



MEMO

TO: Faculty Senate

FROM: Jeanna Neefe Matthews, Senator & Faculty Senate Secretary

SUBJECT: Agenda for Monday December 6, 2021

LOCATION: 4 PM on Zoom

(<https://clarkson.zoom.us/j/92079276704?pwd=ME5PV09qWVpaYmUldVJJbEFQZlhhdz09>)

Faculty Senate: <https://intranet.clarkson.edu/administrative/faculty-senate/>

Official Senate submission form (2021-2022): <http://tinyurl.com/clarksonsenaterequest>

Senate Feedback form: <http://tinyurl.com/clarksonsenatefeedback>

- I. Approval of Agenda

- II. Approval of (Sen. Doc. #2022-59) Meeting Minutes from November 15, 2021

- III. Informational Items (Not planning a discussion or vote without an explicit motion to do so).
 - a. (Sen. Doc. # 2022-49) Senate endorsement of items at November 15th meeting, Alex Cohen.

- IV. Committee Reports
 - a. Curriculum and Academic Policy (CAP) Committee, Chair David Schelly.
 - b. Budget and Long-Range Planning Committee, Chair Alex Cohen.

- V. Q&A with the Provost
 - a. Discussion of summer classes.

- VI. Discussion Items
 - a. (Sen. Doc. #2022-48), Updated policies for Flex Work and Remote Work, Paid Family Leave, and Summer Hours, Amy McGaheran.
 - b. (Sen. Doc. #2022-52), Integrating United Nations Sustainable Development Goals into all campus activities, Susan Powers.
 - c. (Sen. Doc. #2022-53), Implementing Degree Planner for undergraduate plans and minors, Suzanne Davis.



MEMO

- d. (Sen. Doc. #2022-56), Final Report of the ad hoc Committee on Tenure and Promotions, Alex Cohen.
- e. (Sen. Doc. #2022-57), Proposed OM Changes for Promotions Criteria for Clinical Faculty, Lewis School.
- f. (Sen. Doc. #2022-58), Proposed OM Changes to Promotions Criteria for Teaching Track Faculty, Teaching Track Faculty / Chris Robinson.

VII. Decision Items Requiring a Vote

- a. (Sen. Doc. #2022-54) Proposed amendments to 2.10.2.L (Clarkson Common Experience Committee). See also (Sen. Doc. #2022-47) on CEC Membership, Lenn Johns and (Sen. Doc. #2022-46), Proposed amendments to 2.10.2.L (Clarkson Common Experience Committee), Senate CCEC Task Force.
- b. (Sen. Doc. #2022-55), Expedited Process for Senior Hires Proposal: Tenure and Rank Review, Stephen Bird and Tom Langen.

VIII. For the Good of the Order

Clarkson Faculty Senate
<https://clarkson.zoom.us/j/92079276704?pwd=ME5PV09qWVpaYmU1dVJjbEFQZlhhdz09>
Meeting ID: 920 7927 6704
Passcode: 452836
Dial by your location: +1 646 876 9923 US (New York)

Table of Contents for Faculty Senate Agenda Packet for Monday December 6, 2021

Note: Senate Documents in this agenda packet are also available individually through myfiles.clarkson.edu. Some longer documents are not included directly in the agenda packet.

DOCUMENT	LENGTH	PAGE NUMBER
Agenda for Monday December 6, 2021	2	1
Table of Contents	1	3
(Sen. Doc. #2022-47), CEC Membership, Lenn Johns.	2	4
(Sen. Doc. #2022-48), Updated policies for Flex Work and Remote Work, Paid Family Leave, and Summer Hours, Amy McGaheran.	70	6
(Sen. Doc. # 2022-49) Senate endorsement of items at November 15th meeting, Alex Cohen.	1	76
(Sen. Doc. #2022-52), Integrating United Nations Sustainable Development Goals into all campus activities, Susan Powers.	8	77
(Sen. Doc. #2022-53), Implementing Degree Planner for undergraduate plans and minors, Suzanne Davis.	4	85
(Sen. Doc. #2022-54), Proposed amendments to 2.10.2.L (Clarkson Common Experience Committee)	1	89
(Sen. Doc. #2022-55), Expedited Process for Senior Hires Proposal: Tenure and Rank Review, Stephen Bird and Tom Langen.	3	90
(Sen. Doc. #2022-56), Final Report of the ad hoc Committee on Tenure and Promotions, Alex Cohen.	4	93
(Sen. Doc. #2022-57), Proposed OM Changes for Promotions Criteria for Clinical Faculty, Lewis School.	10	97
(Sen. Doc. #2022-58), Proposed OM Changes to Promotions Criteria for Teaching Track Faculty, Teaching Track Faculty / Chris Robinson.	5	107
(Sen. Doc. #2022-59), Meeting Minutes from November 15, 2021.	2	112



Clarkson

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To: Faculty Senate
 From: Lenn Johns, PhD, Co-Chair of the CEC
 Re: CEC membership
 Date: 11/11/2021

As the Standing Advisory Committee to the Provost, per Operations Manual 2-10-2-II-L extracted below, please find membership with terms to serve on the Common Experience Committee as recommended by the Provost:

Term			
3 year term Exofficio	Lenn Johns	Co-chair	Framework CE
3 Year Term	Erin Draper	Ignite	Framework CE
1 year term Exofficio	Darryl Scriven	Arts & Sciences	Framework CE
3 year	Abul Khondaker	Engineering faculty	Course Review
3 year	Gasper Sekelj	Reh School faculty	Course Review
1 Year	JoAnne Rogers	HSS	Course Review
3 Year Term	Alex French	Sustainability	Knowledge Area
1 Year Term	Jen Ball	DEI	Knowledge Area
1 Year Term	Alan Christian	Honors	Knowledge Area
3 year term Exofficio	Cathy McNamara	Co-chair	Seminar Series
3 year term Ex-officio	Jen Stokes	Registrar	Seminar Series
3 Year Term	Lisa Hoover	Library	Seminar Series
2 Year Term	Heather DiFino	Career Services	Seminar Series
2 Year Term	Ben Galluzo	Stem Ed/Honors	Seminar Series

The CEC has established four subcommittees to work on different areas of interest that were identified within the 2019-20 Common Experience Task Force.



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- Framework sub committees charge is to review the overall framework of the Common Experience and report back to the CEC ideas to more clearly articulate purpose and suggest possible revisions the Common Experience.
- Course Review subcommittees charge is to review and make recommendations related to courses submitted for KA and communication points considerations. This subcommittee is populated with faculty representatives from across the university and are the decision makers. If requested by the Faculty Senate, three more faculty members could be added to this subcommittee with balanced representation across the schools.
- Knowledge Area subcommittees charge is to review the learning outcomes within the Knowledge Areas and report back to the CEC ideas related to updating the learning outcomes.
- Seminar Series subcommittees charge is to review the existing FYS, consider ideas to rework FYS, and consider ideas to expand this seminar series to better coincide with the Common Experience

The Common Experience Committee Membership:

Voting Members: Educators broadly representative of the University units that participate in delivering the student learning outcomes of the Clarkson Common Experience, recommended by the Provost and appointed by the Faculty Senate. All voting members must hold full-time continuing University positions. Terms for voting members are 3 years, with one-third of the terms expiring annually. Ex Officio Non-Voting Members: Appointed by the Provost, to include one senior academic administrator, the Registrar, and the Director of Assessment for Student Learning Outcomes. Chair: Appointed by the Provost from the members (both voting and ex officio/non-voting) of the Committee.

1. Oversees the Clarkson Common Experience (CCE). The CCE Committee is responsible
 - a. for developing guidelines for courses and other learning experiences meeting requirements of CCE;
 - b. for reviewing and approving courses and other learning experiences proposed to meet various CCE requirements;
 - c. for developing and recommending procedures that facilitate the success of CCE;
 - d. for coordinating the assessment of student learning in the CCE; and
 - e. for periodically reviewing the CCE and advising the Provost on needed changes to CCE requirements.
2. The CCE Committee is responsible for making recommendations to the Provost concerning faculty development, student support, and other related activities.
3. The CCE Committee reports to the Provost. At least once each year, the committee will report to the Faculty Senate and the Provost on progress and issues related to the CCE. Appeals of CCE Committee decisions are directed to the Provost for final action.



Clarkson

Human Resources
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November 10, 2021

To: Faculty Senate

From: Amy McGaheeran, Chief Human Resources Officer/ Deputy Chief Inclusion Officer

Regarding: CU Human Resources Policy Updates

The following Human Resources policies are being brought to the Faculty Senate for informational purposes only.

Updated Flex Policy

- a. Continues to promote flexibility throughout the work week for all staff members
 - i. Managers can look at the needs of their office and adjust working hours to better meet their customer needs and provide flex schedules for their employees.
 - ii. Compressed work week
- b. Outlines when a position will be considered for fully remote
- c. Allows at the Department heads discretion up to 1 day working from home for certain positions.

2) Paid Family Leave

- a. Combines the Caregiver leave into this policy
- b. Staff will have up to 12 weeks fully paid by the University for the attending to a sick child, parent or the birth/adoption of a child
 - i. University will be reimbursed up to 62% by the NYS



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c. Staff members who are sick will still use short term disability

3) Summer hours

a. Currently we remove the 15 minute breaks we give employees, we are recommending that to provide a consistent and equitable process, all employees will have a reduced lunch to 30 minutes and get to leave 30 minutes early

b. This provides consistency and fairness throughout all groups.

Thank you

A handwritten signature in black ink, appearing to read "Amy McGaheran", with a long horizontal flourish extending to the right.

Amy McGaheran
Chief Human Resources Officer/ Deputy Chief Inclusion Officer

Comment

Flexible Work Schedule and Remote Work Policy

Date: November 5, 2021

Status: Pending

Policy Type:	University
Contact Office:	Human Resources
Oversight Executive:	Chief Human Resources & Deputy Chief Inclusion Officer
Applies To:	This Policy applies to full-time staff members across all University departments, Institutes, Centers and Schools. Individuals represented by a collective bargaining unit will be covered by their contract agreement. The Telecommuting or remote work part of this policy applies to regular exempt and professional nonexempt positions only and does not apply to general staff members.
Table of Contents:	<ol style="list-style-type: none">1. Policy Summary2. Policy Purpose3. Definitions4. Policy Statement5. Procedures6. Manager Considerations7. Conditions and Guidelines
Policy Summary:	<p>The University is committed to the promotion of a healthy work-life balance, customer service and motivation for its entire staff and offers flexible work arrangements as a part of its benefits. It recognizes that the implementation of flexible work arrangements supports a variety of goals related to staff engagement and well-being, service excellence and the overall enhancement of the employment experience. The University also recognizes the importance of its staff being on campus to ensure we are meeting the needs of our students in providing an environment that is interactive and robust.</p> <p>Primarily, the University expects that staff positions work on campus and that our offices have core office hours to meet the needs of our students. However, University managers have the ability to utilize flexible work arrangements, when appropriate, to meet departmental needs while at the same time providing enhanced flexibility to employees.</p> <p>This Policy establishes a common, ongoing framework within which departments can implement certain flexible work strategies in accordance with their operational needs. Departments are responsible for making determinations based on legitimate business and operational requirements. They are also responsible for submitting their plans to Human Resources and documenting individual arrangements with eligible staff.</p> <p>A flexible work arrangement will allow participants to work in effective ways that will benefit the University as well as the employee. A flexible work arrangement might include options such as flextime, compressed work weeks, occasional telecommuting and hybrid work with one day a week working from home, depending on business and operational needs. Fully remote options are based on whether the position is eligible for telecommuting and is at the sole discretion of the University. It is recognized that the success of flexible working arrangements depend entirely upon the cooperation and good faith efforts of all parties involved, and on a mutual understanding and acceptance of the benefits and limitations of these arrangements.</p>

	<p>The University allows the use of flexible work arrangements within the bounds of business operations, and resource limitations. A flexible work arrangement is not an entitlement; it is not a University-wide benefit; and it in no way changes the terms and conditions of employment with the University. Managers may revise or revoke flexible work arrangements at any time; however, managers should provide reasonable advance notice to the employee of such revision or revocation, to permit the employee to make alternate arrangements. Ten (10) business days of notice is generally considered appropriate, unless employee conduct or safety issues necessitate a shorter notice period, at the discretion of management. Both management and employees must recognize that the use of flexible work arrangements cannot prevent or interfere with the accomplishment of the mission, goals, and tasks of the University and its various units, nor can it cause a reduction in the levels of service presently being provided.</p>
<p>Policy Purpose:</p>	<p>This Policy provides necessary guidelines for University departments and managers to properly determine the need and extent of permitting an employee to use flexible work arrangements, lays out the obligations and responsibilities of the employees permitted to use flexible work arrangements, and provides clear rules for other administrative and financial matters relevant to flexible work arrangements. This policy is consistent with our institutional goals including:</p> <ul style="list-style-type: none"> ● Maintaining an organizational culture that supports employee flexibility and mobility. ● Promoting a positive work/life balance. ● Promoting employee morale. ● Promoting increased productivity and performance. ● Reducing our impact on the environment. ● Promoting continuity of operations during worksite disruptions, including modified and suspended operations, such as during the COVID-19 pandemic. ● Providing a supportive and productive work environment that attracts and retains employees.
<p>Definitions of Terms:</p>	<ul style="list-style-type: none"> ● Flexible/alternate work arrangements refers to work structures that alter the time and/o place that work gets done on a regular basis. Full-time work schedule consists of 37.5/40 hours in one designated workweek, or 75/80 hours in two consecutive workweeks. On campus, flexible work arrangements consist of flextime, compressed workweeks, occasional telecommuting, hybrid working and fully remote working. ● Core Work Hours: Core work hours are the hours when University offices must be open. Clarkson Core hours are 8:00 a.m. - 4:30 p.m. Core hours may vary depending upon the requirements of the position and operational needs of the department. ● Flextime: Flextime is an arrangement that allows an employee to alter the start and end times of their workday around the schedule of 7:00 a.m. to 9:00 p.m. Flextime does not reduce the total number of hours worked in a given workweek and can occur between the hours of 7:00 a.m. -9:00 p.m. ● Compressed/shortened Workweek: In a compressed/shortened workweek, employees work longer daily hours over fewer workdays. Clarkson allows shortened work weeks where employees may work 4 days per week as long as the total hours during a work week equal 37.5/40 hours. ● Occasional telecommuting: A temporary, one off situation where an employee is permitted to telecommute/remote work due to a special transitory situation. Occasional

	<p>telecommuting arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telecommuting is by nature, a special occasion arrangement and is not expected for more than 1-3 days.</p> <ul style="list-style-type: none"> ● Telecommuting or remote working (used interchangeably) refers to an arrangement where an employee works from home or from another non-University location away from the usual workplace through telecommunications technology, for all or part of their regular workweek. Hence, depending on the details of the arrangement, telecommuting constitutes either a portion of the employee's work schedule or all of it. ● Hybrid work: For the purpose of this policy, any employee who works a hybrid schedule combined of home/remote and campus offices. ● Alternate work or remote location: Location outside of the employee's assigned Campus office. ● Department Head is defined as the highest-ranking administrator in a department, center or college/school within the University (e.g., Vice President, Chief Officer, Dean, Cabinet level Director, or Department Chair). ● Mobility: The ability of staff members to access a selected range of online services from a variety of supported platforms and devices which are generally accessible from various locations using standard network technologies. ● Staff Members: A person employed by the University who has an ongoing or fixed term employment offer. ● Non-exempt Professional Staff Member is defined under the FLSA as a Professional Staff Member holding a position that is subject to the provisions of overtime. ● Standard Workweek: The standard workweek is from midnight Sunday to midnight the following Saturday and is typically eight (7.5/8) hours per day on five (5) consecutive days from 8:00 a.m. to 4:30 p.m. with one (1) hour for a meal period. ● Work Schedule Agreements: Arrangement agreed to by the employee and their manager/supervisor to work within the core business hours and/or at the assigned place of work. ● Comp time: Carrying any hours worked over 40 hours in a work week over to another work week. This is not allowed by the University.
<p>Policy Statement:</p>	<p>Departments are encouraged to be open to flexible or alternate work arrangements with the understanding that this flexibility must be accompanied by appropriate employee accountability measures and be compatible with the operational and staffing needs of the department and the University. Managers are expected to make sound judgments that balance the needs of the individual employee with the needs of the department and to grant flexible work arrangements equitably for similarly situated individuals within a particular department.</p> <p>Not every Clarkson University position lends itself to flexible work arrangements, nor may every proposed arrangement be accommodated. In establishing flexible working arrangements, both management and employees recognize that the use of flexible working arrangements cannot prevent or interfere with the accomplishment of the mission, goals, and tasks of the University and its various departments, nor can it cause a reduction in the levels of service presently being provided. Offices and departments must be open during regular business hours (normally 8:00 a.m. to 4:30 p.m., Monday through Friday). Any arrangements instituted under this Policy are subject to revocation by the University leadership at any time with or without prior notice.</p>

Types of Flexible Work Arrangements

This policy sets out two types of flexible work arrangements available at Clarkson University: (1) flexible work schedules; and, (2) flexible work locations ("telecommuting" or "remote work"). Below is a description of the expectations and obligations associated with each of these flexible work arrangements.

1. Flexible Work Schedules

Flexible work schedules are an alternative to having a single, fixed schedule of working hours for an entire department. Flexible working schedules can help a staff member meet personal needs by allowing them to choose arrival and departure times during the course of completing the full workday while continuing to meet the operational needs of the office. Granting a staff member's request for a flexible work schedule is at the sole discretion of the manager/supervisor with approval from the department head. A flexible work schedule can be initiated by either the manager or the employee and can be temporary (less than a month) or a longer duration (more than a month). If longer than a month, a written agreement ([Flexible Work Schedule Agreement](#)) is required with a copy sent to the Human Resources Office. Flexible work schedules can consist of:

- A. **Flextime:** Managers have the authority to make changes to an employee's core business hours from 8:00 a.m. - 4:30 p.m. to flex hours that can occur within the hours of 7:00 a.m. - 9:00 p.m. University's workweek is Sunday – Saturday and Flextime must occur within that work week.
- B. **Compressed Workweeks:** Managers can also authorize shortened work weeks where employees may work 4 days per week as long as the total hours during a work week equal 37.5/40 hours.

Examples — Flexible Work Schedules:

Depending on the employee's schedule either 37.5 hours per week or 40 hours per week. Examples below are based on 40 hours per week.

- Individualized start and end times that remain constant each work day (e.g., 7:00 a.m. to 4:00 p.m., or 9:00 a.m. to 6:00 p.m. with 1 hour lunch Monday through Friday);
- Individualized start and end times that vary daily with the same number of hours worked each day (e.g., 7:00 a.m. to 4:00 p.m. on Monday, Wednesday and Friday and 8:30 a.m. to 5:30 p.m. on Tuesday and Thursday with 1 hour lunch daily);
- Individualized start and end times with varied hours by day, but consistency in the total number of hours worked weekly (e.g., 7:30 a.m. to 5:30 p.m. on Monday, Tuesday and Thursday and 9:00 a.m. to 4:30 p.m. on Wednesday and Friday with 1 hour lunch daily).
- Extended lunch period offset by additional time at the start and/or end of the work day (e.g., 7:30 a.m. to 5:30 p.m. with 2 hour lunch);
- Compressed lunch period [not less than legally mandated 30 minutes after 6 hours of work] offset by reduced time at the start and/or end of the work day, (e.g., 8:30 a.m. to 4:30 p.m. with ½ hour lunch Monday through Friday).

- Shortened work week, employees may work 4 days per week as long as the total hours during a work week equal 37.5/40 hours.

Determining if Flexible Work Schedules are Appropriate:

A flexible work schedule should not negatively affect the workload or productivity of coworkers either by shifting burdens or creating delays and additional steps in the workflow. The supervisor/department head should ensure that other employees in the same department understand how and why flexible work schedules function. In the event that more employees request flexible schedule arrangements than a department can reasonably manage, the supervisor/department head shall respond to requests that are consistent with these guidelines and in ways that are equitable to all employees.

Please note that flextime cannot carry over from one pay work week to the next. The University cannot offer "comp time" to its employees. Comp time is defined as carrying any hours worked over 40 hours in a workweek over into another workweek.

The revised schedule must continue to support the operational needs of the University and allow for appropriate oversight of the employee's work assignments. Managers are advised to ensure that adequate supervision is provided for situations in which adjusted work schedules fall outside of core operating hours.

2. Flexible Work Locations (Telecommuting or remote work):

Telecommuting or Remote work represents an adjustment to the employee's regular worksite/place of work, either on a short-term or on an ongoing or recurring basis, made to respond to the work/life needs of an employee while also considering the operational and staffing needs of the department. The University considers telecommuting or remote work to be a viable alternative work arrangement in cases where the job, the individual employee and the supervisor are well suited to such an arrangement. Not all positions and employees are suitable for telecommuting or remote work. Suitability for telecommuting or remote work is based upon the employee's position and is to be determined by the employee's supervisor and department head and approved as per this policy and guidelines. The telecommuting arrangement must continue to support the operational needs of the department and also provide for appropriate oversight of the employee's work.

Types of Telecommuting and Guidelines: Based on the situation and length of the Telecommuting arrangement, there are two categories of Telecommuting:

- A. **Occasional Telecommuting:** This is a temporary, one off situation where an employee is permitted to telecommute due to a special transitory situation. Occasional telecommuting arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telecommuting is by nature, a special occasion arrangement and is not expected for more than 1-3 days. Occasional telecommuting does not require a telecommuting agreement; however, manager approval must be documented, which must be done by email. Occasional telecommuting is not appropriate as a substitute for sick time off and should not be used when the employee's own or a family member's illness or injury interferes with the employee's ability to perform their work.
- B. **Regular Telecommuting – Hybrid and Fully Remote:** Regular Telecommuting is a telecommuting arrangement on a regular, long term or ongoing duration. Regular telecommuting must be supported by a **Telecommuting & Hybrid Work Agreement** that

specifies the requirements and details of the arrangement. The arrangement can last for a defined period or can continue indefinitely with regular review. Regular telecommuting is of two types:

- I. **Fully Remote:** A telecommuting request will be treated as fully remote if telecommuting is for all days of the week.
 - a. For a position to be fully remote, travel requirement has to be at least 75% or more, or it should be deemed to be a position that may be difficult to fill due to the complexity of that position and the job requirements.
 - b. The University makes the sole determination of which positions or employees are eligible for fully remote working. For a position to be fully remote, it has to be both manager/department approved and HR approved.
 - c. At this time, fully remote positions can only be considered for the following states that we currently have approval in: New York, California, Colorado, Tennessee, Vermont, Virginia & Wisconsin, due to labor law and tax implications.
 - d. No current job/position can go fully remote unless it is re-advertised. However, if the job is currently fully remote, advertisement is not required.
- II. **Hybrid:** Employees will work 4 days on-campus and 1 day off-campus in the week. Hybrid work is permitted from New York State (NYS) only and applies only to employees who live or can commute easily to their assigned campus office. In the case of hybrid working, a standard remote workday during the week should be assigned and should not change from week to week.

