred, its report may include recommendations for institutional action. The committee’s report and supporting documentation will be forwarded to the Dean of the College for review and institutional response.

The respondent will be notified of the committee’s findings and provided with a copy of the report within working five days of its receipt by the Associate Dean and will have the opportunity to comment on the report, including all allegations and findings. If the committee has found that misconduct has occurred, the respondent’s comments on the findings will be forwarded to the Dean of the College for consideration along with the report of the committee.

If the College plans to terminate an inquiry for any reason without having brought it to completion, a report of these plans and the reasons behind them will be made to any federal agency that has been informed of the alleged misconduct and to the Office of Research Integrity in any case involving funding by the PHS. If, in cases involving PHS funds, the College intends to complete an investigation but cannot do so within 120 calendar days, it must submit to the ORI a request for an extension which should include an explanation for
the delay, an interim report on the progress to date, an outline of what remains to be done, and an estimated date of completion.

VI. Institutional Review and Action
The Dean of the College will make a final determination whether to accept the findings and recommendations of the investigation report. The Dean may ask the investigative committee to perform further fact-finding or review of the evidence. If the Dean does not accept the findings and recommendations of the committee, the Dean will respond to the investigative committee in writing, detailing the reasons for reaching different conclusions. The explanation must be consistent with the College’s policy on research misconduct, with definitions of scientific misconduct recognized by relevant federal funding agencies, and with the evidence produced during the investigation. If the Dean rejects all findings of research misconduct, the College will make diligent efforts to restore the reputation of the respondent.

In cases in which the Dean of the College finds research misconduct to have occurred, any funding agencies involved will be notified within 90 days; reports to federal agencies will be in the form required by those agencies. When PHS funds are involved, the report must describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings, and the basis for the findings, and include the actual text or an accurate summary of the views of any individual(s) found to have engaged in misconduct, as well as a description of any sanctions taken by the College. Institutional action against faculty and professional staff found to have engaged in research misconduct will be determined by the Dean, and may vary, in accordance with the seriousness of the breach of professional standards, from reprimand to dismissal, and the finding of misconduct will be reflected in the respondent’s personnel file. The College will prepare and maintain documentation to substantiate an investigation’s findings. In cases involving PHS funds, the documentation will be made available to the Director of ORI upon request.

VII. Timetable for Responding to Complaints of Research Misconduct
The College’s response to any complaint of possible research misconduct must be thorough and fair. The speed with which the College can respond will generally be affected by several factors, including the need of participants to seek legal counsel, the scope of the investigation, and the difficulty of assembling committees and conducting investigations during the College’s summer recess. In general, a complaint shall be delivered to the respondent within 5 working days of its receipt by the Associate Dean. The respondent shall respond in writing within 30 days. Upon receiving the respondent’s answer to the complaint, the Associate Dean has 10 days in which to confer further with the respondent as necessary and to convene the Research Committee to review the case. Once an inquiry has been initiated, the Research Committee must complete the inquiry, including submitting its report, within 60 calendar days unless circumstances clearly warrant a longer period. If the Research Committee feels that there is sufficient cause to suspect research misconduct, the College has 30 days from the date of the committee’s vote to appoint the investigative committee. The Research Committee’s report is due within 10 days of their final vote. The respondent has 5 working days in which to announce any peremptory challenges of members of the committee. The length of the investigation, including preparing the report, will not extend beyond 60 days unless circumstances clearly warrant a longer inquiry. Reports to granting agencies will be made within 120 days of the first meeting of the investigative committee.

VIII. Allegations of Research Misconduct Not Made in Good Faith
If the Dean of the College determines that an allegation of research misconduct was not made in good faith, he/she will decide what, if any, administrative action will be taken against the complainant.

**POLICY ON DISCLOSURE OF FINANCIAL CONFLICTS OF INTEREST IN RESEARCH**  
(as adopted by the Board of Trustees June 12, 1996)

I. Introduction
Pomona College is committed to providing a research environment that allows its faculty to pursue excellence in scholarship. In many cases, such excellence can be enhanced by research collaboration between faculty and private industry, and the College supports and encourages such joint enterprises. The College recognizes, however, that from time to time such arrangements may present faculty with opportunities for financial gain that can be exploited only at some cost to the integrity of their research program. To ensure that research is not influenced by financial conflicts of interest in these or other research settings, the College adopts the following policy on financial conflicts of interest in research.

