



BOSTON
ARCHITECTURAL
COLLEGE

2016-2017

A photograph of two women in a classroom or lecture hall. The woman in the foreground is in profile, looking towards the right, with a yellow pencil held in her mouth. The woman in the background is also in profile, looking towards the right, and is wearing glasses. The background is softly blurred.

FACULTY HANDBOOK

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ABOUT THE BAC

Mission

The BAC provides excellence in design education emerging from practice and accessible to diverse communities.

Brief History

The Boston Architectural College has been in continuous existence as an institution of spatial design education since 1889. According to its original charter, the founders created the Boston Architectural Club “for the purpose of associating those interested in the profession of architecture with a view to mutual encouragement and help in studies.” Clarence Blackall, the Club’s first president, was passionate about creating an open and inclusive society, a goal that has been consistent throughout the BAC’s history. In its early decades, the institution attracted many first- and second-generation immigrants who could not have afforded to attend traditional colleges.

The Boston Architectural Club became the Boston Architectural Center, and finally in 2006 the Boston Architectural College, each step marking an expansion of educational functions from a certificate program in one discipline to the current state of fully accredited degree programs in architecture, interior architecture, landscape architecture and design studies. The College as a whole is institutionally accredited by the New England Association of Schools and Colleges’ (NEASC) Commission on Institutions of Higher Education, with individual degree programs accredited by the National Architectural Accreditation Board, the Landscape Architecture Accreditation Board, and the Council on Interior Design Accreditation. Each of the last three commencements has represented over 150 graduates, making the BAC one of the largest design programs in New England.

The BAC Today

The Boston Architectural College is currently a school of roughly 680 students enrolled in bachelor’s and master’s programs, with a slight majority of graduate students (54%). The College’s student body is more ethnically diverse and more gender balanced than most American design schools, a demonstration of our commitment to making design education and professional lives more accessible to a broader spectrum of students. In addition, over 20% of BAC students are international visa holders, with another seven percent having permanent-resident status.

These students are led by a permanent faculty of twenty-two and an adjunct faculty numbering approximately 250 in each semester, teaching across all content areas and levels of the curricula. We are glad that you are among them, and hope that this handbook helps to make your teaching experience more successful and more satisfying. If you have any questions before, during, or after the semester, please contact your supervising faculty member or Dean. For logistical support, contact our Faculty Services office on the second floor of the Newbury Street main building, or contact Mayya Bozhilova, Executive Assistant to the Provost, at mayya.bozhilova@the-bac.edu or 617-585-0270.

DEFINITION OF FACULTY

Core Faculty

The core faculty is defined as instructional staff who carry a minimum teaching load of six credits per academic year and who are responsible for the educational and administrative leadership of schools and curricular areas. At present, the BAC has 22 permanent twelve-month faculty, who individually hold responsibility for teaching and for supervising instructors. These faculty also collectively hold responsibility for curriculum review and coordination, and participate in a formal faculty review process.

Adjunct Faculty

Adjunct faculty or instructors are professionals who, having been educated in the arts, humanities, sciences, or design professions, are responsible for fostering the development of a new generation of well-rounded design professionals through individual courses. They are employed on a contractual basis to deliver classroom instruction in their field of expertise, under the hiring and supervision of the core faculty member in charge of the relevant school or curricular area.

Practice Faculty

Practice faculty, who are all practicing design professionals, are adjunct instructors who meet with students to evaluate experiential learning through interview questions, portfolio documentation, supervisor feedback, and the Student Learning Contract. Based on that evidence, the faculty assess and define students' Skill Levels. Practice Faculty also help students develop a strategy to enhance students' applied learning experiences and outcomes, teach them how to become better advocates for their own learning, and provide verbal and written feedback.

THE BOSTON ARCHITECTURAL COLLEGE: GENERAL INFORMATION

Hours of Operation

Monday-Friday 8:00AM – 10:30PM

Saturday/Sunday 8:00AM – 8:00 PM

Security Station Telephone: Newbury Street 617-585-0200; Boylston Street 617-585-0108

Additional and extended hours will be posted on campus and online at:

<http://www.the-bac.edu/about-the-bac/offices-and-staff-directory/facilities-and-operations/campus-building-hours>

Emergency Closing

In the event of severe weather conditions or any other emergency situation, the BAC may suspend operations during normal hours. Notice of school cancellations and delayed openings are recorded on the BAC's automated phone system (617.262.5000), and also posted as a banner at the top of the BAC's website homepage. For morning classes, the announcement will be made by 6:00am. For 4 pm classes, notification will be made by 1 pm and for 7 pm classes notification will be made by 4pm. Storm-related closings are communicated via the BAC website and broadcast on:

WCVB-TV channel 5; wcvb.com

WBZ 4 Storm Center; boston.cbslocal.com

7 News Boston Storm Force WHDH-TV; <http://www.whdh.com/>

Fox 25 News; myfoxboston.com

For more information please go to <http://the-bac.edu/about-the-bac/public-safety>.

Security

The BAC's location on upper Newbury Street provides access to the best of Boston. With the privilege of urban access and participation in the College comes the responsibility to be aware of the full reality of the urban community and to take precautions accordingly. The challenge faced by the BAC and neighboring institutions of higher education is to strike a workable balance between access and freedom on the one hand and security on the other. Security policies and procedures exist in order to maximize the freedom and the security of all College participants, including students. Toward this end, the following regulations and guidelines must be observed:

- during posted hours of operation, a valid BAC or Pro Arts identification card is required for access to the BAC. Guests must sign in and out at the front desk;

- a BAC ID is not required for access to McCormick Gallery, but visitors must sign in and out at the front desk;
- students should be prepared to show their BAC ID if requested by a uniformed security guard. Anyone who does not present an ID will be asked to leave the building if there is no one present who has a valid ID and who can vouch for the identity of the unidentified student and sign him or her in;
- 24-hour access is available only to those with special access cards, which are made available to Long Studio and Thesis students subject to terms specified upon issue;
- Access cards are valid for one semester only and are not a substitute for a BAC ID. Students must have both their ID and access card to be guaranteed access afterhours.

Access to the BAC is a privilege and not a right. Everyone who wishes to exercise that privilege has a responsibility to enhance the security of the community by observing security rules and regulations and reporting without delay anything that would diminish that security.

In compliance with the Crime Awareness and Campus Security Act of 1990, the BAC requires students, faculty, and staff to report all criminal actions or threats thereof, vandalism, and emergencies occurring within the building and vicinity. Reports are to be made to the Security Officer on duty at the reception station in the lobby, who will file an incident report. The Security Officer can be reached internally by dialing extension 243. In the event that an incident occurs after hours, students should call appropriate law enforcement and/or emergency personnel and Longwood Security (617.760.7160).

Lost and Found is located at the Security Desk. The BAC is not responsible for personal property left on the premises. All unclaimed items will be donated or discarded one week after the end of the semester.

Transportation

Automobiles

There is no provision for parking anywhere on BAC property for staff, faculty, students, or other constituents. Any unauthorized vehicle parked on BAC property will be towed without notice, at the owner's risk and expense. Security personnel make routine checks of school property throughout the week during day and evening hours, to ensure that no vehicles are illegally parked.

The BAC has negotiated a discount with the parking garage at 50 Dalton Street (above the Summer Shack restaurant); the amount of that discount varies by time of day. Please see the security desk at 320 Newbury to have your parking pass validated.

Bicycles

All bicycles are to be parked and secured at the bike rack in the alley behind 320 Newbury Street. No bicycles are allowed inside campus buildings, except under the following conditions:

- Any staff member who has a private office may store a bike, but it must be stored in his/her office.
- Any one may bring into any campus building a folding bike which must be kept entirely folded at all times. It cannot be more than 24"x24"x11" and must be contained in a bag or carrying case.

It is most important to keep ramps, stairwells and aisles clear of bikes. Bicycles found in any building that do not comply with the two exceptions above will be removed at owner's risk.

If a bike is discovered blocking a means of egress or a passageway the bike will be removed immediately without notice to the owner. Security staff will, from time to time, check campus property to ensure that no bicycles are in the building. If a bicycle is found and is not blocking a means of egress, the security officer will do the following

1. Secure the bike with a lock (which is kept stored at the security desk.)
2. Place a "ticket" on the bike, which will inform the owner to locate the security officer who will then free the bike and inform the owner that it is improper to store bikes inside the building and
3. Remove the bike (if the owner does not recover the bike within two days) and park it unlocked at the bike rack at the rear of the 320 Newbury Street building.

Rollerblades, Skateboards, & Roller Skates

For the safety and well-being of all, use of rollerblades, skateboards, and roller skates are prohibited in all BAC facilities.

GENERAL EXPECTATIONS FOR CONDUCT AT THE BAC

Campus Compact

The Boston Architectural College is committed to creating an educational environment that promotes opportunities for learning. This is necessary in any college setting but it also actively models behavior required by a design professional in the field, something a BAC student typically encounters and must demonstrate well before graduation. A successful learning environment can only occur when every individual in the BAC community takes an active role in respecting the integrity of others. This document establishes a code of conduct for all members of the BAC community to follow in enhancing the BAC as a learning environment.

This document has been approved by the BAC's Trustees and reviewed by the BAC's Senior Staff and counsel. It is, however, a living document and is subject to change by the BAC at any time. In addition, the BAC reserves the right to rule on any matter not specifically described in this document, but which violates the spirit of expectations described here. Please contact the Office of the Dean of Students with any questions concerning this document or BAC's policies.

The expectations described in this document incorporate certain policies already in use at the BAC and generally described in the "Community Rights, and Responsibilities" chapter of the BAC Student Handbook and in the "Faculty Benefits/Responsibilities" chapter of the Faculty Handbook. The section of this document Studio/Learning Culture Statement: Promoting a Learning Environment addresses NAAB Condition 3.5 on Studio Culture in which the BAC is expected to demonstrate a positive and respectful learning environment and successful time management on the part of both the faculty and students.

BAC Community members, as referred to in this document, are comprised of all persons involved in teaching and learning for credit at the Boston Architectural College. This includes full-time, part-time and Continuing Education students, alumni, Trustees, Overseers; BAC staff, Academic and Practice Faculty, visiting design jury critics and lecturers, and members of the public visiting the BAC campus. This definition extends to all participants in BAC sanctioned events, on campus or elsewhere.

BAC Community Principles of Interpersonal Responsibility

The BAC expects that, while participating in any activity associated with the BAC, community members will adhere to high standards of personal and professional conduct. They will understand that mutual respect, civility, and ethical behavior are core principles and values at the BAC. This Compact directs each community member to be intentional in considering the spirit of these principles in all interactions with other members or to members of the public. This document is not intended to address comprehensively every aspect of individual behavior. Instead the BAC requests, and expects, that everyone who is a part of the BAC community exercise good judgment, fairness, and logic.

The Compact presupposes that there will be civility and respect for others within the BAC. Because academic life requires standards of behavior of a higher order than those of the wider society of which the BAC is a part, the BAC's standards substantially exceed the minimum expectations of civil law and custom. The general laws of society confer rights and impose obligations on all citizens. When they enter the BAC, students retain their rights under the laws of society, but student status confers no immunity or sanctuary from federal, state, or municipal laws. The BAC reserves and will exercise the right to insist upon the highest standards of personal conduct from all members of the BAC community.

The BAC expects members of its community to:

- Obey the law and all BAC policies, rules, and regulations;
- Promote a learning environment; and
- Respect the safety and well-being of themselves and others.

The BAC expects the members of its community to obey all local, state, and federal laws and all BAC policies, rules, and regulations. Behavior occurring off campus that is in violation of the Compact or local, state, or federal laws and could adversely affect the educational mission of the BAC or its relationship with the surrounding community may subject community members to discipline pursuant to the Consequences of Unacceptable Behavior section of this document.

Studio/Learning Culture Statement: Expectations for the BAC Learning Environment

The BAC is committed to maintaining a supportive environment for teaching and learning. While a BAC design education is appropriately challenging, the BAC expects everyone—students, staff, faculty, observers, or visitors—engaged in the learning environment of its colleges and Continuing Education programs to behave as professionals. They should interact with others and manage their time exactly as they are expected to do in professional practice.

The BAC expects faculty to:

- honor their contract, which incorporates, by reference, faculty responsibilities listed in the Faculty Handbook.
- make time available to meet with students outside class time as necessary, and to provide clarification of course objectives.
- be clear in their expectations for students and grade students in terms of those expectations, and adequately alert students in a timely manner when those expectations are not being successfully met.
- treat all community members with honesty, dignity and integrity, including the use of a constructive language when discussing academic performance and design work. This extends to community members performing official BAC roles in the public realm.
- demonstrate excellent time management in the utilization of class time, the semester calendar, and in the planning of in-class and homework assignments and projects.
- actively contribute to an atmosphere of optimism, collaboration, innovation, and respect for diversity during all BAC-related activities.

The BAC expects students to:

- come to the classroom prepared, focus on course content while there, and contribute to understanding it by participating actively in each session.
- treat all community members with honesty, dignity and integrity, including the use of a constructive language when discussing academic performance and design work. This extends to community members performing official BAC roles in the public realm.

- develop excellent time management skills during class time and also by balancing academic work, professional work, and personal life effectively. Time management is a critical professional skill that can be learned. The Academic Advising office has many resources to help.
- actively contribute to an atmosphere of optimism, collaboration, innovation, and respect for diversity during all BAC-related activities.

All members of the BAC community are required to maintain an academic environment in which the teaching and learning processes of the BAC are supported and respected. No one connected to the BAC shall impede these activities, in either the academic or professional settings. All BAC community members shall maintain a high ethical standard of absolute honesty and appropriate regard of the rights and privileges of others. No person shall violate these principles or knowingly tolerate their violation by others. Failure to support this BAC standard of ethical conduct will result in disciplinary action up to and including suspension or dismissal.

Intellectual Property

Ownership of Student Work

Students own the intellectual property they develop as a result of class work. However, the BAC reserves the right to retain and duplicate examples of student work including papers, drawings, models, thesis documents, and portfolios submitted to fulfill course or degree requirements.

Protection & Retention Of Student Work

The BAC reserves the right to retain and duplicate examples of student work including papers, drawings, models, and portfolios submitted to fulfill course or degree requirements. While great effort is made to handle student work carefully and securely, the BAC cannot be held responsible for lost or damaged items.

Ownership of Instructional Materials

Instructors will remain the owner of any materials they may have developed independent of the BAC before the date of their agreement letters. However, instructors grant the BAC a perpetual, irrevocable, assignable, global, royalty-free, non-exclusive license to use, display, publish, perform, copy and make derivative works from any such materials that instructors use in connection with this course.

Any materials developed after the date of the agreement letter and in connection with this course will be considered works made for hire and the property of the BAC; all copyrights, patents trademarks and other forms of intellectual property, including any moral rights, with respect to such materials shall be and hereby are assigned to the BAC. However, the BAC grants the instructor a perpetual, irrevocable, global, royalty-free, non-exclusive, non-assignable license to use, display, publish, perform, copy and make derivative works from any materials s/he develops in connection with this course, provided in each case that the instructor do so under her or his own name.

Diversity Statement

The Boston Architectural College is committed to promoting a community that celebrates, affirms, and vigorously pursues inclusiveness in all its forms.

Excellent design integrates diverse skills and problem solving approaches to meeting client needs. Combining divergent ways of thinking, non-traditional approaches to solving problems, multi-cultural awareness, sensitivity to the needs of persons who may be different from ourselves, tolerance of ideas we may not initially understand, and openness to new ways of addressing needs is essential to achieving thoughtful, creative, innovative and client-centered design. Through multiple design disciplines, and through our insistence on learning from diverse ways of approaching design solutions, the Boston Architectural College expresses its fundamental commitment to being an open and welcoming community. We strive to effectively serve diverse clients in a multi-cultural world.

As the largest independent, multi-disciplinary college of spatial design in the United States, the Boston Architectural College (BAC) has opportunities to influence the future viability of the design professions. Sustainable design professions require diversity and inclusivity in their approaches to serving clients. The BAC strives to increase diversity among those who study, work, teach and practice Architecture, Interior Design, Landscape Architecture and a wide range of allied fields.

