Chapter 3
Faculty Responsibilities

Tufts University has a strong commitment to the liberal traditions and to excellence in teaching the arts, sciences, and engineering at the undergraduate and graduate levels. Innovative teaching is welcomed and celebrated, along with a flair for exposition, explanation, and intellectual stimulation.

Closely related to and complementing classroom teaching is the academic advising of students, which is a critical part of a faculty member’s service. In the graduate programs, advisement and mentoring play a key role in the students’ academic progress and, indeed, their ultimate professional success, whether in or out of academe.

Tufts University expects clear and sustained excellence in scholarship and research, as judged by professional peers nationally and internationally, from all of its tenured and tenure-track faculty members. In addition to advancing knowledge, such scholarship is critical in sustaining high-quality teaching and mentoring.

Full-time faculty members are expected to contribute to university governance through service.

The School of Engineering faculty workload policy can be reviewed here: http://engineering.tufts.edu/faculty/policies.htm.

Teaching

As a teaching-intensive institution at the undergraduate level, Tufts University expects full-time faculty members to fulfill a primary responsibility to their students and their courses. This responsibility includes holding office hours and attending departmental meetings.

Faculty members are expected to create a respectful teaching environment. Faculty members are also expected to attend every class period scheduled per course. With the approval of the department chair, faculty may make substitute provisions for an anticipated absence from class to attend professional meetings or for equally important professional reasons. Absences from class should be made known to the department chair and the students as promptly as possible, and faculty members who intend to be absent must make every effort to provide satisfactory alternative arrangements. If a faculty member plans to miss more than two consecutive classes or more than three total classes in a semester, he/she must request permission in writing from the department chair or program director and the relevant dean. Repeated absences may constitute a conflict of commitment. (See Examples of Outside Professional Activities.)

Consult the appendix and the website of the Division of Undergraduate and Graduate Students for student policies and procedures regarding academic matters.

In the graduate programs, teaching is equally rigorous but takes on additional dimensions. Effective mentoring is crucial for graduate students. Faculty mentors must commit to dedicating substantial time to graduate students to ensure their academic and professional development. A relationship of mutual trust and respect should be established between mentors and graduate students to foster healthy interactions and encourage individual growth. In addition, working with graduate students as teaching assistants is a valued part of graduate student training.

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The Syllabus

At the beginning of each term, faculty members are expected to distribute to their students a detailed syllabus, indicating required course work, examinations, readings, office hours, and other expectations, including learning objectives. As a general guideline, undergraduate students in the School of Arts and Sciences are expected to spend at least two hours of work outside the classroom for every hour of in-class instruction. Faculty members should adhere to the syllabus as closely as possible and to the standards for grading that are established; deviations from the syllabus should be discussed with the department chair and explained to students, and should occur only when pedagogically appropriate.

Office Hours

In an institution such as Tufts that values teaching, a faculty member’s regular presence on campus and accessibility to students are important. Faculty office hours should be posted on the office door and the department’s website. Provision for three hours per week is recommended, although faculty teaching large courses may wish to offer more office time. Additional office hours may be necessary at registration, at the beginning and end of the semester, and at the time of important examinations, when students need more time for consultation.

Student Attendance in Class

While formal attendance records for students are not required, faculty members are asked to report excessive absences to the appropriate associate dean of undergraduate education. In the case of graduate students, faculty members should contact the associate dean of graduate education in the School of Engineering or the dean of the Graduate School of Arts and Sciences, as appropriate. Absence from more than three class hours is normally deemed excessive. In the case of deficiencies arising from absences, the instructor must determine both the reasonableness of the circumstances and the need for special work to remove the deficiencies. A faculty member should require documentation for extended absence or absence from an examination.

Student Withdrawals from Courses

Students may drop a course without record of enrollment during the “drop” period in the first few weeks of the semester. After that date, they may withdraw from the course through the last day of classes, but the course will appear on the transcript with a noncredit mark of W. (This mark will appear automatically; professors do not need to enter this on the grading sheet.) Students are responsible for dropping or withdrawing from a course by the deadlines established by the registrar; professors may not grant permission to the student to override the deadline.