Determining if Telecommuting, Hybrid or Remote work is Appropriate:

The University makes the sole determination of which positions or employees are eligible for telecommuting. Telecommuting will not be an option for employees in positions where in-person presence on campus is inherent to the job responsibilities including but not limited to front office staff, building and grounds maintenance staff, managers managing on-campus teams, service oriented staff, coaches, and positions represented by the bargaining units.

All requests for fully remote work must be approved by the department, manager and HR. All hybrid work requests must be approved by the department and manager and recorded by HR.

1. **Position's suitability for remote work:** The department is responsible for determining if positions are eligible to be fully remote or hybrid based on their operational and business needs as well as the duties and responsibilities of the position as defined in the employee's position description. It is the responsibility of the department to designate positions as remote work eligible or remote work ineligible through the job description process and posting of vacant jobs. Positions which can be designated remote work eligible are those where all or a significant portion of the duties of a position can be accomplished through telecommuting. Typically, if all of the duties can be accomplished at an equal or higher level at an off-campus location, the position may be appropriate for either remote or hybrid work. If a significant portion (but not all) of the duties can be accomplished at an equal or higher level at an off-campus location, the position may be appropriate for hybrid work. For example, the following jobs may not be suitable for telecommuting:

- a. Tasks that require in-person support or direct customer-facing roles

- b. Work that requires onsite equipment or materials
- c. Roles that require face-to-face interaction with our students
- d. Front desk personnel
- e. Supervisors supervising/managing on-campus teams
- f. General staff employees such as Technicians, Administrative assistants, administrative coordinators, and other clerical staff.

2. **Employee eligibility for remote work:** Before determining if a staff member is eligible for remote and hybrid work, the department/manager should first determine position eligibility. If a position is determined to be eligible, the department/manager should next evaluate if the employee can complete their job functions through a remote or hybrid work schedule. When evaluating remote or hybrid work eligibility, department/managers should consider specific position requirements, needs of the team, any existing performance concerns, amount of confidential information such as employee, or parent information the employee manages and whether the employee can optimally perform the job duties of the position while working off-campus. To be eligible or be considered for telecommuting, an employee must fulfill all of the following criteria:

- a. Must be an Exempt Employee. Non-exempt employees are not eligible except for non-exempt professional staff.
- b. Must have portable job duties. Supervisor of the employee must determine that the nature of work, role, functions and responsibilities of the employee must be such that it can be performed just as well from a remote location with minimal or no supervision.
- c. Must be employed with Clarkson University for a minimum of 12 months of continuous, regular employment unless hired directly into a remote work schedule.
- d. Have a work site and equipment suitable for working at home or a designated location.
- e. Must be able to work independently and productively.
- f. Must have a satisfactory performance record, documented by performance review.
- g. Should not have received any disciplinary action or demonstrated attendance problem within the last one year.

3. **Exclusions:** Remote and hybrid work will not apply to:

- a. Non-exempt staff members (except non-exempt professional staff members);
- b. Union members covered by a collective bargaining agreement;
- c. General staff, front office staff and all positions which require the employee's physical presence, or efficiency is compromised when the employee is not present.

General Guidelines for Flexible Work Arrangements:

- 1) Supervisors have the discretion to approve or deny an employee's request for flexible work schedules or telecommuting based on job or business related criteria.
- 2) There may be circumstances in which a request for flexible work arrangements cannot be approved. In order to demonstrate consistency and equity within the department,

	<p>it is important the denial is explained to the employee and is based upon policy and impact on University and department operations.</p> <ol style="list-style-type: none"> 3) The Human Resources Office is responsible for the administration, implementation, and interpretation of the policy. 4) Human Resources and Payroll will audit and maintain records of the Flexible Work Schedule Agreement and/or the Telecommuting & Hybrid Work Agreement, to ensure compliance with all University and the Human Resources (HR) policies, as well as State and federal laws. HR and Payroll will provide training and guidance on the application of the Flexible Work Schedules and Remote Work Policy and Procedures, as well as maintaining all forms and documentation on the HR and Payroll website. 5) A flexible or remote working arrangement must be cost neutral to the University. 6) The approval of a position for flexible or remote work does not indicate that any employee who later may fill the same position would be authorized to work remotely. 7) If the University deems that the job duties need to be performed on campus, the position may lose the ability to telecommute at any time. 8) Employee's classification, compensation, benefits, and conditions of employment will not change upon their acceptance of any flexible or remote work agreement. 9) Subject to supervisor/manager and department head approval, flexible or remote work may be used as an opportunity for partial or full return to work, if appropriate, in cases of short-term disability, worker's compensation, family and medical leave and illness. Flexible or remote work is not intended to be used in place for leave taken for these reasons.
<p>Procedures:</p>	<p>Flexible Work Schedules Request & Review Process:</p> <ol style="list-style-type: none"> 1. A flexible work schedule can be initiated by either the manager or the employee, this can be done by submitting a proposal to their supervisor/department head. 2. A flexible working schedule can be temporary (less than a month) or a longer duration (more than a month). If longer than a month, a written agreement (Flexible Work Schedule Agreement) is required with a copy sent to the Human Resources Office (clarksonhr@clarkson.edu). 3. Some positions may be ineligible to participate in certain flexible work schedules depending on the nature of the position, the work required, or the academic, business, and/or operational needs of the school, or department. 4. If the employee and supervisor/department head agree to a flexible working schedule arrangement, the employee and supervisor shall: <ol style="list-style-type: none"> a. determine the specifics of the flextime schedule. b. complete a written plan. 5. Agreements shall be time-specific with a date set for review and reconsideration. 6. The employee shall work the hours agreed upon and obtain approval from the supervisor/department head in advance of working alternate hours or overtime. 7. Flexible work schedules should be posted in offices and added to the employee's email signature to ensure proper communication. 8. The supervisor/department head shall maintain open communication, ensure that the employee's hours of work do not fall below the normal workweek hours and discuss with the employee any concerns as they arise.

9. Flexible schedule arrangements shall be initiated on a trial basis and may be discontinued at any time at the request of either the employee or supervisor/department head. The department reserves the right to immediately suspend the arrangement in the event of unanticipated circumstances regarding employee performance or operational needs.
10. Departments/managers should review and assess the flexible work schedules regularly to ensure they are responsive to operational needs.

Occasional Telecommuting Request & Review Process:

An eligible employee who desires occasional telecommuting must submit a written email request to their supervisor. The supervisor will evaluate the request and determine whether it is granted or denied. Occasional telecommuting arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telecommuting is by nature, a special occasion arrangement and is not expected for more than 1-3 days. Occasional telecommuting does not require a telecommuting agreement; however, approval must be documented, which must be done by email.

Regular Telecommuting Request & Review Process:

Employees may be considered approved for regular telecommuting (remote or hybrid work) only if the following criteria are met:

1. Their position is eligible for hybrid or remote work, as described above.
 - a. Supervisors must keep the following guidelines about the job in mind prior to approving an employee working from home:
 - i. The nature of the job requires the employee's physical presence (e.g., working from home may not be appropriate where the employee must supervise the work of other employees), or efficiency is compromised when the employee is not present.
 - ii. The employee's current assignment requires frequent supervision, direction or input from others who are onsite.
 - iii. The proposed remote working arrangement follows applicable regulations and policies.
2. Their manager agrees that hybrid or remote work is appropriate for the individual, as described above; and
3. They have completed a telecommuting agreement.
 - a. All employees and the department utilizing telecommuting will complete a Telecommuting & Hybrid Work Agreement.
 - i. For hybrid working, the agreement must be signed by the employee, their supervisor/manager, and the department head and then sent to Human Resources for records, prior to starting the remote arrangement. The manager must send a copy of the signed agreement to Human Resources at clarksonhr@clarkson.edu.
 - ii. For fully remote arrangements, it must be both manager approved and Hf approved prior to starting the remote arrangement. The agreement must be signed by the employee, their supervisor/manager, the department head and Human Resources.
 - b. If a position has been deemed as a telecommuting (fully remote or hybrid) position, managers should work with the employee to consider how the employee can effectively perform the job duties of the position while telecommuting.

- i. Examine the needs of the department, including frequency of meetings, department goals and projects, and other department schedules.
- ii. The manager and employee should agree on the work schedule which the employee will customarily maintain, mode of communication (phone, zoom, e-mail, etc.) and the frequency of communication.
- iii. For nonexempt professional staff, the employee will document all time worked and if eligible for overtime, must receive supervisor authorization before working overtime.

Review of Flexible Work Schedules or Telecommuting Agreements

Flexible work and telecommuting agreements are meant to be responsive to the changing needs of the workplace and should be reviewed and updated both as needs change and, at least every year. Modifications and/or renewals shall be documented appropriately, and an update provided to HR.

Flexible Work Schedules or Telecommuting as a Disability Accommodation

Employee requests for flexible work schedules or telecommuting/remote work that constitutes a request for a disability accommodation under the Americans with Disabilities Act (ADA) are handled through the University accommodation process. Employees should reach out to Human Resources (clarksonhr@clarkson.edu) for all accommodation-related requests.

Termination of Agreements:

1. The flexible working or telecommuting agreement may be terminated by the department at any time (unless it is a condition of employment) with ten calendar days' notice, unless it is for alleged misconduct, an emergency, a violation of the conditions of the agreement or when there is a relevant change in University policy or law, in which case, it may be terminated immediately. Employees are responsible for notifying their manager within three days, if their need for telecommuting or flexible working no longer exists. All employee-proposed changes are subject to departmental approval.
2. Return of University Property: When the agreement is terminated, the employee must promptly return all notes, data, reference materials, drawings, memoranda, reports, records, equipment, software, supplies, and any other University property in the employee's possession or control.
3. Damaged or Lost Property: The University shall not be held responsible for costs, damages, or losses associated with the termination of the agreement.

Special Circumstances that Require Widespread Flexible Work Arrangements:

In the event of a catastrophic weather incident, an outbreak of a serious communicable disease, physical damage, destruction, or unavailability of the worksite due to fire or other condition, or other such significant emergencies, this Flexible Work Schedule & Telecommuting policy may be implemented by the University on a more widespread basis. In such cases, the University may alter certain sections of the policy or use discretion depending on the operational needs of the University.

Enforcement:

	<p>All managers and employees are required to follow this policy. Failure to follow this policy and University expectations may result in disciplinary action, up to and including termination.</p>
<p>Management Considerations:</p>	<p>In reviewing an employee's request for a flexible work arrangement, managers need to consider a variety of factors in determining whether the request is compatible with the operational and staffing needs of the department and the University as a whole, such as:</p> <ol style="list-style-type: none"> 1. What are the present and future operational and staffing needs of the department? 2. What is the employee's level of performance and experience on the job? 3. What are the work/life needs of the employee? And for what period of time? 4. Are there restrictions on how, when, and where the employee's work must be performed? 5. What is the position's degree of autonomy and independence? 6. Does the employee regularly function as part of a team that would require a matching schedule of all team members or significant in-person communication (as compared to telephone or online communication)? 7. Does the position require a high level of campus contact or physical presence to perform the job effectively? 8. Does the employee supervise or manage any on-campus teams? 9. Considering the physical absence of the telecommuting employee, can the department provide coverage for all work functions without unduly burdening other employees in the department or creating employee dissatisfaction? 10. Are requests for flexible schedules handled equitably for similarly situated employees within the department? 11. Will this flexible work arrangement create employee relations issues, such as perceived favoritism? 12. Does the department have sufficient budget to provide the necessary office supplies, equipment, and services (phone, internet) for the telecommuting site? 13. Does the employee have access to the tools and infrastructure required to establish an appropriate work environment within their alternate location for work purposes? 14. Can the supervisor effectively monitor the employee's work that occurs outside the supervisor's regular schedule and away from the campus work location? 15. Will the employee have access to all necessary work-related data or files at the telecommuting site and will the security and confidentiality of this information be assured, as required by University policy and best practices? 16. Will the employee be able to conduct business meetings with University or other personnel via phone, teleconference, and/or videoconference? <p>For any questions or assistance while reviewing flexible work arrangement requests, managers should reach out to and consult with Human Resources (clarksonhr@clarkson.edu).</p>
<p>Conditions for Flexible Work Schedules & Telecommuting:</p>	<p>Employee's classification, compensation, benefits, and conditions of employment will not change upon the employee's acceptance of any flexible or remote work agreement. Employees working in flexible schedules or remotely must comply with all State and Federal laws, University policies, practices and guidelines. They must notify their supervisor/manager immediately of any situation that interferes with their ability to perform their jobs.</p>

Expectations for timely completion of work, meeting attendance, responsiveness, and other performance criteria are the same for employees on flexible work arrangements as they are for on-campus employees. Departments are expected to apply the same performance standards to staff members regardless of work schedule or location. Some of the guidelines for employees on flexible work arrangements are as below:

Work Schedules and Timekeeping:

1. Employees are expected to work their assigned work schedule, unless they receive their manager's prior approval to adjust their schedule.
2. Employees on flexible work arrangements must be as accessible as their onsite counterparts during their agreed-upon regular work schedule, regardless of work timings or location. Employees need to remain productive and responsive during their scheduled work hours.
3. For nonexempt staff, the employee must document all time worked and if eligible for overtime, must receive supervisor authorization before working overtime.
4. Employees who work from home must report time off during this time, in accordance with the University's policy on taking a sick, special personal or vacation day.
5. Employees working from home during a University emergency closure are expected to continue working unless it is not possible due to power outage or other conditions that prevent them from working. If an employee, at any time, is not able to perform their job while working from home due to power outage, internet outage, etc., they must report to their manager and their manager will determine if they need to use vacation or special time to cover the period of time they are not able to work. Employees working remotely from home during an authorized closing do not receive compensatory time.

Work Objectives and Performance:

Heads of Departments and managers are responsible for establishing the following terms and conditions, where applicable:

1. Work performed offsite or during flexible hours is considered official business; therefore, all work objectives and tasks will be clearly defined. The supervisor will monitor deadlines and productivity to measure and evaluate work performance.
2. Flexible/remote work duties will be arranged as neither to alter the essential job responsibilities nor to compromise the level of service provided to the customer, either by the employee or the department.
3. Annual performance evaluations of employees who engage in flexible time or remote work must indicate performance at a level of at least solid achiever or above.
4. Employees on flexible work arrangements must adhere to all University and the Human Resources policies, rules, practices, and instructions as well as State and Federal laws.
5. Managers/supervisors are required to ensure that the employee on flexible arrangements and their work product will be as effectively managed as their onsite team members.

Alternate Work Schedule/Location:

1. When working in flexible schedules or telecommuting, the employee is responsible for establishing a work environment free of interruptions and distractions that would affect performance and professional workplace conduct.
2. Telecommuters or remote employees may be required to forfeit use of personal offices or workstations at their onsite work location to maximize utilization of office space.
3. Employees on remote or hybrid schedules must establish an appropriate work environment within their alternate location for work purposes. The University is not responsible for operating costs of any personal equipment (including, but not limited to, computers, personal devices, cellular or standard telephones), home maintenance of personal equipment, or any other incidental costs (utility provider costs, telephone costs or for any supply costs used in the home) associated with the use of an employee's alternative work arrangement.
4. Employees on remote or hybrid schedules must take all precautions necessary to secure privileged information in their alternate work location and prevent unauthorized access to any Clarkson system. An employee should not download or process confidential University information on a personal device or storage medium. Like all employees, telecommuters and remote employees must adhere to Clarkson's [Information Security Policy](#). When the offsite work involves remote access of the University's computer network, remote users must abide by the University's security standards relating to remote access.
5. Employees are solely responsible for the configuration of, and the expenses and services associated with remote workspace. This includes ensuring and maintaining an ergonomically appropriate and safe remote worksite.
6. An eligible employee approved for telecommuting is responsible for the safety of their alternate work environment. Employees on remote or hybrid schedules are also responsible for notifying their employer of any injuries sustained while at their alternate work location and in conjunction with their regular work duties in accordance with Clarkson University's workers' compensation policies.
7. In accordance with OSHA guidelines, it is important to ensure that employees are not exposed to reasonably foreseeable hazards created by their remote-working arrangement. In some circumstances the exercise of reasonable diligence may necessitate an onsite examination of the working environment by the employer and hence, if deemed necessary, the University may need to conduct in-home inspections.

Communication & Availability:

1. Employees on flexible work arrangements must be available via phone, emails or other agreed upon collaboration tools during their designated work hours and for all meetings, events, etc. required by the University and the department. They are expected to regularly communicate and check in with their manager and their teammates.
2. For meetings using videoconferencing and other collaboration tools such as zoom, it is required that employees keep their camera on. Keeping the video camera on allows all participants of the meeting to feel more connected, especially for nonverbal cues like hand gestures, smiles, and nodding.

3. All employees on flexible or hybrid work schedules are to ensure that their email signature line is updated to reflect their scheduled work hours, including days the employee will be out of the office.
4. Employees on remote or hybrid schedules may be required to work at their onsite/campus location for meetings, events, and other situations deemed necessary by their supervisors.
5. Employees on remote or hybrid schedules must not hold business visits or in-person meetings at their alternate work location.
6. Employees on all flexible work arrangements must update their records in PeopleSoft with regard to their address, telephone number and emergency contact number at all times.

Equipment & Materials:

1. Employees need to have a working telephone, computer, Internet service, and other required equipment at their remote location.
2. An assessment of the employee's alternate work location, including workspace design and equipment will be done. Clarkson may determine the appropriate equipment needs for each telecommuting or remote work arrangement at the alternate work location on a case-by-case basis.
3. When Clarkson's equipment is used at alternate work locations, remote or hybrid employees must exercise reasonable care for the equipment and should take appropriate action to protect the items from damage or theft. Employees on remote or hybrid schedules may be held liable for damage caused by negligence. Clarkson equipment should be used for business purposes only and will be maintained by the University.
4. Employees working remotely are responsible for the security and confidentiality of any information, documents, records, or equipment in their possession.
5. Supervisors/managers will ensure that employees who are working from an alternate work site do not take restricted access materials from the office without consent of their supervisor/managers.
6. The IT Helpdesk is available to help with the telecommuting transition. They are available by email (helpdesk@clarkson.edu) or phone (315-268-HELP).

Expenses:

1. The telecommuting employee should seek department manager approval before incurring any business expense. To receive reimbursement for pre-approved expenses, the employee must present proper documentation to support the expenses, in accordance with all applicable accounting, ethics and financial control policies and procedures of the University.
2. For those approved to work as fully remote, occasional campus visits may be required for meetings or events. At each department head's discretion, these telecommuting employees will be reimbursed for travel to campus, not to exceed \$2000 per year.
3. Local Internet Service Providers (ISP's) are necessary for email and Internet functions and are generally paid for by the Telecommuter.

Out-of-State Income Taxes:

If the employee is approved to work fully remotely from the University approved states, the employee may have tax or legal implications under IRS, state and local government laws, and/or restrictions of working out of a home-based office. Responsibility for fulfilling all employee obligations in this area rests solely with the employee.

Dependent Care:

1. Employees are expected to arrange for child/dependent care as necessary for the hours in which the employee works from home or works a flexible schedule. Flexible/remote work employees will not act as primary caregivers for dependents during the agreed upon work hours and dependent care arrangements should be made to permit concentration on work assignments.
2. Personal tasks and errands should only be performed during the employee's scheduled breaks and lunches.

University Processes:

Employees on flexible work arrangements must keep themselves aware of timelines pertaining to University processes (e.g., performance evaluation) and ensure timely completion of these processes.

The flexible work arrangement policy does not provide for every contingency that may arise. Supervisors/managers and employees entering into a flexible work schedule or remote work agreement based on this policy should endeavor to work together to resolve any unforeseen situation that may arise. Employees and supervisors/managers may start, modify or end the agreement at any time unless such agreement was a condition of employment. Clarkson reserves the right to change or discontinue any/all provision/s of this policy at any point of time, depending on federal and state laws and University requirements.

