

Tuck Faculty Handbook

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Tuck's Mission, Vision, and Strategy

A full description of our mission, vision, and strategy can be found here.

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I. ORGANIZATION OF THE FACULTY OF DARTMOUTH COLLEGE

The faculty of the Tuck School is part of the Organization of the General Faculty of Dartmouth College (OGFDC). The rules and procedures of the OGFDC can be found here.

The Tuck School deems the voting members of the Tuck faculty as being the Tuck members of the General Faculty of Dartmouth College.

The councils of the general faculty provide a forum for deliberation on matters of policy affecting the entire institution. They serve in a continuing advisory capacity to the president, the provost, and the board of trustees, and report annually to the general faculty. Tuck representatives serve on many of these councils and committees.

II. BOARD OF ADVISORS

The Board of Advisors, appointed by the trustees, is advisory to the dean and the faculty of the Tuck School with respect to the objectives and programs of the school; it is advisory to the president and the trustees with respect to appraisals of Tuck School objectives, programs and administration. The board meets twice a year. The list of current board members can be found here.

III. ORGANIZATION OF THE TUCK SCHOOL

A. Administration of the School

The Dean is responsible for the management of the Tuck School. The Dean is appointed by the President and Trustees for four-year renewable terms of office.

The Tuck School is administered by the Dean and officers and staff appointed by the Dean. The Dean is empowered to create new and eliminate existing offices, and staff positions. Administrators other than the Dean serve at the pleasure of the Dean and are subject to the policies set forth in this handbook.

The current leadership team can be found here.

B. Organization of the Tuck Faculty

The Tuck faculty comprises the voting faculty and affiliated faculty. The voting faculty consists of the president of the college, the provost, the dean of the Tuck School, and all persons appointed by the trustees to any position in the Tuck School with the rank of professor, associate professor, or assistant professor. Affiliated faculty members are the clinical professors, adjunct faculty, visiting faculty, and lecturers.

1. General Meetings

The faculty meets on the call of the dean at least three times a year. The dean is the presiding officer of the faculty; in absence of the dean, the senior associate dean for faculty and research shall preside.

Preparation and distribution of the agenda and the call of faculty meetings shall be the responsibility of the senior associate dean for faculty and research.

Each year, the dean shall appoint a faculty secretary to take minutes of each faculty meeting and distribute these minutes to the faculty following the faculty meeting. The distributed minutes will be approved or amended by the faculty at the next faculty meeting.

Faculty meetings are conducted according to the latest edition of *Robert's Rules of Order*.

2. Voting

All members of the faculty may attend faculty meetings, but only the voting members of the faculty may vote.

The dean may invite administrative officers of the school, designated student representatives, or other guests. These nonvoting persons will have the right to participate in the faculty's discussions.

There is no regular provision for absentee or proxy voting. However, absentee or proxy balloting can be authorized for any particular vote by a two-thirds assent of those present and voting at the meeting in question.

Voting rules of committees may be set by each group. Normally, all appointed or elected committee members will have the right to vote in meetings.

3. Quorum

A quorum shall consist of a majority of the voting members of the faculty.

4. Procedures for Action

Final action on all business shall be taken by a majority vote of those members present and voting. Final action on any business not included in the agenda, or upon any business ruled by the presiding officer to involve a substantial change of policy, may be taken at the meeting to which it is first submitted only by consent of two-thirds of the members present and voting. Otherwise, final action upon such business shall be postponed to the next meeting of the faculty.

5. Standing Committees

The administrative work of the Tuck School is the responsibility of the dean's office and the professional staff. The faculty also engages in the administration of the school through its standing committees. Ad hoc committees, subcommittees, or task forces may be appointed by the

dean or by a standing committee. Current standing committees are listed below.

Academic Freedom, Tenure and Responsibility Committee
This committee functions in certain stages of a disciplinary action brought against a faculty member. It also hears appeals of tenure decisions in case the faculty member alleges a violation of academic freedom or procedural error. The committee consists of five elected members of the Tuck School faculty, not fewer than one and not more than four of whom may be tenured. The committee itself shall choose the chair of the committee. Neither the dean (ex officio) nor any associate dean (ex officio) may serve on this committee.

Academic Performance Committee
The academic performance committee reviews the overall academic performance of students in the MBA program and recommends actions to the faculty. The committee consists of four faculty members, an alternate faculty member, the relevant dean (senior associate dean for the MBA program or equivalent) (ex officio), the registrar (ex officio, non-voting), and the relevant staff leader(s) in the MBA program (ex officio, non-voting). The faculty committee members are elected by the faculty. No fewer than one and no more than three of them should be tenured. They are elected for four-year terms. The terms are staggered. The alternate for any one year will be chosen based on the most recent election results.

Assessment of Learning Outcomes Committee
The purpose of this committee is to establish learning objectives for the Tuck MBA program, evaluate whether the current curriculum achieves these objectives, and propose changes if the objectives are not being achieved. This committee is responsible for ensuring that Tuck complies with the assurance of learning standard for Business Accreditation of The Association to Advance Collegiate Schools of Business. The committee consists of the relevant dean (senior associate dean for the MBA program or equivalent) (ex officio) and three faculty members.

Curriculum Committee
The curriculum committee is charged with maintaining the excellence of the MBA curriculum. It makes recommendations to the Executive Committee regarding all new course proposals, whether existing courses will be significantly changed, whether existing courses should no longer be offered, and whether a course may have an enrollment cap. It assesses the required core—the coordination, integration, and general effectiveness of subject coverage. It makes recommendations for long-range improvement in the MBA program and its supporting activities and resources. It encourages innovation and experimentation and the proper assessment of the results of these processes. This committee consists of the seven academic area chairs (ex officio), the relevant dean (senior associate dean for the MBA program or equivalent) (ex officio, chair), and the registrar (ex officio, non-voting). The chair of the committee will report to the faculty during the Spring faculty meeting regarding all of the recommendations that the Curriculum Committee makes to the Executive Committee during the year.

Executive Committee
The executive committee of the faculty consists of the dean (ex officio, chair), the relevant associate dean (senior associate dean for faculty and research or equivalent) (ex officio), and five elected members of the faculty. The executive committee has the following functions:

- To advise the dean on matters of substance that the dean brings before the committee, including but not limited to faculty committee assignments.

- To act for the faculty on questions that need immediate decision or that otherwise may be delegated to the committee by the faculty.

Executive Education Committee
The Executive Education Committee is responsible for reviewing proposals for executive education programs and for making recommendations on policy issues concerning continuing education. This committee consists of the relevant dean (senior associate dean for executive learning or equivalent) (ex officio, chair), the relevant staff leader(s) in executive education (ex officio, non-voting), and six faculty members.

Honor and Conduct Committee
This committee functions in certain stages of resolving charges under Tuck's Academic Honor Principle or Social Code. The committee consists of the five members of the student Judicial Board and four faculty members. The chair of the committee is the chair of the student Judicial Board.

MBA Admissions, Program, and Placement Committee
This committee is responsible for establishing and reviewing policies related to admissions, financial aid, and career services for the MBA program and providing counsel on the functions of the MBA program, excluding those that are the purview of other standing committees, such as the Academic Performance, Curriculum, and Honor and Conduct committees. The committee consists of the relevant dean (senior associate dean for the MBA program or equivalent) (ex officio); the relevant staff leaders in admissions, financial aid, career services, and the MBA program (all ex officio, non-voting); and four faculty members.

Promotion and Tenure Committee
The dean (ex officio, chair) and all tenured full professors form this committee, the purposes of which are to set criteria for promotion and tenure decisions at Tuck and recommend specific action to the dean on individual cases. The Promotion and Tenure Committee also participates with the dean in setting out the long-range plan for the size and composition of the faculty of the Tuck School.

Strategy Committee
The Strategy Committee meets at least once during each academic term (Fall, Winter, Spring), and represents the faculty by advising the dean on any matter relating to Tuck's strategy. It can also advise the dean on any issue that a member of the committee chooses to raise. This committee consists of the dean (ex officio, chair) and representatives from the accounting, economics, finance, marketing, operations & management science, organizational behavior, and strategy areas.

Undergraduate Education Committee
The Undergraduate Education Committee is responsible for providing counsel and guidance on

matters related to undergraduate education. The committee consists of the relevant dean for undergraduate education (ex officio), the relevant staff leader(s) in undergraduate education (ex officio, non-voting), and five faculty members.

6. Committee Membership and Other Matters

Faculty members of the Executive Committee shall be elected by the faculty, acting on nominations presented by the dean and/or any other voting member of the faculty. Appointment of faculty members and administrative officers to other standing committees of the faculty shall be voted by the Executive Committee, on recommendations from the dean, unless the bylaws specify otherwise. When students serve on committees, their method of appointment or election shall usually be determined by the student board. Committees are normally appointed for one-year terms, and appointments can be renewed. In some cases, staggered terms of service are used to provide continuity of service.

Any standing committee can be recalled, reconstituted, and/or discontinued by a two-thirds vote of the faculty. The reasons for such action must be set forth in writing and the committee must be given adequate time to reply in writing before an item of this sort can be placed on the agenda of a faculty meeting. Other committees or subcommittees can be recalled, reconstituted, and/or discontinued by their appointing authority.

Committee chairs shall be selected by the dean, except in cases where the chair is designated in other sections of the bylaws.

C. Bylaws Amendments

The rules in Section III of the Faculty Handbook, Organization of the Tuck School, are the bylaws of the Tuck School. The bylaws may be amended by an affirmative vote of two-thirds of those eligible to vote. The amendment must be circulated in writing at least 30 days before any voting takes place.

IV. FACULTY POLICIES AND PROCEDURES

A. Faculty Appointments

It is the policy of Dartmouth that all appointments, promotions, terminations, and conditions of employment will be made on the basis of merit, and will be consistent with Dartmouth's Notice of Nondiscrimination and can be found here.

1. Period of Appointments for Full-Time Faculty

The period governing term appointment for members of the regular faculty and others who serve full time during the academic year runs from July 1 through June 30. This period has been established to conform to the fiscal year, to coincide with practices at other institutions and to eliminate any uncertainties as to the allocation of summer salaries to sponsored projects. It is effective for all faculty members.

2. Compensation

In discussing faculty compensation, it is important to define what constitutes an academic-year appointment for purposes of pay. Most regular faculty appointments in the Thayer School of Engineering, the Tuck School, and the faculty of arts and sciences are on a nine-month academic-year basis. The academic calendar at Dartmouth now comprises four terms (quarters) and faculty members on a full-time academic-year appointment (and on full salary) are expected to teach, engage in college activities, and be in residence on campus for three of the four academic terms (nine months) over the twelve-month academic year. "In residence" does not preclude temporary visits to other academic institutions to pursue research activities with colleagues at other schools.

Some designated positions in the Tuck School, e.g., administrative officers, are for twelve months, the explicit assumption being that one month is paid vacation.

Dartmouth College faculty members and administrative officers, whether on a nine- or twelve-month appointment, do not cease to be such while on vacation or during the term, or fraction thereof, when there is no specific obligation to the institution. Normally, office space, library, and other institutional facilities remain available for their use throughout the year.

Individual salaries are established on the basis of the type of appointment involved and are paid at the end of each month in 12 equal installments over the year. Salary adjustments and appointments ordinarily are effective on July 1.

All employees have the option to have their paychecks electronically deposited in a US bank. In all cases, a monthly statement is furnished to the faculty member indicating the various withholdings and gross and net salary earned. Extra salary and stipends are combined with regular salary in the month paid and are included in the monthly salary figure shown on the employee's salary check stub.

3. Teaching Commitment

Each faculty member is typically obligated to teach three quarter-length sections of classes each year or its equivalent in programs such as Bridge, Executive Education, or Healthcare Management. A table of usual teaching credits is provided here.

In addition to the faculty leaves described in §IV.C, there are two possible exceptions to the three-course load rule. First, any newly-hired assistant professor will have a one-course reduction in each of the first four years while an assistant professor. No more than one of these course reductions can be carried forward after promotion to associate professor. And, if carried forward, the course reduction must be used in one of the three years following promotion unless otherwise authorized by the Deans' Office. Second, any faculty member holding the title of distinguished professor may have a one-course reduction, at the Dean's discretion, to the faculty member's three-credit teaching obligation.

There may arise circumstances whereby a faculty member is asked to teach more courses than the current teaching load requirement. Such instances are not expected to be regular and ongoing. In such instances, the dean's office, in consultation with the faculty member, will arrange for either "banking" of teaching credits or provide extra compensation for extra teaching.

4. Part-Time Appointments

Appointments to the Tuck School faculty may be made on a part-time basis as well as a full-time basis.

Part-time teaching appointments are made with certain individuals for the purpose of staffing specific courses. These teaching-only arrangements are typically made for one term and are renewable at the discretion of the senior associate dean for faculty and research. These are not tenure-track appointments.

Tenure and tenure-track appointments to the Tuck School faculty may be made on a part-time as well as a full-time basis. Part-time tenure or tenure-track appointments are not less than half-time. Such appointments are made infrequently and only in those instances where it is to the benefit of both the Tuck School and the individual—for example, a faculty member who desires additional time parenting (but not a faculty member who wishes to hold two part-time jobs simultaneously or who seeks special accommodation in the years surrounding retirement).