Student Evaluation of Courses

Student course evaluations are intended to help improve the quality of teaching. They are considered in decisions regarding tenure and promotion, in contract renewals, and in annual faculty salary reviews. The Faculty of Arts, Sciences and Engineering has approved a uniform course evaluation form for use in all courses.

The department chair should discuss course evaluations with faculty members to improve teaching techniques and effectiveness.

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Faculty members may ask additional questions or solicit open comments using the first page of that form. In order to obtain a maximal response, the Educational Policy Committee strongly recommends having students fill out the evaluation during class time. The instructor must leave the classroom for a reasonable length of time while the students are completing the forms. In the event that a course includes multiple instructors, a separate form should be used for each instructor, with the proviso that students only fill out Section A of the quantitative portion of the evaluation. One student or a number of students (depending on class size) should be asked to distribute and collect the forms, which should then be placed in an envelope and sealed. *The instructor should not handle the envelope.* All evaluation forms should be returned by the student(s) to the department for processing, tabulation, and retention in a secured area. *Forms should not be returned to the instructor* until after the final grading period. It is important for students to be reassured that instructors do not see these forms until after the grading period.

Departments are encouraged to maintain forms in a secure archive, since these are confidential records. The registrar’s office also keeps the quantitative summaries on file. By vote of the Faculty of Arts, Sciences and Engineering, the registrar provides the TCU Senate with each course’s aggregate statistics to be publicized on the senate’s website (unless a department specifically elects not to have its course evaluations passed along to the senate).

**Reading Period and Final Examinations**

The reading period set by the university for preparing for final examinations may not be used to give examinations or hold extra class meetings (other than voluntary study sessions). A thesis defense may take place during the reading period. Faculty should adhere to the schedule of final examinations prepared by the registrar. A faculty member may offer an earlier or later examination if students do not have the opportunity to take the examination at the originally scheduled time.

**Examinations**

In courses for which faculty members have responsibility, they also have primary responsibility for proctoring and grading examinations. Faculty members are accountable for reviewing all grading done by assistants. Staff members should not proctor exams.

Faculty should accommodate students who miss an examination for legitimate reasons (e.g., illness or death in the family). Generally, students are expected to inform the instructor of an impending absence before the examination and to supply documentation for an extended absence due to illness. The instructor fixes the time, place, and conditions of a special or makeup examination and informs the student of the details.

It is the university’s policy for students with documented disabilities to receive specific accommodations on examinations. These students must supply a letter of support from the director of student accessibility services well in advance of the examination. The director, after reviewing documentation from a qualified professional, may prescribe extended time on tests, a distraction-free testing environment, or some other accommodation. Faculty members may not make individual accommodation arrangements with students who have not provided documentation of their disability via the Office of Disability Services. More information is available [here](#).
Grading Policies

University policy states grades in any course are based on all evidence available to the instructor. Such evidence includes a final examination unless the instructor decides other evidence may appropriately be substituted. To maximize the educational character of grading, faculty members should provide written or oral comments on papers and examinations, indicating problems and areas of improvement, and return these materials to students in a timely fashion (normally, within two weeks of the final examination).

Effective education requires timely, objective evaluation of students’ academic work, using clear, standard, fair, and public criteria. Such standards should be listed in the syllabus. While criteria differ across disciplines and faculty members, the ultimate responsibility for setting standards and evaluating performance rests with departments and individual faculty members. Submitted grades are final and not subject to negotiation. Exceptions should be limited to correcting clerical and calculation errors, and correcting deviations from stated criteria. Of course, students do have the right to know the basis for a grade and faculty should be open to that post-semester conversation. Following such conversation, undergraduates who believe an error or deviation remains can appeal to the department chair and if necessary, subsequently to the dean of academic advising and undergraduate studies. Graduate students may appeal to the department chair and then to the dean of the Graduate School of Arts and Sciences or to the associate dean for graduate education in the School of Engineering. Policies regarding grading and changes for both undergraduate and graduate students are described in the Arts, Sciences and Engineering Bulletin.

All final grades must be entered online by the date listed in the academic calendar for each term. Please note that grades for all degree candidates must be submitted within forty-eight hours of the final exam. This is necessary so that degrees may be certified in the very limited time between final examinations and the faculty vote on honors and degrees. Grades for degree candidates with no final should be submitted by the first official day of exams. (Please refer to the academic calendar for specific dates.) Grades for nongraduating students must also be submitted promptly so that academic standing and financial aid decisions may be made shortly after the end of the term.