The policy announced here is essentially a replication of one developed by the Independent Colleges Office, in consultation with the National Science Foundation. Changes have been made to reflect the titles of College personnel, to generalize to federal agencies other than NSF, and to reflect the style in which Pomona College policies are written.
II. Definitions

A conflict of interest may take various forms, but arises when the significant financial interest may affect the design, conduct, or reporting of research, and/or when an investigator is or may be in a position to influence the business of the College, research, or other decisions in ways that could lead to any form of personal financial gain for the investigator, and/or for any member of the investigator’s family (spouse and/or dependent child).

For the purposes of this policy, an investigator is a principal investigator, a co-principal investigator, or any other person at the College who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by a federal agency.

III. Monitoring Possible Conflicts of Interest

This Policy on Disclosure of Financial Conflicts of Interest in Research requires that the Associate Dean of the College who sits on the Research Committee determine whether there are significant personal financial interests that would reasonably appear to be directly or significantly affected by the research or educational activities funded or proposed for funding. The Associate Dean is the person responsible for certifying that with each grant proposal:

-- the required conflict of interest policy has been implemented;
-- to the best of his/her knowledge, all required financial disclosures were made;
-- if such conflicts were determined to exist, they were (or will be prior to funding of the award) managed in a manner satisfactory to the College or disclosed to the funding agency as appropriate;
-- individual investigators have certified that they have read and understood the College’s conflict of interest policy to the best of their knowledge;
-- individual investigators have certified to the best of their knowledge all financial disclosures required by the College’s policy were made; and
-- individual investigators will comply with any conditions or restrictions imposed by the institution to manage the actual or potential conflicts of interest.

In addition, the Associate Dean shall:

-- as required, certify that
   -- the institution is implementing a written and enforced conflict of interests policy that is consistent with agency policies;
   -- to the best of his/her knowledge, all financial disclosures required by that conflict of interest policy have been made; and
   -- all identified conflicts of interest have been, or prior to funding an award, will be either satisfactorily managed, reduced or eliminated in accordance with College policy, or disclosed to federal agencies which require such a disclosure.
-- collect, as appropriate, financial disclosure statements from affected individuals at the time of making application to federal funding agencies which require such a statement;
-- secure the certification of the Investigator Financial Disclosure Statement from potential and current principal investigators and co-principal investigators;
-- certify, for the College, on the forms to be submitted with the proposal, that the College has implemented and is enforcing a written policy on conflict of interest consistent with the provisions of the funding agency’s policies; and that -- to the best of his/her knowledge -- all financial disclosures required have been made;
-- review, on an annual basis, certification that all required financial disclosures in regard to funded projects have been made; and
-- maintain records of all financial disclosures and of all actions taken to resolve actual or potential conflicts of interest on an annual basis and when additional information arises until at least three years after the termination or completion of the award to which they relate, or the resolution of a government action involving those records, whichever occurs later.

It is the responsibility of faculty members and professional staff members named in proposals for federal funding to complete the College’s “Disclosure of Financial Conflicts of Interest in Research” statements and return it to the office of the Associate Dean.

IV. Managing Potential Conflicts of Interest

Conflicts of interest frequently are matters of degree and judgment, and the College expects faculty and staff to be alert to the possible effect of outside activities on the integrity of their decisions and on their ability to fulfill their obligations to the College and to funding agencies. As potential or actual conflicts of interest arise, the Associate Dean will determine which conditions or restrictions might be imposed to manage, reduce or eliminate actual or potential conflicts of interest. These may include one or more of the following:
-- making public disclosure of significant financial interest;
-- monitoring of the research activities by independent reviewers;
-- modifying the research plans;
-- disqualifying the investigator(s) from participation in the portion of the agency-funded research that would be affected by the significant financial interests;
-- securing the divestiture of the significant financial interests; or
-- severing the relationships that create actual or potential conflicts.