Related Information:	
Next Scheduled Review:	
Approved By, Date:	Chief Human Resource Officer and Deputy Chief Inclusion Officer
Revision History:	

updated

Flexible Work Schedule and Remote Work Policy

Date: November 5, 2021

Status: Pending

Policy Type:	University
Contact Office:	Human Resources
Oversight Executive:	Chief Human Resources & Deputy Chief Inclusion Officer
Applies To:	This Policy applies to full-time staff members across all University departments, Institutes, Centers and Schools. Individuals represented by a collective bargaining unit will be covered by their contract agreement. The Telecommuting or remote work part of this policy applies to regular exempt and professional nonexempt positions only and does not apply to general staff members.
Table of Contents:	<ol style="list-style-type: none">1. Policy Summary2. Policy Purpose3. Definitions4. Policy Statement5. Procedures6. Manager Considerations7. Conditions and Guidelines
Policy Summary:	<p>The University is committed to the promotion of a healthy work-life balance, customer service and motivation for its entire staff and offers flexible work arrangements as a part of its benefits. It recognizes that the implementation of flexible work arrangements supports a variety of goals related to staff engagement and well-being, service excellence and the overall enhancement of the employment experience. The University also recognizes the importance of its staff being on campus to ensure we are meeting the needs of our students in providing an environment that is interactive and robust.</p> <p>Primarily, the University expects that staff positions work on campus and that our offices have core office hours to meet the needs of our students. However, University managers have the ability to utilize flexible work arrangements, when appropriate, to meet departmental needs while at the same time providing enhanced flexibility to employees.</p> <p>This Policy establishes a common, ongoing framework within which departments can implement certain flexible work strategies in accordance with their operational needs. Departments are responsible for making determinations based on legitimate business and operational requirements. They are also responsible for submitting their plans to Human Resources and documenting individual arrangements with eligible staff.</p> <p>A flexible work arrangement will allow participants to work in effective ways that will benefit the University as well as the employee. A flexible work arrangement might include options such as flextime, compressed work weeks, occasional telecommuting and hybrid work with one day a week working from home, depending on business and operational needs. Fully remote options are based on whether the position is eligible for telecommuting and is at the sole discretion of the University. It is recognized that the success of flexible working arrangements depend entirely upon the cooperation and good faith efforts of all parties involved, and on a mutual understanding and acceptance of the benefits and limitations of these arrangements.</p>

	<p>The University allows the use of flexible work arrangements within the bounds of business operations, and resource limitations. A flexible work arrangement is not an entitlement; it is not a University-wide benefit; and it in no way changes the terms and conditions of employment with the University. Managers may revise or revoke flexible work arrangements at any time; however, managers should provide reasonable advance notice to the employee of such revision or revocation, to permit the employee to make alternate arrangements. Ten (10) business days of notice is generally considered appropriate, unless employee conduct or safety issues necessitate a shorter notice period, at the discretion of management. Both management and employees must recognize that the use of flexible work arrangements cannot prevent or interfere with the accomplishment of the mission, goals, and tasks of the University and its various units, nor can it cause a reduction in the levels of service presently being provided.</p>
<p>Policy Purpose:</p>	<p>This Policy provides necessary guidelines for University departments and managers to properly determine the need and extent of permitting an employee to use flexible work arrangements, lays out the obligations and responsibilities of the employees permitted to use flexible work arrangements, and provides clear rules for other administrative and financial matters relevant to flexible work arrangements. This policy is consistent with our institutional goals including:</p> <ul style="list-style-type: none"> ● Maintaining an organizational culture that supports employee flexibility and mobility. ● Promoting a positive work/life balance. ● Promoting employee morale. ● Promoting increased productivity and performance. ● Reducing our impact on the environment. ● Promoting continuity of operations during worksite disruptions, including modified and suspended operations, such as during the COVID-19 pandemic. ● Providing a supportive and productive work environment that attracts and retains employees.
<p>Definitions of Terms:</p>	<ul style="list-style-type: none"> ● Flexible/alternate work arrangements refers to work structures that alter the time and/o place that work gets done on a regular basis. Full-time work schedule consists of 37.5/40 hours in one designated workweek, or 75/80 hours in two consecutive workweeks. On campus, flexible work arrangements consist of flextime, compressed workweeks, occasional telecommuting, hybrid working and fully remote working. ● Core Work Hours: Core work hours are the hours when University offices must be open. Clarkson Core hours are 8:00 a.m. - 4:30 p.m. Core hours may vary depending upon the requirements of the position and operational needs of the department. ● Flextime: Flextime is an arrangement that allows an employee to alter the start and end times of their workday around the schedule of 7:00 a.m. to 9:00 p.m. Flextime does not reduce the total number of hours worked in a given workweek and can occur between the hours of 7:00 a.m. -9:00 p.m. ● Compressed/shortened Workweek: In a compressed/shortened workweek, employees work longer daily hours over fewer workdays. Clarkson allows shortened work weeks where employees may work 4 days per week as long as the total hours during a work week equal 37.5/40 hours. ● Occasional telecommuting: A temporary, one off situation where an employee is permitted to telecommute/remote work due to a special transitory situation. Occasional

	<p>telecommuting arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telecommuting is by nature, a special occasion arrangement and is not expected for more than 1-3 days.</p> <ul style="list-style-type: none"> ● Telecommuting or remote working (used interchangeably) refers to an arrangement where an employee works from home or from another non-University location away from the usual workplace through telecommunications technology, for all or part of their regular workweek. Hence, depending on the details of the arrangement, telecommuting constitutes either a portion of the employee's work schedule or all of it. ● Hybrid work: For the purpose of this policy, any employee who works a hybrid schedule combined of home/remote and campus offices. ● Alternate work or remote location: Location outside of the employee's assigned Campus office. ● Department Head is defined as the highest-ranking administrator in a department, center or college/school within the University (e.g., Vice President, Chief Officer, Dean, Cabinet level Director, or Department Chair). ● Mobility: The ability of staff members to access a selected range of online services from a variety of supported platforms and devices which are generally accessible from various locations using standard network technologies. ● Staff Members: A person employed by the University who has an ongoing or fixed term employment offer. ● Non-exempt Professional Staff Member is defined under the FLSA as a Professional Staff Member holding a position that is subject to the provisions of overtime. ● Standard Workweek: The standard workweek is from midnight Sunday to midnight the following Saturday and is typically eight (7.5/8) hours per day on five (5) consecutive days from 8:00 a.m. to 4:30 p.m. with one (1) hour for a meal period. ● Work Schedule Agreements: Arrangement agreed to by the employee and their manager/supervisor to work within the core business hours and/or at the assigned place of work. ● Comp time: Carrying any hours worked over 40 hours in a work week over to another work week. This is not allowed by the University.
<p>Policy Statement:</p>	<p>Departments are encouraged to be open to flexible or alternate work arrangements with the understanding that this flexibility must be accompanied by appropriate employee accountability measures and be compatible with the operational and staffing needs of the department and the University. Managers are expected to make sound judgments that balance the needs of the individual employee with the needs of the department and to grant flexible work arrangements equitably for similarly situated individuals within a particular department.</p> <p>Not every Clarkson University position lends itself to flexible work arrangements, nor may every proposed arrangement be accommodated. In establishing flexible working arrangements, both management and employees recognize that the use of flexible working arrangements cannot prevent or interfere with the accomplishment of the mission, goals, and tasks of the University and its various departments, nor can it cause a reduction in the levels of service presently being provided. Offices and departments must be open during regular business hours (normally 8:00 a.m. to 4:30 p.m., Monday through Friday). Any arrangements instituted under this Policy are subject to revocation by the University leadership at any time with or without prior notice.</p>

Types of Flexible Work Arrangements

This policy sets out two types of flexible work arrangements available at Clarkson University: (1) flexible work schedules; and, (2) flexible work locations (“telecommuting” or “remote work”). Below is a description of the expectations and obligations associated with each of these flexible work arrangements.

1. Flexible Work Schedules

Flexible work schedules are an alternative to having a single, fixed schedule of working hours for an entire department. Flexible working schedules can help a staff member meet personal needs by allowing them to choose arrival and departure times during the course of completing the full workday while continuing to meet the operational needs of the office. Granting a staff member’s request for a flexible work schedule is at the sole discretion of the manager/supervisor with approval from the department head. A flexible work schedule can be initiated by either the manager or the employee and can be temporary (less than a month) or a longer duration (more than a month). If longer than a month, a written agreement ([Flexible Work Schedule Agreement](#)) is required with a copy sent to the Human Resources Office. Flexible work schedules can consist of:

- A. **Flextime:** Managers have the authority to make changes to an employee’s core business hours from 8:00 a.m. - 4:30 p.m. to flex hours that can occur within the hours of 7:00 a.m. - 9:00 p.m. University’s workweek is Sunday – Saturday and Flextime must occur within that work week.
- B. **Compressed Workweeks:** Managers can also authorize shortened work weeks where employees may work 4 days per week as long as the total hours during a work week equal 37.5/40 hours.

Examples — Flexible Work Schedules:

Depending on the employee's schedule either 37.5 hours per week or 40 hours per week. Examples below are based on 40 hours per week.

- Individualized start and end times that remain constant each work day (e.g., 7:00 a.m. to 4:00 p.m., or 9:00 a.m. to 6:00 p.m. with 1 hour lunch Monday through Friday);
- Individualized start and end times that vary daily with the same number of hours worked each day (e.g., 7:00 a.m. to 4:00 p.m. on Monday, Wednesday and Friday and 8:30 a.m. to 5:30 p.m. on Tuesday and Thursday with 1 hour lunch daily);
- Individualized start and end times with varied hours by day, but consistency in the total number of hours worked weekly (e.g., 7:30 a.m. to 5:30 p.m. on Monday, Tuesday and Thursday and 9:00 a.m. to 4:30 p.m. on Wednesday and Friday with 1 hour lunch daily).
- Extended lunch period offset by additional time at the start and/or end of the work day (e.g., 7:30 a.m. to 5:30 p.m. with 2 hour lunch);
- Compressed lunch period [not less than legally mandated 30 minutes after 6 hours of work] offset by reduced time at the start and/or end of the work day, (e.g., 8:30 a.m. to 4:30 p.m. with ½ hour lunch Monday through Friday).

- Shortened work week, employees may work 4 days per week as long as the total hours during a work week equal 37.5/40 hours.

Determining if Flexible Work Schedules are Appropriate:

A flexible work schedule should not negatively affect the workload or productivity of coworkers either by shifting burdens or creating delays and additional steps in the workflow. The supervisor/department head should ensure that other employees in the same department understand how and why flexible work schedules function. In the event that more employees request flexible schedule arrangements than a department can reasonably manage, the supervisor/department head shall respond to requests that are consistent with these guidelines and in ways that are equitable to all employees.

Please note that flextime cannot carry over from one pay work week to the next. The University cannot offer "comp time" to its employees. Comp time is defined as carrying any hours worked over 40 hours in a workweek over into another workweek.

The revised schedule must continue to support the operational needs of the University and allow for appropriate oversight of the employee's work assignments. Managers are advised to ensure that adequate supervision is provided for situations in which adjusted work schedules fall outside of core operating hours.

2. Flexible Work Locations (Telecommuting or remote work):

Telecommuting or Remote work represents an adjustment to the employee's regular worksite/place of work, either on a short-term or on an ongoing or recurring basis, made to respond to the work/life needs of an employee while also considering the operational and staffing needs of the department. The University considers telecommuting or remote work to be a viable alternative work arrangement in cases where the job, the individual employee and the supervisor are well suited to such an arrangement. Not all positions and employees are suitable for telecommuting or remote work. Suitability for telecommuting or remote work is based upon the **employee's position** and is to be determined by the employee's supervisor and department head and approved as per this policy and guidelines. The telecommuting arrangement must continue to support the operational needs of the department and also provide for appropriate oversight of the employee's work.

Types of Telecommuting and Guidelines: Based on the situation and length of the Telecommuting arrangement, there are two categories of Telecommuting:

- A. **Occasional Telecommuting:** This is a temporary, one off situation where an employee is permitted to telecommute due to a special transitory situation. Occasional telecommuting arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telecommuting is by nature, a special occasion arrangement and is not expected for more than 1-3 days. Occasional telecommuting does not require a telecommuting agreement; however, manager approval must be documented, which must be done by email. Occasional telecommuting is not appropriate as a substitute for sick time off and should not be used when the employee's own or a family member's illness or injury interferes with the employee's ability to perform their work.
- B. **Regular Telecommuting – Hybrid and Fully Remote:** Regular Telecommuting is a telecommuting arrangement on a regular, long term or ongoing duration. Regular telecommuting must be supported by a [Telecommuting & Hybrid Work Agreement](#) that

specifies the requirements and details of the arrangement. The arrangement can last for a defined period or can continue indefinitely with regular review. Regular telecommuting is of two types:

- I. **Fully Remote:** A telecommuting request will be treated as fully remote if telecommuting is for all days of the week.
 - a. For a position to be fully remote, travel requirement has to be at least 75% or more, or it should be deemed to be a position that may be difficult to fill due to the complexity of that position and the job requirements.
 - b. The University makes the sole determination of which positions or employees are eligible for fully remote working. For a position to be fully remote, it has to be both manager/department approved and HR approved.
 - c. At this time, fully remote positions can only be considered for the following states that we currently have approval in: New York, California, Colorado, Tennessee, Vermont, Virginia & Wisconsin, due to labor law and tax implications.
 - d. No current job/position can go fully remote unless it is re-advertised. However, if the job is currently fully remote, advertisement is not required.
- II. **Hybrid:** Employees will work 4 days on-campus and 1 day off-campus in the week. Hybrid work is permitted from New York State (NYS) only and applies only to employees who live or can commute easily to their assigned campus office. In the case of hybrid working, a standard remote workday during the week should be assigned and should not change from week to week.

Determining if Telecommuting, Hybrid or Remote work is Appropriate:

The University makes the sole determination of which positions or employees are eligible for telecommuting. Telecommuting will not be an option for employees in positions where in-person presence on campus is inherent to the job responsibilities including but not limited to front office staff, building and grounds maintenance staff, managers managing on-campus teams, service oriented staff, coaches, and positions represented by the bargaining units.

All requests for fully remote work must be approved by the department, manager and HR. All hybrid work requests must be approved by the department and manager and recorded by HR.

1. **Position's suitability for remote work:** The department is responsible for determining if positions are eligible to be fully remote or hybrid based on their operational and business needs as well as the duties and responsibilities of the position as defined in the employee's position description. It is the responsibility of the department to designate positions as remote work eligible or remote work ineligible through the job description process and posting of vacant jobs. Positions which can be designated remote work eligible are those where all or a significant portion of the duties of a position can be accomplished through telecommuting. Typically, if all of the duties can be accomplished at an equal or higher level at an off-campus location, the position may be appropriate for either remote or hybrid work. If a significant portion (but not all) of the duties can be accomplished at an equal or higher level at an off-campus location, the position may be appropriate for hybrid work. For example, the following jobs may not be suitable for telecommuting:

- a. Tasks that require in-person support or direct customer-facing roles

- b. Work that requires onsite equipment or materials
- c. Roles that require face-to-face interaction with our students
- d. Front desk personnel
- e. Supervisors supervising/managing on-campus teams
- f. General staff employees such as Technicians, Administrative assistants, administrative coordinators, and other clerical staff.

2. **Employee eligibility for remote work:** Before determining if a staff member is eligible for remote and hybrid work, the department/manager should first determine position eligibility. If a position is determined to be eligible, the department/manager should next evaluate if the employee can complete their job functions through a remote or hybrid work schedule. When evaluating remote or hybrid work eligibility, department/managers should consider specific position requirements, needs of the team, any existing performance concerns, amount of confidential information such as employee, or parent information the employee manages and whether the employee can optimally perform the job duties of the position while working off-campus. To be eligible or be considered for telecommuting, an employee must fulfill all of the following criteria:

- a. Must be an Exempt Employee. Non-exempt employees are not eligible except for non-exempt professional staff.
- b. Must have portable job duties. Supervisor of the employee must determine that the nature of work, role, functions and responsibilities of the employee must be such that it can be performed just as well from a remote location with minimal or no supervision.
- c. Must be employed with Clarkson University for a minimum of 12 months of continuous, regular employment unless hired directly into a remote work schedule.
- d. Have a work site and equipment suitable for working at home or a designated location.
- e. Must be able to work independently and productively.
- f. Must have a satisfactory performance record, documented by performance review.
- g. Should not have received any disciplinary action or demonstrated attendance problem within the last one year.

3. **Exclusions:** Remote and hybrid work will not apply to:

- a. Non-exempt staff members (except non-exempt professional staff members);
- b. Union members covered by a collective bargaining agreement;
- c. General staff, front office staff and all positions which require the employee's physical presence, or efficiency is compromised when the employee is not present.

General Guidelines for Flexible Work Arrangements:

- 1) Supervisors have the discretion to approve or deny an employee's request for flexible work schedules or telecommuting based on job or business related criteria.
- 2) There may be circumstances in which a request for flexible work arrangements cannot be approved. In order to demonstrate consistency and equity within the department,

	<p>it is important the denial is explained to the employee and is based upon policy and impact on University and department operations.</p> <ol style="list-style-type: none"> 3) The Human Resources Office is responsible for the administration, implementation, and interpretation of the policy. 4) Human Resources and Payroll will audit and maintain records of the Flexible Work Schedule Agreement and/or the Telecommuting & Hybrid Work Agreement, to ensure compliance with all University and the Human Resources (HR) policies, as well as State and federal laws. HR and Payroll will provide training and guidance on the application of the Flexible Work Schedules and Remote Work Policy and Procedures, as well as maintaining all forms and documentation on the HR and Payroll website. 5) A flexible or remote working arrangement must be cost neutral to the University. 6) The approval of a position for flexible or remote work does not indicate that any employee who later may fill the same position would be authorized to work remotely. 7) If the University deems that the job duties need to be performed on campus, the position may lose the ability to telecommute at any time. 8) Employee's classification, compensation, benefits, and conditions of employment will not change upon their acceptance of any flexible or remote work agreement. 9) Subject to supervisor/manager and department head approval, flexible or remote work may be used as an opportunity for partial or full return to work, if appropriate, in cases of short-term disability, worker's compensation, family and medical leave and illness. Flexible or remote work is not intended to be used in place for leave taken for these reasons.
<p>Procedures:</p>	<p>Flexible Work Schedules Request & Review Process:</p> <ol style="list-style-type: none"> 1. A flexible work schedule can be initiated by either the manager or the employee, this can be done by submitting a proposal to their supervisor/department head. 2. A flexible working schedule can be temporary (less than a month) or a longer duration (more than a month). If longer than a month, a written agreement (Flexible Work Schedule Agreement) is required with a copy sent to the Human Resources Office (clarksonhr@clarkson.edu). 3. Some positions may be ineligible to participate in certain flexible work schedules depending on the nature of the position, the work required, or the academic, business, and/or operational needs of the school, or department. 4. If the employee and supervisor/department head agree to a flexible working schedule arrangement, the employee and supervisor shall: <ol style="list-style-type: none"> a. determine the specifics of the flextime schedule. b. complete a written plan. 5. Agreements shall be time-specific with a date set for review and reconsideration. 6. The employee shall work the hours agreed upon and obtain approval from the supervisor/department head in advance of working alternate hours or overtime. 7. Flexible work schedules should be posted in offices and added to the employee's email signature to ensure proper communication. 8. The supervisor/department head shall maintain open communication, ensure that the employee's hours of work do not fall below the normal workweek hours and discuss with the employee any concerns as they arise.

9. Flexible schedule arrangements shall be initiated on a trial basis and may be discontinued at any time at the request of either the employee or supervisor/department head. The department reserves the right to immediately suspend the arrangement in the event of unanticipated circumstances regarding employee performance or operational needs.
10. Departments/managers should review and assess the flexible work schedules regularly to ensure they are responsive to operational needs.

Occasional Telecommuting Request & Review Process:

An eligible employee who desires occasional telecommuting must submit a written email request to their supervisor. The supervisor will evaluate the request and determine whether it is granted or denied. Occasional telecommuting arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telecommuting is by nature, a special occasion arrangement and is not expected for more than 1-3 days. Occasional telecommuting does not require a telecommuting agreement; however, approval must be documented, which must be done by email.

Regular Telecommuting Request & Review Process:

Employees may be considered approved for regular telecommuting (remote or hybrid work) only if the following criteria are met:

1. Their position is eligible for hybrid or remote work, as described above.
 - a. Supervisors must keep the following guidelines about the job in mind prior to approving an employee working from home:
 - i. The nature of the job requires the employee's physical presence (e.g., working from home may not be appropriate where the employee must supervise the work of other employees), or efficiency is compromised when the employee is not present.
 - ii. The employee's current assignment requires frequent supervision, direction or input from others who are onsite.
 - iii. The proposed remote working arrangement follows applicable regulations and policies.
2. Their manager agrees that hybrid or remote work is appropriate for the individual, as described above; and
3. They have completed a telecommuting agreement.
 - a. All employees and the department utilizing telecommuting will complete a **Telecommuting & Hybrid Work Agreement**.
 - i. For hybrid working, the agreement must be signed by the employee, their supervisor/manager, and the department head and then sent to Human Resources for records, prior to starting the remote arrangement. The manager must send a copy of the signed agreement to Human Resources at clarksonhr@clarkson.edu.
 - ii. For fully remote arrangements, it must be both manager approved and HF approved prior to starting the remote arrangement. The agreement must be signed by the employee, their supervisor/manager, the department head and Human Resources.
 - b. If a position has been deemed as a telecommuting (fully remote or hybrid) position, managers should work with the employee to consider how the employee can effectively perform the job duties of the position while telecommuting.

- i. Examine the needs of the department, including frequency of meetings, department goals and projects, and other department schedules.
- ii. The manager and employee should agree on the work schedule which the employee will customarily maintain, mode of communication (phone, zoom, e-mail, etc.) and the frequency of communication.
- iii. For nonexempt professional staff, the employee will document all time worked and if eligible for overtime, must receive supervisor authorization before working overtime.

Review of Flexible Work Schedules or Telecommuting Agreements

Flexible work and telecommuting agreements are meant to be responsive to the changing needs of the workplace and should be reviewed and updated both as needs change and, at least every year. Modifications and/or renewals shall be documented appropriately, and an update provided to HR.

Flexible Work Schedules or Telecommuting as a Disability Accommodation

Employee requests for flexible work schedules or telecommuting/remote work that constitutes a request for a disability accommodation under the Americans with Disabilities Act (ADA) are handled through the University accommodation process. Employees should reach out to Human Resources (clarksonhr@clarkson.edu) for all accommodation-related requests.

Termination of Agreements:

1. The flexible working or telecommuting agreement may be terminated by the department at any time (unless it is a condition of employment) with ten calendar days' notice, unless it is for alleged misconduct, an emergency, a violation of the conditions of the agreement or when there is a relevant change in University policy or law, in which case, it may be terminated immediately. Employees are responsible for notifying their manager within three days, if their need for telecommuting or flexible working no longer exists. All employee-proposed changes are subject to departmental approval.
2. Return of University Property: When the agreement is terminated, the employee must promptly return all notes, data, reference materials, drawings, memoranda, reports, records, equipment, software, supplies, and any other University property in the employee's possession or control.
3. Damaged or Lost Property: The University shall not be held responsible for costs, damages, or losses associated with the termination of the agreement.

Special Circumstances that Require Widespread Flexible Work Arrangements:

In the event of a catastrophic weather incident, an outbreak of a serious communicable disease, physical damage, destruction, or unavailability of the worksite due to fire or other condition, or other such significant emergencies, this Flexible Work Schedule & Telecommuting policy may be implemented by the University on a more widespread basis. In such cases, the University may alter certain sections of the policy or use discretion depending on the operational needs of the University.