Grades are submitted through iSIS. It is the responsibility of faculty members to submit grades for each of their courses. Department chairs can submit grades if a faculty member is unable to do so for any reason. All faculty members must have access to iSIS Online and be linked to the courses they are teaching. It is important for departments to submit the course listings to the registrar’s office with the name of the instructor teaching the course. Application for iSIS Online access can be found here. This form is to be completed by any new faculty member or teaching assistant and sent to Dowling Hall. A grade must be entered for every student on the class list.

Grades

The standing of the student in each subject is expressed by one of the following letters.

- **A.** Superior work.
- **B.** Meritorious work.
- **C.** Work without marked merit or defect.
D. Unsatisfactory work but allowable for credit, subject to the restrictions specified under the requirements for graduation. Some departments disallow credit toward the concentration requirement.

P. Passing work (D- or better) for courses taken under the pass-fail option, and for selected courses offered only pass-fail by departments. Grade point average is not affected. Students may select this option without the faculty member’s knowledge.

F. Failure; no credit is received. A grade of F is included in the grade point average.

NG. No grade since the instructor has no current knowledge of the student and no basis for assessing work not submitted.

NR. No record of student ever attending class.

Y. Year-long course.

I. Incomplete (faculty member must submit to the registrar’s office a completed form, including a default grade, for each grade of “incomplete”).

W. Withdrawn; an indication that a student has been permitted to withdraw from a course after the fifth week of a semester, but no later than the last day of classes.

In computing a grade average, each course grade of A counts as 4.00; B, 3.00; C, 2.00; D, 1.00. Appropriate value is given to plus and minus grades and to half-credit courses. Averages are computed to three decimal places, and semester and cumulative averages are rounded to two decimal places. Since changes cannot be made after graduation, seniors are urged to rectify any errors on their transcripts well before that date.

Student Academic Dishonesty

Tufts undergraduate students and graduate students are subject to a policy on academic integrity. Faculty members who encounter substantial evidence of academic dishonesty must report it to the Office of the Dean of Student Affairs. This academic integrity policy assures consistency in the treatment of academic dishonesty and allows the institution to identify repeat offenders. The Office of the Dean of Student Affairs works with the faculty member in applying university and departmental policies and can assist in determining an appropriate academic outcome. Figure 1 shows the grading and disciplinary guidelines for academic integrity violations for undergraduate students.

Once accused of academic dishonesty, a student may not withdraw from a class. A student accused of or found responsible for academic dishonesty has the right to continue in the course, regardless of the grading consequence. The student judicial process allows for appeals of the disciplinary consequence on the basis of inconsistency, new evidence, or denial of fair process. There is no appeal of grading consequences.
### Figure 1. Grading and Disciplinary Guidelines for Academic Integrity Violations for Undergraduate Students