Part-time tenure or tenure-track appointments carry an expectation that the appointee will engage in teaching, scholarship, and committee work. Such appointments also entail the same criteria used in full-time appointments; therefore, part-time appointments with tenure are made only in cases in which the candidate meets the qualifications for tenure in a full-time position.

B. Promotion and Tenure at the Tuck School

The structures and processes described below represent the results of extensive discussion with the Tuck faculty and between the Tuck School and the Dartmouth administration.

1. Role of the Board of Trustees and Provost

The responsibility to make legally binding decisions with respect to appointment, promotion, salaries, and tenure of the Tuck faculty resides in the Dartmouth College board of trustees. The board has delegated the authority to make untenured faculty appointments to the Provost. The trustees vote on tenured appointments, appointments to the rank of full professor, and appointments to chaired professorships.

2. The Tuck School Dean

The president delegates authority to make recommendations for all tenure-track appointments, reappointments, promotions, and tenure decisions to the dean of the Tuck School. The dean's recommendation must be submitted to the president through the provost, who has the authority to independently review the recommendation, and to either send the recommendation back to the dean of the Tuck School or endorse it to the president. The provost may seek additional testimony from inside or outside the institution, and may also form an ad hoc committee for advice prior to reaching a conclusion.

In exercising the responsibility to make recommendations to the president on matters of reappointment, promotion, and tenure, the dean of Tuck School first seeks advice of the Promotion and Tenure Committee, then sets the terms of appointment and communicates these to the person involved.

The dean is authorized to appoint clinical professors, adjunct professors, lecturers, and visiting faculty at the Tuck School.

3. Tuck's Promotion and Tenure Committee

The Promotion and Tenure Committee consists of all the tenured full professors at Tuck. Full professors without tenure and associate professors with tenure are not included on the committee. Professors with tenure who are on leave of absence in a given year are consulted by the dean on relevant faculty matters, and if present they may participate in the voting of the committee.

4. Ranks at the Tuck School for Tenure-Track Faculty Appointments

The Tuck School uses the following professorial ranks for appointment: assistant professor, associate professor, and professor. At Tuck, the promotion of a faculty member from assistant professor to associate professor has normally been without tenure.

For an assistant professor, the term of an initial appointment is two years. A second two-year term can reasonably be expected if, in the judgment of the Promotion and Tenure Committee and the dean, there is no major deficiency in performance during the first appointment. However, if an appointee has not completed the requirements for a doctoral degree when the Tuck appointment begins, a second term will not be offered unless the degree requirements are completed and certified by the degree-granting institution prior to the end of the initial two-year

contract period. The spirit of this policy is to encourage appointees to complete their degree within the first year of their Tuck appointment, but to allow for special circumstances that might cause an unanticipated delay.

During the second two-year term, an assistant professor is considered for promotion to associate professor (without tenure) by the Promotion and Tenure Committee. This review normally occurs during the fourth year in service. For individuals on a part-time, tenure-track appointment, promotion is ordinarily considered in the sixth year of part-time service.

For an associate professor without tenure, the term of an appointment is usually three years. The tenure review normally occurs in the seventh year—that is, by the end of the three-year term. If the associate professor appointment is made from outside the school, the term is normally four years, at which time the tenure review occurs.

For an associate professor with tenure, the time in rank may vary. Clearly, it depends upon the professional accomplishments of the faculty member, along with the qualitative judgments that can be made about the faculty member's potential in teaching, research, and service. Furthermore, there has been a preference within the Promotion and Tenure Committee to be conservative about the required time in rank, in order to emphasize that promotion to full professor with tenure represents that final judgment of overall professional and personal maturity that defines the general direction and style of the Tuck School.

5. Other Faculty Appointments

The title Adjunct Professor describes an individual who has primary responsibility for one or more Tuck courses taught in a traditional classroom setting, but whose primary employment is not as member of the Tuck faculty. It includes both faculty whose appointment is in the Faculty of Arts and Sciences or one of the other professional schools and those whose profession is not academic. This latter groups includes someone who works at Dartmouth but is not a faculty member; it includes someone who is employed by a business, non-profit organization, or government agency; and it includes someone who is self-employed. An adjunct professor who is a faculty member at Dartmouth retains the rank that Dartmouth has granted (e.g. adjunct assistant professor, adjunct associate professor, or adjunct professor).

The title Clinical Professor describes a non-tenure track faculty member who ordinarily has primary responsibility for one or more Tuck courses taught in a traditional classroom setting, and whose primary employment is as a member of the Tuck faculty.

A Lecturer is a non-tenure track faculty member appointed to provide instruction. Typically, lecturers are either (a) involved in experiential learning activities or (b) assist with the delivery of one or more courses taught in a traditional classroom setting, without having primary responsibility for such courses.

The title Visiting Professor describes an individual who holds a full-time faculty appointment at another college or university but who spends one or more terms teaching at Tuck. A visiting professor retains the rank (e.g. visiting assistant professor, visiting associate professor, or visiting

professor) held at one's home institution.

6. Appointment of Foreign Nationals

The regulations of U.S. Citizenship and Immigration Services (USCIS) that govern the appointment of foreign nationals to academic positions are complicated and too lengthy to include here. For more information on the USCIS, you can click here. However, it is important to know that some foreign nationals are not employable and some are employable for only limited periods of time. Offers are contingent upon having authorization to work in the United States; e.g. citizen or green card holder, or ability to secure an appropriate visa to work in the United States. If a visa is needed, Dartmouth College Office of Visa Services can provide assistance in seeking work authorization.

7. Timing of Faculty Reviews

The normal timing for personnel reviews is the following: contract renewal in the second year, promotion to associate professor without tenure in the fourth year, promotion to associate professor with tenure in the seventh year, and promotion to professor at some later date when the record warrants professorial rank.

These guidelines are not rigid, and the schedule of reviews can be adapted to the needs of particular candidates. For example, a review might be accelerated for a candidate with an undoubted measure of distinction in teaching and research who warrants promotion at an exceptionally early time. On the other hand, a review might be postponed in cases where the dean approves an individual's request for a contract extension in connection with a leave of absence. Exceptions to the normal timing also include the following:

a) Extenuating circumstances: A faculty member with extenuating circumstances having to do with health or personal relations within their family that impose special and arduous burdens and responsibilities may request an extension of the existing contract.

b) Primary childcare responsibility: A faculty member with primary childcare responsibility is entitled to an extension of the contract by a maximum of one year per dependent child.

c) Part-time tenure or tenure-track status: The normal timing of a promotion or tenure review is extended by half for faculty members on part-time appointments.

In cases where the contract of a non-tenured faculty member is terminated, one year's notice will be given. For example, if a candidate for promotion is reviewed in the fourth year and if the decision is made not to promote or renew the contract, then the faculty member will receive a one-year terminal contract.

8. Procedures of the Promotion and Tenure Committee

The Promotion and Tenure Committee convenes each year on the call of the dean to review faculty staffing and examine cases that are coming up for review—that is, faculty members in their second, fourth and seventh years in the normal timing. Any individual wishing to accelerate

or postpone a review must petition the dean.

When formal consideration of a particular candidate for promotion or tenure is appropriate, the dean asks the candidate to write a personal statement highlighting plans and achievements in teaching, research and service. The dean will also appoint a subcommittee of two or three senior faculty members who will gather all of the relevant material, with the aid of both the dean and outside evaluators and write a confidential subcommittee report to the full Promotion and Tenure Committee. That report will then be considered by the full committee. If additional evidence is required it will be accumulated. Finally, the Promotion and Tenure Committee will vote on how it wishes to advise the dean with respect to the review. The dean will take such advice into account, make a recommendation to the provost, and communicate that recommendation to the Promotion and Tenure Committee. All of these communications are confidential.

The provost has the responsibility to review the dean's recommendation independently, including but not limited to the entire record previously assessed by the dean and the Promotion and Tenure Committee. In the course of this review, the provost may seek additional testimony from inside or outside the institution and may also form an ad hoc committee for advice prior to reaching a conclusion. The provost will then make a decision in the case, and either send the dean's recommendation back for further consideration or transmit the dean's recommendation to the president and trustees for the latter's final action.

After the decision has been made by the board of trustees, it will be forwarded to the dean of the Tuck School, who will communicate the result to the faculty member concerned. Following this discussion, the dean will report back to the Promotion and Tenure Committee so that its members will know what has been communicated to the junior faculty member.

9. Promotion and Tenure Decisions

In general, the basis for promotion and tenure decisions at Tuck is the judgment of the dean and the Promotion and Tenure Committee of the likely future quality of contributions of the faculty member to teaching, scholarly research and publication, and service to the Tuck School and Dartmouth College. The principal constraints on such decisions are the size of the Tuck School, the present and future balance of tenured versus non-tenured appointments at Tuck, the desirable balance of specialties within the Tuck faculty, and whether the appointment is full-time or shared with another part of Dartmouth College.

The standards for appointment or promotion at the Tuck School require that the candidate shall have demonstrated undoubted competence in both teaching and scholarly research. In addition, the faculty member must show an unusual degree of skill and promise in either teaching or research. The candidate for promotion to associate professor, for example, must show those characteristics of overall performance that make it quite likely that he or she will in time be a candidate for tenure and ultimately for the rank of professor. Prominent among such qualities is the capacity to be a successful and productive teacher-scholar for a career-long span. The successful candidate should be developing a reputation outside the school as well as within it. This means a level of contribution and a degree of progress respected by scholars and teachers in other universities and by other members of the professional field. The candidate should also

show a willingness and an ability to contribute substantially to the welfare of the Tuck School through committee work, outside contacts, and special assignments.

Another way to state the qualitative criteria is to say that Tuck should appoint, promote, and grant tenure to only those faculty members who appear on balance to possess the highest level of combined talent in relevant areas that can be attracted to the Tuck School at the time of the decision, or in the relevant near future. It would be difficult, for example, to justify giving tenure to a faculty member who had done an excellent job at Tuck but was clearly not as strong in total as an available individual outside the school.

The ethic here is that the dean and the present senior faculty owe it to the future dean, faculty and students to constantly seek for the Tuck School the best resources—human, financial or physical— that can be found. Implicit is the notion that the Tuck School should continuously strive for the highest level of quality available in competition with other similar institutions. It has generally been accepted among the Tuck faculty that this qualitative goal best enhances the morale and productivity of the present faculty, administration, and student body.

Evaluation of Teaching

The main task of any professional school is to educate practitioners for the profession. It may do other important things, too, but there is a primacy to the teaching/learning objective.

In no case would a person be promoted or granted tenure at Tuck who was not highly effective in teaching Tuck MBA courses. This means that there are no faculty appointments at Tuck that contain exclusively research or publication assignments. It also means that no faculty member at Tuck will teach only in executive programs, or in doctoral work should a doctoral program be inaugurated.

A faculty member is usually expected to teach effectively in large required courses as well as in small electives. Occasionally there is a specific and careful relaxation of this requirement where the other contributions make this seem desirable. In such a case, it would be necessary for the faculty member to show excellence as a resource for students in elective courses and independent work.

The Promotion and Tenure Committee believes that faculty should be judged on such teaching criteria as:

- Ability to design, organize, and present courses that contribute to the teaching and learning goals of the school as set forth by the faculty;
- Ability to develop new courses and course materials at the cutting edge of a field;
- Commitment to students' learning;
- Expository skill;
- Enthusiasm for the subject matter and related intellectual skills;

- Ability to evoke thoughtful analytical responses from students;
- Capacity to act effectively as a counselor and advisor to students;
- Equity and responsiveness in the administration of courses;
- Ability to relate course content and pedagogy to other work in the MBA program; and
- Effectiveness in teaching active managers, fellow faculty, or other people who from time to time are brought to Tuck for its educational programs.

There are several sources of appropriate evidence about teaching quality. First, there is the testimony of Tuck students. Valid and reliable information from present or past students might come from direct observation, formal surveys, comments to senior faculty and the dean (either formally or informally), and the testimony of such outsiders as administrators of executive programs in which the faculty member has taught. In addition, there is the quality of course planning and the extent of course renewal that is demonstrated in course syllabi or published course materials. Documents of this sort can be evaluated by external referees.

Achieving adequate validity and reliability in judgments about a faculty person's teaching ability is extremely difficult. The purpose of a personnel evaluation in the first place is not to reward past teaching accomplishments, but rather to measure the likely quality of future contributions. While it is clear that students have relevant opinions about an instructor's teaching, it is also apparent that student opinions must be collected and used with care and sophistication. Considerable study and effort have gone into Tuck's present instructional evaluation system.

The testimony of Tuck faculty members about the teaching competence and future potential of a colleague can be very helpful. This kind of testimony is especially important when the review depends upon choices made with respect to course content. In addition, the testimony of external faculty may be helpful.

Evaluation of Research and Publication

One of the most important judgments made by the Promotion and Tenure Committee and by the dean is the likelihood of future contributions in research and publication. The dean and the senior faculty have a stewardship that extends beyond their own time at Tuck: stewardship for the quality of the future faculty. Tenure must be reserved only for those who show high potential for career-long scholarly excellence. This is very different from measuring the rate of publication or the total quantity of research. At issue is a more elusive and more important quality—the capacity of an academic to be comfortable on the frontier of a particular field, to stay continuously refreshed, and thus to bring to colleagues and students the best possible knowledge of the field and a sense of the best possible learning experiences. Experience has shown that a faculty member who does not demonstrate a capacity for scholarship beyond teaching per se, according to such evidence as research and publication, may lack the intellectual thrust and momentum to stay at the frontier of knowledge and avoid obsolescence as a teacher.