Enforcement:

	<p>All managers and employees are required to follow this policy. Failure to follow this policy and University expectations may result in disciplinary action, up to and including termination.</p>
<p>Management Considerations:</p>	<p>In reviewing an employee's request for a flexible work arrangement, managers need to consider a variety of factors in determining whether the request is compatible with the operational and staffing needs of the department and the University as a whole, such as:</p> <ol style="list-style-type: none"> 1. What are the present and future operational and staffing needs of the department? 2. What is the employee's level of performance and experience on the job? 3. What are the work/life needs of the employee? And for what period of time? 4. Are there restrictions on how, when, and where the employee's work must be performed? 5. What is the position's degree of autonomy and independence? 6. Does the employee regularly function as part of a team that would require a matching schedule of all team members or significant in-person communication (as compared to telephone or online communication)? 7. Does the position require a high level of campus contact or physical presence to perform the job effectively? 8. Does the employee supervise or manage any on-campus teams? 9. Considering the physical absence of the telecommuting employee, can the department provide coverage for all work functions without unduly burdening other employees in the department or creating employee dissatisfaction? 10. Are requests for flexible schedules handled equitably for similarly situated employees within the department? 11. Will this flexible work arrangement create employee relations issues, such as perceived favoritism? 12. Does the department have sufficient budget to provide the necessary office supplies, equipment, and services (phone, internet) for the telecommuting site? 13. Does the employee have access to the tools and infrastructure required to establish an appropriate work environment within their alternate location for work purposes? 14. Can the supervisor effectively monitor the employee's work that occurs outside the supervisor's regular schedule and away from the campus work location? 15. Will the employee have access to all necessary work-related data or files at the telecommuting site and will the security and confidentiality of this information be assured, as required by University policy and best practices? 16. Will the employee be able to conduct business meetings with University or other personnel via phone, teleconference, and/or videoconference? <p>For any questions or assistance while reviewing flexible work arrangement requests, managers should reach out to and consult with Human Resources (clarksonhr@clarkson.edu).</p>
<p>Conditions for Flexible Work Schedules & Telecommuting:</p>	<p>Employee's classification, compensation, benefits, and conditions of employment will not change upon the employee's acceptance of any flexible or remote work agreement. Employees working in flexible schedules or remotely must comply with all State and Federal laws, University policies, practices and guidelines. They must notify their supervisor/manager immediately of any situation that interferes with their ability to perform their jobs.</p>

Expectations for timely completion of work, meeting attendance, responsiveness, and other performance criteria are the same for employees on flexible work arrangements as they are for on-campus employees. Departments are expected to apply the same performance standards to staff members regardless of work schedule or location. Some of the guidelines for employees on flexible work arrangements are as below:

Work Schedules and Timekeeping:

1. Employees are expected to work their assigned work schedule, unless they receive their manager's prior approval to adjust their schedule.
2. Employees on flexible work arrangements must be as accessible as their onsite counterparts during their agreed-upon regular work schedule, regardless of work timings or location. Employees need to remain productive and responsive during their scheduled work hours.
3. For nonexempt staff, the employee must document all time worked and if eligible for overtime, must receive supervisor authorization before working overtime.
4. Employees who work from home must report time off during this time, in accordance with the University's policy on taking a sick, special personal or vacation day.
5. Employees working from home during a University emergency closure are expected to continue working unless it is not possible due to power outage or other conditions that prevent them from working. If an employee, at any time, is not able to perform their job while working from home due to power outage, internet outage, etc., they must report to their manager and their manager will determine if they need to use vacation or special time to cover the period of time they are not able to work. Employees working remotely from home during an authorized closing do not receive compensatory time.

Work Objectives and Performance:

Heads of Departments and managers are responsible for establishing the following terms and conditions, where applicable:

1. Work performed offsite or during flexible hours is considered official business; therefore, all work objectives and tasks will be clearly defined. The supervisor will monitor deadlines and productivity to measure and evaluate work performance.
2. Flexible/remote work duties will be arranged as neither to alter the essential job responsibilities nor to compromise the level of service provided to the customer, either by the employee or the department.
3. Annual performance evaluations of employees who engage in flexible time or remote work must indicate performance at a level of at least solid achiever or above.
4. Employees on flexible work arrangements must adhere to all University and the Human Resources policies, rules, practices, and instructions as well as State and Federal laws.
5. Managers/supervisors are required to ensure that the employee on flexible arrangements and their work product will be as effectively managed as their onsite team members.

Alternate Work Schedule/Location:

1. When working in flexible schedules or telecommuting, the employee is responsible for establishing a work environment free of interruptions and distractions that would affect performance and professional workplace conduct.
2. Telecommuters or remote employees may be required to forfeit use of personal offices or workstations at their onsite work location to maximize utilization of office space.
3. Employees on remote or hybrid schedules must establish an appropriate work environment within their alternate location for work purposes. The University is not responsible for operating costs of any personal equipment (including, but not limited to, computers, personal devices, cellular or standard telephones), home maintenance of personal equipment, or any other incidental costs (utility provider costs, telephone costs or for any supply costs used in the home) associated with the use of an employee's alternative work arrangement.
4. Employees on remote or hybrid schedules must take all precautions necessary to secure privileged information in their alternate work location and prevent unauthorized access to any Clarkson system. An employee should not download or process confidential University information on a personal device or storage medium. Like all employees, telecommuters and remote employees must adhere to Clarkson's [Information Security Policy](#). When the offsite work involves remote access of the University's computer network, remote users must abide by the University's security standards relating to remote access.
5. Employees are solely responsible for the configuration of, and the expenses and services associated with remote workspace. This includes ensuring and maintaining an ergonomically appropriate and safe remote worksite.
6. An eligible employee approved for telecommuting is responsible for the safety of their alternate work environment. Employees on remote or hybrid schedules are also responsible for notifying their employer of any injuries sustained while at their alternate work location and in conjunction with their regular work duties in accordance with Clarkson University's workers' compensation policies.
7. In accordance with OSHA guidelines, it is important to ensure that employees are not exposed to reasonably foreseeable hazards created by their remote-working arrangement. In some circumstances the exercise of reasonable diligence may necessitate an onsite examination of the working environment by the employer and hence, if deemed necessary, the University may need to conduct in-home inspections.

Communication & Availability:

1. Employees on flexible work arrangements must be available via phone, emails or other agreed upon collaboration tools during their designated work hours and for all meetings, events, etc. required by the University and the department. They are expected to regularly communicate and check in with their manager and their teammates.
2. For meetings using videoconferencing and other collaboration tools such as zoom, it is required that employees keep their camera on. Keeping the video camera on allows all participants of the meeting to feel more connected, especially for nonverbal cues like hand gestures, smiles, and nodding.

3. All employees on flexible or hybrid work schedules are to ensure that their email signature line is updated to reflect their scheduled work hours, including days the employee will be out of the office.
4. Employees on remote or hybrid schedules may be required to work at their onsite/campus location for meetings, events, and other situations deemed necessary by their supervisors.
5. Employees on remote or hybrid schedules must not hold business visits or in-person meetings at their alternate work location.
6. Employees on all flexible work arrangements must update their records in PeopleSoft with regard to their address, telephone number and emergency contact number at all times.

Equipment & Materials:

1. Employees need to have a working telephone, computer, Internet service, and other required equipment at their remote location.
2. An assessment of the employee's alternate work location, including workspace design and equipment will be done. Clarkson may determine the appropriate equipment needs for each telecommuting or remote work arrangement at the alternate work location on a case-by-case basis.
3. When Clarkson's equipment is used at alternate work locations, remote or hybrid employees must exercise reasonable care for the equipment and should take appropriate action to protect the items from damage or theft. Employees on remote or hybrid schedules may be held liable for damage caused by negligence. Clarkson equipment should be used for business purposes only and will be maintained by the University.
4. Employees working remotely are responsible for the security and confidentiality of any information, documents, records, or equipment in their possession.
5. Supervisors/managers will ensure that employees who are working from an alternate work site do not take restricted access materials from the office without consent of their supervisor/managers.
6. The IT Helpdesk is available to help with the telecommuting transition. They are available by email (helpdesk@clarkson.edu) or phone (315-268-HELP).

Expenses:

1. The telecommuting employee should seek department manager approval before incurring any business expense. To receive reimbursement for pre-approved expenses, the employee must present proper documentation to support the expenses, in accordance with all applicable accounting, ethics and financial control policies and procedures of the University.
2. For those approved to work as fully remote, occasional campus visits may be required for meetings or events. At each department head's discretion, these telecommuting employees will be reimbursed for travel to campus, not to exceed \$2000 per year.
3. Local Internet Service Providers (ISP's) are necessary for email and Internet functions and are generally paid for by the Telecommuter.

Out-of-State Income Taxes:

If the employee is approved to work fully remotely from the University approved states, the employee may have tax or legal implications under IRS, state and local government laws, and/or restrictions of working out of a home-based office. Responsibility for fulfilling all employee obligations in this area rests solely with the employee.

Dependent Care:

1. Employees are expected to arrange for child/dependent care as necessary for the hours in which the employee works from home or works a flexible schedule. Flexible/remote work employees will not act as primary caregivers for dependents during the agreed upon work hours and dependent care arrangements should be made to permit concentration on work assignments.
2. Personal tasks and errands should only be performed during the employee's scheduled breaks and lunches.

University Processes:

Employees on flexible work arrangements must keep themselves aware of timelines pertaining to University processes (e.g., performance evaluation) and ensure timely completion of these processes.

The flexible work arrangement policy does not provide for every contingency that may arise. Supervisors/managers and employees entering into a flexible work schedule or remote work agreement based on this policy should endeavor to work together to resolve any unforeseen situation that may arise. Employees and supervisors/managers may start, modify or end the agreement at any time unless such agreement was a condition of employment. Clarkson reserves the right to change or discontinue any/all provision/s of this policy at any point of time, depending on federal and state laws and University requirements.

Related Information:	
Next Scheduled Review:	
Approved By, Date:	Chief Human Resource Officer and Deputy Chief Inclusion Officer
Revision History:	



Telecommuting & Hybrid Work Agreement

Employee ID#: _____

This document is intended to ensure that both the manager and the employee have a clear, shared understanding of the employee’s telecommuting arrangement. For fully remote options, this agreement must be agreed and signed off by the employee, their supervisor/manager, the department head and Human Resources, prior to starting the remote arrangement. For hybrid working, this agreement must be agreed and signed off by the employee, their supervisor/manager and the department head and sent to Human Resources for records, prior to starting the hybrid arrangement.

Each remote work arrangement is unique depending on the needs of the position, manager, and employee. In defining a telecommuting or hybrid work arrangement, the employee and their manager are expected to evaluate the costs and benefits of telecommuting, identify work expectations, and clearly communicate how expectations may be met. This telecommuting agreement is not a contract of employment, does not provide any contractual rights to continued employment, and may be terminated by the department at any time (unless it is a condition of employment) with ten calendar days’ notice, unless it is for alleged misconduct or an emergency, in which case, it may be terminated immediately. This agreement does not alter or supersede the terms of the existing employment relationship. Telecommuting agreements are meant to be responsive to the changing needs of the workplace and should be reviewed and updated both as needs change and, at the least every year.

Employee Information

Employee Name: _____

Title: _____

Phone: _____

Remote Work Arrangement

Request Start Date: _____ Request End Date: _____

Remote Work Arrangement (Select one): *(In the case of hybrid working where employee works remotely one day in the week, a standard remote workday during the week should be assigned and not change from week to week).*

Hybrid - 1 day per week Fully Remote - 5 days per week

Day of Week	Work Hours	Work Location
Sunday		
Monday		



Telecommuting & Hybrid Work Agreement

Employee ID#: _____

Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Remote Work Expectations

The general expectation for a telecommuting or remote work arrangement is that the employee will effectively accomplish all of their regular job duties, regardless of work location. I agree:

- To be available and responsive during scheduled work hours.
- My duties, obligations, and responsibilities as a telecommuting employee are the same as onsite workers, including my obligation to respond to my voicemail, e-mail and other messages in a timely manner.
- While telecommuting, I will work at the above-listed locations during my telecommuting work schedule, unless I have received prior approval to temporarily work elsewhere.
- While telecommuting, I will not act as primary caregiver for dependents during the agreed upon work hours and will make dependent care arrangements as necessary for those hours.
- That any time off or overtime must be pre-approved according to department guidelines and consistent with the rules applicable to my employment.

Specific expectations for this telework arrangement should be summarized in the table below. Additional rows may be added as needed.

Expectations	Manager's comments and expectations	Employee's comments and expectations
Communication with clients/ students/stakeholders, team, and manager (Mode and frequency of communication)		
Working with family members at home (if applicable)		
Events or activities which require in-person attendance. Detail any		

Current

Search Confluence



OM 8.1.14 Caregiver Leave (Birth or Adoption)—Staff and Non-Continuing Faculty

Created by Joshua Fiske, last modified by Julie Davis on Mar 17, 2020

[\[Policy Purpose \]](#) [\[Policy Summary \]](#) [\[Definition of Terms \]](#) [\[Policy Statement \]](#) [\[Procedures \]](#) [\[History \]](#)

About This Policy

Effective Date: March 2008
Last Updated: July 2012
Responsible University Office: Human Resources
Responsible University Administrator: Chief Inclusion and Human Resources Officer

Policy Contact:
Human Resources
clarksonhr@clarkson.edu

This policy is limited to staff (exempt and non-exempt) and faculty who do not have a continuing appointment. For faculty with a continuing appointment, see OM Section 8.1.15.

Policy Purpose

The University is committed to employment practices that promote employee health and well-being and support employee work life/family harmony.
[back to top](#)

Policy Summary

The University is committed to employment practices that promote the health and wellbeing of its' employees. The University understands that supporting employees, as they balance career, childbirth and family life, benefit both the employee and the University.
[back to top](#)

Definition of Terms

Eligible employees: Staff (full-time exempt and full-time non-exempt) who have been employed by the University for: (a) at least twelve (12) months and (b) work at least 1,250 hours during the twelve (12) months before the start of the leave; and faculty not on a continuing appointment who have been employed by the University for: (a) at least two (2) successive regular terms before the start of the leave on a three fourths (3/4) time appointment and (b) who are employed post the leave.

Employment Benefits: All benefits provided by the University to employees including: group life insurance, disability insurance, health insurance, dental insurance, vacation, sick leave, special personal days, educational benefits, employee assistance, health advocacy and retirement contributions.

Family and Medical Leave Act: A job-protected leave without pay (or use of an employee's accrued leave with pay) for up to twelve (12) workweeks (or up to 26 weeks for qualified Military leave) during a rolling 12 month period for the reasons specified in this policy in conformance with the Federal Family and Medical Leave Act (FMLA) of 1993.

Maternity/Primary Caregiver Paid Leave: A period of paid leave for up to eight (8) regularly scheduled work weeks following the birth or adoption of a child.

Paternity/Secondary Caregiver Paid Leave: A period of paid leave for up to four (4) regularly scheduled work weeks of paid leave for a biological father, domestic partner or adoptive parent. This leave may be available on an intermittent basis with the approval of the supervisor and the Director of Human Resources Operations.

Primary Caregiver: A person who provides care for more than half of the care for the newborn child or the adopted child.

Secondary Caregiver: A person who provides care for less than half of the care for the newborn child or the adopted child.

[back to top](#)

Policy Statement

All eligible employees are entitled to paid maternity/primary care or paternity/secondary caregiver leave. In addition, eligible employees may continue their leave under Family Medical Leave Act of 1993(FMLA). While out on FMLA, employees may choose to use their vacation; sick and special personal days; if they do not have available time or choose not to use their accrued time, the employee may take the time unpaid.

The employee must return to work for a minimum of eight weeks after the completion of the leave.

[back to top](#)

Procedures

Employees will follow procedures outlined in policy OM Sect 8.1.13. Employees must contact the Human Resources department as soon as possible to review leave options, paperwork and process.

To access the University's Caregiver Leave, the employee must contact Human Resources. The University will provide up to eight (8) weeks at full pay for maternity/primary caregiver leave at the time of birth or adoption. In a case where the attending physician deems the maternity disability to be greater than 8 weeks, the employee may access Short Term Disability as provided in the terms of the short term disability plan. The employee may also elect additional time off beyond the eight (8) weeks for maternity/primary caregiver leave, up to four (4) weeks under FMLA by accessing vacation, sick and special personal days. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA.

To access the University's Paternity/Secondary Caregiver Leave, the employee must contact Human Resources. The University will provide four (4) weeks at full pay for leave at the time of the birth or adoption or within six (6) months of the birth or adoption. The employee may also elect additional time off beyond the four (4) weeks for up to eight (8) weeks under FMLA by accessing vacation, sick and special personal days. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA.

FMLA will run concurrent with the University's Caregiver Leave (maternity and paternity) policy. Employees may take up to a total of 12 weeks. If both parents work at Clarkson, FMLA is a combined 12 weeks of leave. While on caregiver leave, vacation time will not be accrued. In addition, if you are out on any unpaid leave, vacation time will not accrue.

Upon request and approval from the Chief Financial Officer, employees may request an unpaid leave of absence for up to six(months) which includes the Clarkson caregiver time and the FMLA time.
[back to top](#)

History

Adopted June 2012

Revised Effective July 2014

Editorial Revision (position title) December 2016

[back to top](#)

No labels

For technical assistance, please contact the OIT Helpdesk at (315) 268-4357 or helpdesk@clarkson.edu

OM 8.1.18 Paid Family Leave

Created by Joshua Fiske, last modified on Jan 29, 2020

Current

[\[Applies to \]](#) [\[Policy Statement \]](#) [\[Policy Purpose \]](#) [\[Policy Summary \]](#) [\[Definitions of Terms in Statement \]](#) [\[Policy Statement \]](#) [\[Procedures \]](#) [\[Related Information \]](#) [\[Policy Background \]](#) [\[History \]](#)

About This Policy

Effective Date: January 1, 2018
Last Updated: January 1, 2018
Responsible University Office: Human Resources
Responsible University Administrator: Chief Human Resources Officer/Deputy Chief Inclusion Officer

Policy Contact:
Human Resources
clarksonhr@clarkson.edu

Applies to

Faculty and Staff (exempt and non-exempt)

Policy Statement

1. Eligibility, Benefits and Paid Family Leave
2. Amount of Leave and Benefit Levels
3. Qualifying Reasons

4. Intermittent Leave	
5. Employee Notice Requirements, Supplementation of Paid Time Off and Maintenance of Health Benefits	
6. Waiver	
7. Restorative	
8. Appeal RI	Pages / ... / OM 8.1.0 Fringe Benefits - General
9. Applying I	

Policy Purpose

The University is committed to providing leave to assist employees with balancing the demands of the workplace, their individual needs, and the needs of their family in ways that accommodate the legitimate interests of the University's schools and departments. This policy assists the University in complying with the Paid Family Leave (PFL) of 2018.

Policy Summary

In accordance with the New York State Paid Family Leave Law, effective January 1, 2018, Clarkson University (the "University") will provide eligible employees with time off to care for family members under certain circumstances detailed below. Employees on paid family leave (PFL) will receive partial pay through an insurance policy funded by a small weekly post-tax payroll deduction (set in accordance with state law). Payroll deductions begin on January 1, 2018, or the employee's first day of employment, whichever is later. Pursuant to state law, participation in the PFL program is mandatory for all employees covered by the law, except for those eligible for a waiver, as explained below.

Definitions of Terms in Statement

Eligible Employees

To be eligible for job-protected PFL, an employee must meet the following criteria:

- A full-time employee (regularly scheduled for at least 20 hours per week) is eligible to take PFL after he/she has been employed by the University for 26 consecutive weeks.
- A part-time employee (regularly scheduled for less than 20 hours per week) is eligible to take PFL after working 175 days.
- Time spent on paid vacation or sick leave will be counted towards eligibility, provided deductions were taken during that paid time. However, time spent on paid disability leave or unpaid leave is not counted.
- Faculty members or those working in a "teaching capacity" are not eligible for leave under this policy.

Employment Benefits: All benefits provided by the University to employees including group life insurance, disability insurance, health insurance, vacation and sick leave, special days, educational benefits, and retirement contributions.

Paid Family Leave (PFL): The Paid Family Leave provides eligible employees with the right to take job-protected leave with continuation of medical benefits when you need to take time off from work to care for a family member who is seriously ill, to care for a newborn, newly adopted or fostered child, or to attend to the affairs of a family member who is called to active duty in the military.

Policy Statement

Amount of Leave Available

The amount of PFL available will be phased in over several years. The maximum amount of leave available in a 52-week period is as follows:

Pages / ... / OM 8.1.0 Fringe Benefits - General

2019	10 weeks
2020	10 weeks
2021 & beyond	12 weeks

The 52 weeks are counted by measuring backwards from each day for which PFL is taken. PFL may be taken in weekly or daily increments. In the event an employee also collects New York State Disability Leave, benefits for his/her own disability (DBL), the maximum amount of time that can be taken under state law for both DBL and PFL is 26 weeks in a 52-week period.

The University will not permit more than one employee to use PFL to care for the same family member at the same time. For example, if both spouses work for the University, the University can deny PFL to one spouse if both have requested the same period off to bond with the same child.

Benefit Levels:

Employees do not continue to receive their full pay from the University during PFL. Rather, they receive a partial benefit payment from the University's insurance carrier, Cigna, after filing a claim with the carrier. Benefit levels are set by state law as a percentage of the employee's weekly income, up to a statewide cap. The levels will be phased in as follows:

2018	50% of the employee's average weekly wage, capped at \$653/week
2019	55%*
2020	60%*
2021 & beyond	67%*

*The benefit cap for years after 2018 will be determined annually in the fall by the state and applied in January.

Qualifying Reasons for PFL:

Once eligible, employees can apply to take PFL for the following reasons:

To provide care for a child (regardless of age), parent (including parent-in-law), grandparent, grandchild, spouse and/or domestic partner with a "serious health condition."

- **Providing care** includes necessary physical care, emotional support, visitation, assistance in treatment, transportation, arranging for a change in care, assistance with essential daily living matters, and personal attendant services. During the leave, the employee must be in close physical proximity to the care recipient.
- **Serious health condition** means an illness, injury, impairment or physical or mental condition that involves either inpatient care or continuing treatment or supervision by a health care provider. For further detail as to whether a particular condition qualifies as a serious health condition, please consult with Human Resources.
 - **Please note** that ordinarily, unless complications arise, the common cold, the flu, earaches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., **do not** constitute a serious health condition.

To bond with a new child following the birth, adoption or placement in foster care.

- In the case of adoption or placement, leave may be taken prior to the adoption or placement if the employee's absence is necessary for the placement or adoption to proceed.
 - In the case of a birth, the leave must be taken within the first year following the child's birth.
- To attend to a QL Pages / ... / OM 8.1.0 Fringe Benefits - General

If you have questions regarding the duration or qualifying circumstances, please contact Human Resources.