<table>
<thead>
<tr>
<th>Offenses</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism: inadequate paraphrasing or direct borrowing of others’ words (without quotation marks) that affects a small portion of the paper, but the source is cited in the bibliography and/or the body of the paper. (Benefit of the doubt is given that the student didn’t know better.)</td>
<td>Plagiarism: inadequate paraphrasing or direct borrowing of others’ words (without quotation marks) that affects a large portion of the paper, but the source is cited in the bibliography and/or the body of the paper.</td>
<td>Plagiarism: direct borrowing of others’ words (without quotation marks) that affects a small portion of the paper, and the source is not cited in the bibliography nor the body of the paper.</td>
<td>Falsifying data.</td>
</tr>
<tr>
<td>Unauthorized collaboration when the work is a small percentage of the course grade (e.g., homework assignment).</td>
<td>Plagiarism: direct borrowing of others’ words (without quotation marks) that affects a large portion of the paper, and the source is not cited in the bibliography nor the body of the paper.</td>
<td>Inventing or falsely attributing sources used in a paper or other work.</td>
<td>Submitting an exam for regrading after altering original answers.</td>
</tr>
<tr>
<td>Lending one’s paper or work to another student and knowingly facilitating another’s dishonesty.</td>
<td>Unauthorized collaboration on a work that is a large percentage of course grade (e.g., paper).</td>
<td>Unauthorized collaboration on a lab report.</td>
<td>Submitting a fraudulent excuse for coursework missed.</td>
</tr>
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<td></td>
<td>Submitting one work for two courses without permission of both instructors (counts for one course only).</td>
<td>Submitting a paper as one’s own that has been wholly or mostly written by someone else, whether that paper has been purchased, borrowed, found, stolen, etc.</td>
<td>Cheating during an exam (including bringing unauthorized materials into the exam room).</td>
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<tr>
<td></td>
<td>A second Level I offense.</td>
<td>A second Level II offense.</td>
<td>Enlisting another to take an exam in one’s place.</td>
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<tr>
<td>Reduced grade for the work; or zero or F on the work with the possibility to resubmit it for a replacement grade.</td>
<td>Zero or F on the work without the ability to resubmit it for a replacement grade; or</td>
<td>F in the course; or</td>
<td></td>
</tr>
<tr>
<td>There is no automatic course grade consequence for a Level I offense.</td>
<td>Automatic course grade consequence of anywhere from one letter grade reduction to F.</td>
<td>Zero or F on the work without the ability to resubmit it for a replacement grade.</td>
<td></td>
</tr>
<tr>
<td>Probation Level I (warning, no transcript notation); Required meeting with Academic Resource Center.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation Level II (transcript notation, expunged after four years).</td>
<td></td>
<td>Suspension or expulsion (transcript notation permanent).</td>
<td></td>
</tr>
</tbody>
</table>
Privacy of Student Academic Records

Federal law (the Family Educational Rights and Privacy Act, or FERPA) requires that Tufts University be particularly vigilant in protecting the privacy of student records. The Faculty of Arts, Sciences and Engineering determined by vote in spring 2008 that only the following personnel shall have access to the transcripts and educational records of the following groups of students to carry out the necessary academic responsibilities of advising, monitoring, and promoting student progress.

- Deans shall have access to the academic records of all students.
- Advisers shall have access to information regarding their advisees.
- Department chairs and program directors shall have access to the academic records of students in the majors they oversee.
- Appropriate departmental or program staff as designated by a chair or program director shall have access to the transcripts and educational records of students in the majors they serve.

Faculty members should be respectful of the privacy rights of their students. Paper transcripts should not be left in public spaces. When no longer of use, they should be disposed of properly (that is, filed or shredded by nonstudents). Faculty members should never request and consult a transcript in the process of assigning a student’s grade. They may request and consult a transcript, however, if this will help them to address an academic concern or to identify an academic problem.

More information regarding FERPA is available [here](#).

Religious Holy Days

As the academic calendar is constructed, religious holy days are not the sole factor in determining days on which classes are held or suspended. However, it is the policy of the faculty that students be encouraged to observe their [appropriate religious holy days](#); that instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to ensure that no examinations, written reports, oral reports, or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty.

Safety

Faculty members must exercise reasonable care regarding the safety of students in classes and laboratories. They should be aware of the location of all safety devices (such as eye-rinsing facilities and fire extinguishers). Tufts Environmental Health and Safety (TEHS) is an important resource for health, safety, and environmental protection in teaching and research. It provides training, advice, and other compliance assistance to faculty members. More information can be found at [http://publicsafety.tufts.edu/ehs/](http://publicsafety.tufts.edu/ehs/). Faculty members should also consult their departments for information specific to their discipline.
Academic Advising

Tenure-stream faculty members and full-time lecturers in undergraduate departments are expected to serve periodically as premajor and major advisers, and advisers to graduate students, as appropriate. New members of the faculty, although ineligible for premajor advising during the first year, are expected to become familiar with the requirements of the curriculum to assume the duties of advising. The extent and quality of a faculty member’s service as an adviser is part of the evaluation for professional performance. Each student at Tufts is assigned a premajor adviser upon matriculation. A faculty member assigned as a premajor adviser is responsible for the academic advising of a student until that student declares a major or requests a change of adviser. If a premajor adviser goes on leave, that faculty member must notify the student as well as the director of advising in undergraduate education (in the School of Arts and Sciences) or the associate dean for undergraduate education (in the School of Engineering), who will help the student find a new adviser. In the School of Arts and Sciences, the department or program is responsible for ensuring that all major advisees in a department or program have faculty advisers. In the School of Engineering, the associate dean for undergraduate education assigns advisers with the input of the department chairs.