The BAC's Diversity Vision is to be a vibrant, inclusive learning community where all members are respected, welcomed and enabled to thrive. As this vision is realized, the College will reflect diversity in its student body, faculty, curriculum, Practice learning, and in the ways that we teach and learn.

This plan sets forth specific initiatives aimed at fulfilling the College's mission: to provide excellence in design education grounded in practice and accessible to diverse communities. This plan also sets forth current diversity efforts at the BAC, and a three-year action plan focused on five major objectives to increase diversity throughout the BAC community. These objectives encompass the establishment and review of policies; programming and evaluation; and the creation of effective partnerships to accomplish the plan's goals.

Nondiscrimination Policy

The BAC does not discriminate on the basis of race, color, ancestry, national or ethnic origin, religion, creed, sex, age, affectional/sexual orientation, or disability in any of its policies, procedures, or practices in accordance with its obligations under Section 504 of the Rehabilitation Act of 1974 as amended, Title IX of the Education Amendments of 1972, as amended, and other federal and state nondiscrimination laws.

This nondiscrimination policy covers admission, scholarship and loan programs, employment, membership, and access to its educational and other school-administered programs and activities. Any student who has witnessed or been the victim of discrimination is encouraged to report the incident to the Dean of Students, who will advise him/ or her of further reporting options and initiate steps to address the matter.

Inquiries concerning the BAC's policies and compliance with applicable nondiscrimination laws, statutes, and regulations (such as Title IX and Section 504) may be addressed to the Vice President for Finance and Administration at the BAC (617.585.0204). Inquiries about these laws and about compliance also may be directed to the Assistant Secretary for Civil Rights, U.S. Department of Education. In accordance with the applicable Federal regulations, the BAC has designated the Vice President for Finance and Administration as its employee with responsibility for coordinating compliance with Title IX and Section 504, including investigations of complaints.

Professional Ethics

The BAC educates professionals in the fields of spatial design. The College expects students to adhere to the ethical standards of the professions for which it educates, including those set forth by:

- AIA: <http://www.aia.org/aiaucmp/groups/aia/documents/pdf/aiap074122.pdf>
- ASLA: <http://www.asla.org/nonmembers/CODE499.htm>
- IIDA: http://www.iida.org/resources/content/6/3/6/0/documents/IIDA-Code-of-Ethics_Designer.pdf

Whistleblower Policy

The BOSTON ARCHITECTURAL COLLEGE ("BAC") requires trustees, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the BAC must practice honesty and integrity in fulfilling their responsibilities and must comply with all applicable laws and regulations.

Reporting Responsibility

It is the responsibility of all trustees, officers and employees to report dishonesty or misconduct in accordance with this Whistleblower Policy.

For purposes of this Policy, misconduct and dishonesty include but are not limited to:

- Theft or other misappropriation of assets, including assets of BAC, its trustees, officers, employees, volunteers, visitors, program participants or others with whom the organization has a business relationship
- Misstatements and other irregularities in BAC records, including the intentional misstatement of the financial or programmatic results of operations
- Forgery or other alteration of documents
- Fraud and other unlawful acts
- Destruction of documents (including computer files) needed in an investigation
- Any actions against a student/child that the organization may deem harmful to a student/child's safety.

Reporting Violations

In most cases, an employee's director is in the best position to address an area of concern. However, if an employee is not comfortable speaking with his/her director or an employee is not satisfied with the response from the director, the employee is encouraged to speak with a Human Resources Manager. The Human Resources Manager will investigate whistleblower complaints, except complaints relating to fraud, corporate accounting practices, internal controls or audit issues which shall be reported to the Chair of the Audit Committee. Any concerns regarding matters dealing with the top level of management should be directed to the Chief Executive Officer or Chair of the Board of Trustees.

Accounting and Auditing Matters

The Audit Committee of the Board of Trustees shall address all reported concerns or complaints regarding fraud, corporate accounting practices, internal controls or audit issues.

No Retaliation

No director, officer or employee who in good faith reports a violation pursuant to this Policy shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Policy is intended to encourage and enable employees and others to raise serious concerns within the organization prior to seeking resolution outside the organization.

Acting in Good Faith

Anyone filing a complaint pursuant to this Policy must be acting in good faith and have reasonable grounds for suspecting that misconduct or dishonesty has occurred. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Human Resources Manager or other appropriate party will notify the sender and acknowledge receipt of a report of a violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Physical Safety

The BAC does not tolerate, in any BAC activity or on any premises of the BAC, abusive behavior, including bullying, harassment and hazing, whether it is physical, verbal, or otherwise.

Hazing

In compliance with the provisions of Chapter 536 of the Acts of the General Law of the Commonwealth of Massachusetts prohibiting hazing, the BAC strictly prohibits hazing in or by any instrument of the College, including the student body. Any incident or threat of hazing must be reported to the Dean of Students, who will

file an incident report and inform appropriate authorities. Anyone charged with being a principal organizer or participant in the crime of hazing will be subject to disciplinary proceedings and if found guilty will be dismissed from the school.

The Boston Architectural College policy on hazing will be in accordance with the laws of the Commonwealth of Massachusetts. The College has a zero tolerance policy for hazing. Boston Architectural College students found in violation of Massachusetts' hazing laws will be subject to disciplinary action, up to and including expulsion from the BAC.

BAC student organizations recognized by the Office of Student Development are also prohibited from engaging in hazing activities. Upon club registration, each student organization is provided with a copy of Massachusetts General Laws (Chapter 269, Sections 17, 18 and 19) and is required to sign a formal statement acknowledging receipt of the College's hazing regulations. Any BAC student organization found to be involved in hazing or harassment of members or prospective members will have its recognition as an organization withdrawn immediately, organization funds returned to Atelier, and the organization will be required to disband. Individual organizers and participants in hazing will be subject to strong disciplinary action, including immediate dismissal from the College.

Under Massachusetts General Laws, Chapter 269, Sections 17, 18 and 19, any form of hazing is considered to be a criminal offense punishable by a fine and/or imprisonment. Furthermore, persons who witness or have knowledge of hazing incidents and fail to report them are also subject to similar penalties. Please see the law listed below.

"Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both by such fine and imprisonment."

"The term 'hazing,' as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity that is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

"Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action."

"Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to herself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000."

"Section 19. Copy of sections 17, 18, and this section; issuance to members and applicants of school groups or organizations: "Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team, student organization or student which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested

acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the Board of Higher Education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report."

Sexual Harassment

I. Purpose

It is the goal of The Boston Architectural College ("the BAC") to promote an educational environment and workplace that is free of sexual harassment. Sexual harassment of employees, faculty or students occurring in the workplace or in other settings in which employees, faculty or students may find themselves in connection with their involvement with the BAC is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

To achieve our goal of providing an environment free from sexual harassment, the conduct that is described in this policy will not be tolerated. We have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees, faculty or students in their involvement with the BAC.

Because the BAC takes allegations of sexual harassment seriously, we will respond promptly to complaints of harassment. Where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action up to and including termination where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether that conduct satisfies the legal definition of sexual harassment.

II. Scope

This policy applies to all employees, faculty (including volunteer faculty), and students.

III. Definition of Sexual Harassment

The legal definition for sexual harassment, as cited in Mass General Law section 151B, is: "sexual harassment" means

sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

(a) quid pro quo—submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or

(b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable review, salary increases, promotions, increased benefits, or continued employment, constitutes sexual harassment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which is unwelcome, or may constitute sexual harassment, depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.
- Disseminating sexually explicit voice mails, emails, and website downloads.

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

IV. Procedures for Complaints of Sexual Harassment

If you feel you have been subjected to sexual harassment in the context of your involvement with the BAC, you should report the incident immediately. This may be done in writing or verbally to:

Diana Ramirez-Jasso, Interim Provost—for complaints concerning faculty.

Richard Griswold, Associate Vice President and Dean of Students—for complaints concerning students.

Kathy Rood, Vice President for Finance and Administration—for complaints concerning administrative staff.

Please address written communications to: The Boston Architectural College, 320 Newbury Street, Boston, MA 02115. All of these persons may be reached by calling 617.585.0200. These persons are also available to discuss any concerns you may have, and to provide information to you about the BAC's policy on sexual harassment and BAC's complaint process.

V. Sexual Harassment Investigation

When we receive the complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The person filing the complaint is obligated to provide precise and detailed information, including

but not limited to, a summary of the harassment complained of, the person alleged to be responsible, and the resolution sought .in addition to the names of any witnesses present.

The investigation will include a private interview with the person filing the complaint and with witnesses. The person alleged to have committed sexual harassment will also be interviewed. When the investigation has been completed, the BAC will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct, of the results of that investigation. The BAC reserves the right to terminate the investigation at any time if the person filing the complaint fails to cooperate.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action up to and including termination.

VI. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination of employment, and may include other forms of disciplinary action as deemed appropriate. Accusations made out of malice or for groundless and improper reasons will be subject to disciplinary measures, up to and including termination of employment.

VII. State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the BAC's complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC—300 days; MCAD—300 days).

The United States Equal Employment Opportunity Commission (EEOC)

475 John F. Kennedy Federal Building
Government Center
Boston, MA 02203
1.800.669.4000 TTY 1.800.669.6820

The Massachusetts Commission Against Discrimination (MCAD)

Boston Office:
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
617.994.6000

Springfield Office:
436 Dwight Street
Second Floor, Room 220
Springfield, MA 01103
413.739.2145

To obtain information provided by our state local law enforcement agency concerning registered sex offenders:

Boston Police Department
650 Harrison Avenue
Boston, MA 02116-6199
617.343.4250

Mass.gov Public Safety

Support Groups

National Sexual Violence Resource Center
Rape Abuse and Incest National Network

Boston Area Rape Crisis Center
RAD—Rape Aggression Defense

Drug and Alcohol Use

The distribution or consumption of alcoholic beverages on campus is prohibited except at organized and approved institutional or BAC functions that are sanctioned by the BAC Senior Administration. The BAC strictly prohibits the use or possession of illegal drugs and other controlled substances on its premises.

See the [full policy](#) at this link.

Tobacco

There is no smoking on the BAC campus. The BAC supports and encourages individuals who wish to stop smoking to enter a cessation program.

Responsible Alcohol and Tobacco Use at Off-Campus BAC Events

The BAC supports drug, alcohol, and tobacco laws while respecting the privacy of individuals in its community (within the parameters of the law).

Academic Integrity

As stated in the Campus Compact, the BAC expects intellectual activities to be conducted with honesty and integrity. Work submitted or presented as part of a BAC course:

- Shall be the original creation of its author;
- Is allowed to contain the work of others so long as there is appropriate attribution; and
- Shall not be the result of unauthorized assistance or collaboration.

Failure to adhere to these guidelines is academic dishonesty, and calls into question the student and the college.

Violations of Academic Integrity

A student suspected of academic dishonesty, may face disciplinary action with potential sanctions ranging from failure of the paper or project to dismissal from the college. A few of the most frequent acts of academic dishonesty include:

- Having someone else take an exam, write a paper, produce drawings and sketches, or complete homework assignments for you.
- Bringing inappropriate material, such as notes or answers, into a test situation, unless given permission by the instructor.
- Knowingly assisting another student in circumventing the academic guidelines listed in this document.

Misrepresenting Collaborative Work

Often in studio or class settings, students work collaboratively to complete assignments. In these circumstances, credit must be supplied appropriately. If one attempts to pass an entire group's work off as his/her own, he/she is plagiarizing.

Misrepresenting Practice Work

Similarly one cannot take credit for work examples that were either generated collaboratively or in which he/she played a minimal role. While it may be necessary at times to include pieces of such work in a Practice Component Report or a Portfolio, the exact role one played in creating those images must be spelled out clearly. Exaggerating one's responsibility is a form of plagiarism.

In addition, because the BAC is a practice-based institution, instructors and students are asked to maintain a current resume. This resume must accurately reflect your past and present professional experiences, avoiding exaggeration or misrepresentation.

Using Precedents

Design may be based on precedents, work done by others. However, when using a precedent, information taken from other sources must be cited. As in the above instances, failure to do so is plagiarism.

Making Up Results

One cannot make up or falsify information used in a paper or project. Fabrication may include:

- Making up evidence that supports one's position in a paper.
- Inventing survey results (or other material) that justify a project.
- Knowingly leaving aside "inconvenient" facts that might counter one's desired findings or argument
- Citing sources that you did not use.

Reusing Previous Work

All work for a given class, unless permitted otherwise by the instructor, must be original for that class.

Plagiarism

Plagiarism occurs when a person represents others' work as his or her own. While one's work is often based on, or inspired, by other people's designs, images, or ideas, this information must be cited. Failure to do so is unethical and is intellectual theft.

Plagiarism can be intentional, such as knowingly using another person's paper (with or without their permission), or unintentional, such as not being aware of correct research formats. Regardless of intent, it is not acceptable. To

this end, all submitted work, written or design, must be original work or appropriately cited.

To guide students, the BAC has adopted the citation style most commonly used in the design field. Often known as "Chicago", it utilizes footnotes or endnotes and all students are expected to know and follow this format. (For more information consult Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* or the BAC Learning Resource Center handouts "Citation Format", "Electronic Citation", "Paraphrasing", and "Quoting.")

Recognizing Plagiarism

- While there is often no easy way to know for sure that a paper is plagiarized, here are a few things you can look for:
- Changes of tone (or multiple tones) in a single paper This may indicate that the student has cobbled passages from different sources together. For example, if student's writing is awkward and error-filled then all of a sudden for three paragraphs, become perfect be very suspicious.
- Research papers that have no citations (or few citations). Even if the student claims to have not done any research, keep your eyes open.
- Paper topics that change the night before they are due This is a rare circumstance but is often indicative of a student who has hit a wall with his or her paper and panics. Faced with either handing in something insufficient or not handing in anything at all, they turn to other "sources."
- Careless research methods. This is usually indicative of unintentional plagiarism. If a student's paper is rife with research and format errors (i.e. un-integrated quotes, omitted citations, incorrect citations, etc.), this carelessness can indicate a more serious problem. It is important to keep in mind many students think that only direct quotes need citing. They may not understand that paraphrased material must be cited as well.
- Bibliographies with many items that are not cited. It is often enlightening to ask the student why the items are on his/her list. While sometimes they represent background info or common knowledge, there are times they indicate forgetfulness when it comes to citations.

Responding to Plagiarism

If the plagiarism is intentional, be direct and clear with your reply. Give the paper an RF (that is a 0). Then take appropriate follow-up administrative actions.

If you have identified some plagiarism, but deem it unintentional, there are a variety of ways to proceed. Keep in mind that we want to educate students about research standards. Thus, if you identify what you feel is plagiarism, notify the student as such and make it clear he or she must correct this problem. In these situations, it is often a good idea to refer the student to the Learning Resource Center.

If the student fails to address the problem on the rewrite, then you will need to take stronger actions. See the following section on Procedures and Sanctions for Academic Dishonesty.

If you are not certain whether a student has plagiarized or not, sometimes it helps to meet with the student to discuss the paper. Often students who have intentionally plagiarized are not even aware of what is in their "own" paper. A couple carefully worded inquiries make this clear. If they cannot explain why they selected a particular quote (or if they don't even understand a particular quote), you may have your answer. Students who have unintentionally plagiarized may readily "incriminate" themselves. Since they are unaware they have done something wrong, they innocently confess. Please use this latter situation to educate.

Procedures & Sanctions for Academic Dishonesty

An instructor who suspects academic dishonesty should contact his or her respective Program Director and then meet with the student in question (ideally with the Program Director present) to determine the severity of the transgression.

If the instructor believes the infraction is minor (for example: incorrect use of sources, misunderstanding of citation format) he or she should handle it as he/she sees fit. This can include counseling the student about the correct use of sources or referring the student to the Learning Resource Center for tutoring, usually in concert with revising the paper in question. (The instructor, however, has the right to refuse the work and give student a zero for it.) The instructor will notify the Director of Academic Services so that there is documentation in case the student has a future violation.

If the instructor determines a major violation has occurred (for example: cheating on an exam, paper downloaded from internet, drawings taken from book or internet, homework completed by another person), the instructor should officially notify the Dean of Advising Services, filing a report that details the situation.