The Promotion and Tenure Committee has been quite sensitive about the question of quantity

versus quality. There has been relatively little use within the committee of the criterion of quantity of publication per se. The only quantity that has ever been considered has been that quantity necessary to produce evidence of quality.

The Promotion and Tenure Committee believes that faculty should be judged on such research criteria as:

- Creativity of ideas, methodologies, findings or insights;
- Innovative contributions, as in new problem areas, perspectives, or approaches;
- Influence on the thinking of other people, particularly researchers;
- Ability to help define the state of the art;
- Reputation for expertise in a particular field;
- Importance of the research questions addressed;
- Contribution commensurate with effort and resources invested;
- Relevance to management and business organizations;
- Ability to achieve visibility and reputation as a scholar; and
- Breadth of knowledge and ability to synthesize insights from different streams of research.

Given the cosmopolitan nature of the best scholarship in American universities, it is not surprising that the dean and the Promotion and Tenure Committee should turn to a faculty member's academic peers to elicit judgments in the realm of scholarship. The considered judgment of Tuck colleagues who are equipped to assess the scholarship of a particular candidate ranks high as appropriate evidence. In addition, the Promotion and Tenure Committee has followed the practice of involving external referees in the relevant field of research. Tuck's level of achievement has led the Promotion and Tenure Committee to choose as external referees the very best people in the relevant field. Thus the standard of judgment for scholarly work is at the highest level.

The examination of quality in scholarship, research, and publication is usually conducted differently at different stages. With respect to the decision to reappoint an assistant professor for a second two-year term, for example, the Promotion and Tenure Committee does not usually seek external testimony, assuming instead that the candidate has not had sufficient time to warrant formal external evaluations. However, the full system of external refereeing is employed at subsequent reviews. At such times the dean asks the candidate for nominations of external referees. The dean and the Promotion and Tenure Committee then select three or four names from the list provided, and they routinely add other referees nominated by the senior faculty and/or by the dean.

The referees are sent a sample of the materials that the candidate presents for scrutiny, including the personal statement to guide the assessment of the candidate's work. By letter from the dean, the external referee is apprised of the facts of the review process and asked for an evaluation of the material under examination and the judgments that can be inferred about the candidate's future contribution to a field of expertise.

In judging the candidate's choice of study targets the senior faculty must evaluate how germane a particular direction of scholarship is to the total scholarly health of the Tuck School now and in the future. A Tuck assistant professor may be the best researcher in the country in a particular area, but the Promotion and Tenure Committee might conclude that the research topic does not make a proper contribution to Tuck's overall research program, or that the area of interest does not merit the commitment of Tuck resources.

From time to time the faculty may be willing to accept substitutes for publication, that is, working papers of some kind, or the production of computer models or simulations, or some other kind of scholarly accomplishments. However, it is rare and will probably continue to be rare for the Promotion and Tenure Committee to credit a person's scholarly merit if it is not able to examine the production of scholarly written material.

The Promotion and Tenure Committee recognizes that there are often delays in the publication process. There are fields where the professional journals are two or three years behind in publishing articles. However, it is possible to get professional judgments from referees on materials that are not in final form, or at least have not yet been judged for publication. Therefore, work in progress is often included in the materials reviewed.

Normally the Promotion and Tenure Committee draws careful distinctions among the various media of publication. The presumption of quality is much easier to determine if an article has been accepted by a journal with an editorial board noted for its careful scrutiny. Thus, journal quality is one element in the evaluation of a candidate's scholarly competence and future productivity.

No absolute statement of quality necessary for promotion and tenure at Tuck can be made in the area of scholarship any more than it can be made in the area of teaching. In general, a minimum level of achievement must be a demonstration on the candidate's part of an ability to contribute over the long run to a chosen field of scholarship. Beyond that, the Promotion and Tenure Committee has a responsibility to see to it that there is a balance of the best and most appropriate research and teaching competence that the Tuck School can achieve.

Service to Tuck School and Dartmouth College

Because of the small size of the Tuck faculty and the many activities that are important to the school, every faculty member must be both competent and willing to serve on committees and in other ways contribute to the welfare of the school. For promotion and tenure decisions, these matters are given third importance, but there is also a minimal level of acceptable contribution that the dean and the Promotion and Tenure Committee will expect in each case. There is no way to precisely define the minimal level, and indeed the line might be set somewhat differently in different situations. In general, however, service in the best interest of the school helps a faculty member attract the confidence of colleagues and advance the purposes of the school. A candidate who cannot serve these interests willingly or effectively will be deemed less valuable as a future member of the community.

C. Emerit Status

The Tuck School recognizes the significant contributions of its long-serving faculty and affirms its commitment to maintaining a continued scholarly affiliation with retired faculty who have shaped Tuck's mission and academic community.

Emerit status is an honorary designation conferred upon select faculty at the time of retirement in acknowledgment of distinguished service to the School. Emerit status is not automatic; it is granted upon request and is bestowed through a formal review and approval process as outlined below.

Eligibility
Emerit status may be granted to faculty members who:

- Have been employed full-time at the Tuck School of Business for a minimum of ten (10) years;
- Hold the rank of Associate Professor with Tenure or Full Professor at the time of retirement; and
- Have rendered dedicated and exemplary service to Dartmouth College and the Tuck School of Business over the course of their career.

Request and Review Process
Upon notification of their intent to retire, a faculty member may request consideration for Emerit status by submitting a request to the Dean's Office. Alternatively, the Dean may initiate a request for Emerit status on a retiring faculty member's behalf.

Prior to submitting a request to the Provost's Office, the Dean's Office performs a conduct review consistent with institutional practice. As part of this process, the Dean's Office also confirms with the retiring faculty member their preferred emeritus designation (Emerit, Emerita, or Emeritus).

In support of the request, the Dean provides a written recommendation to the Provost's Office summarizing the faculty member's career and highlighting significant accomplishments and contributions in areas such as teaching, research, service, and leadership at the Tuck School.

Approval Process
Following review and endorsement by the Provost, Emerit appointments are submitted to the Board of Trustees for final approval.

Sequence of review and approval:
Dean → Provost → Board of Trustees

Status and Privileges
Once granted, Emerit status reflects a continued affiliation with the Tuck School. Emerit faculty are listed in official Tuck faculty directories and communications using their preferred designation.

While Emerit status does not carry teaching, advising, research, or administrative obligations, it provides continued access to Tuck and Dartmouth College resources consistent with this affiliation, including library access, Tuck email access, and invitations to selected Tuck community events.

Emerit status at Tuck does not guarantee dedicated office space or other benefits that may be available in other Dartmouth schools. Emerit faculty remain valued members of the Tuck community, and the School welcomes their continued engagement in ways that honor their contributions and enrich the academic environment.

D. Faculty Leave

Leaves from teaching duties are provided to permit faculty members to engage in activities that will advance their competence as teachers and scholars at Dartmouth, or to realize opportunities or obligations as consultants or participants in projects of various sorts including those sponsored by the federal government and professional societies. Leaves are also provided for reasons related to medical disability.

Recognizing the importance of such activities, the college grants leaves under two conditions: one under the auspices of the college, such as the sabbatical program, and the other without financial support from the college. The latter represents an interruption of service at Dartmouth during a period when the individual may be contractually obligated to another institution or otherwise detached from college assignment. A leave of absence from the college will be limited to an uninterrupted period of at most two years.

Flexibility in the administration of leave policy is necessary because of the diversity of outside sources of support and the variety of options offered by private foundations and other agencies. The policy covering various leave arrangements is described below.

1. Sabbatical Leave

Sabbatical leave is an investment in the future and is granted to faculty members planning programs of study and scholarship of importance to both the individual and the college. The nature and frequency of other leaves of absence from the college will be taken into account as they bear on the need and appropriateness of the applicant's plan of study.

Research-active faculty members holding appointments as professor, associate professor, or assistant professor are entitled to participate in the sabbatical leave program. Options under this program are listed below.

Number of Terms on Fulltime Assignment Since Last Sabbatical	Length of Leave	Compensation
10	1 term	1/3 annual salary
20	2 terms	2/3 annual salary

30	3 terms	1 year's salary

Note 1. Only those terms are counted which are part of the annual faculty contract, i.e. the Fall, Winter, and Spring terms. Terms in which a person is on leave are not counted toward sabbatical entitlement. Sabbatical entitlement is determined as of the start of each academic year. This implies, for example, that the first one-term sabbatical a faculty member can take is during the fifth year of service.

Note 2. Faculty on part-time tenure or tenure-track appointments earn sabbatical leave on the same schedule as full-time faculty. Their compensation while on sabbatical is on the same pro-rated basis as applies to their part-time appointment.

Note 3. Sabbatical entitlement does not accrue beyond one year compensation, except with the written permission of the dean in cases noted below.

All sabbatical awards are contingent on adequate staff to meet department or school requirements. In some situations, it may be necessary to defer a sabbatical leave at the convenience of the school. In addition, a faculty member may petition the dean to defer a sabbatical in order to take the sabbatical at a time that is beneficial to the faculty member and not detrimental to the school. Additional terms spent during such postponement may be counted towards the next sabbatical eligibility. An individual approaching retirement from the faculty will be eligible for a sabbatical leave of one or two terms if at least one year of service remains before retirement from the faculty. In the case of a leave of one full year, at least three years must remain. Sabbatical leaves are not granted to persons that have elected FRO or to a person during a period of terminal appointment.

The acceptance of a sabbatical leave carries with it a commitment to return to the faculty for no less than one year.

Application for sabbatical leave should be initiated in the fall of the year prior to that in which the leave is to take place. The applicant should submit to the senior associate dean for faculty and research a written statement of the specific plans for the proposed leave. The written statement must acknowledge the faculty member's commitment to return to the faculty for at least one year following the sabbatical. This statement and the dean's recommendation will be forwarded to the provost for action.

The sabbatical leave is considered part of the faculty member's service to the college; therefore, all benefits, such as retirement premiums and group insurance contributions, are continued by the college during the sabbatical leave.

Since the sabbatical leave is intended to provide a faculty member with an uninterrupted opportunity for research and intellectual refreshment, no faculty member may accept a teaching appointment, a visiting professorship, or any full-time employment during such a leave. This restriction does not apply to an unpaid research post at another institution.

2. Pregnancy Leave

A pregnant tenure-track faculty member is entitled to a one-term pregnancy leave at full compensation. This leave provides a one-section reduction of the faculty member's teaching load. The details are left to a discussion between the dean and the faculty member involved. Pregnancy leave, like other leaves of absence, does not count toward sabbatical entitlement. Pregnancy leave may be combined with parental leave; see below.

Benefits-eligible, clinical faculty are entitled to pregnancy leave. In contrast to tenure-track faculty, there is not a standard course load for clinical faculty, even for 100% FTE, and benefits eligible faculty vary in their FTE from 50% to 100%. Therefore, it is not possible to define a standard leave policy in terms of courses or terms. However, the principle of the policy is that a benefits-eligible clinical faculty will be treated equivalently to a tenure-track faculty member when it comes to pregnancy leave, while adjusting as appropriate given the course load and FTE percentage. The dean's office will work with the faculty member to determine the length and timing of the leave. Pregnancy leave may be combined with parental leave; see below.

3. Parental Leave

If a child is born, adopted, or fostered into a tenure-track faculty member's household, that faculty member is entitled to parental leave at full compensation for one of the three residence terms following the moment the child arrives. This leave provides a one section reduction in teaching load within a one-year period of the arrival. The details are left to a discussion between the dean and the faculty member involved. Parental leave, like other leaves of absence, does not count toward sabbatical entitlement.

If a child is born, adopted, or fostered into a benefits-eligible, clinical faculty member's household, that faculty member is entitled to parental leave. In contrast to tenure-track faculty, there is not a standard course load for clinical faculty, even for 100% FTE, and benefits eligible faculty vary in their FTE from 50% to 100%. Therefore, it is not possible to define a standard leave policy in terms of courses or terms. However, the principle of the policy is that a benefits-eligible clinical faculty will be treated equivalently to a tenure-track faculty member when it comes to parental leave, while adjusting as appropriate given the course load and FTE percentage. The dean's office will work with the faculty member to determine the length and timing of the leave.

Parental leaves are intended to provide members of the faculty relief from their academic duties in order to assume substantial and sustained responsibility for the care of their young children. Requests for parental leave should be sent in writing to the senior associate dean for faculty and research. In no case will parental leave be awarded more than once in a 12-month period, even if more than one child is involved."

4. Medical Leave

Faculty members who are disabled as a result of injury or illness are entitled to long-term disability payments after six months. Before that time, the dean's office will work with disabled faculty to provide paid leave and to make arrangements to cover their commitments to the school. Normally, a medical statement signed by a medical doctor is required.

5. Leave of Absence on Own Charges (LOC)

Leave of absence from teaching duties without compensation to pursue activities which will enhance one's capabilities as a teacher and scholar may be requested by a faculty member at any time. The acceptance of a leave of absence carries with it a commitment to return to the faculty for no less than one year. Requests for leaves of absence should be directed in writing to the senior associate dean for faculty and research for endorsement and transmission to the provost. This request must include a statement that the faculty member will return for at least one year following the leave period. Approval will be based on the ability of the school to meet its obligations in the absence of the faculty member and on the reasonableness of the proposed activity.