For National Science Foundation programs and the programs of other agencies that adopt similar guidelines, if it is determined that imposing conditions or restrictions would be either ineffective or inequitable, or have a negative impact on the design, conduct or reporting of the research -- that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of scientific progress, technology transfer or the public health and welfare, or may have a negative impact on scientific progress, technology transfer, or the public health and welfare, the Associate Dean may allow the research to go forward without imposing such conditions or restrictions. His/her responsibility will be to make a judgment (a balancing test) between the potential negative impact of the conflict of interest and the public purpose to be served by the research.

FACULTY POSITION ADVISORY COMMITTEE PROCEDURES AND GUIDELINES
(as approved by the Pomona College faculty, April 23, 2004; amended 2005, 2009-10, 2012, and 2014)

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.

A. 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 #9). 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 CCed 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, enrollment data, and comparative college 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 CCed 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 comparative data from comparable colleges. The Dean and the FPAC will decide on the list of colleges and the data that they want.

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, on the expected size and diversity of the candidate pool and/or the ability of the position to enhance inclusive and multicultural perspectives in the curriculum, and on the disciplinary 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. 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. Current use of faculty resources
   d. Impact on faculty diversity, which may differ by field
   e. Impact on the long-range plans of the faculty

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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 expeditiously.

   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. 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.

   c. 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.

18. 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 the comparative data from comparable institutions provided by the Administration when 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 Ph.D.s 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. **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?

d. **Impact on faculty 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)?

e. **Impact on the long-range plans of the faculty**
Does the position further the goals set by the College’s 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.

B. 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. When applicable the Administration will provide the FPAC and proposers with comparative data from comparable colleges. The Dean and the FPAC will decide on the list of colleges and the data that they want.

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?**
   1. How do related departments view the proposal? Can existing departments remain viable without the material and contributions from the new department?
   2. How would existing disciplines and their curricula be affected and/or redefined? Will there be dependency on other departments and their course offerings?
   3. How would existing faculty shift their responsibilities and would there be the need to create new faculty positions?
   4. What are the implications for space, equipment, and other staffing and administrative support?
   5. 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?
   6. 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?**
   1. What is the level of faculty interest and student demand? Are there trends over time that support a continued dedication to this area?
   2. 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.

C. Reports to the Faculty

Report on Proposals for New and Replacement Positions and Coterminous 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.

FACULTY TRAVEL/RESEARCH POLICY AND PROCEDURES

Policy

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. NEW: Meals and incidentals are now reimbursable using a per diem rate (see below). For information on the current limits, consult Associate Dean Fernando Lozano.

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 (www.pomona.edu/administration/academic-dean).

The primary responsibility for adherence to this policy rests with the faculty member, Research Committee and offices of the Associate Deans. The Research Committee and Associate Deans 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
- Equipment (please note that any equipment, including laptops, acquired with College money belongs to the College)
- 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)
- 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, you should obtain, complete, and sign a copy of the Pomona College Travel Expense Report within 30 days of travel, documenting all expenses as instructed in the award memo.

• 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 is offering the 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 1st. To find the applicable daily rate for your travel destination, go to http://www.gsa.gov/portal/category/100120 and enter the requested data. Print a copy of the web page for submittal with your Travel Expense Report. Failure to document the destination rate will result in reimbursement at the standard rate of $46 per day. 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. To find the applicable daily rate for your travel destination, go to https://aoprals.state.gov/content.asp?content_id=184&menu_id=78 and enter the requested data. Print a copy of the web page for submittal 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 ¾ 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. Miscellaneous expenses include cab fares, fax, telephone, copy charges, room taxes, energy
surcharges, and other business-related expenses. 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.**

**THE CLAREMONT COLLEGES POLICY REGARDING APPROPRIATE USE OF CAMPUS COMPUTING AND NETWORK RESOURCES**

(Approved by the Council of The Claremont Colleges, August 20, 2004)

An overall guiding mission of The Claremont Colleges is education in an environment where the free exchange of ideas is encouraged and protected. The Claremont Colleges make available computing and network facilities (CNF) resources for use by the Colleges’ students, faculty and staff. These services are provided for educational purposes and to carry out the legitimate business of the Colleges.