At this point there will be a hearing involving the student, instructor, the Dean of Advising Services, the Associate Provost and Dean of Students, and can include the Program Dean and Academic Advisor. The student will be allowed to explain him or herself.

Following all necessary meetings, sanctions will be determined. These may include: failure of the paper/project, failure of the course, suspension, or dismissal from the college. Regardless of disciplinary action taken, a note will be placed in the student's file.

Note: a student may not drop or withdraw from a class once an academic dishonesty investigation has begun – except at the discretion of the relevant Program Director. If a student attempts to do so without permission, the action will be refused or reversed. This practice is consistent with professional ethical guidelines.

If a student is accused of academic dishonesty a second time, the sanctions will either be suspension or dismissal from the college, (along with a letter being automatically placed in the student's permanent file).

Reporting a Case of a Fellow Student's Suspected Academic Dishonesty

If a student suspects academic dishonesty in his or her class, he or she should contact the instructor who will evaluate the situation (determining whether such an act has taken place) and proceed based on the guidelines above. If the transgression takes place outside a single class (for instance: noticing plagiarized work in a portfolio), the student needs to contact Advising Services and file an official complaint. The relevant Program Director will be notified.

The accused student will then be told an investigation of his or her work is underway. He or she will be asked to provide the material in question. If said material does appear to be plagiarized, a hearing will take place based on guidelines above.

Privacy Protections

FERPA (Family Education Rights & Privacy Act) and Student Records

The Family Education Rights & Privacy Act of 1974, commonly known as FERPA, provides that all records pertaining to a student that are maintained by the college must be open for inspection by the student and may not be made available to any other person without the written authorization of the student.

The following items are considered Directory Information and may be released without the written consent of the student: name, address, telephone number, enrollment status, dates of attendance, major, and degree conferred (including dates). The Boston Architectural College may disclose these items without prior written consent, unless notified by the student in writing to the contrary. Nondisclosure stipulations remain in effect until removed in writing by the student, even if the student has withdrawn or graduated. A request form to prevent disclosure of Directory Information is available to students from the Registrar's Office.

The Family Education Rights and Privacy Act of 1974 (the Buckley Amendment) requires all institutions of higher education to inform their students of their rights under the Act and of its basic provisions. The BAC has adopted the following policy:

Any present or former student has the right to inspect and review any and all official records, files and data directly related to that student—including all additional material that is incorporated into the student's cumulative file, subject to certain limited exceptions set forth in the Privacy Act. The student has the right to challenge the contents of his/her educational records and also may request a hearing for this purpose if a resolution is not achieved through informal channels. The BAC shall endeavor to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy rights of other students and shall provide—through informal and formal channels—opportunities for the correction of any errors. These provisions for inspection and review do not apply to applicants for admission. All admission materials received by the BAC become the property of the school and will not be returned to or photocopied for applicants.

BAC policy forbids the release of personally identifiable records, files or personal information contained therein, without first obtaining the written consent of the student, to any individual, agency or organization other than those acting within their responsibility for the student's interest and for the integrity and/or the improvement of the BAC's programs. Such individuals may include educational and administrative officials of the school; members of the Honors and Awards, Appeals, and Thesis committees; and Portfolio and Practice Component reviewers.

Beyond the exceptions stated in the Privacy Act, no one outside the BAC is given access to student records without the student's written consent. However, accrediting agencies carrying out their function, and certain state and federal officials named in the Act, are permitted access; disclosure is also permitted in other limited circumstances, such as to comply with a lawfully issued subpoena or court order or in connection with a health or safety emergency. (A record of disclosures will be maintained in accordance with the requirements of the Privacy Act; students may inspect and review this record.) Unless otherwise permitted by the Privacy Act, the BAC may release only the student's name, enrollment status, dates of attendance, major and degree received (if any).

The Registrar of the BAC is responsible for academic records. Students who wish to review or have copies made of their educational records may do so upon written notice to the Registrar. Copies will be made at the students' expense and within 45 calendar days or less.

Students who disagree with an entry in their files should attempt to resolve the difference with the Registrar. Failing resolution, they may petition the Appeals Committee for a hearing to amend their formal records. Such hearings are normally held within 30 days of the receipt of the petition. If the BAC declined to amend the record, a student may place a statement in the record commenting on the contested information or stating his/her

disagreement with the BAC, or both. Students may file a complaint regarding violations of the **1974 Family Educational Rights and Privacy Act** by writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

Consequences of Unacceptable Behavior

If the behavior of a community member does not, in the eyes of the BAC, meet the BAC's expectations, the BAC, obeying the law and its own policies, rules, and regulations, will take appropriate action against that member of the community up to and including dismissal.

The BAC may make rules for the proper conduct of community members and establish penalties for failure to comply with the regulations or for failure to conform to those laws and standards of conduct by which the larger community safeguards individual rights and social order. Community members must respect the rights of others, their persons and their possessions, and refrain from any disturbance to the peace of the BAC or the community around it. The BAC will hold community members responsible if they fail to maintain good conduct on the campus or elsewhere.

Behavior occurring off campus that is in violation of this Compact or local, state, or federal laws and could adversely affect the educational mission of the BAC or its relationship with the surrounding community may subject community members to discipline pursuant to this Compact. The BAC may make rules for the proper conduct of community members and establish penalties for failure to comply with the regulations or for failure to conform to those laws and standards of conduct by which the larger community safeguards individual rights and social order. All community members must respect the rights of others, their persons and their possessions, and refrain from any disturbance to the peace of the BAC or the community around it. The BAC will hold all community members responsible if they fail to maintain good conduct on the campus or elsewhere.

Any community member facing sanction because of unacceptable behavior is entitled to a transparent, internal judicial process overseen by the Provost.

CONFLICT OF INTEREST POLICY

Adopted by the BAC Board of Trustees on 21 February 2008

Preamble: goals of the policy

This conflict of interest policy is intended to alert members of the BAC community to the types of situations involving divided loyalties that can arise in an academic setting, to provide guidelines for appropriate behavior, and to create a responsible and transparent method for dealing with potential conflicts.

The policy has the following goals:

- 1) To provide clear guidelines of behavior for all the various stakeholders of the BAC, in all their different roles, without unduly limiting the overlaps and complexities of roles and structures that are a key source of the school's strength.
- 2) To ensure that all stakeholders in the school – including affiliated organizations, funders, accreditors, and the general public – retain confidence that the organization is making decisions in a fair and open manner.
- 3) To ensure that covered individuals within the school do not take advantage, purposefully or inadvertently, of positions of responsibility and trust for personal gain, either financial or professional.
- 4) To provide guidance should a student, teacher, administrator, or other stakeholder in the college be put in a situation where he or she feels there are conflicting interests. The policy provides guidelines on how a potential conflict should be disclosed, and on any subsequent actions (including, where necessary, recusing oneself from making a decision).

Potential conflicts covered by the policy

The policy is triggered whenever a covered individual has a direct or indirect financial, professional, or other interest in a matter that comes before the individual for consideration. The policy identifies three different categories of conflict situations, which are described in more detail in parts D through F:

- Financial self-dealing (see part D)
- Professional/academic honors and recognition (see Part E)
- Faculty-student relations (see Part F)

If the policy is triggered, the actions that shall be taken by a covered individual (disclosure of the conflict, and in most cases recusal from decision-making) are described in part G.

Persons and organizations to whom the policy applies

1) Covered individuals: The policy applies to all of the following members of the BAC community:

- Overseers
- Directors
- Members of committees with Board-delegated powers

- Officers
- Staff
- Faculty, whether full-time, part-time, or volunteer
- Students

2) Covered individuals' family members: The policy applies to the family members of covered individuals, including but not limited to spouses and civil partners, parents, siblings, and children. The policy may also apply to other relatives and to persons with whom a covered individual is closely involved, publicly or privately, if appropriate to the specific situation as judged by a reasonable observer on a case-by-case basis.

3) Affiliated organizations and persons: The policy applies to any firm or other organization with which a covered individual is affiliated, and to colleagues at these organizations. The term "affiliated" shall primarily apply to for-profit organizations that may derive financial or professional benefit from the association with the covered individual, and where the covered individual is employed or holds an ownership or investment interest. All references in the policy to the BAC also apply to any organization that is owned or controlled by the BAC.

Potential conflicts regarding financial self-dealing

The policy applies:

- Whenever a covered individual (or a family member, or an affiliated organization or person) holds any current ownership or investment interest in an entity with which the BAC has a financial transaction or arrangement (such as a contract, lease, grant, loan, etc.).
- Whenever there exists any compensation agreement between a covered individual (or a family member, or an affiliated person) and the BAC, or any entity or individual with which the BAC has a financial transaction or arrangement. "Compensation" includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- Whenever a covered individual (or a family member, or an affiliated organization or person) holds any potential ownership or investment interest in, or any compensation arrangement with, any entity or individual with which the BAC is negotiating a financial transaction or arrangement.

Potential conflicts regarding professional/academic honors and recognition

The policy would apply to decisions that cover the following types of situations at the BAC, when they affect a covered individual (or a family member, or an affiliated organization or person):

- Opportunities for gain in matters related to job promotion and duration (such as publications, awards, honorary memberships and degrees, and other marks of professional accomplishment).
- Activities related to the career advancement of a covered individual (or a family member, or an affiliated organization or person).

Potential conflicts and concerns regarding faculty-student relations

The BAC's unique structure, with a large number of faculty who also practice, and with the student requirements for Practice Component credits, is an important asset for the school. This part of the policy is not meant to hamper opportunities for students to find stimulating and rewarding employment, or to discourage talented

practitioners from teaching at the BAC. At the same time, the school's structure can give rise to a range of potential conflict of interest situations and related concerns that would not typically arise at other schools. The purpose of this part of the policy is to outline a code of behavior for both faculty and students, ensuring that students are treated fairly and professionally in both academic and work settings, and ensuring that both the reality and the perception of fairness govern all such situations.

1) Students in academic roles. The following policies apply to faculty-student relations in academic settings.

- A faculty member shall disclose to the assigning faculty member when asked to evaluate the portfolio of a student whom he/she is currently teaching or has recently taught, or who is or has recently been employed at the same firm as the faculty member. Wherever possible, the faculty member shall then be recused, unless the assigning faculty member determines that there is a shortage of qualified faculty to perform the evaluations.
- When a faculty member is part of a committee voting for student awards or scholarships, he/she should disclose to the other committee members upon recognizing the candidacy of a student whom he/she is currently teaching or has recently taught, or who is or has recently been employed at the same firm as the faculty member. The other committee members will then decide whether, and to what extent, the faculty member needs to be recused.

All assignments to students should be primarily motivated by the educational value to the students, rather than by the advancement of the faculty member's own professional or academic career. Whenever student efforts have contributed to professional or academic work by the faculty member, appropriate credit shall be given to the students in all cases.

2) Students in practice. The following policies apply to faculty-student relations in practice settings.

- When a student is currently employed by a firm with which a faculty member is affiliated, the student typically should not enroll in a course taught by that faculty member, unless the coordinating program director has reviewed the situation and deemed that there would be no actual or perceived conflict of interest. Approvals will normally be granted whenever the course is required or has a large enrollment.
- Whenever possible, a faculty member should not evaluate the Practice Component work of a student who is employed at a firm with which the faculty member is affiliated, unless the coordinating program director has reviewed the situation and deemed that there would be no actual or perceived conflict of interest.
- Whenever possible, a faculty member should not serve as the thesis or degree project advisor or representative for a student who is employed at a firm with which the faculty member is affiliated, unless the coordinating program director has reviewed the situation and deemed that there would be no actual or perceived conflict of interest.
- Although a faculty member, or a firm with which the faculty member is affiliated, may hire a student whom that faculty member has previously taught, there shall be no offer of employment made until after grades have been submitted for the course which the student was taking.
- Students working for a firm with which any overseer, director, or faculty member is affiliated shall be paid in accordance with applicable law (including minimum wage and overtime requirements), and they shall receive appropriate credit for the work they have performed as part of the firm in professional publications and elsewhere.

A faculty member may engage a student to participate in preparing a competition entry for a limited period of time. All students shall receive appropriate credit for their work, and they shall receive an appropriate share of any stipend or prize money that is awarded.

Procedures to address potential conflicts: disclosure and recusal

When a potential conflict of interest situation arises, either actual or perceived, a covered individual shall take some or all of the following actions:

- disclosure;
- recusal from voting or other decision-making (while allowing some measure of participation in discussion); or
- total recusal from discussion and decision-making.

1) Disclosure: When a material conflict of interest situation arises, either actual or perceived, the covered individual shall always be required to disclose his or her interest in the situation and be given the opportunity to disclose all material facts. The disclosure shall be made to the decision-making body, or to the immediate supervisor and the next most immediate superior, or as otherwise specifically stated in the Policy.

- Overseers: the disclosure should be made to the full Board of Overseers.
- Directors and officers: the disclosure should be made to the full Board of Trustees.
- Members of a Board-appointed committee, task group, or other panel: the disclosure should be made to all members of the panel and to the chair of the Board of Trustees.
- Staff: the disclosure should be made to the immediate supervisor and the chief financial officer. If the immediate supervisor would be the chief financial officer, disclosure shall also be made to the Executive Vice President and the President. If the immediate supervisor(s) would be the Executive Vice President and/or the President, disclosure shall also be made to the chair of the Board of Trustees.
- Faculty: the disclosure should be made to the coordinating program director and the Provost. A coordinating program director shall make the disclosure to the Provost and the President. If the immediate supervisor(s) would be the Provost and/or the President, disclosure shall also be made to the chair of the Board of Trustees.
- Student: the disclosure should be made to the coordinating program director. If the coordinating program director is directly involved, disclosure should be made to the Provost.

2) Recusal: In all situations regarding a financial interest (Part D) or professional / academic honors and recognition (Part E), the covered individual shall be required to recuse him or herself from voting or from taking any other decision-making action. With respect to discussions that may precede the decision, the decision-maker may, at its sole discretion, allow the covered individual to make a presentation of material facts, but not to advocate a result. After the presentation, the individual shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the potential conflict of interest.

3) Annual statements: Each director, officer, senior staff person, and coordinating program director shall file an annual disclosure statement, in such form as the Board may require from time to time. At a minimum, the statement shall affirm that such person has received a copy of the Policy, has read and understands the Policy, has agreed to comply with the Policy, and understands that the BAC is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Enforcement and Appeals

The Policy involves the creation of a new BAC Appeals Committee to review conflict of interest decisions. The Committee will also keep records of decisions, to provide guidance and consistency for future decisions.

1) Complaints / Whistleblower Protections: Any failure by a member of the BAC community to make a disclosure

required under the policy, and any improper participation in a decision-making process, should be referred to the person or panel identified in Part G(1) relative to the individual. If a person is uncomfortable or not satisfied with such a referral, her or she should contact either a member of the Appeals Committee (see H(3) below) or the Chair of the Board of Overseers. All complaints will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

- Anyone filing a complaint concerning a violation or suspected violation of the Policy must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Policy. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
- Violations or suspected violations may be submitted on a confidential basis by the complainant. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.
- No director, officer, staff, faculty, or student who in good faith reports a violation or suspected violation of the Policy shall suffer harassment, retaliation, or adverse employment consequence. A person who retaliates against someone who has reported a violation or suspected violation in good faith is subject to disciplinary proceedings.

2) Violations: If the person or panel charged with investigating a complaint has reasonable cause to believe that the covered individual has failed to disclose actual or potential conflicts of interest, it shall inform the individual of the basis for such belief and afford him or her an opportunity to explain the alleged failure to disclose. If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the person or panel determines the individual has failed to disclose an actual or potential conflict of interest, it shall take appropriate disciplinary and corrective action.

3) Appeals: An individual may appeal a conflict of interest decision to the BAC's Appeals Committee. The Committee shall comprise at least three and no more than five members, including the Provost, the President, and the chief financial officer. An affirmative vote of the majority of the Committee shall be required to resolve an appeal. Any conflict of interest decision involving any member of the Committee, or of the Board of Trustees or the Overseers, shall be reviewed and decided by the Executive Committee of the Board of Trustees.