Faculty members on leaves without pay may wish to continue their insurance benefits using their own resources. Arrangements may be made with the health benefits administrator in the Dartmouth Office of Human Resources for this purpose.

Leaves of absence for reasons of health or other personal necessity may be granted by the dean.

D. Faculty Research Support

The faculty believes that positive and substantive steps should be taken to encourage an increased amount of scholarly research and subsequent publication of findings. Such activity adds to the institution's reputation and standing among nationally prestigious business schools. A major contribution to this end can be made by the allocation of a significant portion of the resources of the school to the support of research activity.

The Tuck School contributes resources to support faculty research through three separate programs: the Tuck Funding System to Support Teaching and Research (STAR accounts); Summer Research Support; Tuck Research Computing; and Tuck Research Associates. Each of these is discussed below.

1. Tuck Funding System to Support Teaching and Research (STAR)

The purpose of the STAR system is to enhance faculty productivity by bringing flexibility, efficiency, and a sense of faculty ownership and responsibility to the method by which faculty spend research and teaching funds. The general idea is to give each faculty member a generous research budget that constrains yearly total expenditures by the faculty member. Within this constraint, faculty are allowed and encouraged to spend their funds in as productive a fashion as individually possible without undue oversight.

a. Coverage

The following items are covered by the account:

- Computer hardware, i.e., computers, monitors, printers

- Miscellaneous data; software (excludes standard software provided by Tuck)
- Research/project mailings – UPS, FedEx, Hinman
- Copying, printing
- Manuscript editing
- Journal submission fees; participant's fees
- Professional costs such as books, journal subscriptions, memberships, article reprints
- Research assistance
- Travel
- Summer research and course development activities funded through summer research funds.
- For Full Professors – reimbursement of half the cost of academic regalia, up to a maximum of $300
- Home office technology supplies, assumed both business and personal usage, reimbursed at 50% (100% reimbursed if used exclusively for business).

The following cannot be charged to STAR accounts:

- Cell phone and home internet expenses. (These have been incorporated into compensation for new faculty, effective July 2024.)
- Routine Tuck-related mailing and copying
- Academic Coordinator (AC)
- Computer equipment for research assistants and AC's
- Furniture (All furniture requests should go through Tuck Facilities and Events Office and be approved by the associate dean for finance and administration)
- Service activities for Tuck
- Living expenses while on sabbatical

b. STAR Account Size

Each spring the senior associate dean for faculty and research invites faculty who anticipate funding requirements for the forthcoming year to submit requests for research support. Note that such requests should include research support for any research conducted during the year, i.e., there will be no separate funding of "summer" research programs. Requests for funding must be accompanied by a description of the proposed research, including the nature, scope and value of the projects; research methods involved; and publication plans. The requests must also include a breakdown of how the funds will be used, e.g., travel, hardware/software purchases, research assistance, data purchases, etc. The dean's office will review all requests for support and, based on total funds available, the nature, scope, and value of proposed projects, and past productivity of the faculty member, decide how much of the request to fund.

Consistent with the view of STAR accounts as a budget constraint within which faculty make rational tradeoffs of research expenditures, as well as with the process by which faculty are asked

to submit requests for their anticipated yearly requirements, we generally expect faculty to not request additional funds during a year. That said, there are of course exceptions, for instance when a project turns out to require more funds than the faculty member has available. In such situations, faculty can apply for additional funding. These proposals should be submitted to the dean's office and state the expenditures the faculty member wishes to make, a justification for these expenditures, and a budget. Criteria for consideration include size of potential payoff in terms of output and likelihood of successful completion, faculty research and/or teaching record and record using STAR funds effectively, consistency with Tuck's goals for research and teaching, and availability of funds.

Generally, carryover of funds to the next fiscal year is not allowed. As the end of the fiscal year approaches, faculty that anticipate making expenditures from June into July, and wish to use old year STAR funds, should make a request to Tuck's Fiscal Officer. A determination will be made as to allowing the use of remaining old year funds for July expenditures. Additionally, if faculty anticipate a shortfall prior to the end of the fiscal year, request for additional funds should be made prior to additional spending. Negative balances at year end may be subtracted from next year's allocation.

c. Expenditures/Reimbursement

STAR expenditures are accounted for in Dartmouth College's financial system with the chart string 34.866.368004.594504.xxxx, where xxxx represents a number unique to each faculty member. The Tuck Finance Center distributes monthly reports to faculty and a summary to the senior associate dean for faculty and research, who is responsible for monitoring, evaluating and setting policy for STAR accounts.

Computing purchases must be reviewed by Tuck's Chief Technology Officer. Faculty must consult with the CTO to ensure that the proposed purchase will be compatible with Tuck's computer system and maintenance capabilities and to make sure that the software is not already available or commonly provided at Tuck. All purchases are subject to approval by the senior associate dean for faculty and research. The CTO will charge the expense to the faculty member's STAR account.

Computer purchases are considered Dartmouth College property and are bar coded for tracking in the college's fixed assets system. When a faculty member leaves the institution, the computer equipment must be returned to Tuck IT. The faculty member also has the option of purchasing the equipment, with the understanding that the equipment should be purged of all Tuck-licensed software. Faculty should work with Tuck IT if they wish to purchase equipment.

External expenditures are governed by Dartmouth College financial policies and procedures. A description of Dartmouth College Expense and Reimbursement policies, including methods of making purchases, can be found in this handbook under Financial Policies and Procedures.

d. Research and Course Development Assistants

Please consult with Tuck Talent Management before initiating hiring procedures or setting a pay

rate for research and course development assistants. For information about hiring students and student spouses/partners, see Section IV.O., "Hiring Procedures."

e. Sharing of funds

Faculty can share expenditures. Please communicate this to Tuck's Executive Director, Finance.

2. Summer Research Support

a. Requests for Support

A request for a grant covering summer research support should be addressed to the senior associate dean for faculty and research and be submitted upon the call for grant requests. Such requests are for compensation only, as funding for research assistance, travel, etc. are covered by the STAR system for year-round research. The request should include a cover memo and a proposal. The cover memo should specify:

- Compensation requested; and
- A list of other commitments during the period of the grant, including teaching, committee, and administrative assignments, consulting, and other research projects.
- The proposal should describe:
- The nature, scope, and value of the project;
- Research methods involved;
- Publication plans; and
- Place of the research in the faculty member's total research effort.

b. Period of Support and Compensation

Summer grants are limited to the three-month period during which the faculty member has not already contracted with Tuck on a full salaried basis. Requests for compensation may be made for up to two months of summer support, i.e., two-ninths of the faculty member's nine-month salary.

c. Expectations

It is expected that any faculty member who receives a grant covering personal support will:

i. Produce at least a paper, a book, or some other piece of scholarly work and make every attempt to publish it through a scholarly channel; and
ii. enhance the research environment at Tuck, perhaps by leading a faculty seminar.

d. Criteria and Conditions for Summer Grant Approvals

In accordance with the objectives of the Tuck research program, the criteria for awarding grants

are based primarily on the presumption that a faculty member's research results should contribute to knowledge in business administration or related areas, and be communicated to the business and academic communities. Studies intended to result in articles in academic and/or professional journals, or publication as scholarly books (or monographs) represent the type of research consistent with these objectives. Work directed only toward the publication of texts or case materials generally does not.

The governing criterion for the approval of grant requests is the likelihood of substantive scholarly research and publication, especially as it benefits the Tuck School. Priority will also be given to untenured faculty members, although the general practice is to support summer research of all productive faculty, regardless of rank.

Specific proposals are to be submitted to the senior associate dean for faculty and research, who will screen the proposals and make recommendations to the dean concerning their potential value. In the event that the senior associate dean for faculty and research lacks the expertise to evaluate a proposal adequately, the advice of independent experts both within and outside the school may be sought.

e. Outside Funding

The Tuck School encourages its faculty to seek external funding for research and curriculum development projects, and it provides appropriate support for this purpose. In addition, funds from external sources may supplement internal grants for personal support and other expenses. In cases where external funding is sought, proposals must be approved in advance by the dean's office. Where the proposal involves a reduction in teaching load, prior approval should be obtained from the senior associate dean for faculty and research.

3. Tuck Research Computing

The primary purpose of Tuck Research Computing (TRC) is to facilitate and enhance the production and quality of research conducted by members of the Tuck faculty. TRC primarily provides such services as research design and data analysis advice, statistical computing support (such as data analysis or guidance on how to proceed with an analysis on the variety of statistical packages available), and specialized computer programming and data extraction. More information is available at http://mba.tuck.dartmouth.edu/pages/admin/research/. Please contact a TRC associate for assistance with establishing an account for the Dartmouth-managed research computing environment.

Center for Research in Security Prices at http://www.crsp.com/is an interactive website that enables users to extract data on historical monthly and daily U.S. securities prices (CRSP Stocks); interest rates and U.S. treasury bonds (CRSP Bonds); market segment indices (CRSP Indices); annual, quarterly, and industry segment financial information (Compustat); earnings estimates (I/B/E/S); transaction stock prices (TAQ); and spreadsheet-based applications (EXCEL) and statistical procedures.

Dartmouth Research Computing, which can be accessed here, provides research-grade

computing facilities, central UNIX systems and distributed UNIX workstations, and a variety of research software.

Fileserver space specifically allocated for the large files that typically characterize research projects is available on both the NT and UNIX server environments. A Bloomberg terminal dedicated to faculty research is also available to complement the many electronic databases and reference materials available at Feldberg Library.

4. Tuck Research Associates

The primary purpose of Tuck Research Associates is to facilitate and enhance the production and quality of classroom content by members of the Tuck faculty. Tuck Research Associates primarily provide such services as course design and benchmarking, content creation (teaching notes, case studies, simulations), redesign and refresh of courses as well as advisory services for faculty that want an outsider's view on enhancing their courses. Tuck Research Associates have touched courses in every discipline at Tuck and are available for short-term and long-term projects.

Tuck Research Associates also provide short-term tactical assistance on courses, such as help with facilitating in class exercises, impartial reviewing/judging of final presentations, providing advice to students, soliciting course feedback from students and assessment of assignments.

The Behavioral Research Program Manager can manage undergraduate RAs and can provide direct experimental behavioral research help.

E. Dissemination and Copyrighting of Faculty Research

1. Acknowledgment of Sponsorship

All publication of materials, articles, cases, monographs, or books for which funds (or salary) have been supplied by or through the school must contain an acknowledgment of Tuck School sponsorship as well as other sources of support. This applies to publications by the school and by outside publishers.

2. Dartmouth Copyright Policy

The Tuck School is not a legal entity. When Tuck publications are copyrighted, ownership is in the name of the Trustees of Dartmouth College. Tuck faculty are expected to follow Dartmouth copyright policy, which can be found here.

F. Research Supported by Outside Grants

Tuck faculty are expected to follow Dartmouth policies on sponsored research, which can be found here.

G. Consulting and Other Professional Activities

Tuck encourages faculty members to engage in outside professional activities that contribute to their professional advancement, provided such arrangements do not interfere with the primary responsibilities of the individual to the school.

Outside commitments should not absorb more than one day a week of a faculty member's time during periods of regular employment at Tuck. In addition, all faculty members are required to comply with the Dartmouth College Conflict of Interest Policy in disclosing and addressing any conflicts of interest relating to such outside interests. Faculty members are required to inform the senior associate dean for faculty and research in advance in writing of all substantial outside commitments, such as formal or continuing consulting arrangements.

Appointments to another institution in an adjunct, lecturer, or part-time capacity while the individual carries a full-time faculty appointment at Dartmouth should not be undertaken without prior discussion and approval of the dean. This includes on-line teaching for another institution.

The facilities, staff, or equipment of the school should not be used in support of remunerated outside activities, unless the school is appropriately compensated in return with the prior approval of the dean. Reimbursement for administrative support and other services does not affect, of course, the low priority accorded work connected with outside activities relative to the regular work of the school. Neither Dartmouth College nor the Tuck School is responsible for any legal costs incurred in connection with these activities.

H. Dartmouth College Conflict of Interest Policy

Tuck faculty are expected to follow Dartmouth policies on conflicts of interest, which can be found here.

V. ACADEMIC POLICIES AND PROCEDURES

A. Courses

1. Core courses

The following policies govern section structure, staffing, and teaching coordination in core courses:

The first-year class is divided into four sections. If an instructor, or group of instructors, prefers to offer a course outside the four-section format, the staffing proposal has to be reviewed by the Curriculum Committee, acting in an advisory role to the dean's office.

Each faculty group involved with the planning of a core course will choose the appropriate staffing model for that course after a thorough analysis of its relative merits with respect to the teaching/learning environment at the Tuck School. The staffing model for the course will be influenced by the teaching objectives and by the characteristics of the faculty teaching the course.

When a course is taught in "parallel," the course content will be closely coordinated between sections, leading up to a common final exam.

When a course is taught in a sequential mode, where one instructor has the teaching responsibility for the whole class, each module should be at least four to five weeks in length.

When one instructor is teaching a four- to five-week module in the sequential staffing model, the other instructor who does not have teaching obligations during this time will be available for student contact.