The Colleges and members of the college communities are expected to observe federal, state and local laws that govern computer and telecommunications use, as well as the Colleges’ regulations and policies. You must not use campus computing or networking resources or personal computing resources accessed through campus network facilities to collect, store or distribute information or materials, or to participate in activities that are in violation of federal, state or local laws or other Colleges policies or guidelines. These include, but are not limited to, policies and guidelines regarding intellectual property and sexual or other forms of harassment.

Computing and network facilities resources users are required to use these resources within the Colleges’ standards of conduct. Individuals with expert knowledge of information systems or who make extensive use of these facilities, or with a position of trust regarding these facilities will be held accountable to a higher standard.

Responsible, considerate, and ethical behavior expected by the Colleges extends to use of computing and network facilities, and networks throughout the world to which electronic access has been provided. These CNF resources include but are not limited to:

- Computers and associate peripheral devices;
- Campus video cable;
- Classroom presentation systems;
- Voice messaging equipment;
- Data networking equipment systems, including remote and wireless access;
- Computer software;
- Electronically stored institutional data and messages;
- All other similar resources owned, controlled and/or operated by the Colleges; and
- Services to maintain these resources

**OWNERSHIP**

The Colleges retain absolute ownership rights of the CNF resources. Such resources are not owned by a department or by any individual. CNF resources leased, licensed, or purchased under research contracts or grants, are administered under the terms of this Policy for as long as they remain within the lawful possession or control of the Colleges. CNF resources provided to on-campus residences are also owned, operated and provided by the Colleges.

**PRIVACY & SECURITY**

- **File confidentiality**

Your documents, files and electronic mail stored on a College-owned networked computer or server are normally accessible only by you. However, any file or document placed on a College-owned computer or network is subject to access pursuant to this Policy, and thus, should not be regarded as private or confidential. The system managers at both CINE (Claremont Intercollegiate Network Effort) and within the individual campus IT organizations have the ability to monitor traffic and directly view any file as it moves across the network, and they must occasionally do so to manage campus network resources. In short, files may be monitored without notice in the ordinary course of
business to ensure the smooth operation of the network. All staff members working in information
technology have clear guidelines that prohibit violations of privacy and confidentiality and, in the
normal course of their work they do not view the contents of user files or e-mail. However, you
should be aware that authorized College personnel will take appropriate steps to investigate when
there is a suspicion of inappropriate use of campus computing or networking resources. This may
include monitoring network traffic, its contents, and examining files on any computer system
connected to the network.

You should also know that all files on shared (i.e., networked) systems, including e-mail servers, are
backed up periodically on schedules determined by each College. Backup tapes are preserved for
lengths of time also determined by individual College operating procedures. These tapes can be used
to restore files that you have deleted accidentally. This means that the files on the tapes are also
available to someone else with reason and authority to retrieve them.

- **Network monitoring**

Troubleshooting on the campus network, as well as planning for enhancements, requires the
collection of detailed data on network traffic. CINE regularly runs monitoring software that records
and reports on the data that is transported across the campus networks. The reports include the origin
and destination addresses, and other characteristics of files, including the URLs of the World Wide
Web sites that are contacted. This data is accessed and used only by authorized IT staff members
responsible for network performance, operations and planning. You should also be aware that many
Web host machines on the Internet collect and log information about you and your identity when you
visit their sites. This information may include, but is not limited to, information about the computer
you are using, its address, and your e-mail address.

Many educational and business activities at the Colleges require network access to resources on the
Internet. To ensure adequate bandwidth to these sites for the Colleges’ primary educational and
business purposes, CINE and campus IT staff may restrict the amount of traffic to particular sites and
the amount of traffic of specific types.

From time to time these network monitoring activities may allow systems managers to identify
individuals whose activities downgrade the performance of the campus network or a segment of the
network, or which appear to violate the general guidelines for appropriate use of campus computing
and network resources. In such instances, a CINE staff member or a member of your own College’s
IT staff may ask you to cease these activities. If you continue such activities, or if they include illegal
activities, appropriate College authorities may be notified. In extreme cases, network privileges may
be revoked on an interim basis pending resolution of the issue. The individual campuses determine
specific corrective or disciplinary actions.

- **Passwords and Codes**

Individuals entrusted with or that inadvertently discover logins and passwords are expected to guard
them responsibly. These passwords are not to be shared with others. The same policy applies to door
codes for restricted-access rooms/areas. Those who need logins or door codes can make formal
request to the administrator of those codes/passwords. Passwords may be used for the purpose of
security, but the use of the password does not affect the Claremont Colleges ownership of electronic
information.