PFL is not intended, nor available for the employee's own disability or serious health condition. Disability and/or medical leave may be available in those circumstances. Please see the University's New York State Disability Benefits Leave (DBL) or other leave policies for more information.

Note: PFL will run concurrently with leave under the Family and Medical Leave Act (FMLA) where the leave qualifies under both laws. If an employee whose absence qualifies for both PFL and FMLA declines to apply for PFL benefits (despite being notified he/she is also taking leave for a PFL-qualifying reason), such time will nevertheless count against the employee's PFL allotment.

Intermittent Leave:

PFL can be taken intermittently (in separate blocks of time) in full-day increments.

If an employee is taking intermittent FMLA leave in partial day increments for a PFL-qualifying reason, and the employee is paid for working part of a day, the University will track the hours taken as FMLA. When the total hours taken reaches the number of hours in the employee's usual work day, the University will deduct one day of PFL benefits from the employee's annual available PFL benefit.

Employee Notice Requirements:

Employees must provide the University with notice prior to the start of any family leave by contacting Human Resources. Employees must also provide simultaneous notice to the University's insurance carrier, Cigna.

- If the need for leave is foreseeable, such as for planned medical treatment or appointments, or to bond with a child, the employee must provide at least 30 days advance notice, or notice as soon as the need for the leave is known.
- If the need for leave is not foreseeable because of a medical emergency, change in circumstances, or lack of advance knowledge, the employee must provide notice as soon as practicable under the circumstances.
- If an employee fails to give 30 days' notice of a foreseeable PFL leave with no reasonable excuse for the delay, the insurance carrier may partially deny the leave claim for a period of up to 30 days from the date the notice is given.
- If the leave is taken on an intermittent basis, the employee must provide notice before each day of leave.

Supplementation of Paid Time Off:

If an employee takes leave for one of the qualifying reasons above, but wishes to be paid in full, the employee has the option to supplement their PFL benefit with a partial day of accrued vacation time to bring their wages to 100%. In no case can the combination of benefits result in the receipt of more than 100% of an employee's normal wages.

Maintenance of Health Benefits:

If the insurance carrier Cigna approves an employee's PFL claim, the University will maintain the employee's health benefits as if the employee continued to be actively employed. Specifically, the University will continue to pay its portion of the employee's group health insurance premium while the employee is on PFL.

The employee will be responsible for continuing to contribute his/her portion of the premium and is expected to make arrangements with Human Resources so that this payment is made in a timely fashion. If the payment is more than thirty (30) days late, the employee's health care coverage may be dropped for the duration of the leave. The University will provide fifteen (15) days notification prior to the employee's loss of coverage.

Waiver:

Employees will be afforded the opportunity to waive PFL benefits under the following circumstances:

- The employee's regular schedule is 20 or more hours per week, but the employee will not work 26 consecutive weeks; or

- The employee's regular schedule is less than 20 hours per week and the employee will not work 175 days in a consecutive 52-week period. If an employee elects to waive coverage and his/her regular schedule changes such that he/she works for 26 weeks or 175 days in a consecutive 52-week period, the waiver will be an amount from the **Pages / ... / OM 8.1.0 Fringe Benefits - General**

Restoration to Employment.....

Employees who return to work at the conclusion of an approved PFL leave will be restored to the same or to a comparable position (with comparable employment benefits, pay and other terms and conditions of employment) upon their return from leave.

Appeal Rights:

An employee whose claim for PFL benefits has been denied by the insurance carrier has the right to appeal the determination through an arbitration proceeding. Appeal information is available from Cigna.

Protection from Retaliation:

The University will not discriminate and/or retaliate against any employee for inquiring about, applying for or using PFL benefits. Employees who believe they have experienced discrimination and/or retaliation should immediately notify their supervisor, Human Resources, or any other member of management.

Fraud:

An employee who fraudulently obtains PFL leave, or who uses PFL leave in an improper manner, is subject to disciplinary action, up to and including termination.

Procedures

Applying for Leave Benefits:

In addition to notifying Human Resources of the need for leave, in order to receive income replacement benefits while on PFL, the employee must submit a Request for Paid Family Leave and Certification form, together with supporting documentation, to the University's PFL insurance carrier, Cigna. If an employee is seeking, payment for a previously taken time off, such request must be made within 30 days of the leave. A request form is available from Human Resources and/or Cigna.

The insurance carrier, Cigna, will make the final determination of whether the employee is eligible for PFL, whether the reason for the leave qualifies under the law, and whether the employee has provided sufficient documentation to support the need for leave.

An employee who is absent from work and is not approved for PFL may be authorized for leave, if eligible, under the University's other paid and/or unpaid time off policies. If the employee is not eligible under any other paid and/or unpaid time off policies, the absence may be treated as unexcused and subject to the University's applicable attendance policy.

Related Information

New York State <https://www.ny.gov/programs/new-york-state-paid-family-leave> for guidelines, regulations and forms.
Subject: Paid Family Leave
Contact: Human Resources at 315-268-6497

Policy Background

Effective January 1, 2018, New York State government issued its new policy guidelines and regulations for interpreting the Paid Family Leave (PFL).

History

Pages / ... / OM 8.1.0 Fringe Benefits - General

No labels

For technical assistance, please contact the OIT Helpdesk at (315) 268-4357 or helpdesk@clarkson.edu

Existing

Policy: Caregiver Leave (Birth ~~or~~ Adoption or Fostering) – Non-Continuing Faculty

Date: ~~06/18/2017~~ 11/10/2021 **Policy ID:** 8.1.14 **Status:** ~~Approved~~ Pending

Policy Type: University

Contact Office: Human Resources

Oversight Executive: Executive Director of Human Resources

Applies To: ~~Staff (exempt and non-exempt), Non-Continuing~~ Faculty ~~not on-Continuing Appointment-Contract~~

Table of Contents: Policy Statement

1. Purpose
2. Parameters/ Summary
3. Definitions
4. Procedures

Policy Purpose: The University is committed to employment practices that promote ~~employee health~~ employee health and ~~well-being~~ well-being and support employee work life/family harmony.

Policy Summary: The University is committed to employment practices that promote the health and well being of its' employees. The University understands that supporting employees, as they balance career, childbirth and family life, benefit both the employee and the University.

Definition of Terms in Statement: **Eligible employees:** ~~Staff (Full time exempt and Full time non-exempt) who have been employed by the University for: (1) at least twelve (12) months and (2) work at least 1,250 hours during the twelve (12) months before the start of the leave and f~~ Faculty not on a continuing appointment who have been employed by the University for: (1) at least two (2) successive regular terms before the start of the leave on a three fourths (3/4) time appointment; and, who are employed post the leave.

Employment Benefits: All benefits provided by the University to employees including: group life insurance, disability insurance, health insurance, dental insurance, vacation, sick leave, special personal days, educational benefits, employee assistance, health advocacy and retirement contributions.

Family and Medical Leave Act: A job-protected leave without pay (or use of an employee's accrued leave with pay) for up to twelve (12) workweeks (or up to 26 weeks for qualified Military leave) during a rolling 12 month period for the reasons specified in this policy in conformance with the Federal Family and Medical Leave Act (FMLA) of 1993.

Maternity/Primary Caregiver Paid Leave: A period of paid leave for up to

eight (8) regularly scheduled ~~work weeks~~workweeks following the birth, ~~or~~ adoption or fostering of a child.

~~Paternity~~/Secondary Caregiver Paid Leave: A period of paid leave for up to four (4) regularly scheduled ~~work weeks~~workweeks following the birth, adoption or fostering of a child ~~of paid leave~~ for ~~a~~ biological father, domestic partner or adoptive parent. This leave may be available on an intermittent basis with the approval of the supervisor and the Executive Human Resources Director.

Primary Caregiver: A ~~person~~person, who provides care for more than half of the care for the newborn child, ~~or the~~ adopted or fostered child.

Secondary Caregiver: A person, who provides care for less than half of the care for the newborn child, ~~or the~~ adopted or fostered child.

Policy Statement:

All eligible employees are entitled to paid ~~maternity~~/primary care or ~~paternity~~/secondary caregiver leave. In addition, eligible employees may continue their leave under Family Medical Leave Act of 1993(FMLA). While out on FMLA, employees may choose to use their ~~vacation~~; sick ~~and special personal~~ daytime; if they do not have available time or choose not to use their accrued time, the employee may take the time unpaid.

The employee must return to work for a minimum of eight weeks after the completion of the leave; this does not include sick time.

Procedures:

Employees will follow procedures outlined in policy HRM- 8.1.13 Employees must contact the Human Resources department as soon as possible to review leave options, paperwork and process.

To access the University's Caregiver Leave, the employee must contact Human Resources. The University will provide up to eight (8) weeks at full pay for ~~maternity~~/primary caregiver leave at the time of birth, ~~or~~ adoption or fostering a child. ~~In a case where the attending physician deems the maternity disability to be greater than 8 weeks, the employee may access Short Term Disability as provided in the terms of the short term disability plan.~~ The employee may also elect additional time off beyond the eight (8) weeks for ~~maternity~~/primary caregiver leave, up to four (4) weeks paid by accessing available sick time. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA. ~~under FMLA by accessing vacation, sick and special personal days. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA.~~ In a case where the attending physician deems the maternity a disability to be greater than eight (8) weeks, the employee may access an unpaid leave under FMLA by contacting Human Resources.

To access the University's ~~Paternity~~/Secondary Caregiver Leave, the employee must contact Human Resources. The University will provide four (4) weeks at full pay for leave at the time of the birth or adoption or within six (6) months of the ~~birth or adoption~~birth, adoption or fostering of a child. The employee may also elect additional time off beyond the four (4) weeks for up to eight (8) weeks under FMLA by ~~accessing vacation~~accessing available sick ~~time and special~~ personal days. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA.

FMLA will run concurrent with the University's Caregiver Leave for Non-Continuing Faculty (maternity and paternity) policy. Employees may take up to a total of 12 weeks. If both parents work at Clarkson, FMLA is a combined 12 weeks of leave. While on caregiver leave vacation time will not be not be accrued. In addition, if you are out on any unpaid leave, vacation time will not accrue.

~~Upon request and approval from the Chief Financial Officer, e-~~ Employees may request an unpaid leave of absence for up to ~~six~~six (months) which includes the Clarkson caregiver leave time and the FMLA time by contacting the Human Resources office. e-

Related Information: Please refer to Human Resource Policy -HRM- 8.1.13(1), Family Medical Leave Act and Human Resource Policy – HRM-8.3.2.1/ 8.3.3.1 - Leave of Absence

Policy Background: N/A

Major Category: Human Resource Management

Category Cross Reference: HRM- 8.1.13, HRM-8.3.8/~~8.3.9~~(8.3.9 (1)), HRM- 8.3.4(1), HRM 8.3.5. 8.3.6.1

Process:

Next Scheduled Review: 6/18/2013

Approved By, Date: Human Resources 6/18/2012, 7/1/2014

Revision History: Revised 7/1/2014

Supersedes (previous policy): N/A

New

Policy: Caregiver Leave (Birth, Adoptions or Fostering) Non-Continuing Faculty

Date: 11/11/2021 **Policy:** 8.1.14 **Status:** Pending

Policy Type: University

Contact Office: Human Resources and Finance Department

Oversight Executive: Executive Director of Human Resources

Applies To: Non-Continuing Faculty

Table of Contents: Policy Statement

1. Purpose
2. Summary
3. Definitions
4. Procedure

Policy Purpose: The University is committed to employment practices that promote employee health and well-being and support employee work life/family harmony.

Policy Summary: The University is committed to employment practices that promote the health and well-being of its employees. The University understands that supporting employees, as they balance career, childbirth and family life, benefit both the employee and the University.

Definition of Terms in Statement: **Eligible Employees:** Faculty not on a continuing appointment who have been employed by the University for at least two (2) successive regular terms before the start of the leave on a three fourths (3/4) time appointment and who will be employed post the leave.

Employment Benefits: All benefits provided by the University to employees including: group life insurance, disability insurance, health insurance, dental insurance, vacation, sick leave, special personal days, educational benefits, employee assistance, health advocacy and retirement contributions.

Family and Medical Leave Act: A job-protected leave without pay (or use of an employee's accrued leave with pay) for up to twelve (12) workweeks (or up to 26

weeks for qualified Military leave) during a rolling 12 month period for the reasons specified in this policy in conformance with the Federal Family and Medical Leave Act (FMLA) of 1993.

Primary Caregiver Paid Leave: A period of paid leave for up to eight (8) regularly scheduled workweeks following the birth, adoption or fostering of a child.

Secondary Caregiver Paid Leave: A period of paid leave for up to four (4) regularly scheduled workweeks following the birth, adoption or fostering of a child for a biological father, domestic partner or adoptive parent. This leave may be available on an intermittent basis with the approval of the supervisor and the Executive Human Resources Director.

Primary Caregiver: A person, who provides care for more than half of the care for the newborn child, adopted or fostered child.

Secondary Caregiver: A person, who provides care for less than half of the care for the newborn child, adopted or fostered child.

Policy Statement:

All eligible employees are entitled to paid primary care or secondary caregiver leave. In addition, eligible employees may continue their leave under Family Medical Leave Act of 1993(FMLA). While out on FMLA, employees may choose to use their sick. If they do not have available time or choose not to use their accrued time, the employee may take the time unpaid.

The employee must return to work for a minimum of eight weeks after the completion of the leave; this does not include sick time. .

Procedures:

Employees will follow procedures outlined in policy HRM- 8.1.13 Employees must contact the Human Resources department as soon as possible to review leave options, paperwork and process.

To access the University's Caregiver Leave, the employee must contact Human Resources. The University will provide up to eight (8) weeks at full pay for primary caregiver leave at the time of birth, adoption or fostering a child. The employee may also elect additional time off beyond the eight (8) weeks for primary caregiver leave, up to four (4) weeks paid by accessing available sick time. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA.

In a case where the attending physician deems the maternity a disability to be greater than eight (8) weeks, the employee may access an unpaid leave under FMLA by contacting Human Resources.

To access the University's Secondary Caregiver Leave, the employee must contact Human Resources. The University will provide four (4) weeks at full pay for leave at the time of the birth or adoption or within six (6) months of the birth, adoption or fostering of a child. The employee may also elect additional time off beyond the four (4) weeks for up to eight (8) weeks under FMLA by accessing available sick time. If the employee elects not to use their accrued time off, they may continue their leave unpaid under FMLA.

FMLA will run concurrent with the University's Caregiver Leave for Non-Continuing Faculty policy. Employees may take up to a total of 12 weeks. If both parents work at Clarkson, FMLA is a combined 12 weeks of leave. While on caregiver leave vacation time will not be not be accrued. In addition, if you are out on any unpaid leave, vacation time will not accrue.

Employees may request an unpaid leave of absence for up to six (6) months, which includes the Clarkson caregiver leave time and the FMLA time by contacting the Human Resources office.

Related Information:

Family Medical Leave Act Policy 8.1.13
Leave of Absence Policy 8.3.3 and 8.3.4

Policy Background:

N/A

Major Category:

Human Resource Management

Category Cross Reference:

HRM-8.1.13, HRM-8.3.8/8.3.9, HRM-8.3.4, HRM 8.3.5/8.3.6.1

Process:

Next Scheduled Review:

6/18/2013, 10/1/2021

Approved By, Date:

Human Resources 6/18/2012, 7/1/2014, *Pending 11/10/2021*

Revision History:

Reviewed and Updated 11/1/2017
Reviewed and Updated 11/10/2021

Supersedes (previous policy):

New

Policy: Paid Family Leave – Administrative, Supervisory, and General Staff

Date: 11/9/2021

Policy ID: HRM-8.1.18

Status: Pending

Policy Type: University

Contact Office: Human Resources and Finance Department

Oversight Executive: Executive Director of Human Resources

Applies To: Administrative, Supervisory, and General Staff (Exempt and Non-Exempt)

Table of Contents: Policy Statement

1. Eligibility, Benefits and Paid Family Leave
2. Amount of Leave and Benefit Levels
3. Qualifying Reasons
4. Intermittent Leave
5. Employee Notice Requirements, Supplementation of Paid Time Off and Maintenance of Health Benefits
6. Waiver
7. Restoration of Employment
8. Appeal Rights, Protection from Retaliation and Fraud 9. Applying for Leave Benefits

Policy Purpose: The University is committed to providing leave to assist employees with balancing the demands of the workplace, their individual needs, and the needs of their family in ways that accommodate the legitimate interests of the University's schools and departments. This policy runs in conjunction with the Family Medical Leave Act (FMLA).

Policy Summary: In accordance with the New York State Paid Family Leave Law (PFL), effective January 1, 2018, Clarkson University (the "University") will provide eligible employees with time off to care for family members under certain circumstances detailed below. Employees on paid family leave will receive partial pay through an insurance policy funded by a weekly post-tax payroll deduction (set in accordance with state law). Payroll deductions will begin on the employee's first day of

employment. Pursuant to state law, participation in the PFL program is mandatory for all employees covered by the law, except for those eligible for a waiver, as explained below.

**Definition of Terms
in Statement:**

Eligible Employees: Full-time exempt and non-exempt employees.

To be eligible for job-protected PFL, an employee must meet the following criteria:

- A full-time employee (regularly scheduled for at least 20 hours per week) is eligible to take PFL after completion of employment by the University for 26 consecutive weeks.
 - A part-time employee (regularly scheduled for less than 20 hours per week) is eligible to take PFL after working 175 days.
 - Time spent on paid vacation or sick leave does count towards eligibility, provided deductions occurred during that paid time.
 - However, time spent on paid disability leave or unpaid leave does not count.
 - Faculty members or those working in a "teaching capacity" are not eligible for leave under this policy.
- ❖ Exempt employees are in a prepaid status, any unpaid leave time will alter the annual salary payments; payroll will provide a spreadsheet detailing payments for the remainder of the fiscal year.

Employment Benefits: All benefits provided by the University to employees including group life insurance, disability insurance, health insurance, and dental insurance will continue for duration of leave.

Primary Caregiver: A person, who provides care for more than half of the care for the newborn child, adopted or fostered child.

Secondary Caregiver: A person, who provides for less than half of the care for the newborn child, adopted or fostered child.

NYS Paid Family Leave (PFL): A job-protected leave with continuation of medical benefits and with pay (67% of average weekly wage capped at NYS average weekly wage) from the University's disability carrier for up to twelve (12) workweeks in a 52 week backwards counting period. This time is available to use within the first

year of birth, adoption or fostered children or to care for a family member who is seriously ill, or attend to the affairs of a family member called to active duty in the military. Operations Manual 8.1.18 [NYS Paid Family Leave](#).

Family and Medical Leave Act (FMLA): A job-protected leave without pay (or use of an employee's accrued leave with pay) for up to twelve (12) workweeks (or up to 26 weeks for qualified Military leave) during a rolling twelve (12) month period for reasons specified in this policy in conformance with the Federal Family and Medical Leave Act (FMLA) of 1993. Operations Manual 8.1.13 [Federal Family and Medical Leave Act](#)

Short-Term Disability (STD): Provides benefits to employees when medical providers deem the maternity a 'disability' to be greater than eight (8) weeks or prior to the actual birth. Employees may access Short Term Disability and will follow policy procedures outlined in the Operations Manual 8.3.6 for employees [Short-Term Disability](#).

Policy Statement:

Paid Family Leave (PFL):

The Paid Family Leave provides eligible employees with the right to take job-protected leave with continuation of medical benefits when an employee needs to take time off from work to care for a family member who is seriously ill, to care for a newborn, newly adopted or fostered child, or to attend to the affairs of a family member who is called to active military duty.

Amount of Leave Available:

- The amount of time available for PFL is up to twelve (12) weeks in a 52-week period.
- The 52 weeks are counted by measuring backwards from each day for which PFL is taken.
- PFL may be taken in weekly or daily increments but cannot be used for half-days.
- In the event an employee also collects New York State Disability Leave, benefits for his/her own disability (DBL), the maximum amount of time that can be taken under state law for both DBL and PFL is 26 weeks in a 52-week period.

NOTE: The University will not permit more than one employee to use PFL to care for the same family member at the same time. For example, if both spouses work for the University, the University can deny PFL to one spouse if both have requested the same period off to bond with the same child.

Benefit Levels:

Eligible employees will be paid 100% by Clarkson University for up to twelve (12) weeks and the University will be reimbursed by our disability carrier at current year's percentage of the employee's average weekly wage capped at NYS average weekly wage.

Benefit levels set by state law as a percentage of the employee's weekly income, up to a statewide cap.

- Calendar year for 2021 is 67%
- NYS will set the benefit cap annually and applied to every January

Qualifying Reasons for PFL:

Once eligible, employees can apply to take PFL for the following reasons:

- ❖ To provide care for a child (regardless of age), parent (including parent-in-law), grandparent, grandchild, spouse and/or domestic partner with a "serious health condition."

*In January 2023, NYS is updating 'family member' to include siblings.

Providing care includes necessary physical care, emotional support, visitation, assistance in treatment, transportation, arranging for a change in care, assistance with essential daily living matters, and personal attendant services. During the leave, the employee must be in close physical proximity to the care recipient.

Serious health condition means an illness, injury, impairment or physical or mental condition that involves either inpatient care or continuing treatment or supervision by a health care provider. For further detail as to whether a particular condition qualifies as a serious health condition, please consult with Human Resources.

Please note that ordinarily, unless complications arise, the common cold, the flu, earaches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., ***do not*** constitute a serious health condition.

- ❖ To bond with a new child following the birth, adoption or placement in foster care.
 - In the case of adoption or placement, leave may be taken prior to the adoption or placement if the employee's absence is necessary for the placement or adoption to proceed.
 - In the case of a birth, the leave must be taken within the first year following the child's birth.

- ❖ To attend to a qualifying exigency arising out of the fact that the employee's spouse, domestic partner, child or parent is on or has been called to military active duty.

If you have questions regarding the definition of qualifying exigency, please consult with Human Resources.

Employees expected to return to work for a minimum of twelve (12) weeks after the completion of the leave or could be required to pay the University back for payments received while on leave.

In the event, that a medical provider needs to take an employee out of work for pregnancies deemed a 'disability', the employee may access Short Term Disability and will follow procedures outlined in the Operations Manual 8.3.6 for employees Short-Term Disability.

PFL is not intended, nor available for the employee's own disability or serious health condition. Disability and/or medical leave may be available in those circumstances. Please see the University's New York State Disability Benefits Leave (DBL) or other leave policies for more information.