2. Area Chairs

There are seven major academic groups at Tuck: Accounting, Economics, Finance, Marketing, Operations & Management Science, Organizational Behavior, and Strategy. Each group has an area chair. Each area chair shall submit to the senior associate dean for teaching and learning a proposed teaching matrix for the next academic year. The teaching matrix will show how the MBA core courses and other required courses (i.e. Business Bridge, Masters in Engineering Management, and courses offered to undergraduates at Dartmouth College) will be taught, as well as which electives will be offered in the MBA program.

3. Approval process for new electives

Courses must be approved by the Curriculum Committee in order to be offered in the Tuck MBA program in any of the following circumstances.

a. The course has not been offered before.
b. An existing course is being offered under a new name.
c. An existing course taught by a different faculty member in a significantly different manner.
d. An existing course with enrollment of fewer than ten students in the previous two academic years.
e. An existing course has not been taught in the previous three academic years.

The role of the Curriculum Committee is to review these courses and make recommendations to the Executive Committee regarding whether a course may be offered or a course name changed.

At least eight weeks before the start of each term, the senior associate dean for teaching and learning shall send out a general announcement to the faculty asking faculty to submit any new course syllabi or course name change requests. Syllabi for new courses must be submitted at least six weeks before the start of the term or three weeks before course materials are due, whichever is sooner. It is the responsibility of each area chair to inform visiting faculty in that area of the need to submit new course proposals in time. New courses should be reviewed by the area chair before submission to the Curriculum Committee. Courses that are not clearly associated with any academic group should be reviewed by the senior associate dean for teaching and learning.

i. The chair of the Curriculum Committee will maintain a document with the comments of the committee regarding proposed courses, to be passed to the next year's Curriculum Committee for its use when reviewing the course a second time.

ii. A course approved under this process must be reviewed before being offered a second time. The faculty member submits to the area chair (or if the course does not fit in an academic area, the senior associate dean for teaching and learning) a revised syllabus and a written summary of any planned changes to the course. The area chair reports to the Curriculum Committee, which again makes a recommendation to the Executive Committee. Courses approved a second time do not need approval from the Curriculum Committee or the Executive Committee to be offered a third time.

4. Guidelines for Elective Course Review

The role of the Curriculum Committee is to support faculty innovation in course design while ensuring that the courses meet broad academic standards. It is not the role of the Curriculum Committee to dictate course content or otherwise micro-manage courses. The Curriculum Committee will use the following guidelines when reviewing a course syllabus.

1. A clear set of learning objectives.
2. A clear grading scheme with a significant component for individual work by students.

3. A clear identification of substantive topics with associated readings based on scholarship.
4. The courses builds on core material as much as possible.
5. The course provides a generalizable knowledge base and/or skill set that is broadly applicable.
6. The course makes judicious use of industry speakers linked directly to substantive topics.

The vast majority of Tuck electives can and should satisfy all of the above guidelines. There may be a small number of exceptions, such as industry-specific courses or communication skills courses. Such courses may satisfy some but not all of these guidelines. In cases in which the guidelines are not met, the Curriculum Committee is likely to contact the faculty member for clarifications and possible modifications in the proposed syllabus.

5. Overlap with other courses

1. The dean's office shall maintain a master list of cases and other published materials used in all electives in the previous two academic years. This list should include published materials including cases, articles, published notes, and simulations. Tuck IT should create and maintain an easy-to-access databank of course syllabi. Faculty proposing new courses should check these master lists so they can check the content of related courses.

2. Before a course is submitted to the Curriculum Committee, it should be reviewed by the members of the group to consider the fit of the new course within a group's overall elective offerings and to resolve issues of overlap between the new course and existing courses.

3. Some courses do not fit into a particular academic group, such as courses on health care or international business. Faculty teaching such courses should check the master lists and discuss overlap issues with faculty teaching related content.

4. There is no presumption that overlap between courses is a bad thing. Synergy across courses is a good thing. Some overlap in readings and concepts can be a good thing, as long as faculty are aware of it and comfortable with it.

B. Section and Course Caps

1. Course Caps

The school strives wherever possible to make elective courses available to all eligible students who want to take them. At times, this may mean adding additional sections, involving additional instructors, and/or minor redesign of courses to accommodate more students. Of course, these options are subject to staffing and facilities availability, and to the constraints of the instructor's pedagogical approach and maintenance of the quality of the learning experience for students. Therefore, the school normally does not put caps on course

enrollments, except for seminars and extraordinary situations of last-minute changes in demand.

2. Section Caps

The school limits section sizes in elective courses in three ways:

(a) Faculty members are encouraged to teach elective sections of fewer than 65 in any way they believe is appropriate—as one large group or multiple small groups. Faculty will receive one teaching credit for sections of 65 or fewer students.

(b) Any elective whose demand is anticipated to be greater than 65 based on student forecasting may be divided into two sections; the faculty member normally will get formal course load credit for two sections. Adjustments to the number of sections offered based on forecast data will be made by the registrar, with input from the dean's office.

(c) A small number of courses each year (not including Seminars or Research to Practice Seminars) may be taught in multiple sections with fewer than 65 students enrolled and the faculty member receiving some teaching load credit. These courses must involve high marginal cost (i.e., faculty time) per student and high marginal benefit (i.e., large effect on student learning per incremental time spent with student). A faculty member wishing to cap a course may petition the Curriculum Committee to do so. The Curriculum Committee will decide which petitions to approve based on pedagogical rationale, implications for the rest of the curriculum, and the faculty member's overall contribution to the institution. The negotiation will involve a redefinition of the teaching load for the year; for example, the faculty member will probably teach more sections than the "normal load."

C. Class Schedules

The course schedule published in the syllabus is the official schedule. On occasion, class schedules are updated by the professor to incorporate special sessions (e.g., guest speakers, simulations), and may (very rarely) include a weekend session (or multiple weekend sessions). Students are required to attend all course meetings as published in the syllabus (and as subsequently amended by the professor).

Faculty should try to avoid making any changes in times or room assignments after the term's schedule has been set. Should a change in time or room become necessary, it must be cleared with the registrar prior to announcing the change to the class. Any time change that would involve having a class scheduled at a frequency other than either twice a week for 90 minutes or once a week for 180 minutes should be brought to the Curriculum Committee for review.

If a special weekend session is to be scheduled, such as for simulations or other learning experiences that cannot be accommodated within the normal class periods, faculty must

minimize the adverse effects on preparation for Monday classes. In practice, this will mean (1) avoiding Sunday work if possible, (2) not using more than a half day if Sunday work is unavoidable, and (3) scheduling for Sunday morning rather than afternoon, and afternoon rather than evening. In planning the schedule for these sessions, faculty should also be sensitive to regular weekend religious observances and make accommodations as necessary. It is furthermore desirable that faculty teaching on Mondays be warned of the weekend assignment, and students participating in the weekend learning experience be reminded that they are fully responsible for preparing for classes following the weekend.

Weekend course requirements should be adequately publicized so that students are aware, in advance, of any potential scheduling conflicts. Specifically, faculty should (1) make special note of these course requirements by including information about them with the pre-registration materials sent out by the registrar in the prior term, and (2) highlight them in the course syllabus. Any weekend scheduling must be approved by the dean's office, and the registrar must be notified.

Attendance at approved weekend learning experiences is subject to the attendance requirements specified in the Attendance Policies section of this handbook, provided the weekend schedule is specified in the syllabus. In addition, faculty members are encouraged to explain the special attendance requirements in the introductory class when other course requirements are being discussed.

D. Freedom of Expression

All members of the Tuck community are encouraged to speak and write without fear of censorship. The Tuck School will not restrict debate because some believe that the ideas put forth are wrong or offensive. Opposition to ideas should be expressed via open discussion, not censorship. A college campus is not a place where individuals are sheltered from ideas with which they disagree.

Freedom of expression does not include the freedom to harass or threaten others. Nor does it include the right to disrupt or interfere with the freedom of others to express their views. We will not cancel invited speakers whose views are controversial.

Academic freedom can only thrive in a civil environment in which individuals treat one another with mutual respect, even in the presence of strong disagreement. Personal attacks based on an individual's sex, ethnic background, or nationality undermine the creation of the civil environment needed from academic freedom to thrive.

E. Dartmouth College Academic Honor Principle

Academic integrity is foundational to a Dartmouth education. All members of the Dartmouth community—faculty, staff, and students—are responsible for maintaining a culture of integrity, honesty, and respect in teaching, learning, scholarship, and creative work.

By upholding this principle, we foster an atmosphere of intellectual growth and personal

development both within and beyond Dartmouth.

F. Tuck School Academic Honor Principle

The students and faculty have adopted the following statement regarding honor in academic activities:

Integrity and honesty in the performance of academic activities, both in the classroom and outside, are essential to the educational experience for which the Tuck School has always stood. Each member of the Tuck community accepts the personal responsibility to uphold and defend high ethical standards in all academic endeavors, and to promote an atmosphere in which honest and imaginative academic work may flourish.

1. Obligations

(a) Each student accepts personal responsibility to uphold the Tuck School academic honor principle (hereinafter referred to as the "honor principle") upon enrollment at Tuck.

(b) A person who stands by and does nothing when confronted with academic dishonesty threatens the spirit and effectiveness of the principle of academic honor. All members of the Tuck community are expected to preserve the principle by taking appropriate and equitable action whenever a violation occurs.

(c) Any member of the Tuck community who feels a violation of the honor principle has occurred should attempt to resolve the problem informally either through discussion of the issues with the other party or parties involved or by approaching a judicial board member (or members) for a confidential conversation about the issue. Any charges that cannot be resolved to the satisfaction of both the witness and the accused may be brought before the academic honor committee.

(d) These are clear obligations under the honor principle. Many other cases exist, some of which are detailed in course syllabi.

2. Interpretation

(a) Students will contact the professor if they are unclear about an honor principle interpretation in any given class.

(b) Students will not use notes or discussions from a previous year or previous section without explicit permission from a faculty member. In addition, discussing coursework with a tutor prior to class time is a violation of the honor principle unless explicit permission is obtained from a faculty member.

(c) Students will not infringe on the right of other students to fair and equal access to library materials. Failure to sign for materials taken from the libraries is considered academic dishonesty and a violation of the honor principle.

(d) Students will not degrade, damage, or take computer resources from others. It is a violation of the honor principle to use another person's computer ID number, password, or file without permission.

3. Faculty Obligation under the Honor Principle

(a) Each faculty member accepts personal responsibility to uphold the honor principle.

(b) A person who stands by and does nothing when confronted with academic dishonesty threatens the spirit and effectiveness of the principle of academic honor. All members of the Tuck community are expected to preserve the honor principle by taking appropriate and equitable action whenever a violation occurs.

(c) Any member of the Tuck community who believes that a violation of the honor principle has occurred should attempt to resolve the problem informally either through discussion of the issues with the other party or parties involved or by approaching a judicial board member (or members) for a confidential conversation about the issue. Any charges that cannot be resolved to the satisfaction of both the witness and the accused may be brought before the academic honor committee.

(d) If the party suspected of violating the honor principle is a faculty member, the dean or the senior associate dean for faculty and research should be approached.

(e) The proctoring of examinations is unnecessary and undesirable.

(f) Faculty members should report any admitted violations of the honor principle to the judicial board and the senior associate dean for teaching and learning. Each term, the names of students with admitted or proven violations of the honor principle will be filed in a written report by the judicial board through the Dean to the academic performance committee (hereinafter referred to as the "APC.") Students with admitted or proven violations of the honor principle, social code, or Dartmouth College regulations or students on probation may be disqualified from all academic awards by the APC. The dean will report on violations of the honor principle to the faculty, without names of students, faculty, or courses, at least once each year.

Each individual faculty member is requested to clarify the following on the course syllabus:

(a) *Daily Class Preparation*. Individual or group? If group, is use of cross-sectional groups or cross- study group collaboration allowed? Annotation of homework, e.g., are students to indicate points added or changed in study group or in class?

(b) *Graded Group Projects.* Discussed as group, then outlined and written individually? Or written collaboratively, each making significant contributions? Another option?

(c) *Examinations.* Time limits? Open or closed notes or book? Use of calculator,

computer, or software? Preparation individually or with study groups? Plus, on the day of the examination, where students can go? Exact turn-in time and place?

(d) *Missed Classes for Non-emergencies.* Effect on grade? How and when to notify professor? Compensatory work?

(e) *Tutoring.* What materials and information can tutors share with students? When?

(f) *Laptop Policy.* Can devices be used during class sessions? Under what circumstances? How can students request an exception? What are the penalties for noncompliance?

G. Tuck School Social Code

The primary function of the Tuck School is to provide students with opportunities for learning. To carry out this function, it is essential at all times that an atmosphere conducive to intellectual pursuits be maintained at the school. Because Tuck is assumed to be a community of mature, responsible individuals, we do not find it necessary to live within a system of narrowly defined social rules and regulations. Rather, we prefer to live within a broadly defined framework of "freedom with responsibility." It is expected that instances of irresponsible conduct will be settled satisfactorily without using formal judicial procedures. However, for cases in which it is deemed necessary and appropriate, such procedures are available.

Because of the intimate living conditions and considerable academic pressures prevalent at the Tuck School, students are expected to demonstrate a reasonable measure of social responsibility and respect for the rights of others.