**ACCESS TO RESOURCES**

Access to CNF resources is a privilege, which is allowed only to the Colleges’ authorized personnel and
students. All users must understand and abide by the responsibilities that come with the privilege of use.
Such responsibilities include, but are not limited to, the following:

1. You must understand and comply with all applicable federal, state, and local laws.

2. You must not intentionally seek information about, browse, copy, or modify non-public files
   belonging to other people, whether at a Claremont College or elsewhere. You must not attempt to
   “sniff” or eavesdrop on data on the network that are not intended for you.
3. You are authorized to use only computer resources and information to which you have legitimately been granted access. Sharing your passwords with others is expressly forbidden. Any attempt to gain unauthorized access to any computer system, resource or information is expressly forbidden. If you encounter or observe a gap in system or network security, immediately report the gap to the manager of that system.

4. Each College’s Policy on Harassment applies as equally to electronic displays and communications as to the more traditional (e.g., oral and written) means of display and communication.

5. Messages, sentiments, and declarations sent as electronic mail or postings must meet the same standards for distribution or display as physical (paper) documents would on college property.

6. Unsolicited mailings and unauthorized mass mailings from campus networks or computing resources (i.e., “spam”) are prohibited. Each campus may have specific policies regarding the use of existing group mailing lists (e.g., all-students or all-faculty). Contact your campus IT organization for details regarding these policies.

7. Spoofing, or attempts to spoof or falsify e-mail, network or other information used to identify the source, destination or other information about a communication, data or information is prohibited.

8. You must not degrade computing or network performance in any way that could prevent others from meeting their educational or College business goals. You must not prevent others from using shared resources by running unattended processes, by playing games or by “locking” systems without permission from the appropriate system manager.

9. You must conform to laws and College policies regarding protection of intellectual property, including laws and policies regarding copyright, patents, and trademarks. When the content and distribution of an electronic communication would exceed fair use as defined by the federal Copyright Act of 1976, users of campus computing or networking resources shall secure appropriate permission to distribute protected material in any form, including text, photographic images, audio, video, graphic illustrations, and computer software.

10. You must not use campus computing or networking resources or personal computing resources accessed through campus network facilities to collect, store or distribute information or materials, or to participate in activities that are in violation of federal, state or local laws.

11. You must not use campus computing or networking resources or personal computing resources accessed through campus network facilities to collect, store or distribute information or materials in violation of other Colleges’ policies or guidelines. These include, but are not limited to, policies and guidelines regarding intellectual property and sexual or other forms of harassment.

12. You must not create or willfully disseminate computer viruses, worms, or other software intended to degrade system or network security. You must take reasonable steps to prevent your system from being used as a vehicle for such actions. This includes installing system and software patches as well as anti-virus signatures files.

13. Use of CNF resources for advertising, selling, and soliciting for commercial purposes or for personal gain is prohibited without the prior written consent of the Colleges. Faculty, students or staff who have questions about the legitimacy of a particular use should discuss it with the appropriate members of the IT staff on their home campus.

14. The disclosure of individually identifiable non-directory information to non-university personnel is protected by the Family Educational Rights and Privacy Act of 1974 (FERPA). The disclosure of financial or personnel records that are owned by the Colleges without permission or to unauthorized persons is not permitted and may be prosecuted under California Penal Code 502.

15. Willful or unauthorized misuse or disclosure of information owned by the Colleges will also constitute just cause for disciplinary action, including dismissal from school and/or termination of employment regardless of whether criminal or civil penalties are imposed. It is also expected that any user will report suspected abuses of CNF resources. Failure to do so may subject the individual to loss of CNF access and/or the disciplinary action referred to above.

The respective Information Technology organization of one of the Claremont Colleges may immediately suspend service to an individual or computer found to be significantly degrading the usability of the network.
or other computer systems. Inappropriate use will be referred to the appropriate College authority to take action, which may result in dismissal from school and/or terminal of employment.

Note: The provisions of this Policy apply to the institutions comprising The Claremont Colleges, including the Claremont University Consortium.