4) Record-keeping and Reporting: Records of all conflict of interest decisions involving a violation or alleged violation of the Policy shall be filed with the Board (in the case of decisions affecting an Overseer, Director, Officer, or member of a Board-appointed committee) or with the President and the Provost (in the case of decisions affecting staff and faculty). Records of all decisions shall also be filed with the BAC's Appeals Committee, so that they become part of the School's public record.

On a regular basis, the President shall consult with senior staff and the Provost shall consult with the coordinating program directors, and each shall then report to the Board on a regular basis, but no less than annually, regarding the frequency and types of conflict of interest issues that have arisen under the Policy, along with any comments and/or recommendations they may make as to the effectiveness of the Policy.

EDUCATIONAL RESOURCES

Photocopying

Please make sure to follow copyright laws, and do not copy published articles for your classes. You may use electronic reserves or post to your Moodle shell, so each student can download and print (if s/he desires) reading materials that are copyright protected.

Small Projects (less than 50 pages)

Located in Faculty Services on the second floor at 320 Newbury Street, the copy machine is shared by both faculty and staff, and is appropriate for small projects of less than 50 pages. (Faculty code: 01690)

Large Projects (50+ pages)

For larger copying projects, we ask that you complete a request form or send an e-mail to copycenter@the-bac.edu at least 24 hours in advance. Blank copy request forms and a drop-off box are located in the bottom center of the faculty mailboxes.

Completed copies that do not fit in an instructor's mailbox will be placed on the floor in front of the mailbox unit, or at the Faculty Services desk across from the mailboxes.

Off-Site Copying

Due to budget constraints, off-site copying services should only be used as a last resort - in emergency situations, with prior approval. If you copy course materials off-site, be sure to retain your receipts and submit them to Faculty Services Office for reimbursement.

Fair Use in Educational Settings

Fair use allows reproduction of copyrighted work for educational purposes. Overall, you must consider the effect of the use upon the potential market for or value of the copyrighted work. If reproducing the work inhibits financial gain for the copyright holder, then it is not within the guidelines of fair use.

Public Domain & Other Works Not Protected Under Copyright

Some works are considered public domain, that is, there is no copyright on them. Works created before 1923 are in the public domain. Government documents are in the public domain. Copyright does not protect works in non-tangible form such as ideas, facts, processes, methods, principles, and concepts.

Personal Research

The use of small amounts of copyrighted works, including written and visual works, in student coursework and faculty and staff research is permitted under fair use and such work must also be correctly attributed to the author/s using an appropriate bibliographic citation style, such as the *Chicago Manual of Style*. Works from the public domain must also be cited in the same manner. Use of works without attribution constitutes plagiarism and is a serious academic offense. Refer to the BAC Academic Integrity Statement for further information about the BAC’s policy on plagiarism.

A single copy may be made of a limited portion of a copyrighted work by or for an instructor for the purposes of scholarly research.

Instructor Course Preparation

A single copy may be made of a limited portion of a copyrighted work for use in teaching or preparation to teach a class.

If supplementing required texts with additional readings, one needs to be careful not to violate fair use guidelines. Under fair use, multiple copies (not to exceed more than one copy per student in a course) of a **limited** portion of copyrighted work may be made for classroom use or discussion, provided that the material is appropriately cited and accompanied by a notice of copyright [Such as: NOTICE: This material may be protected by Copyright Law (Title 17 U.S.C.).] An additional aspect of this use is spontaneity. While instructors are expected to secure permission to use copyrighted work, if the time between the instructor deciding to use the work and the actual presentation in class is too short to realistically obtain permission — then copying is allowed.

ISSUE of FAIR USE	ACCEPTABLE	UNACCEPTABLE	COMMENT
Spontaneity	Seeing an article in a magazine or newspaper and handing it out in class that night.	Using the same article in future semester without securing permission first.	In the second instance, use of the article is pre-planned, so permission must be secured.
Limited Proportion of the Whole Work	Discovering a book during the week that is useful for your course. Copying one chapter from the book to hand out to your class.	Discovering a book during the week that is useful for your course. Copying multiple chapters (or the entire book) to hand out to your class.	Even if spontaneously used, you can take only a small amount of a given text.

Reserve Readings

Instructors may place materials such as books, readings, plans, and videos on reserve at the BAC Library. Material placed on reserve must be legally owned by the library, the instructor or another department of the BAC. Photocopied readings placed on reserve must follow the guidelines of fair use.

Visual Resources

Digital images of original work are protected under copyright. However, use of digital images on the institutional

level as well as by educators and students is possible due to fair use guidelines. The BAC maintains a Visual Resources Library for its faculty, staff, and students. Educational institutions holding such archives are required to have a designated overseer who is responsible for carrying out the principles of fair use and providing information on the relevant publication or vendor source information to the collection users. At the BAC the designated overseer is the Visual Resources Librarian.

Images provided through the BAC's authenticated digital images database administered by the Visual Resources Library may be used within the classroom or through a BAC-approved course management system. When displaying digital images on such networks, the BAC implements technological controls and guidelines to protect the rights of copyright owners, and employ best practice to make users aware of those rights. Images may not be shown through public websites or social networking websites.

Music, Film, and Television in the Classroom

When playing music or showing a film or television clip in the classroom, the following guidelines should be kept in mind. Section 110 (1) of the Copyright Act of 1976 specifies that the following is permitted:

Performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images is given by means of a copy that was not lawfully made...and that the person responsible for the performance knew or had reason to believe was not lawfully made.

Copying videos or DVDs without the copyright owner's permission is illegal. An exception is made for libraries to replace a work that is lost or damaged, or if the technology is becoming obsolete.

Gallery & Other Public Spaces

The gallery, unlike a classroom, is considered a public exhibition space, and permission must be obtained from the copyright holder to present music, film, or television there or in other public exhibition spaces of the BAC.

Electronic Resources

Material that exists on the open web does not necessarily fall into the public domain. Many times material posted to a website is done so only with the permission of that material's copyright holder. Any digital or analog reproduction of the entirety of this material, even if such reproduction is done for educational purposes, could constitute a copyright violation. As with electronic reserves, an attempt to gain copyright permissions must be made before reproducing and distributing more than a limited portion of copyrighted work found online. Freely available online material must also be attributed to the author whenever possible. If in doubt whether the reproduction of online work is fair use, linking to the source is preferable to digitally copying and distributing the content. Be aware that some websites have strict policies forbidding direct linking to sections of their website without explicit permission.

Copyright & Course Management Systems such as Moodle

Digital copies of short items or excerpts from longer textual items, such as books or journals, may be used in an

online classroom setting if the use is consistent with fair use. The security features of a course management system, including user authentication for each online course, allow this posted material to fall within fair use.

Under the **Technology, Education, and Copyright Harmonization (TEACH) Act** (S 487), distance education faculty members are allowed to digitally reproduce and post multimedia such as images or short clips from larger performances such as films in an authenticated online course management system without obtaining copyright permission. The amount of material (in quantity and/or length of excerpt) must comply with the same fair use guide- lines that would exist for multimedia presentation in a comparable, onsite classroom. Copyright permission must be obtained for copyrighted multimedia objects in an electronic environment when their use exceeds the fair use guidelines.

In order for BAC faculty to use digital transmission of copyrighted works under the TEACH Act, the following conditions must be met:

- The copyrighted work cannot be created specifically for use or licensure in distance education.
- The copyrighted work must be obtained legally.
- The extent or amount of the work used in the online course must be comparable to the extent or amount used in the physical classroom setting.
- The work must be used as an integral, interactive element of instruction. The work cannot be an optional or supplemental material.
- Only those students who are enrolled in the course should have access to the work. Technology should be in place to provide such controls.
- Students must be told that the work is protected under copyright and that certain actions such as reproduction and dissemination of the work are restricted. Technology should be in place to limit students' ability to perform these actions.

Obtaining Copyright Permission & Outside Resources

Contact Faculty Services for information regarding acquisition of copyright permissions for all material in print course packets created through their service.

Instructors are responsible for obtaining copyright permission for material handed out in class that exceeds the conditions of fair use. See the *Faculty Handbook* for information on creating course packets.

Questions regarding copyright permission for visual resources should be directed to the Visual Resources Librarian at 617.585.0257.

Consequences of Violating Copyright & Fair Use Guidelines

Anyone who suspects a violation of the BAC's Copyright Policy should contact the Provost's office at 617.585.7340; a representative of the office will look into matters. If it appears a violation has indeed taken place, then the individual will be formally notified that an investigation has been opened.

The individual suspected of violating Copyright will be brought in to meet with a representative of the Provost's office as well as his/her supervisor (if different). This meeting will purely be of a fact-finding nature to provide the accused a chance to explain their position.

If it is determined that the violation is minor, the staff/faculty member will be reprimanded and the incident will be noted in his/her file. The individual will also have to complete a workshop to fully understand copyright. Failure to

complete this workshop could result in a suspension being added on to the penalty. The staff member has the right to demand a formal hearing for a minor violation.

If it is determined that a major violation has taken place, a formal hearing must be held, involving the staff/faculty member and a panel of administrators. The staff or faculty member will be allowed to have representation in the hearing if desired.

Sanctions for a first-time major offense include a stronger reprimand placed in his/her file or possible suspension. The individual will also have to complete a workshop to fully understand copyright. No suspended faculty/staff member will be admitted back into work without completing said workshop.

If the staff/faculty member violates the Copyright Policy a second time, sanctions will increase in severity and can include permanent dismissal. A third violation will result in automatic dismissal, regardless of whether previous violations were major or minor.

General Copyright Permissions Questions

For general information or questions about obtaining permissions from copyright holders, contact either the BAC Learning Resource Center (617-585-0174) or the BAC Library (617.585.0155).

Library

Faculty members have borrowing privileges at the BAC Library during any semester in which they teach. Books circulate for two-week periods and are renewable (unless the book has been recalled by another patron). Books may be renewed in person, by telephone at 617-585-0155, via the web through the library catalog, or by e-mail: library@the-bac.edu.

To check out books, or to borrow slides from the Visual Resources Library, faculty must present a current BAC ID and have a current address on file. Faculty should contact the Library staff directly with any questions at 617-585-0155. Faculty members also have access to Library computer facilities, to the Internet, and to printing capabilities.

The Library collection is for use by all students, faculty, and staff. Given the demand for texts and materials, the library staff asks your cooperation in returning books on time. Faculty are not charged late fees for overdue books. Any books checked out during the course of the semester must be returned at the close of the semester. Faculty will be asked to pay replacement costs for any lost books. A stipend/ honorarium may also be withheld until missing books are returned.

Reserve Material

The BAC Library is a key resource for students and faculty. Materials that can be placed on reserve include: books (either the Library's or the instructor's), readings, plans, videos (may be viewed on the 4th floor at 320 Newbury Street), and other material to which the instructor would like students to have access. Books checked out from other libraries may not be placed on reserve. Please be aware that putting a library book on reserve takes that book out of circulation for the entire semester; therefore, priority is given to books that students are required to use. In addition, the Library has limited shelf space; please request that no more than 10 items be placed on

reserve. Questions regarding reserve material should be directed to the Library at 617-585-0155.

Visual Resources Collection

The BAC Visual Resources Library is located at 320 Newbury Street on the fifth floor, Room 511. The mission of the Visual Resources Library is to support the curriculum by providing visual resources to the BAC community. Our continuously expanding digital resources are available to BAC faculty, staff, and students for research on and off-site. Please contact Sheri Rosenzweig at 617.585.0257 or by e-mail at vrlib@the-bac.edu if you have questions or would like assistance with locating images for daily teaching or research.

Learning Resource Center

The BAC Writing and Learning Resource Center (LRC) provides a variety of academic support services. You must be a current BAC student, faculty, or staff member to receive tutoring. Tutors are fellow students, alumni, or specially hired professionals knowledgeable in their relevant subject matter. We are located on the 6th floor, room 605, 320 Newbury Street, and can be reached at 617.585.0174 or by emailing writingcenter@the-bac.edu or learningcenter@the-bac.edu.

Writing Tutoring

Writing support is offered year around, by appointment only. Trained consultants offer professional appraisal of all written material and can make suggestions to improve presentation and clarity. Call ahead to schedule a session. You can drop in only if an available session has gone unfilled.

Writing consultants can assist in any of the following ways (all services are free for BAC students):

- One-on-one Consultations: All writing consultants have extensive writing and teaching experience. They provide a professional eye to critically analyze your writing and suggest improvements. It's an interactive process that can benefit you at any stage of the writing process, from organizing ideas, to revising drafts, to putting the finishing touches on an essay. Sessions are booked in one-hour segments, and generally each person is limited to one hour a day.
- Resumes & Cover Letters: Learning Resource Center consultants provide a variety of resume and cover letter counseling. They can help you update your resume and more completely catalogue your skills. They can also provide much general job search information. (For specific practice-related issues, contact the Practice Office directly.)
- Tip Sheets: If you are not interested in scheduling a consultation session, but are interested in improving your writing, the LRC offers numerous tip sheets on a variety of writing and research subjects. Click on the Tip Sheet links to the left or drop by the LRC.
- Thesis Support: The LRC provides advanced help to those in Thesis Seminar or Degree Projects. Consultants can help you with focus, organization, analysis, as well as any research issues that might arise. Even if you have nothing written, but want to bounce your ideas off somebody, feel free to schedule a time.
- Portfolio Support: Consultants can help you assemble your studio and practice work for Portfolio Review. They can give feedback on the clarity of your writing and how clearly your concepts come across to the reader. They can also help you lay out your work in a logical, sequential fashion, so that anyone can follow the "story" of a given a project.

- English as a Second Language (ESL) Support: If English is not your first language, the Learning Resource Center can provide assistance. All writing consultants are experienced working with ESL students. Please note: The LRC cannot provide general ESL tutoring. All tutoring must be in connection with a class.
- Presentation Skills/Studio Tutoring: Writing Consultants can help you prepare for your next studio pin-up by helping you talk through your concepts to clarify them, and also coach you on how to deliver a more effective oral presentation.

Math, Physics, Structural Systems 1 & 2 Tutoring

Tutoring for these courses is offered fall and spring, and is offered in both drop-in and one-on-one formats. Please call to inquire about summer availability. Students seeking help are asked to first attend drop-in sessions. Drop-in hours are posted at the start of each term. Students can use drop-in for an unlimited number of hours each term. If you find drop-in is not sufficient and you need more intensive help (or if you cannot attend the sessions), contact the LRC to arrange one-on-one tutoring.

Software Tutoring

The LRC offers one-on-one tutoring in AutoCAD 2D and 3D, Revit, SketchUp, InDesign, Photoshop, Rhino, and many other programs (check for availability). Software tutoring needs to be in support of a BAC class or project.

Drawing and Model-Making Tutoring

The LRC offers one-on-one tutoring in physical modeling, freehand, orthogonal, and perspective drawing. Contact the LRC to make arrangements.

LRC Services to Faculty

The Learning Resource Center is available to support faculty members in addressing issues of suspected plagiarism or academic dishonesty. It is also often advisable to suggest to students that their work could benefit from LRC support. LRC consultants are also available for in-class presentations or coaching in all content areas that they support. Please allow several weeks of planning before your requested LRC classroom visit.

BEFORE YOU BEGIN TEACHING AT THE BAC

Completing Information with Faculty Services

Federal regulations require that all BAC faculty and staff have the appropriate documentation on file verifying eligibility to work in the U.S. Those eligible to receive payment for teaching are U.S. citizens or have the appropriate work Visa. Faculty must make certain that they have completed the appropriate immigration (I-9) and tax (W-4 or W-9) forms.

In addition, new instructors will be asked to provide evidence of (and returning instructors asked to verify) their relevant degrees, professional licensure, and current workplace. The BAC also requests current faculty résumés and short bios for accreditation purposes; each faculty member is responsible for submitting an updated copy to Faculty Services every semester he or she teaches. The BAC cannot allow instructors to begin teaching students without the proper documentation. Instructors are also responsible for ensuring that the mailing address and other contact information on file with Faculty Services is correct.