Responsible conduct at the Tuck School includes these significant elements:

(a) Maintaining a quiet and orderly place within which to live and study;
(b) Maintaining an atmosphere of mutual respect for personal dignity and an atmosphere of consideration for others;
(c) A mature respect for the facilities of the school and the college;
(d) Maintaining a suitable atmosphere for the entertainment of guests, whether family or friends;
(e) A mature respect for all citizens of the local community;
(f) Adherence to college-wide regulations as described in the Dartmouth College Student Handbook; and
(g) Adherence to Tuck recruiting guidelines as indicated below.

See Section V.J.3.b on reporting violations of the social code.

H. Tuck Recruiting Guidelines

All Tuck students are expected to adhere to the following guidelines:

1. **Accepting an offer, either in writing or verbally, is binding and final.** After accepting an offer the student must not conduct interviews with other employers. In addition, the student should immediately withdraw from consideration with all other firms they were pursuing.
2. **Students may not request information from, or provide information to, others interviewing with the same firm.** Students should neither ask about nor offer details of specific questions or cases immediately after interviewing.
3. **The Tuck School academic policy does not allow students to miss classes for recruiting activities.** If missing a class is unavoidable for an interview, the student must notify the professor(s) for that class in advance and abide by the "missed class" policy established by that professor.
4. **Students must appear for all scheduled interviews.** If it is necessary to withdraw from an interview due to family emergency, illness, or receipt of another offer, the student should contact the Career Services as early as possible to allow a classmate to take the open interview slot. If a student does miss an interview, they are to contact the Career Services immediately. If a student withdraws within 24 hours of a scheduled interview, they must personally apologize to the recruiter as soon as possible.
5. **Any information the student supplies must be honest and accurate.** Tuck's grade disclosure policy allows companies to ask about grades, and/or to request a transcript. The student can decline to provide these, but all material presented by the student must be an honest statement of relevant data.

Sanctions: Violations of the Tuck recruiting guidelines may result in sanctions by the Career Services including the loss of on-campus and correspondence recruiting privileges and access to the alumni database and Career Services. Violations of the Tuck recruiting guidelines will be reported to the senior associate dean for teaching and learning and the Judicial Board and may also result in Judicial Board action.

I. Modification of the Tuck Honor Principle

When and if further modification of the honor principle seems necessary or appropriate, members of the Tuck community should undertake this endeavor. The members of the judicial board will supervise these changes. Any changes will require ratification by the student body and the faculty. Such ratification must meet the same standards required for the original adoption of the honor principle and its procedures: at least 80 percent of both the student body and the faculty must vote, and at least two-thirds of the votes of each group must affirm.

J. Adjudication of Honor Principle and Social Code Violations

1. Academic Honor Committee

The Academic Honor Committee has primary jurisdiction for the enforcement of the honor principle. Any charges under the honor principle that cannot be resolved informally will be brought before the Academic Honor Committee for disposition. This committee includes five student members (the Judicial Board) plus four faculty members. The four faculty members on the committee shall be appointed by the dean for terms which ensure continuity of service. The student chairperson of the Judicial Board shall chair the committee.

2. Judicial Board

Any charges under the social code will be brought before the Judicial Board for disposition. The board consists of a chairperson and up to four members, representing both the first-year and second-year classes.

a. Term. The term of office for Judicial Board members shall be one academic year.

b. Members. Judicial Board members will be elected by vote of their classmates. The second-year members and the chairperson will be elected in the spring of their first year. Judicial Board members are elected to serve the Tuck community as:

- Sounding boards when there are questions about the student codes of conduct;
- Objective listeners and advisors when it is believed that a violation has occurred;
- Student representatives to the faculty when student codes of conduct issues arise;
- Arbitrators between students when arbitration is the preferred solution; and
- Community members who will act with sound judgment when cases are deliberated.

3. Reporting a Case

a. Honor Principle

Any member of the Tuck community who feels a violation of the honor principle has occurred should attempt to resolve the problem informally either through discussion of the issues with the other party or parties involved or by approaching a member (or members) of the Academic Honor Committee for a confidential conversation about the issue. It is recommended that faculty and staff approach a faculty member of the Academic Honor Committee and that students approach a member of the Judicial Board (who serve as the student representatives on the Academic Honor Committee). Any charges that cannot be resolved to the satisfaction of

both the witness and the accused may be brought before the Academic Honor Committee.

b. Social Code

Any member of the Tuck community who feels a violation of the social code has occurred should approach the other party or parties involved. If a resolution is not obtained, the member should approach the Judicial Board for a confidential conversation about the issue. Any charges that cannot be resolved to the satisfaction of both the witness and the accused may be brought before the Judicial Board.

4. Adjudicating a Case

If the alleged violation cannot be resolved to the satisfaction of both the witness and the accused, the matter may be adjudicated by the Academic Honor Committee (honor principle) or the Judicial Board (social code). The committee or board

- May adopt by majority vote such rules and procedures as it finds necessary. It may not, however, by such rules and procedures, abrogate its basic charge or any of the rights of students (see below), and it must retain final responsibility for its decisions.
- Shall try to discover the facts of a case, the student norms of behavior in which the alleged infraction occurred, and whether the infraction was deliberately and knowingly committed.
- May request reports from students, faculty, or administrative officers on any matter pertaining to its charge.
- May find a respondent guilty by a simple majority. The burden of proof for a finding of guilt is "by a preponderance of evidence." Disposition of cases will be final in all instances where no guilt is found and no action is taken. All other cases may be appealed to the dean, whose decision to support or to modify the decision shall be final.
- The Judicial Board may recommend minor penalties by majority vote; may recommend suspension or separation by two-thirds majority; and shall reach a decision within a reasonable time after the hearing or as soon as practicable. Minor penalties may include academic work or community service.
- Academic Honor Committee (AHC) possible penalties include:
    - Dismissal from the Tuck School *
    - One year suspension *
    - One or two term suspension *
    - Receive a failing grade on the exam
    - Receive a failing grade in the course
    - Academic Honor Committee notation on the transcript for a period, including permanently (i.e., this failing grade is due to an Academic Honor Code violation)
    - Academic probation (including, e.g., any future proven violations of the Honor Code may result in dismissal from the Tuck School)
    - Ineligible to participate in Study Abroad Program
    - Ineligible to hold leadership positions including Tuck clubs and/or student organizations
    - Ineligible to receive academic/leadership awards

- Written apology to the party or parties affected
- Written reflection submitted to the AHC
- Community service
- Other penalties deemed appropriate by the AHC.

* Dismissal or suspension from the Tuck School will place a student's visa status in jeopardy, in which case the student will need to depart the United States by a specified time unless their visa status can be maintained independent of the Tuck School.

A combination of these penalties is commonly deemed appropriate by the AHC. Penalties of dismissal or suspension require at least two-thirds approval of those present and voting. Other penalties require majority approval of those present and voting. The Committee shall reach decisions as soon as practicable after the hearing.

- May rehear any case that it has previously considered and must rehear the case if requested to do so by the dean. A student may appeal to the dean on two grounds: the first requests the dean to overturn a "guilty" finding; the second requests executive clemency with respect to sanction recommended by the board/committee, though such clemency would normally be limited to cases of suspension or separation.
- May make decisions public; may not divulge the name of the student concerned. Reports, records, and deliberations are not to be revealed to any person other than authorized Tuck personnel (which includes a quarterly report to the APC), unless the student, by written request, extends this authorization. Records of deliberations shall be destroyed as soon as the case is concluded. Students with admitted or proven violations of the honor principle, social code, or Dartmouth College regulations may be disqualified from all academic awards by the APC.
- May consult with appropriate people when proceedings are pending before the disciplinary bodies of different schools at Dartmouth College concerning the same incident or individuals. Upon a finding of guilt, the body or officer hearing the case may, prior to recommending any penalty and as an aid to establishing the penalty, consult with any person or officer before whom a related proceeding is pending.
- Shall report to the dean and the professor concerned its findings and recommended action. At the end of each academic year, it shall report to the faculty and make appropriate recommendations.

5. Notification of Social Code Issues

The Judicial Board chairperson will file a written report with the director of the MBA Program Office about all social code issues brought before the board. The report will outline:

- The process that was followed;
- The action that the Judicial Board took; and
- The results of the Judicial Board's action.

The board will also provide the director with a recommendation about whether the violation

needs to be addressed by the APC. The recommendation will be based on a majority vote of the entire Judicial Board. Adopted unanimously by the Judicial Board, October 31, 1994.

6. Rights of Students Appearing Before the Academic Honor Committee or Judicial Board

a. Notification of the charges against a student shall be in writing and shall indicate the regulation or regulations alleged to be violated. It shall contain a concise statement of the alleged facts that constitute the violation.
b. The regulation shall be reasonably specific, and the student must have actual notice of, or reason to know of, the existence of the regulation.
c. A student shall have reasonable time to prepare the case after receiving the charge.
d. The student may choose any advisor (with the exception of the dean) to assist in the defense against the charge. The student may elect to have a private hearing or an open hearing, but the board or committee may limit the number of persons at any open hearing and may, if a disturbance occurs, order the hearing to be conducted in private.
e. A member of the board or committee who has special knowledge, bias, or interest in the case, or who expects to be a witness, shall disqualify themself. The student may challenge any member on such grounds; in this instance, disqualification shall be decided by majority vote of the board or committee members present and voting.
f. A student may refuse to make any statement or may refuse to testify. Members of the board or committee may take any refusal into account when adjudicating the case.
g. The student shall have the right to hear and cross-examine all witnesses and to examine all other evidence introduced at the hearing. Students have the right to testify and present evidence and witnesses on their own behalf.
h. The board or committee shall base its decisions on matters of fact and solely upon evidence introduced at the hearings.
i. Formal rules of evidence shall not apply. The board or committee may consider any testimony or evidence it finds trustworthy. It may exclude any testimony it considers unduly repetitious or immaterial, or to have been improperly obtained.
j. The student may request a tape recording of the hearing. In private hearings, a student may choose not to have a tape recorder used.

K. Check-in Policies

At the beginning of each term, students are required to check in online through BannerStudent. Students may begin check-in the Friday before the term begins and must complete the procedure by the end of the first Friday of the term. This process requires the verification/update of the student's local and permanent addresses, emergency contact information, and an enrollment commitment for the term. The check-in process indicates any holds that may have been placed due to failure to settle the tuition bill or Dartmouth Card account, submit immunization requirements, pay parking tickets or other fines, etc.

Students who have not completed online check-in by the end of the first Friday of the term are subject to administrative withdrawal from Tuck immediately thereafter.

1. Late Check-in

A student who is late checking in without making efforts to resolve the issues preventing the action will be asked to leave the program. Illness, death in the family, and so forth are, of course, legitimate reasons for late check in. However, the registrar should be notified as soon as is practical if a student will be unable to check in.

2. First-Year Registration

Number of Courses Per Term

Each first-year student is required to enroll in all required core courses during the first year (unless an exemption has been granted by the course faculty). Currently, the following courses are required during the first year:

Analytics 1; Analytics 2; Capital Markets; Corporate Finance; Financial Accounting; Global Economics for Managers; Management Communication; Managerial Economics; Managing Organizations; Managing People; Marketing; Operations Management; and Strategy.

Each first-year student is also required to complete the First Year Project and six credits worth of elective courses in the spring term. Students may take as many as 10.5 credits worth of elective courses in their first year (1.5 in the winter term, a 1.5 credit Global Insight Expedition in the spring, and 7.5 credits' worth of "regular" electives in the spring), with six being required and 4.5 being carried forward to count toward the 36 credits required in the second year.

3. Exemption Policy

Students whose prior education or professional experience includes coursework similar to that contained in Tuck core courses may request a course exemption only in courses where exemptions are allowed. Exemption request instructions and deadlines will be communicated by the registrar prior to the start of the term. Students who have covered similar subject matter at an earlier time may find the Tuck course is taught in a different way, has new goals, and is linked closely to work in other required courses, however. Late exemption requests will not be accepted.

Exempting a required course allows students to take an elective in its place. The exemption, however, neither reduces the total number of credits required for graduation nor the number of credits required during the second year itself. Electives taken in place of exempted core courses are not subject to the elective limits described in §I.2.

4. Second-Year Registration

(a) Number of Courses Per Term

In order to graduate, students must earn at least 82.5 credits, take at least one mini-course meeting the Ethics and Social Responsibility (ESR) requirement, and have at least one experience meeting the global (GO) requirement. Core courses comprise 40.5 credits, and students must take 6 additional elective credits in the spring. The remaining 36 credits are taken in the second year, an average of 12 credits in each of the three terms. A student must enroll in a minimum of 9 credits per term, and can take up to 15 credits per term. Students who take an exchange term may receive credit for no more than four electives for the term (even if a greater number of courses is actually completed). Tuition for the second year will be the same whether a student receives credit for 12 or more courses. A student who elects to enroll in more than the minimum number of credits required during a term (nine) must satisfactorily complete all courses and will not be allowed to drop a course partway through the term. Students wishing to enroll in more than the maximum number of credits allowed during a term (fifteen) must submit a request to the registrar, who will verify that the student has not been struggling academically.

(b) Mini-courses

Certain elective courses are designated mini-courses and meet generally for half of a term. For graduation requirements, mini-courses count as one-half of a regular course (1.5 credits vs. 3 credits).