To fulfill their advising function well, advisers must be familiar with the requirements and policies governing programs of study. Faculty should understand the operation of the online degree audit system (DARS) and the integrated student information system (iSIS). Detailed information, reflecting changes in requirements and policies each year, is found in the Arts, Sciences and Engineering Bulletin, especially the general information section, and the Adviser’s Handbook, distributed to faculty advisers. Engineering faculty members can refer to Frequently Asked Questions for Advisors.

The Office of Academic Advising and Undergraduate Studies for Arts, Sciences and Engineering sponsors periodic workshops premajor advisers are expected to attend. Advisers should be familiar also with university services and resources such as the Academic Resource Center, the Office of Financial Aid, the Experimental College, the Office of Career Services, and Health Services, and should refer students as appropriate.

In the Office of Academic Advising and Undergraduate Studies there is an associate dean responsible for each student. Students in the School of Arts and Sciences are allocated to these deans alphabetically; all School of Engineering undergraduates fall under the purview of the associate dean for undergraduate education. Direct and sustained contact with the deans is crucial in the schools’ attempts to promote the success of every student. The Division of Undergraduate and Graduate Students also administers prelaw and premedical advising; advising and support for commuting, adult, and transfer students; advising for students in the BA/BFA program and joint programs with the Museum School and the New England Conservatory of Music; and students in study abroad programs (both Tufts and non-Tufts programs). In addition, the office assists students applying for Rhodes, Marshall, Fulbright, Truman, and other postgraduate fellowships and scholarships. The office also provides oversight of student academic performance and certification of degrees. Comprehensive information about all of these offices and services and the resources available to students can be found here.
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Faculty should refer to the appropriate pages in the *Arts, Sciences and Engineering Bulletin* for more information on academic standing and satisfactory progress toward the degree. In the School of Engineering, the associate dean of undergraduate education certifies all undergraduate degrees.

Advisers to graduate students should maintain close contact with the Office of the Dean of the Graduate School of Arts and Sciences or to the associate dean for graduate education of the School of Engineering on matters pertaining to admission, satisfactory degree progress, and degree requirement completion.

**Special Resources**

Students come to Tufts from a variety of backgrounds and may find they are intimidated by the diversity at Tufts, or find that they are the victims of stereotyping and discrimination. There are resources on campus devoted to providing support and community for members of specific constituencies: the Africana Center; the Asian American Center; the International Center; the Latino Center; the Lesbian, Gay, Bisexual and Transgender Center; and the Women's Center. In addition, both faculty members and students may consult Tufts chaplains.

If a student’s problems seem to stem from personal crisis or emotional stress, it is very important to inform the Office of the Dean of Student Affairs. The staff can offer assistance and advice on a variety of problems, including excessive absences from class, suspected substance abuse, and inappropriate behavior (such as threatening or intimidating behavior toward others).

Tufts University also has a counseling center that is available without charge for short- or long-term treatment. A faculty member may discuss a student's problems without committing himself or herself to a particular course of action, and without needing to divulge the name of the student. In general, the members of the professional staff in the Office of the Dean of Student Affairs and the counseling center are best equipped to deal with student crises. Faculty members should not deal with these situations alone. For more information regarding dealing with students in distress, please see [*Students in Distress: A Guide for Faculty, Staff, and TAs*](#). Faculty members with questions or concerns about a student with a disability should consult with the [program director for disability services](#).

**Research**

All tenure-stream faculty members in the School of Arts and Sciences and the School of Engineering are expected to conduct research and produce scholarship. In so doing, tenure-stream faculty members are expected to extend the boundaries of knowledge and, where appropriate, to include students—undergraduate and graduate—in that endeavor. Thus, faculty research activities contribute to a vigorous intellectual climate. Tufts University seeks to encourage creativity and invention among its faculty, students, and staff.

Tufts offers an array of internal support mechanisms for all faculty members to pursue their research, regardless of discipline. In addition to making its own facilities, equipment, personnel, and information resources available for research, Tufts actively seeks both general and specific support from public and private external sources.