Please note that PFL will run concurrently with leave under the Family and Medical Leave Act (FMLA) where the leave qualifies under both laws. If an employee whose absence qualifies for both PFL and FMLA declines to apply for PFL benefits (despite being notified they are also taking leave for a PFL-qualifying reason), such time will nevertheless count against the employee's PFL allotment.

Intermittent Leave:

PFL can be taken in weekly or daily increments but cannot be used for half-days.

If an employee is taking intermittent FMLA leave in partial day increments for a PFL qualifying reason, and the employee is paid for working part of a day, the University will track the hours taken as FMLA. When the total hours taken reaches the number of hours in the employee's usual work day, the University will deduct one day of PFL benefits from the employee's annual available PFL benefit.

Employee Notice Requirements:

Employees must provide the University with notice prior to the start of any leave by contacting Human Resources. Human resources will then provide notice to the University's insurance carrier, Cigna.

- If the need for leave is foreseeable, such as for planned medical treatment or appointments, or to bond with a child, the employee must provide *at least 30 days* advance notice, or notice as soon as the need for the leave is known.
- If the need for leave is not foreseeable because of a medical emergency, change in circumstances, or lack of advance knowledge, the employee must provide notice as soon as practicable under the circumstances.
- If an employee fails to give 30 days' notice of a foreseeable PFL leave with no reasonable excuse for the delay, the insurance carrier may partially deny the leave claim for a period of up to 30 days from the date the notice is given.
- If the leave is taken on an intermittent basis, the employee must provide notice before each day of leave.

Maintenance of Health Benefits:

If the disability insurance carrier Cigna approves an employee's PFL claim, the University will maintain the employee's health benefits as if the employee continued to be in an active working status. Specifically, the University will continue to pay its portion of the employee's group health insurance premium while the employee is on PFL.

If any part of the leave is unpaid, employees will be responsible make arrangements with Human Resources to continue payment for their portion of the premium. If the payment is more than thirty (30) days late, the employee's health care coverage may be dropped for the duration of the leave. The University will provide fifteen (15) days notification prior to the employee's loss of coverage.

Waiver:

Employees will be afforded the opportunity to waive PFL benefits under the following circumstances:

- The employee's regular schedule is 20 or more hours per week, but the employee will not work 26 consecutive weeks; or
- The employee's regular schedule is less than 20 hours per week and the employee will not work 175 days in a consecutive 52-week period.

If an employee elects to waive coverage and the regular schedule changes such that the employee works for 26 weeks or 175 days in a consecutive 52-week period, the waiver will be automatically revoked. When the waiver is revoked, the University may begin deducting contributions from the employee, including any retroactive amounts from the date of hire or the amount necessary to prevent the University from paying for coverage.

Restoration to Employment:

Employees who return to work at the conclusion of an approved PFL leave will be restored to the same or to a comparable position (with comparable employment benefits, pay and other terms and conditions of employment) upon their return from leave.

Appeal Rights:

An employee whose claim for PFL benefits has been denied by the insurance carrier has the right to appeal the determination through an arbitration proceeding. Appeal information is available from Cigna.

Protection from Retaliation:

The University will not discriminate and/or retaliate against any employee for inquiring about, applying for or using PFL benefits. Employees who believe they have experienced discrimination and/or retaliation should immediately notify their supervisor, Human Resources, or any other member of management.

Fraud:

An employee who fraudulently obtains PFL leave, or who uses PFL leave in an improper manner, is subject to disciplinary action, up to and including termination.

Procedures:

Applying for Leave Benefits:

To access the Paid Family Leave, the employee must:

- Contact the Human Resources department (clarksonhr@clarkson.edu) to start the interactive process for leave details and options.
- Discuss leave options, paperwork and the process for PFL leave.

The insurance carrier, Cigna, will make the final determination of whether the employee is eligible for PFL, whether the reason for the leave qualifies under the law, and whether the employee has provided sufficient documentation to support the need for leave.

An employee who is absent from work and is not approved for PFL may be authorized for leave, if eligible, under the University's other paid and/or unpaid time off policies. If the employee is not eligible under any other paid and/or unpaid time off policies, the absence may be treated as unexcused and subject to the University's applicable attendance policy.

Related Information:

New York State <https://www.ny.gov/programs/new-york-state-paid-family-leave> for guidelines, regulations and forms.

Subject: Paid Family Leave

Contact: Human Resources at 315-268-6497 or clarksonhr@clarkson.edu

Policy Background:

Effective January 1, 2018, New York State government issued its new policy guidelines and regulations for interpreting the Paid Family Leave (PFL).

Major Category: Human Resources Management

Category Cross Reference:

Next Scheduled Review:

Approved By, Date: Cabinet – 9/1/2014

Revision History: Reviewed and Updated 11/1/2017
Reviewed and Updated 11/9/2021

Supersedes (previous policy): Caregiver Leave Policy 8.1.14

Current

OM 2.5.0 Periods of Duty – Administrative Offices

Date: October 22, 2021

Status: Pending

Policy Type:	University
Contact Office:	Human Resources
Oversight Executive:	Chief Human Resources & Deputy Chief Inclusion Officer
Applies To:	This Policy applies to full-time staff members across all University departments, Institutes, Centers and Schools. Individuals represented by a collective bargaining unit will be covered their contract agreement.
Table of Contents:	<ol style="list-style-type: none">1. Policy Purpose2. Policy Statement
Policy Purpose:	This policy defines the employee hours of work and work schedules.
Policy Statement:	<p>Administrative offices shall be open from Monday through Friday from 8:00 a.m. to 4:30 p.m. The normal lunch hour is one hour.</p> <p>In an effort to provide flexibility and benefits to employees and departments, the University offers the option of summer work hours. Summer hours, which typically go into place the day after Commencement, run from 8:00 a.m. to 4:00 p.m. with a 30 minute break for lunch. All departments and employees are expected to maintain the same level of service as during the academic year.</p> <p>Employees who may be on a flexible work schedule and have reduced their lunch to a ½ hour lunch do not receive any additional time.</p>
Related Information:	<p>Also, refer to:</p> <ul style="list-style-type: none">• OM 3.4.4 Working Hours – General Staff• OM 3.1.19 Flexible Work Schedule and Remote Work Policy
Next Scheduled Review:	
Approved By, Date:	Chief Human Resource Officer and Deputy Chief Inclusion Officer
Revision History:	

OM 3.4.4 Working Hours – General Staff

Date: October 22, 2021

Status: Pending

Policy Type:	University
Contact Office:	Human Resources
Oversight Executive:	Chief Human Resources & Deputy Chief Inclusion Officer
Applies To:	This Policy applies to full-time staff members across all University departments, Institutes, Centers and Schools. Individuals represented by a collective bargaining unit will be covered their contract agreement.
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Policy Statement:	<p>The working hours at the University for full-time active employees are as below:</p> <ol style="list-style-type: none"> a) The normal workweek for staff is thirty-seven and a half hours per week/ forty hours per week, as applicable based on their positions. b) The normal workday is seven and a half hours, from 8:00 a.m. to 4:30 p.m. with one hour off daily for lunch. c) Summer hours, which typically go into place the day after Commencement, run from 8:00 a.m. to 4:00 p.m. with 30 minutes off daily for lunch. <p>Some departments of the University vary the basic schedule to provide the necessary service demanded by their special function. Scheduling in some departments requires that beginning times or days of work be staggered, rotated, or assigned to provide the required service. However, in all other cases the normal workweek of thirty-seven and a half or forty hours will be observed.</p> <p>For payroll purposes the University's normal work week is the calendar week starting 12:01 a.m. Sunday through 12:00 midnight the following Saturday.</p>
Related Information:	<p>Also, refer to:</p> <ul style="list-style-type: none"> • OM 2.5.0 Periods of Duty – Administrative Offices • OM 3.1.19 Flexible Work Schedule and Remote Work Policy

Next Scheduled Review:	
Approved By, Date:	Chief Human Resource Officer and Deputy Chief Inclusion Officer
Revision History:	

~~OM 2.5.0~~ Updated

OM 2.5.0 Periods of Duty – Administrative Offices	
Date: October 22, 2021 Status: Pending	
Policy Type:	University
Contact Office:	Human Resources
Oversight Executive:	Chief Human Resources & Deputy Chief Inclusion Officer
Applies To:	This Policy applies to full-time staff members across all University departments, Institutes, Centers and Schools. Individuals represented by a collective bargaining unit will be covered their contract agreement.
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Next Scheduled Review:	
Approved By, Date:	Chief Human Resource Officer and Deputy Chief Inclusion Officer
Revision History:	

OM 3.4.4 Working Hours – General Staff

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Next Scheduled Review:	
Approved By, Date:	Chief Human Resource Officer and Deputy Chief Inclusion Officer
Revision History:	



Clarkson

FACULTY SENATE
8 Clarkson Avenue
Potsdam, New York 13699

MEMO

TO: Amanda Pickering, Executive Director of Academic Affairs and Chair of the Administrative Council

CC: Senate Executive Committee, Bill MacKinnon (Vice-Chair) and Jeanna Matthews (Secretary)

SUBJECT: Senate endorsement of items at November 2nd meeting

DATE: 16 November 2021

At its November 15th meeting, the Faculty Senate voted to endorse the following proposal. We are pleased to submit them to Administrative Council. It was passed unanimously except for the first.

- Senate Document 2022-41: Curricular Proposal: Program name change: Electrical Engineering Program to Electrical and Computer Engineering Program.

Sincerely,

A handwritten signature in black ink that reads "Alexander H Cohen".

Alexander H Cohen
Assistant Professor of Political Science and Chair, Faculty Senate




ClarksonTM
INSTITUTE FOR A
SUSTAINABLE ENVIRONMENT

Nov. 11, 2021

MEMORANDUM

To: Faculty Senate

From: Susan E. Powers, Director, Inst. for a Sustainable Environment 

CC: Provost Robyn Hannigan
ISE Exec. Committee (Drs. Bird, Ferro, Kring, Mahapatra, Rossner)
Asst. Director for Sustainability, Alex French

RE: Integrating United Nations Sustainable Development Goals into all campus activities

Based on the inclusion of sustainability as a key operating principle in the Strategic Framework, the ISE submitted a Winning Idea proposal last Spring semester to use the United Nations Sustainable Development goals as a way communicate and share what we do to address this key principle. The original proposal was reviewed by a committee of Faculty Senate members, improved and presented by the Provost with other plans of other schools to the Board of Trustees in October. Robyn reported that the BoT was enthusiastic about the proposal. This memo is intended to lay out a rough plan for what we will be doing to roll out this initiative. It is intended as an FYI, no action is required, though comments and suggestions are always welcome.

The UN Sustainable Development Goals (SDGs) were developed in 2015 with the intent that significant progress be made to achieve a more equitable common standard of living across the globe by 2030. The same goals though can also apply locally. The 17 goals include elements that address society, our economy and the environment. Details about the goals are available at

<https://sdgs.un.org/goals>.

The attached pages from a presentation I have been sharing about this initiative illustrate the connections between our plan, the Strategic Framework, and our activities, many of which are already highly connected to the SDGs. It is our vision to use the SDGs to better document what we are already doing and to help all units think more deeply about what they could do in their own functions to meet the intent of the Strategic Framework. This plan also aligns well with our triannual Sustainability Reporting (STARS) to AASHE (Assoc. for the Advancement of Sustainability in Higher Education). We are working to maintain our Gold rating in our next submission for the STARS rating that is due in Feb. 2022.

Our next steps to initiate this campaign include the following:

- Nov-Jan 2022 Socialize the concept and plan through university announcements, meetings and presentations to various units
- Jan 2022 Host a faculty-student workshop to explore how to integrate more sustainability into the curriculum through changes in existing classes and potentially new classes or curricular requirements. Funds will be available as incentives for faculty participation.
- Dec – Jan 2022 Inventory inclusion of sustainability concepts into current classes and faculty scholarly work (this has been previously, but will include more emphasis on SDGs this year)
- Feb 2022 Submit triannual STARS sustainability report ([access to current report](#))
- Nov–May 2022 Work with the Common Experience Committee to explore the integration of SDGs into knowledge areas or other mechanisms. A [UNESCO report](#) on identifies many learning objectives that align with the SDGs.
- Jan-May 2022 Support units in their exploration of how they can integrate SDGs in their operations
- May 2023 Summary report submitted to identify successes, challenges and next steps.

After recently being immersed in the climate crisis and responses at COP26, I am even more committed to the idea that we need to increase the capacity of our students (and the rest of us) to tackle this wicked global problem. Using the SDGs to raise awareness and increase their systems and critical thinking skills is imperative to prepare them for their future and its need for rapid transition in many of our systems.

Susan E. Powers, Ph.D., P.E., Director, Institute for a Sustainable Environment;
Clarkson University * P.O. Box 5715 * Potsdam, NY 13699-5715
315-268-6542 * spowers@clarkson.edu; www.clarkson.edu

ISE & University strategic framework

Strategic Operating Principles

Clarkson will ...

- challenge the status quo and act **boldly** to strengthen Clarkson’s position as a leader in STEM-focused education.
- **commit to sustainability in all aspects of its operations** to ensure the long-term success of the institution.
- **embrace diversity, inclusion, equity, and belonging** ... to create an environment where all people feel accepted, respected, and valued.



ISE Proposed “Winning Idea”

engage the campus and broader community

Use UN SDGs as a way of **THINKING** and **DOING** our everyday learning, work and activities



SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD



United Nations Sustainable Development Goals (2015) <https://www.un.org/sustainabledevelopment/>

Key elements from the Strategic Framework

...students graduate with a sense of purpose and an understanding of the impact they can make in the world ... and a passion to do so.

...embrace curricular and co-curricular flexibility and practical real-world problem solving to foster individualized learning ...

Integrated education

Personalized Complementary Learning

- Minors to align disciplinary work with SDGs
- Opportunities for immersion experiences in sustainability
- Extra- and Co-curricular activities
- Badges to align with SDGs



high impact learning experiences



Key elements from the Strategic Framework

research ... requires interdisciplinary solutions ...to solve the challenging “wicked problems” ...to make the world a better place. Research impact for societal and economic good

Research Investment in Strategic Areas

transformative scholarship

Healthy Global Solutions: Addressing air quality and related health impacts from climate change

14 faculty engaged

Clarkson will develop new monitoring technologies, deploy sensor networks, and integrate air quality scientific results with policy and social implications to understand and moderate the impact of our changing environment and energy systems on air pollution and our health



Build next gen sensors for indoor and outdoor air quality



Establish low-cost sensor networks to provide real-time high resolution data



Develop algorithms for data integration into other monitoring systems



Connect health effect changes to policy and regulatory changes



Key elements from the Strategic Framework

...dedicated to ...environmental leadership and sustainability in everything it does ... while making our local communities and the world a better place.

SDGs Across Operating Units (examples)

Academics, Athletics, Student Life



HR, Diversity Initiatives, HEOP (etc.)



Academics, Facilities



ALL!!!

Academics, Shipley, Ignite, Administration



Connecting Across all Units' Strategic Plans



The Eight Elements of our Strategic Vision

Coulter School of Engineering



11/22/2021

Purpose



The broad Reh School purpose can address ALL SDGs



22 November 2021

What do we need to do to accomplish this?

1. SDG learning objectives integrated into Common Experience → all students get exposed in multiple classes

- Systems thinking competency
- Anticipatory competency
- Normative competency
- Strategic competency
- Collaboration competency
- Critical Thinking competency
- Self-awareness competency
- Integrated problem-solving competency

Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.

Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

2. Identify and publish classes with SDG content -

Should my course be considered a sustainability* course?

My class meets one of the following:

- explicit focus is on sustainability as an integrated concept having social, econ. & environ. dimensions (e.g., Introduction to Sustainability)
- explicit focus is on the application of sustainability* within a field (e.g., Conservation Biology)
- primary focus is on providing skills and/or knowledge directly connected to understanding or solving a sustainability challenge* and address at least two dimensions of sustainability (e.g., Green Chemistry)
- "Sustainability" or related words included in the course description and/or syllabus

YES



"Sustainability Course"



NO

My class includes one or more of the following:

- A unit or module (at least 2 class periods) that explicitly relates the discipline to sustainability*
- A class project, activity or in-depth HW assignment that explicitly relates the discipline to sustainability* (e.g., application of GIS tool)
- Sustainability* concepts are used a thread throughout the course
- "Sustainability" or related words included in the course description and/or syllabus

YES



"Course includes Sustainability"

Results (2019):

11.8% of the 466 graduate courses
21.4% of the 551 undergraduate
80% of the 25 units

* as defined as any component of the UN SDGs or Earth Charter



Degree Planner

What is Degree Planner?

- Provides an intuitive and powerful planning and degree tracking tool.
- Helps students and advisors develop and sequence a personalized path to on-time graduation.
- Leverages the institutions ability to analyze course demand for future scheduling.

Dashboard – Planned Requirements

Acting as: Aeronautical Engineering BS, M... (Primary) Path Actions ▼ ⋮ 🔔 10

Expand All / Collapse All ✎ Mass Edit Max Units

Progress

Completed	91	65%
In-Progress	16	11%
Planned	34	24%
Remaining Units	0	0%
Required	120	

Past courses Open

37
All Courses

31
Passed

0
Repeated

> Unplanned Requirements - 8 Open

Term	Current Status	Courses	Units	Max Units	Open
Spring 2022	CURRENT	5/6	13/16	16	Open
Summer 2022		0/0	0/0	0	Open
Fall 2022		3/4	9/12	16	Open
Spring 2023	EXPECTED GRADUATION	2/2	6/6	16	Open



Dashboard – Term Expanded with Warnings

Fall 2022 6/6 Courses 16/16 Units Max Units 16 Open

REQUIREMENT	COURSE	COURSE TITLE	UNITS	Actions
Aeronautical Engineering (MA) Core - Dif... MA 232		Elementary Differential Eq	3	🔒 Edit Course ⋮
Aeronautical Engineering (ES) Core - Mat... ES 260		Materials Science & Eng I	3	🔒 Edit Course ⋮
Aeronautical Engineering (AE) Core - AE ... AE 301		Exp Methods in MAE	1	🔒 Edit Course ⋮
Introduction to Engineering Design - AE ... AE 212		Intro to Engin Design	3	🔒 Edit Course ⋮
Electrical Science - ES 250	ES 250	Electrical Science	3	🔒 Edit Course ⋮
PH131/ES110 (Engineering and Society)	ES 110	Eng and Society	3	🔒 Edit Course ⋮



Aeronautical Engineering (AE) Core - AE ... AE 301

!

The following enrollment requirements for Aeronautical Engineering (AE) Core - AE 301 may not be satisfied. You may not be able to complete this item in the planned term. Enrollment Requisites are not met. Corequisites: ES330 and ES340 (or CH271).

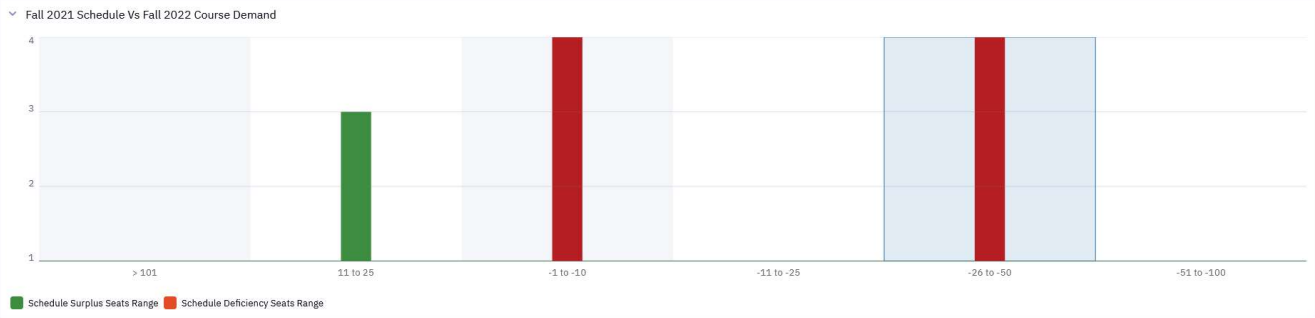


Reports

- Complete/Incomplete Plans
- Course Demand
- Projected Graduation
- Warnings

Course Demand

Institution: Clarkson University | Career: Undergraduate | Demand Term: Fall 2022 | Schedule Term: Fall 2021 | Subject: Aeronautical Engineering | Academic Org.



Schedule Deficiency Seats Range: 10

0 - 10 Seats | 11 - 25 Seats | 26 - 50 Seats | 51 - 100 Seats

#	COURSE NUMBER	COURSE TITLE	ACADEMIC ORGANIZATION	SCHEDULED	DEMAND	SEAT DIFF.
> 1	AE 350	Aircraft Structural Analysis	Mechanical & Aeronautical Eng	60	95	-35

The Project

Define recommended paths for each undergraduate academic plan and minor

- Meeting with individual departments
- Configure the path planner
- Initial Testing
- Validation Testing with Department
- Department Approval

Proposed amendments to 2.10.2.L (Clarkson Common Experience Committee). Changes are in red; there are no deletions.

Voting Members: Educators broadly representative of the University units that participate in delivering the student learning outcomes of the Clarkson Common Experience, recommended by the Provost and appointed by the Faculty Senate. All voting members must hold full-time continuing University positions. Terms for voting members are 3 years, with one-third of the terms expiring annually.

Ex Officio Non-Voting Members: Appointed by the Provost, to include one senior academic administrator, the Registrar, and the Director of Assessment for Student Learning Outcomes.

Chair: Appointed by the Provost from the members (both voting and ex officio/non-voting) of the Committee.

1. Oversees the Clarkson Common Experience (CCE). The CCE Committee is responsible
 - a. for developing guidelines for courses and other learning experiences meeting requirements of CCE;
 - b. for developing and recommending procedures that facilitate the success of CCE;
 - c. for coordinating the assessment of student learning in the CCE; and
 - d. for periodically reviewing the CCE and advising the Provost on needed changes to CCE requirements.
2. The CCE Committee is responsible for making recommendations to the Provost concerning faculty development, student support, and other related activities.
3. The CCE Committee reports to the Provost. At least once each year, the committee will report to the Faculty Senate and the Provost on progress and issues related to the CCE. Appeals of CCE Committee decisions are directed to the Provost for final action.
4. **The Knowledge Area and Course Review Subcommittee of the CEC is responsible for approving new courses, as proposed by faculty, and assignment of the appropriate common experience course designation. The committee will develop and implement assessment of the curricular components of the common experience and report assessment results to the CEC. The Subcommittee will consist of two representatives from each School/Institute that teaches courses within the common experience. The CEC will appoint three faculty representatives and the Faculty Senate will appoint three faculty representatives, such that all Schools/Institutes are represented. All faculty representatives on the subcommittee will be career-track faculty who have a full-time faculty appointment.**

Oct. 18, 2021

DRAFT PROPOSAL TO FACULTY SENATE

Memo: Expedited Process for Senior Hires Proposal: Tenure and Rank Review

Stephen Bird and Tom Langen: Chairs, Tenure Committee & Promotions Committee

This memo is written to suggest amendments and clarifications to the expedited process for senior hires, and to ensure a universally understood and acceptable process to be voted on by Senate and adopted formally into University processes.