Faculty Services routinely receives inquiries from current and former students who urgently need to reach instructors. These requests often center on obtaining Add/Drop signatures, clarifying assignments, and explaining absences from class. Former students often seek out faculty for advice or assistance with work or thesis projects. Accurate contact information also helps to ensure that any BAC correspondence, news about exhibits and events, and honoraria checks reach their destination.

Our goal is to assist students in their efforts to connect with faculty. We also want to share only phone numbers instructors have authorized us to release. If your home or work contact information changes either during or after the semester, please contact Faculty Services to update your information.

Submission of Signed Teaching Agreement

Teaching agreements for degree faculty are distributed with confirmation mailings prior to the start of the semester or to faculty mailboxes during the first weeks of class. The teaching agreements must be signed and returned promptly to Faculty Services. The teaching agreement represents acknowledgment of stated BAC policies and procedures. Failure to return a signed teaching agreement may result in loss of compensation and/or dismissal.

Stipends and Honoraria

Stipends for course teaching are established through a campus-wide Stipend Regularization formula, with some latitude offered to individual supervisors in unusual circumstances.

Federal regulations stipulate that completed Employment Eligibility Verification (I-9) Forms and W-4 tax forms must be on file for all faculty receiving teaching stipends and honoraria. When complete, a faculty member does

not need to submit a new form unless his or her address or tax exemption status has changed.

Stipend payments will occur four times per full-semester and twice per half-semester courses. Honoraria payments will be paid in one installment at the end of the semester.

To complete the I-9, please fill out the top portion of the form and bring appropriate identification materials as listed on the back of the I-9 form with you to the Faculty Services Office on the second floor of 320 Newbury Street during the first week of classes. Federal regulations require that a BAC staff member view the actual documents and record information in the appropriate columns.

BAC ID Cards

Instructors are required to carry their ID cards at all times while on BAC property and when teaching at one of the BAC locations off-site, as identification for security personnel. To receive a new photo ID, or replace a lost one, visit the Library during the first week of classes (Monday through Thursday) from 4:30-7:30 p.m. Faculty ID's may be used to borrow books from the BAC Library. A BAC ID also entitles instructors to a 10% discount on books and merchandise (excluding computers) at The Berklee College of Music/Barnes and Noble Bookstore, located at 1090 Boylston Street, and certain products in the Back Bay Apple store, located at 815 Boylston Street.

BAC E-mail Accounts

Each degree program faculty member is required to maintain a BAC e-mail account. Please use this account for all communications related to your BAC work. Faculty e-mail accounts provide greater ease in communicating with students, teaching colleagues, staff, and other BAC community members. Accounts for new faculty are created during the first week of classes using the following format: firstname.lastname@the-bac.edu. Faculty members are welcome to use the fourth floor computing facilities to check and respond to e-mail correspondence. If you would like to forward your BAC email to a different email address, you can so online at <http://emailforwarding.the-bac.edu>

To log on to your BAC email, enter your firstname.lastname and password at:

<https://mail.the-bac.edu/owa/auth/logon.aspx?replaceCurrent=1&url=https%3a%2f%2fmail.the-bac.edu%2fowa%2f>

Call the IT staff at 617-585-0191 or through e-mail at help@the-bac.edu with any questions you might have.

Submission of Course Materials to Directors and Faculty Services

Copies of all course syllabi, exams, and handouts must be submitted to the appropriate coordinating Program Director and Faculty Services eight weeks before the beginning of the class. The US Department of Education requires the BAC to list all required texts, along with their ISBN numbers and costs, by six weeks before the first day of class. Please keep in mind copyright issues and do not provide hard copies of published, copyrighted

articles to your classes.

Other Benefits of Teaching at the BAC

Free Courses

Faculty members may take one free class during the semester in which they teach or during the semester immediately following. The free class cannot exceed 3.0 credit hours during a given semester; two half-semester classes of 1.5 credit hours may be substituted. Free classes are not transferable to others nor may they accumulate from semester to semester. Please understand that the College's priority is to serve its students, faculty seats are allocated on a space-available basis after registration is complete. To register, you must complete a Continuing Education Registration Form and indicate that you are a BAC instructor. Completed forms should be submitted to the Registrar Office. For additional information regarding registration procedures, contact the Registrar Office at 617-585-0135.

Faculty desiring to use the Free Course Program for completing a Master of Design Studies degree must apply for matriculation into an MDS cohort. Electives within the program (12 credits) but not core courses (21 credits) are available as free courses. Other BAC guidelines concerning faculty eligibility for free courses apply to the MDS. Interested faculty should contact the Coordinator for the MDS program.

ProArts and Training Transformational Teachers Courses

Faculty may also participate in the Training Transformational Teachers Program offered through the BAC as well as through the ProArts Consortium at no cost, and can similarly enroll in subject-specific courses offered through the various ProArts institutions—the Berklee College of Music, the Boston Conservatory, Emerson College, the Massachusetts College of Art, New England Conservatory and the School of the Museum of Fine Arts. Enrollment is limited in some cross-registration ProArts courses and, as such, registering early is advised. Tuition for ProArts continuing education or undergraduate-level courses is covered in full; any related fees (e.g., lab, registration, and student activity fees) are the faculty member's responsibility.

To utilize this benefit, you must first obtain a ProArts Consortium Cross-Registration Form from the Registrar's Office. The Registrar has a complete listing of faculty and will refer to this information when verifying your eligibility for the free course benefit. The Registrar will sign, date, and stamp the form. Without the appropriate stamp, the ProArts institution will not recognize your faculty status and is likely to issue a tuition bill. The completed registration form should then be submitted to the Registrar of the ProArts institution in which you intend to enroll. A limited number of ProArts booklets—with a complete listing of ProArts websites—are available for reference at the Registrar's Office. For additional information about registering for ProArts courses contact the Registrar Office at 617-585-0135.

Summer

ProArts cross-registration is not available to students, faculty, or staff during the summer. During the academic year, the Registrar's Office at most ProArts institutions coordinates student registration. This responsibility shifts to Continuing Education during the summer and, because of the different fee structure and registration process, does not allow for cross-registration.

BAC summer courses are open to all eligible instructors. Faculty may take one full-semester class equivalent to 3.0 credits, or two half-semester or shorter classes. To register, you must complete a Continuing Education Registration Form and indicate that you are a faculty member. Completed forms should be submitted to Registrar Office. For additional information regarding registration procedures, contact the Registrar Office at 617-585-0135.

AIA Learning Credits For Bac Faculty

Faculty can earn AIA credits for each course they teach, once per every three years. One credit hour equals 15 AIA hours (i.e. 3 credit course = 45 AIA hours). If the course material qualifies, the faculty may receive HSW credit.

Faculty may earn up to 10 AIA hours for course preparation time. One hour of preparation equals one AIA hour. Course preparation does not qualify for HSW credit.

For each course, faculty may request AIA credit for the hours spent in class or preparation time - credit may not be requested for both types within the same year.

Example: (for faculty teaching the same 3 credit course each year)

- year 1: earns 45 AIA HSW hours (for time in class)
- year 2: earns 10 AIA hours (for preparation)
- year 3: earns 10 AIA hours (for preparation)
- year 4: earns 45 AIA HSW hours (for time in class)

To receive AIA credit, faculty must complete and submit the AIA Self Report Form. This may be done online at www.aia.org/conted/. Faculty should print the confirmation screen for their personal records.

Faculty should keep pay stubs from the BAC and syllabi for courses they have taught in their personal records. These will be needed should they be audited by the AIA. These records should be kept for six years.

WHILE TEACHING AT THE BAC

Standard Format for Syllabi

A syllabus is an outline of a course and includes several elements. It represents a contract between teacher and student that describes what material will be covered during the semester and the instructor's expectations of the students.

Below is a list of items every course must have. **Please use this document as a template to create your syllabus.** Please note that this list is not exhaustive; feel free to add information as the instructor sees fit. Elements in italics are examples you can use as inspiration.

This syllabus contains all relevant information about the course, including objectives and outcomes, grading criteria, required texts and other materials of instruction, as well as the topics to be covered and outcomes expected. Please read the syllabus carefully, and print a copy for ease of reference.

Instructor: *Margaret Instructor*

Email: *Margaret.instructor@the-bac.edu*

Phone: *xxx-xxx-xxxx*

Prerequisites & Co-Requisites:

Credits:

Meeting times: *Thursdays 7:15-10:15 PM, Room xxx, 320 Newbury Street*

Official Course Description: *Use the language directly from the official course description associated with this course in PowerCampus.*

Reading, Resources, Materials: *Chipboard, foamcore and other modeling materials; no more than \$50.*

Reading List: *[Include ISBN numbers and approximate costs for all required books]*

Recommended software: *you may designate that students must use common software packages such as Microsoft Office tools, Adobe Acrobat, or a specific web browser. Please be judicious about requiring the use of specialized software that is not directly the subject of a course. Please contact Computing Services to see whether particular software is offered or supported by the BAC before requiring its use. **Note that Firefox is the only web browser recommended for Moodle. Firefox is free and available for download on the web. Other browsers will not function effectively.***

Online Course Content: The course will be conducted online using the BAC's Learning Management System *Moodle*, accessible at <https://online.the-bac.edu/>. The Moodle site contains the course syllabus, assignments/lessons, discussion forums, and links to course-related material.

Schedule/Course Outline:

Understanding Goals/Big Questions/Course Objectives:

Objective:

CIDA, LAAB or NAAB Criteria applicable to this course include: [example]

Primary: A.2 Design Thinking

A.6 Fundamental Design Skills

A.7 Precedent

A.8 Ordering

Secondary: A.3 Visual Communication

B.4 Site Design

List of Major Assignments and Evaluation/Grading Processes:

The final grade will be an approximate composite of these elements:

10% Analysis (site and program analysis)

25% Conceptual framework – relevance, coherence

35% Translation of analysis into design

20% Communication – online participation: quality and frequency*

10% Graphics and Presentation skills

Attendance:

Insert your attendance policy here:

Suggested content for online studio courses: [example]

Communication: The challenge for any online course is to replicate the dynamics, cross-fertilization, and group interaction of a conventional studio. For this reason, the following strategies are an integral and required part of the course. During the "distance" phases of the studio it is expected that everyone posts progress twice a week. Typically, there are informal mid-week posts (Thursday) with work in progress and weekend posts (Sunday) with completed tasks. The Voicethread software allows easy commenting on the recent posts from the entire class. In fact, all students are required to keep up-to-speed with the progress within their "affinity groups" (3-4 students, groups will be announced during the intensive phase) and comment at least twice a week on each other's work.

If a student does not communicate over an extended period of time (6 days) his/her grade will be automatically lowered one step. 13 days of non-responsiveness results in automatic failing of the class.

Modes of Communication:

Moodle – BAC supported online teaching software: repository of studio information and weekly tasks calendar, discussion groups, project drop box, etc.

Voicethread – BAC supported communication software: image, video and sound files can be downloaded and commented on. This is the main tool for online communication in the post intensive phase. The standard format of image uploads will be explained and practiced in the first task for the studio. Refer to tutorials from BAC online support.

Phone calls (Skype) will be scheduled during the post intensive phase to discuss the materials posted to Voicethread one-on-one with one's instructor. The information on the following pages is standard for all BAC courses and should be included in syllabi.

Grading

The BAC's Grade Definition Chart must be included in each Syllabus. Students should note that minimum overall and studio GPAs of 2.50 for undergraduates and 2.70 (B-) for graduate students are required of graduate students in order to maintain Satisfactory Educational Progress. Failure to maintain SEP may result in additional work assigned, repeating a course or semester, or withdrawal from the program.

BAC Grade Definitions

0 – 100			
A	4.0	94 – 100	Excellent. The work exceeds the requirements of the course and demonstrates complete understanding of course goals. In addition, assignments exhibit a level of critical thinking that has allowed the student to demonstrate creative problem solving. Ideas and solutions are communicated clearly, showing a high level of attention and care.
A-	3.7	90 – 93	
B+	3.3	87 – 89	
B	3.0	84 – 86	Good. The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.
B-	2.7	80 – 83	
C+	2.3	77 – 79	
C	2.0	74 – 76	Fair. The work meets the minimum requirements of the course and reflects understanding of some course goals but is lackluster. The assignments exhibit a basic problem-solving ability, but the process and solutions lack sufficient depth and demonstrate a need for greater critical thinking. Ideas are communicated ineffectively, showing a lack of attention to detail and a decided lack of clarity or depth.
C-	1.7	70 – 73	
D	1.0	60 – 69	Poor. The work barely meets the minimum requirements of the class. Assignments lack depth and a display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.
RF Repeat/Fail	0.0	0 – 59	Unacceptable or missing work. The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the course requirements. Poor attendance or violation of academic integrity policy may also be factors.
NF	0.0	N/A	Failure due to non-attendance
I	N/A	N/A	Incomplete
W	N/A	N/A	Withdrawn
P	N/A	N/A	Pass. Used only in specially designated courses and educational reviews.
HP	N/A	N/A	High Pass. Used only in specially designated courses.
NC	N/A	N/A	No credit. Used if student replaces a failing grade. Not included in GPA calculation.
NS	N/A	N/A	No Show. Awarded only for Educational Reviews if student registers but does not attend.
T	N/A	N/A	Transfer Credit
WV	N/A	N/A	Waiver

Ordering Course Materials

Faculty members are responsible for informing their students of any required texts needed for their courses. Faculty members should contact Faculty Services with any questions about ordering required texts or placing materials on reserve (617) 585-0169.

Reserve Material

The BAC Library is a key resource for students and faculty. Materials that can be placed on reserve include: books (either the Library's or the instructor's), readings, plans, videos (may be viewed on the 4th floor at 320 Newbury Street), and other material to which the instructor would like students to have access. Books checked out from other libraries may not be placed on reserve. Please be aware that putting a library book on reserve takes that book out of circulation for the entire semester; therefore, priority is given to books that students are required to use. In addition, the Library has limited shelf space; please request that no more than 10 items be placed on reserve. Questions regarding reserve material should be directed to the Library at 617-585-0155.

Important Dates

There are three key dates that students will need to know for each semester.

- Students are allowed to ADD courses within the first week of the semester (or half-semester for 1.5-credit courses).
- Students are allowed to DROP courses (that is, no record of having taken the course will appear on a student's transcript) within the first two weeks of the semester (or half-semester for 1.5-credit courses).
- Students are allowed to WITHDRAW from courses (that is, to not finish the course and be assigned a transcript grade of W) before specific dates, depending on whether the course is a full-semester or half-semester course.

Please check the [Campus Building Hours](#) to know these dates for a specific semester, and to be able to communicate those dates to your students.

Availability to Students

Please distribute a list during your first class meeting(s) requesting students' phone and e-mail addresses. This information should be retained for your records and will be helpful should you need to contact class members to arrange individual meetings or notify students of changes in assignments and meeting times. Submitting a copy of this list to the Faculty Services office will greatly assist us in updating our records.

Course Changes or Cancellations

Faculty must notify the Education Center staff about any changes to their regularly scheduled classes including location changes, time changes, cancelations, or field trips. It is also recommended that faculty members send an email to all students in their classes when these changes are going to occur. Notifying the Education Center staff of changes in a classroom meeting location or time will assist us in directing students to the appropriate location, and emailing students directly will ensure that students who miss a class in which a change was planned will not miss the information.

Federal law and accreditation standards on the integrity of awarding academic credit requires that courses meet for the full number of hours each semester. If a course must be cancelled, whether due to holiday or due to instructor unavailability, the course MUST be rescheduled to fulfill the correct number of classroom hours. Please attempt to respect students' schedules and outside responsibilities when scheduling make-up class sessions.

The BAC Calendar, which lists holidays, can be found at <http://www.the-bac.edu/news-and-events/calendar> The BAC does not schedule holiday make-up dates. Instructors will need to schedule make-up classes through the Education Center for any classes missed due to the BAC being closed for holidays. Instances where the BAC is closed due to adverse weather, or any condition beyond the BAC's control, make-up classes will be scheduled. Contact Education Center and Faculty Services Phone: 617-585-0169 to schedule make-up classes. Instructors have the option to assign additional homework, schedule field trips or Saturday meeting times to make up class time.