Faculty members wishing to seek research funds are encouraged to consult the [Office of Research Administration](#) (ORA) within the Office of the Vice Provost, as well as the [Office of Corporate and...](#) Summer 2013.
Foundation Relations (CFR). Faculty members seeking internal research funding should contact the Committee on Faculty Research Awards (FRAC).

The “Policy on Academic Freedom, Tenure and Retirement of the Board of Trustees” states that faculty members and students should be free to decide when and how to publish the results of their work and that, in general, grants and contracts involving classified research or involving U.S. or foreign intelligence are not appropriate. Other U.S. agencies such as the Department of Defense and Department of Energy, for example, regularly have contractual provisions that are problematic for Tufts University because these terms and conditions impose broad publication restrictions which infringe on the university’s academic freedom and nonprofit institution tax status as it relates to fundamental research. However, while classified research is not performed at Tufts, the Office of Research Administration will work with both the investigator and the funding agency to negotiate terms that are acceptable to both when dealing with issues such as publication review, ownership of intellectual property, sensitive materials, and other areas such as export controls. Please refer to the appendix for a comprehensive list of university policies. Note that these research-related policies apply to Tufts faculty members across the university. Please refer to the appendix specifically for policies related to misconduct and ethical practices in research and scholarship.

Research Administration Procedures

The associate director of research affairs in the School of Arts and Sciences is responsible for working with faculty members to enhance research productivity and promote scholarship through external funding. A website has been designed to guide faculty members through the preaward process. Proposal submission information for arts and sciences faculty members is available here.

The School of Engineering Office of Research, led by the associate dean for research, is responsible for creating a supportive environment to enhance research productivity and active scholarship. Proposal submission information within the School of Engineering, along with faculty research resources, is available here.

Any faculty member seeking external research funding should first consult with the ORA. Faculty members seeking research funding from corporations or foundations should contact CFR. Solicitation of individual donors must be coordinated through the Senior Director of Development for the School of Arts and Sciences or the School of Engineering, as appropriate.

Service

Beyond teaching and scholarship, full-time faculty members are expected to participate in governance of their respective schools through attendance and voting at faculty meetings (A&S, AS&E, and SoE) and through service on standing and ad hoc committees. Faculty meetings offer a valuable forum for the discussion of policies and information exchange between the faculty and administration; active faculty participation in meetings is therefore essential to shared governance of the school. Similarly, the committee structure allows for faculty oversight of discrete units within the schools. When not on leave, faculty members are normally expected to serve on at least one school or university-wide committee (only modest service is asked of tenure-stream faculty prior to tenure review). Committee openings are advertised annually by the Committee on Committees.

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Full-time faculty members are required to attend department meetings and to contribute to the operation of their department. Where relevant, faculty may also be asked to assist the administration of interdisciplinary programs. Tenured members of the faculty in the School of Arts and Sciences should expect, in due course, to serve a rotation as chair of their departments; where relevant, they may serve as the director of an interdisciplinary program. Only in exceptional circumstances should associate professors assume the leadership of a department or program. Faculty members are also expected to serve their profession and their disciplines.

Other Responsibilities

Commencement

Faculty members have a duty to attend the commencement and matriculation exercises of the school(s) in which they teach. Faculty members are asked to wear their appropriate academic regalia for the occasion. Faculty members should report to their department chairs if they are unable to meet their responsibility to participate in commencement.

Annual Submission of the Faculty Information Form

In the spring semester of each year, faculty members are required to report their professional activities and accomplishments to their department chairs, including, but not limited to, current information on teaching and advising, scholarship, and service. This information is used as a part of the annual merit review. Faculty members in Arts and Sciences who fail to turn in a form are ineligible for a raise.

School and University Accreditation

Compliance with external accreditation boards is a crucial part of everyone’s responsibilities in an academic setting. Faculty members are expected to respond in a timely manner to accreditation-related requests from their department chairs, program directors, or other university personnel. Examples of frequently requested materials include but are not limited to a curriculum vitae in a specified format, course syllabi in a specified format, and relevant outcome assessment and evaluation data.

Working with One Another

Tufts University strongly believes that members of the community should treat one another with dignity and respect. These principles are embodied in the university policy "Working with One Another."

Outside Professional Activities

The principal professional commitment of full-time faculty members is to the university. It is recognized that the university-related education, research, service, and activities are such that it is neither feasible nor desirable to attempt to establish narrow time and location regulations on how faculty members fulfill these responsibilities.