Students in good standing may petition to take only first-half or only second-half mini elective courses (or a combination of minis plus an independent study) in one term of their second year enabling absence from campus for half the term. Students should first reach out to the registrar to ensure that a sufficient number of mini-courses will be offered during the term in question, and to understand the implications for retaining full-time student status and meeting graduation requirements. Those wishing to pursue this option must submit a letter to the registrar outlining the specific reason for the request, why the leave is important, and where the short leave will be spent. The request should also convey an understanding of the consequences of the leave to the student's experience. The registrar will circulate the request to the associate dean of the MBA Program and Dean, and will communicate a decision to the student once consensus has been reached.

(c) Course Forecasting

Students are asked to forecast their desire for electives in the prior term. After considering the electives to be offered (without the actual course schedule), they rank their top five choices. Adjustments to numbers of sections will be made based on the forecast results. The data will also be used, in conjunction with faculty schedule and classroom constraints, to set the final elective schedule.

(d) Selection of Courses

Students are expected to make their course selections during the course election period preceding each term. They are encouraged to look at past course syllabi, course evaluation data and consult with faculty about the courses. Instructions, deadlines, etc., related to the course election process will be communicated by the registrar. Once the elective schedule has been set, students will be required to submit their course section preferences. Seats in course sections will be allotted using an algorithm that ensures a fair distribution of seats in high-demand classes. Students will be enrolled in course sections based on the results of the course election process. The registrar will manage waitlists for oversubscribed classes.

(e) Add/Drop

Beginning at 12:30 PM on the Friday before the start of the term, students may make changes to course enrollments. Adjustments to non-waitlisted sections can be made by the student through BannerStudent. Changes to oversubscribed sections must be made by emailing the registrar. Add/drop will remain open from 12:30 PM on the Friday before the start of the term through 11:59 PM on the first Friday of the term. All changes to full-term and first-half mini courses must be made during this period. A second add/drop period will run for second-half minis from 12:30 PM on the Friday before second-half minis begin through 11:59 PM on the Friday of the week second-half minis begin.

(f) Waitlists

The registrar will maintain waitlists for courses oversubscribed through the election process. Available seats will be offered as they become available in order to those on the waitlist.

(g) Courses Outside Tuck

Tuck students can take non-Tuck courses if approved by Registrar in consultation with the dean's office. The principal criterion for approval will be the relevance of the non-Tuck course to the student's plan of study and career plans. In addition, preference will be given to courses designed primarily for juniors, seniors, or graduate students; elementary courses in most subject areas will not be approved for Tuck credit.

Language or culture courses may not be taken for MBA degree credit. Typically, the School will not approve a request to take more than one non-Tuck course in a term. These guidelines do not apply students governed by the regulations of the combined Tuck-TDI MBA/MPH and MBA/MD degree programs.

L. Seminars and Research-to-Practice Seminars

The term "seminar" refers to elective courses that are intended to expose students to emerging issues on the frontiers of a discipline and will normally involve substantial reading of the academic literature of the field.

Research-to-Practice seminars (RTPs) are courses designed to increase the access that

students have to faculty and their research. They have three characteristics: 1. A deep dive into a relevant topic; 2. A small, intimate seminar setting; and 3. Use of cutting-edge, research-based materials.

Policies regarding seminars and RTPs are as follows:

(a) Registration in the course requires the permission of the course instructor or instructors. Registration will be limited to 15 students.
(b) Criteria determined by the instructors in the course will be used in the selection of students as seminar members.
(c) A student's work in the seminar will result in oral and/or written report or reports.

M. Attendance Policies

1. Students' Responsibility

It is the student's responsibility to view coursework at Tuck as a professional commitment, i.e., to be present, prompt, and ready for each scheduled class meeting. The school's methods of instruction are based on the assumption that a student will be in class every day, attending the sections to which they have been assigned, and prepared for active participation in the work of the day.

2. Emergency Absences

The school recognizes that there will be times when a family emergency, serious personal illness, or observance of religious holidays will preclude the student from attending class. Normally, the student should contact the faculty member involved and inform him/her of the absence and reason. In circumstances where this is infeasible or uncomfortable, the student may contact the MBA Program Office, which will then notify the appropriate faculty member(s) that the student will not be in class. In all such cases, the purpose of this notification is to facilitate communication between students and faculty and it should not be construed as authorization or validation of an absence. Additionally, in all cases of student absence from class, it is the responsibility of the student to contact each faculty member to discuss making up the missed classwork.

3. Other Absences

The policy governing other absences is set by individual faculty members. Faculty are responsible for stating their class attendance policy clearly in their course syllabi. This statement should also make the consequences of absences explicit. Students are responsible for understanding the course attendance policy specific to each course as well as the general policies discussed in this section of the handbook. A student is always responsible for written work due the day of the missed class, for any other assignments for that day, and for knowing what transpired during the class. According to more specific rules governing class attendance, absences may also result in the lowering of a course grade or even exclusion

from a course.

4. Employment Interviews

Career and internship interviews are held at Tuck as a service to both students and companies offering employment. The faculty policy is that the placement process should not disrupt the academic process. Students are expected to avoid scheduling placement interviews that conflict with class attendance obligations. When such conflict is unavoidable, the student is still subject to the class attendance policies specified in this handbook and in individual course syllabi. Absence from class for placement purposes is not an "excused" absence. This regulation covers not only interviews held on campus but also corporate visits by students.

5. Excused Examination Absences

Students must obtain an excused examination absence in advance from the instructor for announced exams; students must obtain an excused examination absence from the instructor after the missed class for unannounced exams.

N. Grading Policies

1. Policy Statement

At the beginning of each year, the school will provide students with complete information pertaining to the grading system, including objectives, grade designations, qualitative descriptions, criteria for continuance in school and graduation, system of weights, and grade distribution guidelines.

The syllabus for each course should contain an explanation of how grades for that course will be determined.

Being aware of performance level during the term is the student's responsibility; whenever possible, however, faculty members should warn students when performance falls below a satisfactory level.

2. Objectives of the Tuck Grading System

(a) To enhance the student's learning experience and not put artificial barriers between the student and the learning process.

(b) To assist the faculty in making critical decisions about the student's progress, e.g., whether a student is maintaining adequate graduate level performance; whether the student should continue at the school or be disciplined with respect to performance; whether a special commendation for superior performance is warranted; and, finally, whether the student should receive the degree.

3. Description and Distribution of the Tuck Grading System

Faculty members are encouraged to use the following qualitative criteria to recognize the students' level of performance. Because students in a course tend to display considerable variation in performance, percentage guidelines for final course grades have been agreed upon by the faculty in order to maintain comparability across courses. In the process of assigning final grades, qualitative judgments should be given priority but should be reconciled with the percentage guidelines as a means of controlling against possible grade inflation and extreme variation between courses.

4. Qualitative Descriptions of Grades

Grade Category	Qualitative Description	Grade Symbol
Honors	Indicates a performance that clearly exceeds professional standards and the instructor's expectations for MBA students.	**H**
Satisfactory Plus	Indicates a performance that clearly meets professional standards and in the higher range of the instructor's expectations for MBA students.	**S+**
Satisfactory	Indicates a performance that meets professional standards and the instructor's expectations for MBA students	**S**
Low Pass	Indicates a performance that is marginal in relation to professional standards and below the instructor's expectations for MBA	**LP**
Fail	Indicates a performance that is clearly below professional standards and warrants loss of credit for the work.	**F**

5. Grade Distribution

In order to maintain comparability among courses, the faculty has agreed on the following percentage guidelines for core and elective final course grades.

Grade Category		Lower Limit	Upper Limit
Honors	Core Elective	0% 0%	15% 25%
Satisfactory Plus	Core Elective	25% 25%	50% 50%
Satisfactory	Core Elective	25% 25%	50% 50%
Low Pass	Core Elective	0% 0%	15% 10%
Fail	Core Elective	0% 0%	10% 10%

These guidelines are to be used to help define the grade categories; they may not be valid in small elective courses. A faculty member who wishes to deviate from these guidelines must petition the senior associate dean for teaching and learning before grades are due.

6. Low Pass Grades

Faculty members are required to file with the registrar a written evaluation statement with each grade of Low Pass at the time grades are submitted. The statement is for use by the APC.

7. Policy on F Grades

A student who fails a required course will normally be expected to repeat the failed course at Tuck in order to complete requirements for the MBA degree. All plans for resolving the loss of credit due to an F grade in a required course need to be approved by the faculty member(s) who taught the course and the senior associate dean for teaching and learning. Faculty members are required to file with the registrar a written evaluation statement with each grade of Fail at the time grades are submitted. The statement is for use by the APC.

8. Policy on Incomplete Grades

In rare instances, a student who fails to complete the requirements of a course during the term in which that course is offered may be given a grade of Incomplete. In some cases, it may be appropriate for the director of the MBA Program Office to recommend a grade of Incomplete if the reason for not completing the course is nonacademic. In all cases, the Incomplete must be authorized by the faculty members involved and a date for completion of the coursework must be set. The grade of Incomplete and the completion date must be reported to the registrar. Unless this date is later extended by the senior associate dean for teaching and learning, the student must complete the coursework as of that date or receive a failing grade for the course. No Incomplete grade may be granted at the end of the spring term without the permission of the senior associate dean for teaching and learning.

9. Policy on Changing Grades

Once a course grade has been recorded by the MBA Program Office, it is considered official and may not be changed except in cases of computational or recording error.

10. Deadline for Filing Grades

The registrar will set and communicate grade submission deadlines at the beginning of each academic year. Deadlines will generally be two and a half weeks after classes end. Final grades in elective courses in the spring term are generally due earlier due to the end-of-year faculty meeting.

11. Policies on Grades in Non-Tuck Courses

(a) Thayer School Courses

Grades received by Tuck students in Thayer School graduate courses will be directly transferred to Tuck grades and recorded as such. Grades of High Pass, Pass, Low Pass, and No Credit will be recorded on the Tuck School transcript as Honors, Satisfactory, Low Pass, and Fail, respectively.

(b) Exchange Program and Dartmouth College Grades

Grades received by Tuck students in exchange programs or Dartmouth courses are recorded on their Tuck School transcript but are not considered for computing Tuck standing unless the grade is a D or an F. A grade of D will be translated as a Low Pass, and an F as a Fail.

12. Policy on GPA

Tuck calculates a GPA for students only once: at the end of students' second year, for the sole purpose of ranking the class for Tuck Scholar and distinction awards. The number is never shared with those not directly involved in the awards decisions.

O. Policies on Grade Disclosure and Transcripts

1. Disclosure to Students

Final grades at the end of the term may be released to students only through the registrar's office.

The public posting or publishing of final grade distributions by course (either by the registrar or by individual faculty members) is prohibited, for summary publication of final grade distribution tends to imply that there is a proper percentage for Honors and Low Pass. However, an inquiring student may be told the final grade distribution in a particular course if such information is desired. Disclosure to Outsiders

Underlying Tuck's policy on grade disclosure to outsiders is the belief that the student has a right to privacy with regard to their grades and that the student alone should determine whether grade information may be released to outsiders. Grade transcripts may not be released to outsiders (i.e., individuals who are not members of the Tuck faculty or administration) without the authorization of the student. Transcripts from other institutions in the student's file may not be released.

2. Transcripts

Official transcripts may be obtained from the registrar. The school reserves the right to

withhold transcripts for students with unpaid bills.

P. Student Status

All students are assigned one of the following statuses:

- **Good Standing**

Upon starting the MBA program, all students are in good standing, indicating that each is making sufficient progress towards meeting the degree requirements.

- **Graduated**

Students who have had the MBA degree conferred are considered graduated.

- **Probation**

Probation is intended to demonstrate the school's concern that a student is not meeting the professional standards required of MBA candidates while providing the student the opportunity to improve performance and behavior within the school's supportive environment.

Students may be placed on probation in the following ways:

Students who receive three or more Low Pass grades cumulatively are automatically placed on probation.

Students who receive one failing grade are automatically placed on probation.

Students who are reported to be exhibiting unprofessional behavior, even after they have been advised that their conduct was unacceptable, are placed on probation at the discretion of the Dean.

Students who have been found guilty of a violation of the academic honor principle or social code may, at the discretion of the Academic Honor Committee or Judicial Board (respectively), be placed on probation.

- **Suspension**

Suspension demonstrates the school's belief that a period of reflection and contemplation would benefit the student in understanding the professional standards required of MBA candidates and the importance of being able to meet those standards.

Students may be suspended in the following way:
Students who have been found guilty of a violation of the academic honor principle or social code may, at the discretion of the Academic Honor Committee or Judicial Board

(respectively), be suspended. Readmission to the program may be automatic or may require reapplication, at the discretion of the Academic Honor Committee, Judicial Board, or MBA Program Office.

- **Dismissal**

Dismissal demonstrates the school's belief that the student is not able to meet the professional standards required of MBA candidates.

Students may be dismissed from the program in the following ways:

Students who receive six Low Pass grades cumulatively are withdrawn from the program. For purposes of this rule, a failing grade is counted as two Low Pass grades.

Students who receive a second failing grade in the same course are withdrawn from the program.

Students who are reported to still be exhibiting unprofessional behavior, even after they have been advised that their conduct was unacceptable and placed on probation, are withdrawn from the program.

Students who have been found guilty of a violation of the academic honor principle or social code may, at the discretion of the Academic Honor Committee or Judicial Board (respectively), be withdrawn from the program.

The withdrawal process is complete when the student submits a letter of withdrawal to the MBA Program Office.

Q. Policies on Student Awards

Students with admitted or proven violations of the honor principle, social code, Dartmouth College regulations, or students who have been on probation may be disqualified from all academic awards by the Academic Performance Committee.