Faculty members must contact their coordinating Program Director and Faculty Services to cancel a class or to notify the staff of the possibility of a late arrival. Computing faculty members must also contact Aidan Ackerman (617-585-0231, aidan.ackerman@the-bac.edu) in order to cancel class. In an emergency, for a last-minute cancelation on the day of class, the front (security) desk must also be notified on 617-262-0200. Please schedule a make-up class and reserve a room with Faculty Services. Requests to schedule make-up classes and room reservations for all computing courses should be additionally addressed to Aidan Ackerman. The BAC does not arrange for substitute teachers. If you will be absent – and have arranged for a substitute instructor – please inform your Program Director so that he or she may respond to any questions or problems that may arise as a result of the change.

Field Trips

BAC Faculty and Instructors must notify their Education Director/School Dean to gain approval for any off campus excursions planned as part of or in addition to their regularly scheduled classes (including extra credit opportunities, site visits, tours, day trips, weekend excursions, etc.). Travel dates, times, and locations, as well as a specific itinerary should be provided to and approved by their Education Director/ School Dean prior to the start of the semester. Education Directors/School Deans will notify the Provost and Faculty Services staff of scheduled field trips prior to the start of classes each semester.

Faculty/Instructors and Education Directors/School Deans must clearly communicate all field trip dates/times and associated fees to students in advance of the course start, in the online course description and course syllabus, especially if they are required of the student to complete the course. (Federal guidelines require this). Trip fees must be collected by the BAC Bursar's Office. Education Directors/School Deans should direct Faculty/Instructors to coordinate with Faculty Services staff to finalize trip cost, establish a payment schedule with the Bursar, and make travel arrangements. It is also recommended that faculty members send an email reminder to all enrolled

students detailing travel days/times as well as trip cost and payment deadlines prior to the course drop period.

All field trips and off campus excursions require each participant to complete the proper liability waivers through Faculty Services staff in advance of departure from the BAC.

In addition, the BAC highly values off campus learning opportunities and continues to foster interdisciplinary collaboration whenever possible. If a planned excursion allows the opportunity to include additional individuals from the BAC community (who are not enrolled in the class), please inform Faculty Services staff. If adding additional participants requires further resources, please list these as well. The opportunity will be promoted to the appropriate audiences to maximize learning potential.

Expense Reimbursement

Instructors may submit receipts for reimbursement up to \$40 for teaching supplies only. The BAC will not reimburse receipts for food and beverages. Submit your receipts to Faculty Services, a check will be sent to you via the accounting office.

Freehand Drawing Models

The BAC maintains a list of models available for Freehand Drawing classes. Faculty members are welcome to contact any of the models listed or select someone of their own choosing. Freehand Drawing instructors must make arrangements themselves and submit either a Model Confirmation Form or an e-mail confirmation to Faculty Services. Model Confirmation forms are located to the right of the faculty mailboxes. The confirmation should include the model's name, mailing address, social security number, phone number, date of modeling assignment, and hours worked. Federal regulations require that each model have a completed W-9 form on file with the BAC. We compensate models at \$18.00/hour, (\$27 for a ninety-minute session; \$54 for a three-hour session) and should expect to receive payment within 2-4 weeks of the modeling assignment. Non Freehand Drawing instructors may hire models but must receive prior approval from their individual Program Directors.

Charging Fees for Course Costs

Whenever possible, costs for such expenses as museum fees, site model supplies, and course materials should be paid directly by students to vendors.

When course fees are necessary, all fees must be paid directly to the Bursar's Office rather than to the faculty member. For accountability purposes, arrangements for course fees must be made *prior* to the start of the semester to ensure that students receive sufficient notification of the associated costs, and that payment procedures are in place. Any and all additional fees to the students must appear on your syllabus.

For additional fees to be charged to students, please submit a budget to the Education Center prior to the start of the semester and in time for publication in the Course Schedule.

Information Specific to Studio Faculty

Portfolio Review

All studio instructors are required to participate in Portfolio Reviews, which occur each year in January, May, and August. Portfolio Review is integral to BAC's mission; it allows the College to support its accreditations, offer open admissions, and engage in evaluating student progress across academic and practice curricula. It is essential that the same individuals who teach BAC students also evaluate their competencies. Information related to each review, dates, and times are distributed a few months prior to the events. If you are unable to attend, please contact your Program Director.

Studio Lottery

If you are scheduled to teach an Advanced Architecture Studio or Design Workshop you are required to participate in Studio Lottery. The event takes place each semester from 6-7:30pm during an evening approximately two weeks before classes begin. All instructors are asked to submit 3-5 images to their program director one week prior to Studio Lottery, and to deliver a brief 90-second presentation that frames the course for the balloting students. Following the presentation, students are encouraged to ask questions about the nature of your studio and your approach to learning and teaching before submitting a list of their top selections. You will be notified of your roster within 12 hours of the event! This lively format provides an opportunity for students to make an informed selection from the semester's offerings, delivers critical information to students, and allows the instructors to engage other instructors at the College.

Studio Review Week

Second half semester courses are held during Studio Review Week, the last week of the semester. All other non-studio classes end the prior week.

Room Changes for Review Week

If you wish to hold your final studio review in a location different from your assigned studio space, please request a room change no later than two weeks before the start of Review Week by contacting Faculty Services. Every attempt will be made to accommodate such requests.

Weekend Studio Reviews

If you choose to meet during weekend hours, contact Faculty Services at least two weeks in advance to reserve a space for your review. Your review must fall within the weekend operating hours of the school. If you choose to hold your weekend review off site, inform your program director in writing.

GRADING AT THE BAC

Student Attendance Policy

Please note that BAC faculty members have the authority to issue individual class policies that are more restrictive than the BAC policy, below:

Attendance is expected in all classes. Excessive unexcused absences are grounds for an instructor to lower a student's final grade. An unexcused absence is defined as an absence for which the student did not receive permission from the instructor.

- for 15-week classes and all studios, three unexcused absences are grounds for an instructor to lower a student's grade one letter, and four unexcused absences are grounds for an instructor to fail a student
- for eight-week, half-semester required computer classes, one unexcused absence is grounds for an instructor to lower a student's grade one letter, and two unexcused absences are grounds for an instructor to fail a student
- for all other eight-week, half-semester classes, two unexcused absences are grounds for an instructor to lower a student's grade one letter, and three unexcused absences are grounds for an instructor to fail a student.

In the case of an accident, illness, or other emergencies that causes excessive absences, a student is encouraged to inform the Dean of Advising Services, so appropriate notification and accommodations can be made. Work-related obligations and/or deadlines are not considered appropriate excuses for absence from class. Students are expected to arrange both their practice and academic curriculum schedules so that neither compromises the other.

Students are advised and encouraged to attend class sessions even if they have failed to complete an assignment or have failed to prepare adequately for a class session. Missing class time further increases a student's lack of preparation.

Master of Design Studies / Distance Master of Architecture Attendance Policy

Attendance at In-Boston Intensive Class Week: During selected semesters, students are required to participate in an intensive orientation and learning session of 8 days duration conducted at the Boston Architectural College in Boston. Accommodations during this "Intensive" week, transportation and meals are not included in program fees for each semester. Attendance policy during the "Intensive" week is as follows:

- Two days of Intensive missed: Possibility of lower grade for the course.
- Three days of Intensive missed: Possibility of failure of course.

BAC faculty members have the authority to issue individual class policies that are more restrictive than the standard BAC policy described here.

BAC Policy on Participation in Online Courses:

Students are expected to participate in all online classes. An instructor may lower a student's final grade due to a student's unexcused failure to participate in required online coursework. Unexcused participation is defined as a lack of participation for which the student did not receive permission in advance from the instructor.

For required and elective 15-week and 16-week courses, if a student fails to participate as required over three weeks, an instructor may lower a student's grade one letter. If a student fails to participate as required over four weeks, an instructor will fail the student.

For elective eight-week computer classes, one unexcused absence is grounds for an instructor to lower a student's grade one letter, and two unexcused absences are grounds for an instructor to fail a student.

For elective eight-week classes, if a student fails to participate as required over two weeks, an instructor may lower a student's grade one letter. If a student fails to participate as required over three weeks, an instructor may fail a student.

In the case of an accident, illness, or other emergency that causes a student to be unable to participate in the required coursework, a student must notify the instructor.

Work-related obligations and/or deadlines are not considered appropriate excuses for failure to participate in the coursework as required.

Religious Beliefs

Students whose religious beliefs may cause them to miss classes, examinations or studio reviews must inform their instructors and provide documentation of their religious commitment. Although students are not penalized for missing class sessions and activities for such cause, their instructors may require that they make up any missed assignments within a reasonable amount of time and subject to published deadlines.

The Massachusetts Fair Educational Practices Act (M.G.L.C. 151C, §2B) provides as follows:

"Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Mid-Semester Evaluations of Students

It is especially important to inform students early enough in the course (no later than at the mid-term), if they need to remediate their performance in order to pass a course. In addition to meeting with students who risk failing and documenting such meetings, instructors should notify Advising Services and their Education Director in cases where students are at risk of failing their courses.

Studio instructors are required to evaluate student performance in writing; one copy should be given to the student, the second copy should be retained for the student file.

Mid-Semester Warning

An *Academic Warning and Advising/Learning Resources Referral Form* should be completed at the mid-semester point (week 4 for an 8-week course and week 8 for a 16-week course) for any student in danger of failing your class. The form serves both as an official academic warning to notify a student that his or her performance is unsatisfactory, and a confirmation that an academic advisor should meet with the student to discuss strategies for improvement.

The middle portion of the form requests specific recommendations for remedying the student's poor performance. This information will be shared with the student during the meeting with an academic advisor along with any relevant BAC resources.

Academic Warning forms are available on the BAC web site at:

<http://www.the-bac.edu/students/offices-and-resources/academics/academic-advising>

Completed forms should be returned to Elizabeth Stuhlsatz in the Learning Resource Center on the sixth floor at 320 Newbury Street.

If you have any questions about the mid-semester warning process, contact Rebecca Chabot-Wieferich, Dean of Advising Services, at 617-585-0215.

Grading Practices

Instructors are asked to enter grades electronically directly into their courses' Moodle shells. Contact Faculty Services if you need assistance. Instructors should keep a copy of all grade reports. Grades must be submitted on time to ensure that student grade point averages are calculated for probation warnings. Timely submission of grades is also essential in determining students' financial aid eligibility.

Course Incompletes

A grade of "Incomplete" (I) may be granted upon presentation by the student, to the instructor, of acceptable evidence of extenuating circumstances that prevent completion of the course requirements within the assigned time. The instructor may grant an extension of up to seven (7) weeks beyond the end date of the course. It is the instructor's right to determine whether an "Incomplete" is warranted and when the work must be finished within the maximum allowable time (seven weeks). After seven weeks have passed, if the Incomplete is not resolved through the awarding of a grade for the course, the "I" will automatically revert to an RF (Repeat/Fail) on the student's transcript. This RF cannot later be changed by the instructor unless an extended incomplete has been filed. See below.

Contract for Extension of Course Incomplete Grades

Requests for extensions beyond the seven-week Incomplete period may be made only for extremely serious extenuating circumstances, usually related to health or family issues, and by permission of the instructor and the supervising Educational Director or Dean of School. A student must submit documentation supporting her/his request. This form serves to document support from the instructor, as well as from the relevant Educational Director or Dean of School.

A contract for course completion (available in the Registrar's Office) must be filed with the Registrar, along with the supporting documentation stated above. The contract must be signed by the student, instructor and the supervising Educational Director or Dean of School. Course extension contracts will only be granted through the end of the semester following the one in which the course was offered (not including summer).

Once an extended deadline is established, if the grade continues to remain unresolved past that deadline, an RF will be recorded on the student's transcript and will be factored into the GPA and/or studio GPA accordingly.

"RF" and "NF" – Failing Grade and Repetition of Courses

A student may repeat any course in which s/he has received a grade of "RF" or "NF". Upon passing the course, the original grade will convert to "NC" and the new grade will be used in computing the student's GPA. However if a course is re-taken more than once, only one of the failing grades may be replaced with the "NC" grade. Therefore one or more failing marks will remain on the transcript.

***Note:** Not all courses are offered every semester; therefore, it may not be possible to repeat a given course the following semester. Grade changes will occur automatically when the same course is retaken (e.g. an "RF" in Physics will be replaced by the new Physics grade after all grades from all faculty for a given term have been received). However if a student desires a grade replacement by a different course that is within the same discipline (e.g. replacing an RF in AutoCAD II/3D with a passing grade in SketchUp I/3D), s/he must initiate this change by bringing it to the attention of the Academic Advising or Registrar departments.*

Grade Changes

Grades must be assigned or changed only by the instructors, except in extraordinary cases (see below) when the appropriate program director may intervene. Grade changes must be completed by the end of the following semester. After that time, a student must petition the Appeals Committee for permission to have a grade changed.

Grade Appeal

A student may appeal a grade s/he believes was awarded unfairly. A student should first contact the instructor to clarify his or her reasons for awarding the grade. If a satisfactory resolution is not achieved, the student may contact the appropriate academic program director, who will review the student's complaint in order to ascertain the merits of the complaint.

In cases where a director ascertains that the appeal has merit, the director will meet with the instructor to allow the instructor to review her or his grade. In unresolved cases, directors may also review the student’s work him or herself and award a new grade.

In unusual circumstances, the student may request that the Provost review the director’s decision. The Provost will only review the director’s decision if the student feels that the director did not follow the appeals process properly or that the director’s decision was based on personal bias. The original appeal should not be submitted; instead, a new appeal, outlining the reasons for the super appeal, consistent with these stated guidelines, should be submitted to the Provost within ten (10) business days of the director’s notification to the student. The Provost will investigate the super appeal and may request a meeting with the student. She will then issue a final decision, which cannot be further appealed, within ten (10) business days of the conclusion of her investigation.

Grades may be challenged only through the end of the semester following the one in which the disputed grade was earned. This deadline may be extended only by permission of the Appeals Committee.

Grading Guidelines

Consult the list of acceptable grades in this booklet. A+, D+, and D- are not in use at the BAC. Please do not issue grades other than those accepted by the BAC.

- Note any students who you believe may have dropped or withdrawn from the course with an “NF” (failing grade). Grades left blank will be recorded as an “RF” (failing) grade. Students who receive an NF or RF should contact the Registrar to resolve the problem. Students who have withdrawn will already be designated “W” in Self-Service.
- In the case of an incomplete, attach an Incomplete Form, detailing the reason for each Incomplete and the agreed due date for completion, for any student who should receive an “I” grade.
- Enter your grades online through Moodle. Instructions are available on the BAC website Faculty Homepage and at Faculty Services
- Keep a copy of the roster with grades for your records. You will be able to save your grades on Self-Service.
- Do not delay the submission of final grades to complete Studio Evaluation forms. Submit grades first; the evaluation forms may be completed and submitted separately.
- The due date for final grades can be found on the BAC Academic calendar.
- Contact your Program Director if you have any questions.

Definition of Grades at the BAC

The BAC has a set definition of its letter grades, which all faculty should use to calibrate their own grading practices for consistency with College norms. Please refer to the following table for grading guidelines.