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It is both appropriate and desirable that faculty members be involved in professional and other outside activities, in the practice of their profession, in consulting, guest lecturing at other institutions, and serving in professional and community organizations. Such activities extend the faculty member’s professional competence, enrich the teaching he or she can provide at Tufts, and contribute to the advancement of the profession.

The university encourages outside professional activity on the part of faculty members when it furthers their professional development, especially when it enhances their teaching and research capabilities. It is expected, however, that faculty members will arrange any external activities in which they may engage so as not to interfere with their primary commitment.

Faculty members must obtain the approval of the dean of the school before engaging in any significant outside professional activity. Activities may be significant even though they involve comparatively little time. A single guest lecture or a one-time consulting visit would not normally be considered significant, but a lecture series or an ongoing consulting relationship would be. Where there is disagreement about the propriety of an activity, the school dean and the faculty members involved shall make their best efforts to arrive at a resolution consistent with the mission of the school. The school dean will make the final decision.

Faculty members should not take on substantial teaching or other commitments in another educational institution. Exceptions would include guest lecturing, participating in invited seminars, and similar activities.

Faculty members should not engage in external activities that are inconsistent with good professional practice; that impose restrictions on the freedom to publish university-based work; or that involve any significant use of university facilities, materials, services, personnel, or restricted university information without specific advance written permission from the university and, where needed, appropriate compensation.

During the academic year, no more than 20 percent of one’s total professional effort during normal working hours of a five-day week may be directed to outside work. The intent of this guideline is to avoid situations in which the time or creative energy a faculty member devotes to extramural activities compromises the amount or quality of his/her participation in the instructional, scholarly, or administrative work of the university.

A faculty member who has applied for and been granted a sabbatical, or any other research leave funded by the school, is not to receive salary compensation for services in another institution or organization. This does not preclude fellowships or other grants-in-aid for advanced study.

The guidelines in this Handbook are provided to assist individual faculty members and senior academic administrators in identifying possible problems. These guidelines apply to full-time faculty members and pertain to the period of their university contracts (nine-month, twelve-month, or other). If part-time faculty members fulfill their obligations to the university and if their activities do not conflict with university policies, then the way in which they spend the balance of their time is not a proper concern of the university.

In addition to possible conflicts of commitment, addressed above, faculty members may not engage in activities that pose an actual or potential conflict of interest with the faculty member’s responsibilities to Tufts University. Faculty members in the School of Arts and Sciences and the School of Engineering should consult the “Conflict of Interest Policy.”
All faculty members at Tufts University are bound by university policies, many of which are listed in the appendix.
Examples of Outside Professional Activities

The following activities are examples consistent with these guidelines.

- Acceptance of royalties for published scholarly works or other writings, or of honoraria for commissioned papers and occasional lectures
- Service on committees or boards of organizations, public or private, that does not conflict with university obligations. This includes professional organizations that are discipline-based. The payment of honoraria or reimbursement for expenses in these cases would not be an issue.
- Consulting with outside organizations or clients that does not conflict with obligations to the university or the practice or policy restrictions of the school

The following activities need to be examined case by case.

- Service as a principal consultant or director of an outside concern
- Service as a consultant to a firm that in turn sponsors the faculty member’s work, or related work, at the university
- Relationships that might enable (or appear to enable) the faculty member to influence the university’s dealings with an outside organization in ways leading to personal gain or to other conflicts of interest
- Activities that appear to conflict with university policies governing research funded by an external agency and with funds administered by the university
- Activities that directly or indirectly involve students in anything other than their normal academic pursuits

The following activities are probably unacceptable.

- Service involving executive responsibility for an outside concern working in areas related to the faculty member’s professional activities
- Situations in which research or service activity that could and ordinarily would be carried on with the university is conducted elsewhere to the disadvantage of the university and its legitimate interests
- Any outside activity that involves a level of commitment, dedication, or time that prejudices the individual’s primary responsibility to the university

Grievance Panel

From time to time, issues involving faculty members arise that require adjudication. The AS&E faculty Grievance Panel is delegated the responsibility to address these concerns. Procedures relating to grievances are available on the Grievance Panel’s website.