In the Clarkson OM, there is no difference in standards for tenure and professorial rank between administrative appointments and ordinary faculty. Shared governance and principles of equity and transparency require that our processes reassure all that the standards are equal, whether they have come through Clarkson's system or been hired externally at the senior level. We are confident that the review can be done expeditiously, fairly, and transparently. This is best done at the time of the hire – best for the hire, and best for Clarkson.

In Spring 2021, the Tenure Committee engaged in conversations with the Provost's office to clarify and make consistent the process for expedited tenure review of senior hires for the university. It balances the requirements of the OM and the requirements for any expedited senior level hiring of academic staff. In the Fall of 2021, both committees and Provost's office continued to vet, adjust, and improve this recommendation.

Senior hire situations include those of any senior administrative official (President, Provost, Dean, Institute Director, Endowed Professor, or other similar senior administrative role with concurrent requirements for academic credentials). In expedited hiring situations, it was agreed that the tenure and promotion file would consist of the following required materials, and that other materials would not be required (particularly external letters, which could not be produced in a timely manner):

- CV
- Scholarship, teaching, and service statement (could be combined) from candidate.
- Teaching evaluations or other evidence of teaching effectiveness.
- Internal letters from the hiring unit or department (or affiliated dept. as relevant) (these could be short, required from tenured members).
- Reference letters (if available), or reference memo from the hiring committee or executive search firm.

In addition to tenure review, review for rank (i.e. is a senior candidate being hired at full professor level or the equivalent) has to occur via the promotions committee because promotion to full Professor at Clarkson can only be reviewed by full professors. The tenure committee includes Associate Professors.

The OM states "The Provost should exercise this prerogative [early tenure review], or the prerogative to recommend that tenure be granted an individual on initial appointment only in exceptional circumstances and with the written advice of the University Tenure Committee." As such, we propose the following clarifying guidelines:

- Expedited reviews for tenure and promotion should occur immediately at the time an offer is to be made. See expedited review process and timeline example below.
- Clarify in the OM that appointments should be quickly reviewed by the Tenure (and Promotions as appropriate) Committees and faculty in the appropriate affiliated department, which would then provide a memo indicating whether, in its view, the candidate meets the standards for tenure, associate professor or professor rank at Clarkson.
- All members of tenure and promotions committees should be made aware that they may be asked to serve this function (potentially during summer months, or off-periods), and will do their reasonable best to do so.
- It is understood that review, discussion, and writing of the memo will be occurring quickly, and that it is possible that a committee member or department faculty member may not be available to make their determination in the limited time window.
- In cases of expedited review, both the Tenure and Promotions Committee undergo their reviews concurrently in the accelerated review schedule, using the same review package. Similarly, all other reviews (faculty, chair, Dean, Provost) will occur concurrently, on an accelerated basis (see example below).
- Clarkson should clarify to prospective senior hires that this process will occur, on an expedited basis, and that hiring negotiations be clear about this process.
- All decisions of both tenure and faculty rank are made only after following the shared-governance process that includes review and recommendations of faculty in the hire's affiliated department, review by the administrative chain (Chair-Dean-Provost), committee recommendation (Tenure Committee for tenure and appointment at Associate Professor rank, concurrent additional review by the Promotions Committee for Professor rank appointments), and final decision on tenure and appointment rank by the Clarkson University President (and ratified by the CU Board of Trustees).

Accelerated Timeline Example. At the time it is determined that an offer is to be made to a candidate, a request should be made to submit materials as described above. Many of the materials may already exist in the candidate's application package. Materials are disseminated or made available securely to the relevant committees, all professors within a department, and relevant senior reviewers (Dean / Provost) concurrently. All reviews will be conducted within a quick review period (perhaps 5-10 days) leaving an additional 2 days for tenure and promotions committees to complete their review of submitted assessments. The entire process can be completed (perhaps even within a 7 day period) to ensure the hiring process is not substantively disrupted.

Sincerely, Stephen Bird & Tom Langen

Chairs, Tenure and Promotions Committees
On behalf of the Tenure and Promotions Committees

Additional FAQs / clarifications

The idea here is to conduct a review before the offer is fully accepted in situations where a candidate has concerns that they might not be granted tenure or a promotion. For most candidates the

expectation is that it would not be a concern for them, and that they would likely go ahead and sign, or alternately, wait the additional 7-10 days needed for the review. This has typically been done in the past (with some rare exceptions). And to be clear, the memo emphasizes that candidates, hiring committees, and search firms can make this process clear to potential candidates. In general, the idea is that the review occurs only for a candidate that is being offered the job, not for a set of candidates.

As a general rule, senior hires are not that common, so as a general rule this will not cause a great impediment for faculty and the committee.

Some faculty indicated potential concerns about materials needed and whether this process will scare off candidates. The only additional materials that would not typically be already included in an application package would be some evidence of teaching effectiveness. There does not seem to be a concern from the President's or Provost's office that this will negatively impact a candidate's employment negotiation, their interest in a position, or create an undue hardship.

Final Report of the ad hoc Committee on Tenure and Promotions

Background and Charge

The Senate created an *ad hoc* committee on Tenure and Promotions to propose, among other things, reforms to the composition of the Tenure and Promotion Committees. The objective was to make them more inclusive and equitable by altering their composition to account for the Lewis School and the need to better involve clinical and teaching track faculty in the promotions process. It was charged with the following tasks:

Charge. The *ad hoc* Committee on Representation on Tenure and Promotion Committees is asked to review the recommendations and rationale of the *ad hoc* Committee on Faculty Governance pertaining to Tenure and Promotions Committee (Recommendations 5.3, 5.4, and 5.5 in that report) and propose alternate ways to:

- (1) Equitably increase representation of teaching and clinical track faculty on the Promotions Committee –and–
- (2) Equitably incorporate the Lewis School into the Tenure Committee.

Composition and Process

- 1 Department Chair selected from each School, appointed by the Dean of that School. Because Chairs have a vested responsibility in supporting their faculty and have a holistic view of the School, their involvement is crucial.
- 1 faculty member from each School, selected by the Senate
- 1 representative appointed by the Associate Provost for Faculty Achievement.
- Within the categories above, at least 1 faculty member must be teaching track and at least 1 must be clinical track, as the input of these ranks is pertinent to the discussion of the Promotions Committee. The Senate will ensure that this is achieved through its selection process
- In selecting faculty members, the Senate will seek at least some representation from members currently or previously on the Tenure and Promotions committees.
- All faculty seated on the committee must be career-track faculty.
- **Chair** - The Chair of the Committee will be selected by the Senate from among those who have agreed to serve.

The committee members recommended Dr. Brian Helenbrook from the School of Engineering to Chair the Committee. This was approved unanimously by the Senate. Volunteers for Committee services were requested through sitting Senators, Directors, and School Leadership. All faculty were invited to serve. The members and their relevant associations, were:

School of Engineering

- Brian Helenbrook, Chair of Mech. and Aero. Eng., Tenure-track, Potsdam Campus, served on tenure and promotion committees

- Doug Bohl, Professor of Mech. and Aero. Eng., Tenure-track, Potsdam Campus, tenure-track, served on tenure committee

Lewis School of Health Sciences

- Jane Oppenlander, Chair of Bioethics. Assistant Professor, Teaching-track, Capital Region Campus
- Ashleigh Graveline, Occupational Therapy. Assistant Professor, Clinical-track, Potsdam Campus.

Reh School of Business

- Floyd Ormsbee, Associate Dean of Undergraduate Programs and Operations; Assistant Professor, Teaching-track, Potsdam Campus
- Gasper Sekelj, Instructor, Teaching-track, Potsdam Campus

School of Arts and Sciences

- Andreas Wilke, Chair of Psychology, Associate Professor, Tenure-track, Potsdam Campus, served on tenure committee
- Christopher Robinson, Associate Provost for Faculty Achievement, Tenure-track, Potsdam Campus, served on tenure committee

The Graduate School

- Patricia Rand, Assistant Professor, Department of Education, Teaching-track, Capital Region Campus

The Committee met two times in the month of October with meetings lasting between 1 hour and 1.5 hours. Recommendations regarding each Committee, Tenure and Promotions are recorded in the sections below.

It is important to mention this Committee work was derived from a previous ad hoc Committee that was created by the Senate last year and included in this committee was to reform the composition of the Tenure and Promotion Committee. After reflections and discussion, it was clear that the Committee's recommendations did not have universal approval and so the issue was deliberated forward to this committee to discuss the question – altering the composition to account for the Lewis School and the need to better involve clinical and teaching track faculty in the promotion process. Because background information for each Committee was already established, the process began with reviewing the OM requirements and language for the Tenure and Promotions Committee and ensuring all faculty are equitably represented within each Committee.

Tenure Committee

Discussion started with the Tenure Committee, which was deemed simpler because the main changes needed were to add representation for the Lewis School. The Committee is aware that currently there are no tenured faculty within the Lewis School of Health Science eligible to serve on this committee. The current language in the OM is the following:

The "University Tenure Committee" or the "Tenure Committee" consists of six tenured faculty members elected for staggered, three year terms by the tenurable rank faculty, both tenured and non-tenured. Faculty members in the positions of chair, dean or comparable administrative position are not eligible for membership on the Tenure Committee. At least two candidates for the Tenure Committee will be nominated for each position by the Senate. Nominations for candidacy can also be presented by written petition endorsed by fifteen tenurable rank faculty. Positions on the Tenure Committee will be allocated as follows: two from each of the schools of the University.

To accommodate the Lewis school the language proposed is

*The "University Tenure Committee" or the "Tenure Committee" **will be composed from 2 tenured faculty members** elected by the tenurable rank faculty (both tenured and non-tenured) **of each school** for staggered, three year terms. Faculty members in the positions of chair, dean or comparable administrative position are not eligible for membership on the Tenure Committee. At least two candidates for the Tenure Committee will be nominated for each position by the Senate. Nominations for candidacy can also be presented by written petition endorsed by fifteen tenurable rank faculty. **Nominees for a particular position do not necessarily have to be a member of the school they are nominated to represent although this is expected to be the norm. Faculty voting on a position can also vote to leave the position empty if they so desire.***

where the bold text is the substantive changes. This new language increases the size of the tenure committee from 6 to 8 with the addition of two representatives from the Lewis school. To overcome the problem of lack of tenured faculty in the Lewis school, schools can choose to nominate someone from outside of the school or leave a seat vacant. ("Leave seat vacant" will be listed as a choice on the ballot)

Promotions Committee

The Promotions Committee composition was a bit more difficult to make recommendations for because even the simplest solution would change the composition of the Committee. The main challenge is that the promotions committee decides promotions for teaching-track and clinical-track faculty, but these faculty have no representation on the committee. The Lewis school also needed representation. The current OM language is the following

The University Promotions Committee consists of four tenured faculty at the rank of Professor elected for three-year, staggered terms by the tenured faculty. Faculty members in the positions of chair, dean or comparable administrative position are not eligible for membership on the Promotions Committee. Nomination of candidates for the Promotions Committee will come from the Faculty Senate. Nominations for candidacy can also be presented by written petition endorsed by ten tenured faculty members. Positions on the Promotions Committee will be allocated as follows: one committee member from each school of the University and one at large, or as otherwise may be recommended by the Faculty Senate, and decided by a vote of the tenurable rank faculty.

The proposed language is the following

The University Promotions Committee will be composed of

- **1 faculty representative per school elected by the tenured faculty of that school**
- **1 faculty representative elected by the university teaching-track faculty**
- **1 faculty representative elected by the university clinical-track faculty**

All nominees are intended to have the rank of Professor; however, a faculty of Associate Professor rank can be nominated for a position as a non-voting member of the committee. Faculty members in the positions of chair, dean or comparable administrative position are not eligible for membership on the Promotions Committee. The positions will be staggered, three year terms. Nomination of candidates for the Promotions Committee will come from the Faculty Senate. Nominations for candidacy can also be presented by written petition endorsed by ten faculty members **that are eligible to vote for the given position.**

where the bold text is again the substantive changes. This recommendation will increase the number of representatives from 4 to 6. To overcome the challenges associated with the current low number of professor-ranked clinical and teaching track faculty, the committee recommended that an associate professor be allowed to be a representative; however, they would be a non-voting member of the committee. The committee also recommended one tenured representative per school to guarantee equity across the schools.

Approved:

Brian Helenbrook, Floyd Ormsbee, Andreas Wilke, Patricia Rand, Chris Robinson, Ashleigh Graveline, Douglas Bohl, Gasper Sekelj, Jane Oppenlander

Current OM (5.7.0)	OM with suggested changes from the Provost's Office	Working group and clinical faculty version of the OM (Changes in red)	Rationale for changes (Changes are in response to the OM with suggested changes from the Provost's Office)
<p>A Clinical Instructor shall have</p> <ul style="list-style-type: none"> a. Entry level degree in the teaching content area b. Current clinical practice in the teaching content area c. Demonstrated initiative towards completion of the next higher degree in the teaching content area (within five years) d. Interest in either professional or clinical specialization activities e. Documented teaching effectiveness f. Involvement of university and/or professional service 	<p>A Clinical Instructor shall have</p> <ul style="list-style-type: none"> a. Entry level degree in the teaching content area b. Current clinical practice in the teaching content area c. Demonstrated initiative towards completion of the next higher degree in the teaching content area (within five years) d. Interest in either professional or clinical specialization activities e. Documented teaching effectiveness f. Involvement of university and/or professional service 	<p>A Clinical Instructor shall have</p> <ul style="list-style-type: none"> a. Entry level degree in the teaching content area b. A record of practice expertise in teaching content area c. Demonstrated initiative towards completion of the next higher degree in the teaching content area, if applicable d. Documented teaching effectiveness 	<p>We propose changing “current clinical practice in teaching content area,” to “a record of practice expertise in teaching content area.” This change will open more possibilities for existing and future clinical instructors. While working clinically is highly valued and supported, there are cases where a clinical instructor may choose not to work clinically in order to pursue other avenues that are advantageous to their teaching, department, and/or the university. There also may be instances where one cannot find local clinical employment. Furthermore, we would not want to impede the advancement of a clinical instructor with a wealth of clinical expertise just because they are not working clinically at the time of promotion.</p> <p>We propose changing, “Demonstrated initiative towards completion of the next higher degree in the teaching content area (within five years)” to “Demonstrated initiative towards completion of the next higher degree in the teaching content area, if applicable.” We took off the “(within five years)” parenthetical because the clause assumed that the clinical instructor had not already achieved the next higher degree, which may not be the case.</p>

			We propose removing, “Involvement of university and/or professional service,” because we don’t think service is a prerequisite for the instructor rank, whereas it is a requirement for clinical assistant professor rank and higher.
<p>A Clinical Assistant Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Current clinical practice in teaching content area c. Demonstrated achievement in professional or clinical specialization activities d. Documented teaching effectiveness e. Involvement in university and/or professional service 	<p>A Clinical Assistant Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Current clinical practice in teaching content area c. Demonstrated achievement in professional or clinical specialization activities d. Documented teaching effectiveness e. Involvement in university and/or professional service 	<p>A Clinical Assistant Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area or progress towards the appropriate terminal degree, if applicable. b. Demonstrated expertise in teaching content area. c. Documented teaching effectiveness d. Involvement in university and/or professional service e. A record of student advisement 	<p>We propose changing, “Appropriate terminal degree in the teaching content area,” to “Appropriate terminal degree in the teaching content area or progress towards the appropriate terminal degree, if applicable,” because at the clinical assistant professor level, faculty are likely to be in the pursuit of the terminal academic degree for their given profession.</p> <p>For the second change (b – current clinical practice to expertise in teaching content area), the same rationale given in the clinical instructor category applies. Expertise can be demonstrated in the following ways: Conference presentations and other speaking engagements, holding advanced credentials, a record of attending CEU courses related to teaching content area, scholarship in teaching practice area, current clinical practice, etc...</p> <p>We propose removing item c, “Demonstrated achievement in professional or clinical specialization activities,” because we believe this is subsumed under b,</p>

			<p>“demonstrated expertise in teaching content area.”</p>
<p>A Clinical Associate Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Current clinical practice in teaching content area c. Either holding of a clinical specialty certification or officer status in professional activities at the district, state or national level d. Documented teaching effectiveness e. Involvement in university and/or professional service 	<p>A Clinical Associate Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Current clinical practice in teaching content area c. Either holding of a clinical specialty certification or officer status in professional activities at the district, state or national level d. Documented teaching effectiveness e. Involvement in university and/or professional service f. A record of student advisement g. A record of research and/or scholarly contributions to the area of specialization. 	<p>A Clinical Associate Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Demonstrated expertise in teaching content area c. Either holding of a clinical specialty certification or a record of research and/or scholarly contributions d. Documented teaching effectiveness e. Involvement in university and/or professional service f. A record of student advisement. 	<p>For the first change (b – current clinical practice to expertise in teaching content area), the same rationale given in the clinical instructor category applies.</p> <p>We also propose changing “Either holding of a clinical specialty certification or officer status in professional activities at the district, state or national level” to “Either holding of a clinical specialty certification or a record of research and/or scholarly contributions.” This change removes officer status in a professional organization because the opportunities for officer status vary greatly by profession and this may not be attainable at the associate level. This change also adds “a record of research and/or scholarly contributions,” as an option for clinical associate professors who want to demonstrate their expertise through scholarly contributions rather than advanced credentialing. <u>Acquiring and holding a specialty certification requires a major time commitment, as does pursuing a scholarly agenda. We think it is reasonable to require one or the other, but certainly not both at the same time. Hence, we propose removing g – “A record of research and/or scholarly contributions to the area of specialization.”</u></p>

<p>A Clinical Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Current clinical practice in teaching content area c. Either leadership activity within the clinical specialty or significant involvement in professional organizations at the national level d. Documented teaching effectiveness e. Involvement in university and/or professional service 	<p>Clinical Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Current clinical practice in teaching content area c. Either leadership activity, including scholarly contributions, within the clinical specialty or significant involvement in professional organizations at the national level d. Documented teaching effectiveness e. Involvement in university and/or professional service f. A record of student advisement g. A record of research and/or scholarly contributions to the area of specialization 	<p>A Clinical Professor shall have</p> <ul style="list-style-type: none"> a. Appropriate terminal degree in the teaching content area b. Demonstrated expertise in teaching content area c. Recognized as an expert in area of practice, pedagogy, or scholarship d. Documented teaching effectiveness e. Significant involvement in university and professional service f. A record of student advisement 	<p>For the first change (b – current clinical practice to expertise in teaching content area), the same rationale given in the clinical instructor category applies.</p> <p>Changes to c and the removal of g are in-line with the rationale provided under Clinical associate professor.</p>
<p>B. TERM OF APPOINTMENT</p> <p>1. Full-Time Clinical Appointments</p> <p>Appointments at the rank of Clinical Instructor or Clinical Assistant Professor are made for</p>	<p>B. TERM OF APPOINTMENT</p> <p>Full-Time Clinical Appointments</p> <ul style="list-style-type: none"> a. Appointments at the rank of Clinical Instructor or Clinical Assistant Professor are made for periods of one year or less and may be renewed. 	<p>B. TERM OF APPOINTMENT</p> <p>Full-Time Clinical Appointments</p> <ul style="list-style-type: none"> a. Appointments at the rank of Clinical Instructor or Clinical Assistant Professor are made for periods of one year or less and may be renewed. 	<p>No proposed changes.</p>

<p>periods of one year or less and may be renewed.</p> <p>Faculty initially appointed at the rank of Clinical Associate Professor and faculty promoted to the rank of Clinical Associate Professor from Clinical Assistant Professor are appointed for a two year term which may be renewed.</p> <p>Faculty initially appointed to the rank of Clinical Professor may be appointed for a term of four years or less and may be renewed.</p> <p>Faculty promoted from Clinical Associate Professor to Clinical Professor and faculty reappointed to the rank of Clinical Professor are appointed for four-year terms which may be renewed.</p> <p>Part-Time Clinical Appointment a. All part-time clinical appointments are for periods of up to two years and may be renewed.</p>	<p>b. Faculty initially appointed at the rank of Clinical Associate Professor and faculty promoted to the rank of Clinical Associate Professor from Clinical Assistant Professor are appointed for a two year term which may be renewed.</p> <p>c. Faculty initially appointed to the rank of Clinical Professor may be appointed for a term of four years or less and may be renewed. Faculty promoted from Clinical Associate Professor to Clinical Professor and faculty reappointed to the rank of Clinical Professor are appointed for four-year terms which may be renewed.</p> <p>3. Part-Time Clinical Appointment a. All part-time clinical appointments are for periods of up to two years and may be renewed.</p>	<p>b. Faculty initially appointed at the rank of Clinical Associate Professor and faculty promoted to the rank of Clinical Associate Professor from Clinical Assistant Professor are appointed for a two year term which may be renewed.</p> <p>c. Faculty initially appointed to the rank of Clinical Professor may be appointed for a term of four years or less and may be renewed. Faculty promoted from Clinical Associate Professor to Clinical Professor and faculty reappointed to the rank of Clinical Professor are appointed for four-year terms which may be renewed.</p> <p>3. Part-Time Clinical Appointment a. All part-time clinical appointments are for periods of up to two years and may be renewed.</p>	
<p>C. PROCEDURES FOR EVALUATION AND REAPPOINTMENT OF CLINICAL FACULTY</p>	<p>C. PROCEDURES FOR EVALUATION AND REAPPOINTMENT OF CLINICAL FACULTY</p> <p>1. The procedures for the continuing evaluation (that is, the annual</p>	<p>C. PROCEDURES FOR EVALUATION AND REAPPOINTMENT OF CLINICAL FACULTY</p>	<p>We propose adding the following language to 1., “The standards by academic rank for the university do not supersede</p>