0 – 100			
GRADE	4.0 SCALE	SCALE	DEFINITION

A	4.0	94 – 100	Excellent. The work exceeds the requirements of the course and demonstrates complete understanding of course goals. In addition, assignments exhibit a level of critical thinking that has allowed the student to demonstrate creative problem solving. Ideas and solutions are communicated clearly, showing a high level of attention and care.
A-	3.7	90 – 93	
B+	3.3	87 – 89	
B	3.0	84 – 86	Good. The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.
B-	2.7	80 – 83	
C+	2.3	77 – 79	
C	2.0	74 – 76	Fair. The work meets the minimum requirements of the course and reflects understanding of some course goals but is lackluster. The assignments exhibit a basic problem-solving ability, but the process and solutions lack sufficient depth and demonstrate a need for greater critical thinking. Ideas are communicated ineffectively, showing a lack of attention to detail and a decided lack of clarity or depth.
C-	1.7	70 – 73	
D	1.0	60 – 69	Poor. The work barely meets the minimum requirements of the class. Assignments lack depth and a display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.
RF Repeat/Fail	0.0	0 – 59	Unacceptable or missing work. The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the course requirements. Poor attendance or violation of academic integrity policy may also be factors.
NF	0.0	N/A	Failure due to non-attendance
I	N/A	N/A	Incomplete
W	N/A	N/A	Withdrawn
P	N/A	N/A	Pass. Used only in specially designated courses and educational reviews.
HP	N/A	N/A	High Pass. Used only in specially designated courses.
NC	N/A	N/A	No credit. Used if student replaces a failing grade. Not included in GPA calculation.
NS	N/A	N/A	No Show. Awarded only for Educational Reviews if student registers but does not attend.
T	N/A	N/A	Transfer Credit
WV	N/A	N/A	Waiver

Timely Submission of Grades

The BAC Registrar's Office must receive grading reports by the stated deadline to ensure that student grades are issued in a timely fashion. Students cannot register for the following semester's classes unless grades are submitted by the required date. Grading information is attached to course rosters several weeks before the end of the semester. The attachment will specify the grading due dates. This information can also be found on

the [BAC Academic Calendar](#).

Grades may be entered directly through each course's Moodle site as well, and these will link directly to Power Campus.

FACULTY PERFORMANCE REVIEW

Evaluation of Instructor

Students are asked to evaluate their instructors at the midpoint (new instructors and studio instructors only) and at the end of each course (all instructors). Instructors are required to distribute the evaluations at the end of class time, to appoint a student who will collect and return the evaluations to Faculty Services and to leave the room while students are completing the forms. In introducing the evaluation process, please emphasize that the evaluations are a helpful tool in determining course materials for the remainder of the semester. Program Directors review the completed evaluations and are available to discuss the results with instructors. Aggregated data from these forms are collected and disseminated in order for BAC faculty to assess the overall efficacy of courses and programs.

Copies of the final course evaluations will be emailed to faculty members after grades have been submitted to the Registrar.

Renewal of Adjunct Faculty

The BAC values the contributions of its instructors, especially those who return year after year to share their professional experience and knowledge with those entering the design profession. Faculty recruitment for the spring semester begins as early as September; recruitment for the summer and fall semesters commences in January. If you are undecided about returning, please contact your Program Director to discuss possible options (e.g., teaching a more advanced course, change of day or room assignment, reduced class size, etc.)

Adjunct faculty are hired on a per-course basis, with no guarantee or expectation of renewal. Each individual adjunct faculty member's performance will be reviewed in conjunction with her or his supervising faculty member prior to any offer of new contract.

Core Faculty Performance Review Policy

The core faculty is defined as salaried instructional staff who carry a minimum teaching load of two three-credit courses per academic year and who are responsible for the educational and administrative leadership of schools, programs, and curricular areas. Successful review processes are intended to provide faculty members with an opportunity to discuss their own visions for the future of their roles within the context of a mission-driven institution of higher learning.

Process:

- Faculty performance is initially evaluated by the direct supervisor three and six months after a

faculty member's hiring date.

- Faculty members are hired initially for a one year term, after which their memorandum of appointment can be renewed annually for up to three successive years, dependent on successful performance reviews. These annual reviews, based on the previous term's accomplishments and future plans for teaching, service to the institution, and scholarship or creative work, are conducted by the direct supervisor, who advances his or her recommendations to the Provost. At the end of this initial period, faculty with a successful history of annual reviews may enter a four-year appointment and committee review cycle, while continuing to be reviewed for progress annually by their supervisor.
- Once on the four-year schedule, all faculty are reviewed every four years by a committee comprised of the Provost, the faculty member's supervisor and one other faculty member. The Provost's Council nominates and elects two faculty participants for this committee, the second of whom will participate in cases of conflict of interest with the reviewee.
- The charge of this committee is to review all submitted materials, to hold a face-to-face meeting with each faculty member up for review during the period assigned, and to make recommendations to the Provost, who will make final recommendations to the President. Upon approval by the President, the Provost notifies those who have completed the review process of the outcomes, and will issue new, related memoranda of agreement or notification of a terminal agreement.
- In cases where the review does not meet the committee's, the Provost's, or the President's expectations, faculty members may be offered a remedial period to be determined by the Provost in consultation with the faculty member's supervisor; they may be issued a memorandum of appointment that is shorter than four years; or may be issued a terminal contract.
- Faculty members' roles and responsibilities may shift within any given agreement period.
- All faculty memoranda of appointment are subject to termination, upon three-months' notice, under conditions of financial exigency, defined by institutional deficit budgets; multiple years of low program enrollment, evidence of the program's no longer meeting college mission, academic standards or financial viability; and/or notification of "Show Cause" by NEASC, or other such notification by any related approval or accrediting body.
- Faculty members may be terminated for cause, as described in the Boston Architectural College's Employee Handbook.

Scheduling:

- Performance reviews are conducted the semester prior to the expiration of the faculty member's current memorandum of appointment, and require two meetings, with the first session dedicated to discussing submitted materials and future visions, and a second one devoted to evaluating results and committee recommendations.
- Reviews are normally scheduled six to eight weeks in advance of the first review meeting.

Review materials:

Faculty undergoing a performance review must submit materials for the consideration of the committee a minimum of two weeks in advance of their first meeting. Faculty are encouraged to consult with their peers in the completion of the following materials:

1. A current job description indicating any necessary revisions in consultation with supervisor.
2. A self-evaluation letter (no more than four pages in length) in which the faculty member reflects on his or her current performance and describes the primary achievement goals, as well as her/his vision for the ideas s/he wishes to move forward during the cycle ahead. Faculty members are also encouraged to include reflections on performance feedback offered by collaborators, students, or any others who can help identify areas of strength and weakness.
3. Course evaluations and plans to address any identified areas for improvement
4. A brief dossier providing evidence of the individual's currency in the discipline, competency in budget and/or project management, service to the institution, effective teaching and advising, and/or general contributions to the College. (The dossier narrative can follow any format but must not exceed ten pages in length, plus evidence).

Review process outcomes:

- Review results are provided in writing a maximum of four weeks after the review is conducted, with clear articulation of current strengths and weaknesses to be addressed, as well as forms of professional development that the school is able to sponsor during the subsequent cycle. These results constitute the basis of a conversation to be scheduled within two weeks of their release.
- If the outcome of the review is not successful, faculty members may be offered a remedial period to be determined by the Provost in consultation with the faculty member's supervisor, may be issued a memorandum of appointment that is shorter than four years or may be issued a terminal contract.

Process Assessment:

Every three years, the Education Council will conduct an assessment of the review process and make recommendations for any necessary additions and/or revisions.

Appeals:

Errors of fact, evidence that due process (according to the procedures outlined in this document) was not followed, or claims of bias can be made in writing to the President within two weeks of the issuing of the final decisions. The President will issue a response to the Appeal within two weeks of receipt or, if deemed necessary, will conduct an investigation and issue a response upon completion of the investigation.

Post review optional research leave:

Upon successful renewal of a one- or four-year memorandum of appointment, the faculty member may apply for a an optional leave to engage in scholarly work. During the second, third, and fourth years of employment, BAC faculty are eligible to apply for a one-week leave to engage in BAC-related research or design work. Faculty holding four-year appointments may apply for four weeks of research leave after every appointment renewal. These leaves must be taken in one-week increments during the contract

term following the successful review. This leave is contingent on the approval of the proposal by the faculty member's supervisor and the Provost, and are dependent on a suitable calendar and on the availability of one or more colleagues (BAC salaried faculty members) who are willing to act as point person for the faculty member's area of responsibility over the leave period. This information must be provided to the Provost and to the faculty member's supervisor before the leave will be approved.

Faculty members who have completed a successful review and wish to participate in this benefit, will submit:

- A one-page proposal describing an educational or research project designed to advance the faculty member's pedagogical or scholarly work, with a tentative schedule proposed within the following twelve months. Design work is included in the definition of "research" and/or "scholarly".
- This proposal should be submitted a minimum of eight weeks in advance, and must identify one or more peers who are willing to provide oversight of the faculty member's administrative area and to respond in emergency situations, should they arise, during this research period. In scheduling their project, it is expected that faculty members will identify leave weeks that are least intense in their work cycles and to discuss the details of this schedule with their supervisors.
- At the completion of this project, the faculty member will present outcomes and/or materials produced during the research leave in a public forum within the College. Faculty members who have benefited from the support of their colleagues are expected to publicly acknowledge the collegial support they have received.

CURRICULUM REVIEW PROCESSES

Curriculum Committee Charge & Guidelines

Preamble

Students at the BAC are served best by well-designed and taught, high quality courses and programs, and the institution as a whole is best served by a curriculum that is collectively understood and well supported both by academic and administrative offices. Courses and programs need ongoing review and revision, and new courses are developed in order to support the ongoing progress of the institution and its educational offerings.

In an institution of higher learning, the faculty hold primary responsibility for the curriculum and curricular standards. The Curriculum Committee at the BAC reviews new courses, programs and major revisions and makes recommendations for approval to the Provost. It is assumed that the Dean of School will have approved a course or program proposal and that all appropriate administrative vetting has been done before it comes before the Curriculum Committee for consideration.

Role

The Boston Architectural College's Curriculum Committee is charged with reviewing proposals for new courses,

modifications to courses and curricular changes in order to ensure quality and consistency with the mission of the College. Course proposals are presented by the faculty, reviewed by the committee and forwarded for approval by the Provost. In the case of structural programmatic proposals, the committee reviews materials after they have been approved for Curriculum Committee consideration by both the Provost and the Cabinet.

The purpose behind the committee is to

1. Review academic rigor and pedagogical soundness of proposals
2. Ensure compliance of proposals with regulations and accreditation requirements
3. Review and ensure consistency and standardization in our courses with regard to elements such as grading, expectations for students, and expectations for qualifications and responsibilities of instructor
4. Review sequencing in terms of prerequisites, concurrent and future coursework
5. Ensure the utilization of resources, time, space and funds is as effective as possible

The BAC Curriculum Committee meets regularly in order to review and recommend expeditiously all new and revised academic initiatives that fall into its purview.

Who Attends

- Academic Deans
- Education Directors and Faculty
- Administrative Representatives for the following Departments:
 - Advising
 - Registrar
 - Library
- Other members of the BAC community are welcome to attend and participate in discussion though do not participate in voting on proposals

Meeting Agenda

Each meeting begins with the chair apprising the committee of outcomes from the previous meeting's recommendations

The remainder of the meeting is devoted to proposal presentations and voting to determine the committee's recommendations for those proposals

Presentations and Voting

Given the academic nature of the Curriculum Committee as well as its purpose to provide accountability for program, curricula and course changes from a pedagogical perspective, voting members include the academic deans, education directors and full-time faculty.

Other committee members' perspectives are essential to the Curriculum Committee's review of proposals to ensure that, while academic standards and integrity are at the core of the conversation, procedural and logistical considerations are included as part of determining a course, program or curriculum's suitability.

To that end, for proposals that have considerations beyond academic content and pedagogy to take into account, they must first receive operational review. See procedures in these cases below.

Voting Procedure. Once a proposal has been presented, discussion commences to allow for questions, comments and concerns. A chair may then prompt the committee members to propose a recommendation to the provost (i.e., for approval, for rejection, for approval with caveats). Once a committee member proposes a recommendation, it is seconded by an additional member. The recommendation is then open to discussion, questions and comments

After any discussion, an academic vote is held for all those in favor, against or abstaining which is tallied and recorded. Education deans, education directors and full-time faculty members participate in the academic vote.

Quorum. For an official (i.e., voting) Curriculum Committee meeting to take place, the presence of the following attendees is required: At least one representative from each discipline (Architecture, Design Studies, Landscape Architecture, Interior Architecture and Practice), representatives for the registrar and advising and representative from other academic departments depending upon the proposals for that meeting (i.e., if a Foundation course is being presented, a representative from Foundation would be asked by the chairs to be present).

Committee Meeting Dates and Call for Submissions

The committee meets regularly each semester according to the approximate dates below

- September 1 (Spring courses due approximately September 15)
- *If needed, October 15 (registration opens approximately October 31)*
- *If needed, January 5 (Summer courses due approximately January 20)*
- February 5 (Fall courses due approximately February 20)
- *If needed, April 15 (registration open approximately April 30)*

If you wish to present at Curriculum Committee, please inform the chairs AT LEAST two weeks before the meeting what you wish to present. Proposal materials must be submitted AT A MINIMUM one week before the meeting so that materials may be reviewed by chairs and the committee members. Any proposals which do not follow the timeline above will be reviewed in the following meeting.

Operational Review

Proposals that have implications beyond academic content and pedagogy, such as budgetary impact, regulatory compliance and administrative repercussions, must first receive operational review. A committee comprised of representatives for Enrollment, Admissions, Financial Aid, Advising, the Registrar, plus any additional offices as needed must review such a proposal well in advance (a minimum of 4 weeks prior to the Curriculum Committee meeting). This meeting should also be attended by one Curriculum Committee chairperson and the proposal presenter. This group assesses a proposal's viability according to each member's particular department and provides recommendations to the presenter to ensure viability. Presenters are asked to either incorporate or respond to this feedback and the Curriculum Committee chair(s) help ensure compliance with these recommendations during the subsequent Curriculum Committee review.

Record Keeping

A staff person assigned to the Curriculum Committee Chairperson will keep an electronic record of all the proceedings and decisions of the Curriculum Committee. This record will be backed up each time a proposal is received, the Committee meets, and/or a decision or recommendation is made. S/he will also make sure all

necessary changes are made to the BAC website on all of its relevant pages.

Curriculum Committee Review

Proposals that the committee reviews:

- New Courses
- Revised Courses
- Other Academic Elements which Form Part of Students’ Curricula (Practice, Gateway, Competency Based Education initiatives, other forms of assessment)
- Small Curricular Changes
- Large Curricular Changes (after earlier vetting process)
- New Programs (after earlier vetting process)

Each of these proposals has a corresponding form to complete including a list of required documents which is available in the Public Drive. For instance, a new course required completion of the “New Course Approval Form” and a syllabus using the most up-to-date BAC Syllabus Standards which can be found on the BAC Faculty Resources website.

When Does a Proposal Need Curriculum Committee and/or Operational Review?¹

NEW COURSE	<p>A new course must be brought to Curriculum Committee for review and may be presented once the course has been fleshed out using the New Course Approval form and by providing a syllabus. This includes both required and elective courses.</p> <ul style="list-style-type: none"> • If a course’s contents are being created by a content expert, the course may be presented using only the New Course Approval Form for the committee’s consideration. The committee may approve the course for development. The presenter then brings the syllabus (once developed) for review.
REVISION TO AN EXISTING COURSE	<p>A minor revision to a course does not need to be brought to Curriculum Committee. A minor revision changes less than 30% of a course’s content.</p> <p><i>A minor revision to a course might include:</i></p> <ul style="list-style-type: none"> • Changes in course description that do not change the understanding of course content • Changes in grading system from pass/fail to grade-based or vice versa <p>A major revision to a course necessitates it be brought to the Curriculum Committee for review. A major revision to a course changes more than 30% of a course’s content.</p> <p><i>A major revision to a course might include:</i></p> <ul style="list-style-type: none"> • Change in course name (if it isn’t an elective or “Special Topics” course) • Change in most or all of the course learning goals • Change in the course’s credit • Change in the course’s delivery method or pedagogical approach (i.e., going from an on-site to an online course, going from a studio format to lecture format)
CURRICULAR	<p>A minor curriculum change may be presented to the Curriculum Committee after internal departmental vetting and consideration of impact on other departments/student populations as part of completing the</p>

¹ Please note that even for those general categories which usually don’t require review by the Curriculum Committee and/or operational vetting, the chair(s) of the Curriculum Committee and/or the Provost may, at their discretion, require review of a proposal by either or both of these entities.

	<p>“Minor Curriculum Change” form. Such a proposal should also be reviewed in a vetting meeting prior to Curriculum Committee.</p> <p><i>A minor revision to a curriculum might include:</i></p> <ul style="list-style-type: none"> • Change in order of curriculum’s courses • Addition or removal of an elective or required course • Change in curriculum or program title • Change in program prerequisites
	<p>A major curriculum change may be presented to the Curriculum Committee after following the internal vetting process outlined above. Such a proposal should also be reviewed in a vetting meeting prior to Curriculum Committee.</p> <p><i>A major revision to a curriculum includes:</i></p> <ul style="list-style-type: none"> • More than 1 change in required courses or electives • Number of credits required changed substantially • Practice requirements are changed • Admissions requirements are changed
NEW PROGRAM	<p>A new curriculum or program must go through the procedure outlined in Appendix A before being presented at Curriculum Committee. Such a proposal should also be reviewed in a vetting meeting prior to Curriculum Committee.</p>

Considerations for Curriculum Committee Proposals

In reviewing a proposal, committee members may consider the following according to the Purposes outlined above:

1) Review pedagogical soundness of proposals

For Courses:

- Do the course description and learning goals make sense?
- Does assessment in the course map to the course’s learning goals?
- Does it meet BAC standards and mission?
- Is the course academically rigorous?
- If it serves both undergraduate and graduate populations are there clear and substantive demarcations of expectations for each?

For Programs/Curricula:

- Do the courses and/or capstone project for the program achieve the overall goals behind it?
- Does it meet BAC standards and mission?
- Is it academically rigorous?
- If it serves both undergraduate and graduate populations are there clear demarcations of expectations for each?

2) Ensure compliance of proposals with regulations and accrediting bodies

For Courses:

- Does the course meet the definition of a credit hour in terms of both contact time and out-of-class work (i.e., two hours of outside work for every hour of contact time)?
- Does it meet standards set out by accreditation agencies and professional organizations (as needed)?

For Programs/Curricula:

- Does it meet standards set out by accreditation agencies and professional organizations?

3) Review and ensure consistency and standardization in our courses with regard to elements such as grading, format, expectations for students and expectations for qualifications and responsibilities of instructor

For Courses:

- What qualifications are necessary for the instructor in order to meet the academic standards of the course?
- What qualifications are necessary should any other instructional staff (for example, teaching assistants) be used?
- Does the syllabus/course structure appear clear and logical?
- Does the syllabus include a grading breakdown and attendance policy?
- Does the syllabus include all the necessary information regarding BAC policies, accreditation, etc.?

4) Review sequencing or a curricula, program or course in terms of prerequisites, concurrent and future coursework

For Courses:

- Do the prerequisites make sense both pedagogically and logistically?
- Does the course fit in well in terms of course load with concurrent courses?
- Does the course adequately prepare students for the course(s) that comes afterward?

For Programs/Curricula:

- Does each semester’s course load seem appropriate and realistic?
- Does the sequence of learning from course to course map a clear trajectory towards ultimate learning goals and skill development?

5) Ensure the utilization of resources, time, space and funds is as effective as possible

For Courses:

- Does it meet the need of an existing BAC program or one in the planning stages?
- Does it have a realistic timeline for implementation?
- Which students will be served by it?

Potential Actions

The Curriculum Committee may take the following actions with regard to presented proposals:

COMMITTEE RECOMMENDATION	ACTION NEEDED BY PRESENTER
Recommend the proposal for approval by the Provost	None. Proposal proceeds through usual “Post-

without any changes	Committee Meeting Procedure"
Recommend the proposal for approval by the Provost with revisions laid out by the committee	Presenter makes revisions and submits them to the committee chairs who then send them to the Provost
Recommend revisions of the proposal and, once completed, the proposal be brought to the committee again for review	Presenter makes revisions and informs chairs of when he/she is ready to present the proposal to the committee again.
Recommend the proposal for rejection by the Provost with detailed feedback outlining why it feels the proposal should be rejected.	If he/she wishes to do so, presenter may rewrite proposal, taking into account the feedback provided by the committee and resubmit.
If there is a deadlock in voting, recommendations that include rationales for each position in support of or in opposition to the approval of the proposal will be presented to the Provost, who will approve or reject a proposal based on this information or request revisions of the proposal and it be reconsidered by the committee.	Presenter awaits decision by Provost and acts accordingly based on the above.

Assessment

This policy and procedure will remain in effect for one year and will be assessed during the third semester after it is enacted. The assessment will be based on the following criteria:

- The effectiveness of curricular communications and subsequent actions,
- The sufficiency of input in the various deliberations and considerations,
- The responsiveness of the committee to deliberating matters in a timely fashion,
- The effectiveness of supporting the progress of course and program development at the College.

Addendum for Courses Not Proposed by Faculty Members

The BAC is an entrepreneurial institution that holds itself to supporting creative and innovative endeavors while maintaining high academic standards. The development of new courses and programs are vital to the supporting the ongoing, innovative and unique set of design education opportunities offered through the integration of practice and academic learning.

The following approval process is intended for any new course or program that is intended to be delivered by the Boston Architectural College and is proposed by someone who is not a Member of the BAC Faculty:

1. Preliminary approval:

- a. a succinct proposal should clearly state the rationale for offering a new course/program, its goals, how it fits the mission and vision of the BAC, what resources are needed to complete the planning and what the expected market will be.
 - b. The proposal should be submitted to the President, Provost and the VP for Finance and Administration for preliminary review. If this group feels it is viable and falls within current priorities, it will authorize the planning.
 - c. If authorized, the appropriate Dean(s) and Provost or VP for Finance and Administration (depending on where the proposal is housed) will confirm the unit's capacity to provide the resources necessary for program/course development.
2. Curriculum Committee review: A full proposal will include:
 - a. Name of course/program
 - b. Where the course/program will be housed
 - c. What benefits BAC students (and prospective students) will gain from the addition of the proposed course/program
 - d. Course of study (for a program) or place in current curriculum (for a course)
 - e. Syllabus(i) that are consistent with the academic standards of the BAC
 - f. A list of resources necessary to program/course start up
 - g. Timeline for implementation
 3. An expected expense and revenue budget for the first three years after the course/program is instituted
 4. The Curriculum Committee will discuss how the proposed program or course meets the academic standards of the BAC and will make recommendations for approval to the Provost, as outlined in this document.

Final approval: the Provost will review the proposal and recommendations of the Curriculum Committee and will give final approval.

Program Review Policy

Purpose:

At the Boston Architectural College, professional approval and accrediting bodies review programs on a regular basis. Because all programs should be examined regularly for academic efficacy, consistency with the BAC's mission, and for cost effectiveness, programs should be examined under the following conditions:

1. Programs that are not approved or accredited by an external academic accrediting body should be reviewed internally every 8 (eight) years.
2. Programs that either enroll such low numbers of students that their classes cannot be offered as needed and/or programs that do not cover their direct costs of operations (including Administrative Faculty salaries and benefits, instructional faculty costs, funding for faculty and staff development, professional memberships, and food and beverage costs directly attributable to the program, itself. Further expenses, such as space utilization and library resources, that would need to be offered whether or not the program were in place, should not be considered for the purposes of prompting a review.)

In order to review programs in a consistent manner, the Provost will appoint a review committee whose members will include Administrative Faculty who are not directly involved with the program to be reviewed, instructors and adjunct faculty who serve other programs, at least one current student and one alumnus/a of a different BAC

program, a representative of Finance, a representative of the Dean of Student's office (includes advising), a representative of Student Enrollment Services, and a representative from the outside community. The review committee will read a report submitted by the Program Director (or Dean of School), conduct an internal site visit, write a report and submit it with recommendations to the Provost. It is recommended that an outside reviewer be included. The Provost will provide a final report to the Program Director (or Dean of School) with a list of requirements and recommendations and a timeline for their fulfillment.

In order to review programs in a consistent manner, the Provost will appoint a review committee whose members will include Faculty who are not directly involved with the program to be reviewed, instructors and adjunct faculty who serve other programs, at least one current student and one alumnus/a of a different BAC program, a representative of Finance, a representative of the Dean of Student's office (includes advising), a representative of Student Enrollment Services, and a representative from the outside community. The review committee will read a report submitted by the Program Director (or Dean of School), conduct an internal site visit, write a report and submit it with recommendations to the Provost. It is recommended that an outside reviewer be included. The Provost will provide a final report to the Program Director (or Dean of School) with a list of requirements and recommendations and a timeline for their fulfillment.

Process for regular reviews for programs not otherwise approved/accredited by professional organizations:

Every eight years, the director of the program to be reviewed will submit a report of no more than 50 (fifty) pages to a committee to be named by the Provost. This report will contain:

1. The history, mission and goals of the program and a description of how the program's mission and goals are consistent with those of the BAC as a whole.
2. The program's students – demographics, retention rates, completion rates, and employment rates at graduation. How many students are regularly served by the program, and what is considered the ideal size (and why) of the program? What sorts of students does the program serve?
3. The program's faculty – degrees achieved, course evaluations, length of service to the BAC, other achievements, such as publications and grants received. Supervisory documents related to instructors and faculty should be included.
4. The program's relationship to other educational programming at the BAC.
 - a. Services offered by the program to the rest of the College.
 - b. The program's funding – tuition revenues, grant and gift revenues.
5. The program's budget over the past 5 (five) years – expenses and revenues
6. Opportunities for future growth and outlines for planned future changes aimed at strengthening the program.

The review committee members will read the report, gather questions and conduct an internal site visit. They will visit classes, meet with and interview students, meet with and interview instructors, and meet with and interview the program's director and administrative faculty.

The review committee will read the program report, conduct an internal site visit, write a review report and submit it with recommendations to the Provost. The Provost will provide a final, written report to the Program Director (or Dean of School) with a list of requirements and recommendations and a timeline for their fulfillment. This report will be filed (in the same place as reports of programs reviewed by professional organizations) on the BAC's internal public drive and with the BAC's archivist, and notification will be made to the Board of Trustees through the Provost's report to the Education Committee of the Board.

Process for regular reviews for programs at risk, due to inconsistency with BAC mission and goals, inadequate student body, or expenses that exceed their direct revenues:

The Provost will notify a Program Director of a program at risk that a program review will occur. The Program Director will be given 3 (three) months to produce a formal report that will contain the following:

1. The history, mission and goals of the program and a description of how the program's mission and goals are consistent with those of the BAC as a whole.
2. The program's students – demographics, retention rates, completion rates, and employment rates at graduation. How many students are regularly served by the program, and what is considered the ideal size (and why) of the program? What sorts of students does the program serve?
3. The program's faculty – degrees achieved, course evaluations, length of service to the BAC, other achievements, such as publications and grants received. Supervisory documents related to instructors and faculty should be included.
 - a. The program's relationship to other educational programming at the BAC.
 - b. Services offered by the program to the rest of the College.
4. The program's funding – tuition revenues, grant and gift revenues.
5. The program's budget over the past 5 (five) years – expenses and revenues.
6. Opportunities for future growth and outlines for planned future changes aimed at strengthening the program.
7. Other information the Program Director wishes to include or emphasize in order to support the continuation of the program, including but not limited to potential impacts on the College as a whole and its individual programs, faculty and students.

The review committee members will read the report, gather questions and conduct an internal site visit. They will visit classes, meet with and interview students, meet with and interview instructors, and meet with and interview the program's director and administrative faculty.

The review committee will read the program report, conduct an internal site visit, write a review report and submit it with recommendations to the Provost. The Provost will provide a final, written report to the Program Director (or Dean of School) with a list of requirements and recommendations and a timeline for their fulfillment. If the program review indicates that the program should be closed, the Provost will recommend this action to the President, and a formal decision will be made by the President and Provost after seeking opinion of legal counsel.

The Provost will immediately inform the Education Committee of the Board of this decision, and the Committee will review all previous related materials in order to provide the full Board with its recommendation to close the program. The full Board will vote on the closure of educational programs.

The Provost's final written report will be filed (in the same place as reports of programs reviewed by professional organizations) on the BAC's internal public drive and with the BAC's archivist.

Upon such a decision, the Program Director will be notified immediately, and a teachout plan will be created and submitted in writing to the Provost within two weeks of the Program Director's receiving notification of closure from the President and Provost. The teachout plan will need to include both financial and academic planning and will need to account for continuously diminishing resources to be allocated to the program over a period of no more than the time it takes to meet the program's obligations to its students.

New Program Approval Process

Below is an outline for proposing and approving new degree or certificate programs at the Boston Architectural College. A program is defined as a set of courses that are combined to offer students the opportunity to complete a certificate or degree. A new program is one that requires a distinct curriculum and faculty.²

Proposal is first reviewed and preliminarily moved forward through the Provost. The Provost will base his/her approval to move forward on:

- a description of the program and how it reflects and expresses the BAC's mission and strategic planning;
- a description of how the program links to educational offerings already in place;
- a three-year pro forma budget that reflects expected expenses and revenues connected to the proposed program;
- a list of resources needed at start-up and the effects on administrative offices throughout the College.

Upon his/her preliminary approval, the Provost will present the proposal to President's Council and to the President's Cabinet. The proposal will include a rationale, connection to BAC mission and timeline for the development of the program. This proposal will also include a pro forma budget for five years from launch. President's Council will identify any further considerations that need to be made. The Cabinet will advise the President, who will approve or deny the proposal.

Once approved to move forward by the President, the proposal, along with notes of deliberations from the President's Council and President's Cabinet, will move forward to the Education Policy Committee of the Board of Trustees (EdCo) for recommendation to full Board. The Board would approve the program, based on the recommendation of EdCo.

If required, the program proposal would move to the Massachusetts Board of Higher Ed and/or NEASC for their approval.

When all prior approvals are obtained (or formally waived by the Provost), the program will be presented with its rationale, connection to BAC mission, timeline for implementation, and an outline of courses and their sequences (and number of credits) to the Curriculum Committee for recommendation to the Provost for approval. No financial information will need to be provided for this level of approval.

Travel Study Programs

Travel study is a time-honored pathway to intensive engagement with design learning and personal growth. The power of such an experience is rooted in full-time immersion with unfamiliar cultures, a concentrated focus on design issues, and group camaraderie.

Travel opportunities for BAC students have been developed as a result of the initiative of instructors and program Deans/Directors, as well as to establish partnerships and fulfill institutional priorities to specific regions. Institutional and faculty interest in global experiences for students has grown, and the diversity of approaches and complexity of offerings is increasing. It has become necessary for the college to establish priorities and levels of

² A new concentration in an existing program will not be subjected to Board approval, but it will need to be approved by the Provost and the President. The Curriculum Committee will review the curriculum of a proposed new concentration.

institutional commitment, as well as communicate clear procedures by which instructors/staff can propose, gain support for and offer travel study experiences for our students.

Travel opportunities have been and continue to be offered for all disciplines of study and all areas of the Institution (students of Architecture, Interior Architecture, Landscape Architecture, Design Studies, and Continuing Education, as well as alumni/development and staff communities). Varying travel opportunities are available each year and are continually being developed.

Policies & Procedures

The following is a general order of procedures for travel program approval.

1. The Executive Assistant to the Provost emails Deans of Schools and Education Directors at least twice a year to learn of travel interest, communicate the request for proposals timeline, and explain the approval process.
2. The Instructor/Sponsoring Education Director for each proposed travel program is required to connect with the Controller to review insurance risk requirements (specific to location) and develop a travel budget. All (new and reoccurring trip) budgets must have sign off from the Controller prior to being submitted with the travel proposal.
3. Travel proposals are submitted to the Executive Assistant to the Provost for consideration twice a year based on a specified schedule. Each proposal must have sign off from the Controller and a Sponsoring Education Director to be considered. If proposed travel is associated with a new course, the proposal must also have approval and sign off from the BAC Curriculum Committee, in advance of being submitted to the Executive Assistant to the Provost. Proposals must be submitted **six months** prior to the proposed travel dates.
4. The Executive Assistant to the Provost brings proposals before the President's Cabinet and approvals are granted or denied.
5. Upon approval, Travel Coordinators lead Travel Implementation Committee meetings to communicate and implement approved travel programs sponsored by their area of the institution.

BAC DIRECTORY

The Boston Architectural College is located at the corner of Newbury and Hereford Streets in Boston's Back Bay. Our mailing address is:

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Enrollment hotline: 617-585-0100 or toll-free at 1-877-585-0100

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