<p>The procedures for the continuing evaluation (that is, the annual evaluation) of Clinical Faculty shall be substantially similar to those specified for tenure track faculty in Section 5.4 of the Operations Manual.</p> <p>The decision whether to reappoint a Clinical Faculty member to another term shall rest on a broader review than the on-going annual evaluation. As a minimum, faculty peers in the clinical area shall be polled re the suitability of reappointment, and the results of this poll shall be included in the documentation that accompanies the recommendation about reappointment as it is forwarded to the appropriate academic administrators. When there are department and/or school-level committees that address tenure and/or promotion cases, these committees shall also make a recommendation about proposed reappointments.</p>	<p>evaluation) of Clinical Faculty shall be substantially similar to those specified for tenure track faculty in Section 5.4 of the Operations Manual.</p> <p>2. The decision whether to reappoint a Clinical Faculty member to another term shall rest on a broader review than the on-going annual evaluation. As a minimum, faculty peers in the clinical area shall be polled re the suitability of reappointment, and the results of this poll shall be included in the documentation that accompanies the recommendation about reappointment as it is forwarded to the appropriate academic administrators. When there are department and/or school-level committees that address tenure and/or promotion cases, these committees shall also make a recommendation about proposed reappointments.</p> <p>3. Faculty evaluation is an on-going process. At least once a year each faculty member shall have an evaluation conference with the department chair or the person designated by the dean to perform this function. At this conference, the faculty member's professional progress for the year in terms of teaching, scholarship and service, and</p>	<p>1. The standards by academic rank for the university do not supersede programmatic accreditation expectations by discipline. The procedures for the continuing evaluation (that is, the annual evaluation) of Clinical Faculty shall be substantially similar to those specified for tenure track faculty in Section 5.4 of the Operations Manual.</p> <p>2. Faculty evaluation is an on-going process. At least once a year each faculty member shall have an evaluation conference with the department chair or the person designated by the dean to perform this function. At this conference, the faculty member's professional progress for the year in terms of teaching, scholarship (if applicable), and service, and cumulative progress to date shall be reviewed. The evaluative standards employed will be those described in 5.3. Immediately following this review, the person who conducted it shall prepare a record of this discussion in memorandum form. This "annual evaluation memorandum" shall be initialed by the faculty member before being placed in the appropriate personnel file of the faculty member. The faculty</p>	<p>programmatic accreditation expectations by discipline.”</p>
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	<p>cumulative progress to date shall be reviewed. The evaluative standards employed will be those described in 5.3. Immediately following this review, the person who conducted it shall prepare a record of this discussion in memorandum form. This "annual evaluation memorandum" shall be initialed by the faculty member before being placed in the appropriate personnel file of the faculty member. The faculty member's initials merely indicate that the faculty member has seen the memorandum. If the faculty member refuses to initial the evaluation memorandum, the person conducting the annual evaluation conference must note that fact at the bottom of the memorandum before placing it in the faculty member's personnel file. Each faculty member may submit for inclusion in the personnel file a written response to the annual evaluation memorandum. This response shall be appended to the evaluation memorandum, and shall be treated as part of the latter. One important datum for evaluation purposes is information about how students view the teaching of a faculty member. Every semester each student should be given the opportunity to make an anonymous</p>	<p>member's initials merely indicate that the faculty member has seen the memorandum. If the faculty member refuses to initial the evaluation memorandum, the person conducting the annual evaluation conference must note that fact at the bottom of the memorandum before placing it in the faculty member's personnel file. Each faculty member may submit for inclusion in the personnel file a written response to the annual evaluation memorandum. This response shall be appended to the evaluation memorandum, and shall be treated as part of the latter.</p> <p>One important datum for evaluation purposes is information about how students view the teaching of a faculty member. Every semester each student should be given the opportunity to make an anonymous evaluation of every class in which the student is enrolled. This evaluation should be collected in a systematic, quantitative and, as far as possible, uniform way, and a report of the results included in the faculty member's personnel file.</p> <p>Another important evaluative measure is the assessment of teaching by a faculty member's colleagues. Classroom visits should be</p>	
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	<p>evaluation of every class in which the student is enrolled. This evaluation should be collected in a systematic, quantitative and, as far as possible, uniform way, and a report of the results included in the faculty member's personnel file.</p> <p>Another important evaluative measure is the assessment of teaching by a faculty member's colleagues. Classroom visits should be carried out on a regular basis for all faculty. Such visits are mandatory for untenured faculty and should occur annually, and include all courses taught regularly by the faculty member. Arrangements for classroom visits will be coordinated by the chair, dean, or a delegated individual. Preferably tenured faculty members will be appointed as visitors in consultation with the faculty member. Visitors shall submit a written report to the chair, dean, or person responsible for conducting the annual evaluations. Before a written report of a classroom visit is included in a faculty member's personnel file, the faculty member should initial the report as evidence of having read it. If the faculty member refuses to initial the report of a classroom visit, the person conducting the annual evaluation</p>	<p>carried out on a regular basis for all faculty. Such visits are mandatory for untenured and clinical faculty and should occur annually, and include all courses taught regularly by the faculty member. Arrangements for classroom visits will be coordinated by the chair, dean, or a delegated individual. Preferably tenured faculty members will be appointed as visitors in consultation with the faculty member. Visitors shall submit a written report to the chair, dean, or person responsible for conducting the annual evaluations. Before a written report of a classroom visit is included in a faculty member's personnel file, the faculty member should initial the report as evidence of having read it. If the faculty member refuses to initial the report of a classroom visit, the person conducting the annual evaluation should note that fact at the bottom of the report before placing it in the personnel file.</p> <p>Parenthetically, it should be noted that while the results of the annual conferences, classroom visits, and student evaluations of instruction are crucial, they may not be decisive in such matters as tenure review and promotion. For example, the faculty member being considered for tenure or reappointment is not guaranteed</p>	
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	<p>should note that fact at the bottom of the report before placing it in the personnel file.</p> <p>Parenthetically, it should be noted that while the results of the annual conferences, classroom visits, and student evaluations of instruction are crucial, they may not be decisive in such matters as tenure review and promotion. For example, the faculty member being considered for tenure or reappointment is not guaranteed tenure or reappointment even with entirely favorable annual reviews during the pretenure period.</p> <p>Although the annual reviews play any important part in the decision, they do not have a preemptive role.</p>	<p>tenure or reappointment even with entirely favorable annual reviews during the pretenure period.</p> <p>Although the annual reviews play any important part in the decision, they do not have a preemptive role.</p>	
<p>D. PROCEDURES FOR PROMOTING CLINICAL FACULTY</p> <p>The procedures for promoting full-time Clinical Faculty shall be substantially similar to those specified for tenure-track faculty in Section 5.6.C of the Operations Manual, except that the standards shall be those listed above in Section 5.7.A.</p> <p>In the case of the promotion of part-time clinical faculty, the promotion review shall be made</p>	<p>D. PROCEDURES FOR PROMOTING CLINICAL FACULTY</p> <p>1. The procedures for promoting full-time Clinical Faculty shall be substantially similar to those specified for tenure-track faculty in Section 5.6.C of the Operations Manual, except that the standards shall be those listed above in Section 5.7.A. The promotions process will explicitly be the charge of the Promotions Committee.</p> <p>2. In the case of the promotion of part-time clinical faculty, the promotion review shall be made in</p>	<p>D. PROCEDURES FOR PROMOTING CLINICAL FACULTY</p> <p>1. The procedures for promoting full-time Clinical Faculty shall be substantially similar to those specified for tenure-track faculty in Section 5.6.C of the Operations Manual, except that the standards shall be those listed above in Section 5.7.A. The promotions process will explicitly be the charge of the Promotions Committee.</p> <p>2. In the case of the promotion of part-time clinical faculty, the</p>	

<p>in conjunction with the reappointment review as specified above in Section 5.7.C.2. Faculty who move from part-time status to full-time status will not automatically carry forward their part-time rank; the appropriate full-time rank will be part of the appointment decision</p>	<p>conjunction with the reappointment review as specified above in Section 5.7.C.2. Faculty who move from part-time status to full-time status will not automatically carry forward their part-time rank; the appropriate full-time rank will be part of the appointment decision.</p>	<p>promotion review shall be made in conjunction with the reappointment review as specified above in Section 5.7.C.2. Faculty who move from part-time status to full-time status will not automatically carry forward their part-time rank; the appropriate full-time rank will be part of the appointment decision.</p>	
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Proposed revisions to 5.9.0 – Non-Tenure Teaching Faculty Track – Appointment, Reappointment, and Promotion of Teaching Faculty

Justification and Process. Clarkson University should be lauded for providing faculty who have chosen to maintain a primary focus on teaching the opportunity to advance their career. However, the current standards for promotion as written for teaching-track faculty are in some cases unachievable. The Senate has been asked to consider this matter a few times. The Promotions Committee has previously asked the Senate for clarification of some language in 5.9.0. The *ad hoc* Committee on Faculty Governance, whose report was endorsed by the Faculty Senate at then the General Faculty meeting in spring of 2021, likewise identified the need to consider promotions requirements for teaching (and clinical track) faculty.

In collaboration with the Associate Provost for Faculty Achievement (Chris Robinson), teaching track faculty throughout the University were solicited to comment upon draft language proposed by the Associate Provost. All teaching track faculty were solicited for input; several provided written comments, four met with the Senate Chair to discuss the language, and Gaspar Sekelj provided additional focused vetting and suggestions. The proposed changes below reflect the collective contributions of those involved.

Proposed changes to the language are tracked below; justifications are provided as comments.

A. Teaching Faculty Standards by Academic Rank

A teaching track appointment shall be restricted to faculty whose primary duties involve teaching, including advising of students, and University service, although additional duties drawn from those listed above in OM Sections 5.2.B through 5.2.D may be assigned. These are non-tenure track faculty members. The prefix “Teaching” to the faculty rank shall only be used in the faculty member’s contract. It shall not be used as a designator for a faculty member in any public database. The duties for each teaching-track faculty member shall be specified in their contract.

A. Teaching Faculty Standards by Academic Rank

1. An Instructor on the teaching track shall have
 - a. Education and/or experience that is appropriate for their assigned duties.
 - b. Demonstrated ability to perform their assigned duties.
2. An Assistant Professor on the teaching track shall have
 - a. Appropriate terminal degree in the teaching content area.
 - b. Evident ability as a teacher.
 - c. An active commitment to teaching and teaching pedagogy.
 - d. Involvement in institutional and professional service.

3. An Associate Professor on the teaching track shall have
- a. Appropriate terminal degree in the teaching content area.
 - b. Demonstrated consistent and substantial accomplishment as a teacher.
 - ~~c. Academic advisement of students.~~
 - ~~d. Continuing growth as a teacher and scholar (disciplinary or pedagogical).~~
 - e. ~~Contributed to the improvement of the scholarship of teaching, or the improvement of pedagogy and teaching practice at or beyond Clarkson University. Contributed to the improvement of pedagogy and teaching practice beyond the faculty member's classroom teaching.~~
 - ~~f. d. Involvement in University and professional service.~~

Commented [AHC-a1]: Justification: Advisement of students is not strictly a teaching track matter and this language might lead Departments to load teaching track faculty with advisees to satisfy this requirement, resulting in work equity issues. Moreover, faculty the Reh School of Business do not advise faculty.

Commented [AHC-a2]: Justification: This is more of a clarification than a change. It clarifies "beyond the faculty member's classroom teaching."

4. A Professor on the teaching track shall have
- a. Appropriate terminal degree in the teaching content area.
 - b. Demonstrated high accomplishment as a teacher at Clarkson University.
 - ~~e. Made significant contributions to the scholarship of teaching, or the improvement of pedagogy and teaching practice at or beyond Clarkson University. Made significant scholarly (publications, workshop development, etc.) contributions to the improvement of pedagogy and teaching practice, as recognized by higher education teaching scholars beyond the university.~~
 - ~~d. c. Contributed substantially, through service, to the University and the profession.~~
 - ~~e. d. Demonstrated an on-going commitment to excellence and continuous improvement in teaching.~~

Commented [AHC-a3]: Justification: Recognition by "higher education teaching scholars beyond the university" is a very high bar that requires a national presence achieved either through extensive scholarship, extensive networking, or conference attendance. Pathways for such do not exist in some disciplines. Moreover, the labor necessary for such recognition is considerable and somewhat mirrors requirements for tenured faculty seeking promotion to Full Professor. However, teaching faculty do not have options for sabbatical and teach a higher load than tenured faculty – it is incredibly difficult to reach this level of national recognition on a 4-3, especially given that being recognized as an excellent teacher may be especially arduous for disciplines where there are few teaching scholars and few channels for such recognition. One way to do this would be through a publication record that is not fairly achievable as a 4-3. This language allows the committee to judge the candidate based on either significant contributions to the scholarship of pedagogy, efforts to improve teaching elsewhere, or focused and successful efforts to enhance teaching throughout Clarkson. It maintains high standards for promotion but allows flexibility necessary due to the nature of the track.

Commented [AHC-a4]: Justification: Clarity in what constitutes 'evidence of effective teaching' had been requested by the Promotions Committee.

B. Definitions

1. Evidence of effective teaching should follow the department guidelines for effective teaching and also may include (but is not limited to):

- a. positive student evaluations
- b. demonstration of student accomplishment
- c. development of course and curricular materials, including multimedia, distance education and educational software products
- d. positive peer evaluations of classroom teaching, teaching materials and evidence of student learning, which may include:

- 1. syllabi
- 2. examinations

3. student research projects or papers

4. grading practices

e. development of creative and effective teaching modalities and techniques

f. faculty development in support of instruction (i.e. advanced coursework)

g. availability to students

h. teaching awards and honors

2. Scholarship of Teaching may include (but is not limited to):

a. refereed or peer-reviewed public dissemination of:

1. creative and effective teaching modalities and techniques

2. developed multimedia, distance education, and education software products

3. developed instructional and curricular materials

b. presentation of continuing education

c. participation in educational conferences

d. grant funding for educational programs

e. disciplinary research published in peer reviewed journals or books.

f. improving the practice of teaching at Clarkson University (beyond the faculty member's own classroom)

C. Term of Appointment

Commented [AHC-a5]: Relettered to accommodate section B.

1. Full-Time Teaching Appointments

- a. Appointments at the rank of the Teaching Instructor are appointed for up to a two year term and may be renewed annually.
- b. Faculty initially appointed at the rank of Teaching Assistant Professor or Teaching Associate Professor and faculty promoted to these same ranks are appointed for up to a three year term and may be renewed annually.
- c. Faculty initially appointed to the rank of Teaching Professor may be appointed for a term of four years or less and may be renewed annually. Faculty promoted from Teaching Associate Professor to Teaching Professor and faculty reappointed to the rank of Teaching Professor are appointed for the four year terms which may be renewed annually.

D. Procedures for Evaluation and Reappointment of Teaching Faculty

1. The procedures for the continuing evaluation (that is, the annual evaluation) of Teaching Faculty shall be substantially similar to those specified for tenure-track faculty in Section 5.4 of the Operations Manual.

2. Faculty evaluation is an on-going process. At least once a year each faculty member shall have an evaluation conference with the department chair or the person designated by the dean to perform this function. At this conference, the faculty member's professional progress for the year in terms of teaching, scholarship and service, and cumulative progress to date shall be reviewed. The evaluative standards employed will be those described in 5.3. Immediately following this review, the person who conducted it shall prepare a record of this discussion in memorandum form. This "annual evaluation memorandum" shall be initialed by the faculty member before being placed in the appropriate personnel file of the faculty member. The faculty member's initials merely indicate that the faculty member has seen the memorandum. If the faculty member refuses to initial the evaluation memorandum, the person conducting the annual evaluation conference must note that fact at the bottom of the memorandum before placing it in the faculty member's personnel file. Each faculty member may submit for inclusion in the personnel file a written response to the annual evaluation memorandum. This response shall be appended to the evaluation memorandum, and shall be treated as part of the latter.

3. One important datum for evaluation purposes is information about how students view the teaching of a faculty member. Every semester each student should be given the opportunity to make an anonymous rating of every class in which the student is enrolled. This rating should be collected in a systematic, quantitative and, as far as possible, uniform way, and a report of the results included in the faculty member's personnel file.

4. Another important evaluative measure is the assessment of teaching by a faculty member's colleagues. Classroom visits should be carried out on a regular basis for all faculty. Departments should develop individual criteria for conducting and recording these principles, while being guided by principles jointly developed by faculty governance and administration. Such visits should be mandatory for the first five years of an instructor's appointment at Clarkson; evaluations of other teaching-track faculty should take place once per contract cycle. Arrangements for classroom visits will be coordinated by the chair, dean, or a delegated individual. Faculty members of Associate rank or higher, regardless of track, will be appointed as visitors in consultation with the faculty member. Visitors shall submit a written report to the chair, dean, or person responsible for conducting the annual evaluations. Before a written report of a classroom visit is included in a faculty member's personnel file, the faculty member should initial the report as evidence of having read it. If the faculty member refuses to initial the report of a classroom visit, the person conducting the annual evaluation should note that fact at the bottom of the report before placing it in the personnel file.

5. Parenthetically, it should be noted that while the results of the annual conferences, classroom visits, and student evaluations of instruction are crucial, they may not be decisive in such matters as promotion. For example, the faculty member being considered for reappointment is not guaranteed

reappointment even with entirely favorable annual reviews. Although the annual reviews play any important part in the decision, they do not have a preemptive role.

Commented [AHC-a6]: Justification: There are clear explanations for the nature and cadence of the review of tenure-track faculty elsewhere in the OM. The intent here is to provide the same level of clarity here.

6. The decision whether to reappoint a Teaching Faculty member to another term shall be at the discretion of the Dean of the Teaching Faculty's School or Director of the Teaching Faculty's Institute. In cases where the decision is not to reappoint, an appeals process may begin at the request of the Teaching Faculty member. As a minimum for the appeals process, faculty peers in the teaching area shall be polled re the suitability of reappointment, and the results of this poll shall be included in the documentation that accompanies the recommendation about reappointment as it is forwarded to the Provost for further evaluation to determine whether to reappoint. When there are department and/or school-level committees that address tenure and promotion cases, these committees shall also make a recommendation about proposed reappointments.

Commented [AHC-a7]: Renumbered.

E. Procedures for Promoting Teaching Faculty

1. The procedures for promoting full-time Teaching Faculty shall be substantially similar to those specified for tenure-track faculty in Section 5.6.C of the Operations Manual, except that the standards shall be those listed above in Section A and the promotion process explicitly shall be the charge of the Promotions Committee.
2. Part-time faculty on the teaching track who move from part-time status to full-time status will not automatically carry forward their part-time rank; the appropriate full-time rank will be part of the appointment decision.



Faculty Senate Communication

TO: All Faculty

SUBJECT: Minutes of Faculty Senate Meeting held on Monday November 15, 2021

LOCATION: Zoom

Attendees: A. Cohen, W. MacKinnon, J. Matthews, E. York, M. Banavar, A. Stephenson, A. Michalek, K. Fite, S. Melville, D. Schelly, S. Chaudhry, A. Graveline, R. Hannigan (ex-officio), A. Pickering (ex-officio)

Guests: K. Wallace (senator elect), E. Bollt (senator elect), L. Yazhou Jiang (senator elect), A. Khondker, A. Kocho-Williams, A. Ohl, A. Zebedee, A. Wilke, A. Lado, W. Jemison, C. Snyder, C. McNamara, D. Denault, D. Trivedi, E. Wulsch, E. Draper, H. Brown, J. Davinack, J. Stokes, J. Gravander, K. Kavanagh, K. Chezum, K. Visser, L. Perry, L. Johns, L. Legault, M. Gracheva, M. Wriedt, M. Richards, M. Crimi, P. McGrath, R. Brown, S. Treptow, S. Robinson, S. Andreescu, S. Casper, S. Wojtkiewicz, S. Pedersen, S. Powers, T. Langen, V. LaFay, T. Johnson, C. Sajna, and W. Wu.

Total Zoom Attendees: 58

Minutes prepared by S. Treptow and J. Matthews

4 pm meeting called to order by Senate Chair Alex Cohen.

- I. Approval of the Agenda
 - A. A. Cohen moves to approve agenda. Approved by unanimous consent.
- II. Approval of (Sen. Doc. #2022-42) Meeting Minutes from November 1, 2021
 - A. A. Cohen moves to accept. Approved by unanimous consent.
- III. Informational Items (Not planning a discussion or vote without an explicit motion to do so).
 - A. (Sen. Doc. # 2022-39) Senate endorsement of items at November 1st meeting, Alex Cohen.
 - B. (Sen. Doc. #2022-40) Presidential approval of Senate actions - Senate Documents 2022-26 (Program name change – Aeronautical Engineering to Aerospace Engineering), 2022-28 (Creation of an MA in Curriculum and Instruction and a Certificate of Advanced Study in Curriculum and Instruction), 2022-09 (Merging Code of Conduct, Greek and Student Organization Policies), 2022-23 (Academic Calendar Harmonization), 2022-29 (Proposed alterations to OM 6.3.0 adding language to describe the roles of different types of graduate students), and 2022-06 (OM 2.10.2 Standing Administrative Committees).

- C. (Sen. Doc. #2022-43) Proposal for a Bilingual Extension in the Education Department, Catherine Snyder. Referred to CAP.
- D. (Sen. Doc. #2022-44) Proposal for a Certificate of Advanced Study in Adolescent Special Education in the Education Department, Catherine Snyder. Referred to CAP.

IV. Committee Reports

- A. Curriculum and Academic Policy (CAP) Committee, Chair David Schelly.
- B. Budget and Long Range Planning Committee, Chair Alex Cohen.

V. Discussion items

- A. Welcome to Senators Elect and discussion of Senator-elect role, Alex Cohen.
- B. (Sen. Doc. #2022-46), Proposed amendments to 2.10.2.L (Clarkson Common Experience Committee), Senate CCEC Task Force.
- C. (Sen. Doc. #2022-45), Criticism of proposed annual review policy for Arts and Sciences faculty, Stephen Casper.

VI. Decision Items Requiring a Vote

- A. (Sen. Doc. #2022-41) Curricular proposal: Program name change - Electrical Engineering Program to Electrical and Computer Engineering Program, Paul McGrath.
 - 1. A. Cohen moves to endorse the proposal. Motion carries. (10 yes, 1 no).

VII. For the Good of the Order

VIII. Executive Session

- A. A. Cohen moves to enter executive session at 5:05.

5:36 pm Return from executive session and adjournment.