1. Edward Tuck Scholars

Edward Tuck Scholars are those students who have demonstrated outstanding academic performance during their two years at Tuck.

(a) Criteria

The Edward Tuck Scholar award is based on academic grade point average for full two-year performance at the end of the second year. The highest-ranked Edward Tuck Scholars will be designated as graduating with Highest Distinction, High Distinction, and Distinction.

Students with admitted or proven violations of the honor principle, social code, Dartmouth College regulations, or students who have been on probation may be disqualified from all academic awards by the APC.

(b) Procedure

The APC shall review the list of students and disqualify based on the second criterion above.

The APC shall be given (1) a list of all qualified students, ranked by cumulative GPA, and (2) historical information about typical percentage of Edward Tuck Scholars. From this list, the APC shall vote on the number of Edward Tuck Scholars (normally around 15 percent). From among the highest-ranked Edward Tuck Scholars, the APC shall select the number of students graduating with Highest Distinction (normally around 1 percent), High Distinction (normally around 2 percent), and Distinction (normally around 4 percent).

2. The Tuck Centennial Student Award

The Tuck Centennial Student Award, determined solely by the student body, is awarded to one first- year student and one second-year student who exemplify the spirit and character of the Tuck School. The recipients are chosen based on their contemporaneous contributions to the entire Tuck community over the past school year. Nominated students should embody extensive involvement in serving both the Tuck and Upper Valley communities, firm commitment to the traditions and principles of Tuck, outstanding leadership and integrity, and selflessness in everyday actions.

The student body nominates classmates, the top five nominations are placed on a ballot, and the class selects its winner.

3. James A. and Sabra M. Hamilton Prize in Administration

The James A. and Sabra M. Hamilton Prize in Administration is awarded to that member of the second-year class who, through personal qualifications and accomplishments in courses in the fields of business policy and organizational behavior, shows the greatest attributes of a capable administrator. The award recipient is selected by a committee of faculty from the areas of organizational behavior and business policy.

4. The Lieutenant (J.G.) Walter A. Jacobs Memorial Prize

The Lieutenant (J.G.) Walter A. Jacobs Memorial Prize is awarded to a first-year student who has demonstrated intellectual ability and curiosity, sound judgment in academic work and activities outside the classroom, and personal habits and conduct that inspire confidence and enthusiasm. The nominated student should embody intellectual ability and curiosity, sound judgment in academic work and activities outside the classroom, and personal habits and conduct that inspire confidence and enthusiasm.

First-year students are asked to nominate three classmates for this award and to identify criteria they believe each nominee demonstrates. The names of the three or four students who receive the most votes are forwarded to the faculty who taught first-year students during the year, and the faculty member(s) selects the award recipient.

5. The Charles I. Lebovitz Memorial Award

The Charles I. Lebovitz Memorial Award is awarded to the second-year student who, during the first year at Tuck, has made an outstanding contribution to the daily life of the school in the following ways: displays interest in academic achievement; is concerned with the overall improvement of the Tuck School; actively participates in school functions and contributes to their success; is concerned with helping other students in their efforts, especially scholarship; and actively participates in class discussions and displays independent intellectual curiosity; and was not the recipient of the Lieutenant (J.G.) Walter A. Jacobs Memorial Prize.

Second-year students are asked to nominate three classmates for this award and to identify criteria they feel each nominee demonstrates. The names of the three or four students who receive the most votes are forwarded to the faculty who taught during the year. The faculty select the award recipient.

6. The Lillian and Charles Leech Prize for Excellence in Finance

The Lillian and Charles Leech Prize for Excellence in Finance is awarded to a graduating student who has shown excellence in the academic area of finance. The award recipient is selected by a committee of faculty from the area of finance.

7. The Dero Saunders Award

The Dero Saunders Award is awarded to a graduating student who, through both personal qualities and accomplishments in management communication courses, demonstrates outstanding ability to communicate effectively as a manager. The award recipient is selected by a committee of faculty from the area of management communication.

8. The Julia Stell Award

The Julia Stell Award is presented to a small group of students who have made substantial contributions to the Tuck community during their two years at Tuck, played a leadership role in school programs and functions, and shown extraordinary efforts to help fellow students, especially in scholastic efforts.

In the spring of the second year, a publicly announced period of open nominations (from all members of the Tuck community, including faculty, staff, and students) will occur. This nomination process will be administered by the MBA Program Office. A small committee (including at least one student and associate dean of the MBA program, or designate) will cull down the list and select statements from nomination forms. The faculty, staff, and students will vote. The committee will choose a small number of students (normally 2 to 5

percent) based on the vote.

9. The Herman Feldman 1929 Memorial Prize

This prize is awarded to a member of the second-year class who has done excellent work in the program as a whole and who has displayed interest in the field of leadership. The recipient is chosen by the faculty members who teach leadership.

10. The John F. Anderson T'35 Award

Created in 2017 through a bequest from the donor, the John F. Anderson T'35 Award is awarded to the graduating student who, in the judgment of the faculty of the Tuck School, has shown the most promise in the pursuit of marketing skills. The recipient is chosen by the marketing faculty.

R. Examination Policies

1. Scheduling of Examinations

Three kinds of examinations are normally given at Tuck: a final examination for a course and both unannounced and announced exams (including take-home exams) during the term. Announced and unannounced exams may be given in regularly scheduled class sessions or at other times at the discretion of the instructor. To minimize conflicts, the registrar is responsible for working with faculty to coordinate these exams

2. Form of Examination

Whether a course has a final examination and the form that the final examination will take are left to the discretion of each course instructor who should announce these matters early in the term. Final exam plans, after announcement, may not be changed without the approval of the senior associate dean for teaching and learning.

3. Excused Absences

Students should obtain excused absences for announced exams in advance. They may obtain excused absences for unannounced exams after having missed the class. In order to ensure consistency in administration, the senior associate dean for teaching and learning will consult with the faculty in cases where it is unclear whether an absence from an examination should be excused. If a student is excused from attendance at an examination, the course instructor will decide how to deal with the absence. In the case of announced examinations, the usual procedure will be to arrange a makeup exam to be taken either at the school or elsewhere. Arrangements may be made for a student to take the makeup exam at the discretion of the instructor. Students should be sensitive to the potential increased risk with makeup exams of exchanging information with fellow students. Such exchange could result in a violation of the honor principle. Every effort should be made to protect the confidentiality of information

about the form, content, and degree of difficulty of the exam. In the case of an unannounced examination, a makeup exam will not normally be given.

4. Absences without Excuse

A student absent from an examination without an excuse will normally be given a zero for the examination. How this grade is used in assigning a final grade to the student for the course is left to the discretion of the course instructor.

5. Time Allowance for Examinations

Extra time on all examinations will be granted only to qualified students with disabilities. According to federal regulations, students with documented learning disabilities have the same legal entitlements as students with physical disabilities and are therefore entitled to academic adjustments and/or auxiliary aids. Requests for extra time or other accommodations are coordinated through the MBA Program Office.

S. Student Performance Review

1. Statement of Philosophy

The quality and integrity of the Tuck MBA degree depend upon the ability of the faculty to maintain the highest standards of student academic performance and student professional conduct. However, when students fail to meet those standards, the institution must act upon the evidence and deal with the consequences.

It is the faculty's responsibility, therefore, to uphold the scholastic and professional standards of the school by reviewing and bringing to the attention the director of the MBA Program Office academic and conduct problems as soon as they are observed. The interests of the faculty are represented in procedures for student performance review by the Academic Performance Committee (APC). In addition, at the end of each academic year, the faculty admits to the second year and certifies for graduation only those students who have met Tuck's standards. Students are admitted to the second year by vote of the executive committee, based on the recommendation of the APC. The executive committee will then notify the faculty of their decision at the fall faculty meeting.

2. Criteria

(a) Academic Criteria

Ability to meet the scholastic standards of the school, and potential to benefit from further work at the school.

(b) Conduct Criteria

Ability to meet professional standards of the school, and likelihood of not significantly hindering the progress of other students.

3. Procedure

(a) Faculty Review

It is the faculty's responsibility to continually review the performance of students in their courses, promptly bringing to the attention of the director of the MBA program any students who are (1) performing unsatisfactorily in academic work or (2) failing to maintain a professional attitude in their relationships with their colleagues at Tuck, with the faculty, or with others they meet in connection with school activities. The dean's office will include this information in the student's file, thereby providing the faculty with a comprehensive and current record of shortcomings in academic performance or in professional conduct. Normally, such information does not become part of the student's permanent record and is removed upon graduation.

(b) Counseling

The effective administration of a student performance review procedure requires that students be made aware of their status throughout the academic year. Students whose academic work reveals significant weaknesses should be advised on how to improve their performance; students whom faculty or senior administrators believe are behaving unprofessionally should be advised on how to improve their conduct. In the absence of an agreeable solution, cases may be referred to the judicial board and/or a professional counseling service.

(c) First Notice

Any student who receives two or more Low Pass grades cumulatively will be monitored and counseled by the director of the MBA program. Any student who has been reported as behaving unprofessionally will be monitored and counseled by the director of the MBA program.

(d) Repeated Violation of the Academic Honor Principle

For any case where a student has violated the academic honor principle more than once, the cases shall be reviewed by the academic honor committee for possible further action. The rationale for this further review is that a student may have more than one violation, each of which was resolved individually with the faculty member involved. Faculty members will report cases to the judicial board and the Dean. It will be the responsibility of the Dean to ensure that a second violation triggers a review by the academic honor committee. The academic honor committee should at that point strongly consider dismissal from the program.

(e) Probation

Students may be placed on probation in the following ways:

- Students who receive three or more Low Pass grades cumulatively are automatically placed on probation.
- Students who receive one failing grade are automatically placed on probation.
- Students who are reported to be exhibiting unprofessional behavior, even after they have been advised that their conduct was unacceptable, are placed on probation at

the discretion of the Dean.

(f) Dismissal

Students may be dismissed from the program in the following ways:

- Students who receive six Low Pass grades cumulatively are withdrawn from the program. For purposes of this rule, a failing grade is counted as two Low Pass grades.
- Students who receive a second failing grade in the same course are withdrawn from the program.
- Students who are reported to still be exhibiting unprofessional behavior, even after they have been advised that their conduct was unacceptable and placed on probation, are withdrawn from the program.

(g) Appeal

Students have the right to appeal their status on probation or their status as withdrawn from the program. Their petition must be made in writing to the APC. In the case of an appeal, the APC will make a final decision about the student's status.

(h) APC Review

Each term, the APC reviews all cases of academic probation and unprofessional conduct. The APC may remove a student from probation after one or two terms in which the student has consistently met academic and conduct standards. At the end of each academic year, the APC summarizes the year's cases in a confidential report to the faculty.

(i) Federal Title IV Financial Aid Eligibility

Federal Title IV financial aid for graduate student includes federal Perkins Loans, federal Stafford Loans, and federal work-study employment.

For the purpose of measuring satisfactory progress toward the degree in order to maintain eligibility for federal funds, the Tuck Financial Aid Office reviews the academic records of students at the end of each academic year. In addition, the director of the MBA Program Office, along with the APC, reviews student grades at the end of each term to determine academic standing.

Students who receive a first notice or who are placed on probation are not restricted in their eligibility for financial aid and are given the opportunity to address their academic performance. These students must meet the standards of satisfactory academic progress at the end of the probationary period as determined by the APC and stated in the probation notice, or eligibility for federal Title IV financial aid will be terminated until the student is once again making satisfactory progress.

A student may regain eligibility for Perkins Loans and federal work-study employment for the payment period (academic term) in which they resume satisfactory academic progress.

For Stafford Loans, a student regains eligibility for the entire period of enrollment (academic year) in which they resume satisfactory academic progress.

A student who appeals probation or dismissal is subject to the same financial aid guidelines described above while in the appeal process. Throughout the probation appeal process, a student is considered on probation for the purposes of financial aid, and therefore still eligible for federal Title IV funds.

Throughout the dismissal appeal process, a student is considered dismissed for the purposes of financial aid, and therefore ineligible for federal Title IV funds. If a dismissal appeal is granted, eligibility is regained as of the date the appeal is approved; it is not retroactive to the date of dismissal. For details on each financial aid program and prorated funding amounts, please see the Tuck Financial Aid Office director or associate director.

4. Readmission

(a) Students in Good Standing

Students not on probation who leave Tuck voluntarily remain degree candidates for five years, in accordance with the Policy on Readmission to the MBA Program section of this handbook.

(b) Students who have been Suspended

Readmission to the program for students on suspension may be automatic or may require reapplication, at the discretion of the Academic Honor Committee, Judicial Board, or MBA Program Office.

(c) Students on Probation

Students may request a leave of absence while they are on probation. In such cases, readmission decisions will be handled by the Dean.

(d) Students Who Have Been Dismissed

Dismissed students may re-apply for admission, which will only be granted under extraordinary circumstances.

T. Policy on Readmission to the MBA Program

1. Departure During the Fall Term, First Year

Students who leave during the fall term of the first year will need to apply for readmission, which will only be granted in cases of extenuating circumstances in consultation with the director of the MBA Program Office.

2. Departure After the Fall Term, First Year

Students who leave the school voluntarily in good academic standing any time after the fall terms of the first year but before completing the MBA degree remain degree candidates for a

period of five years from the date of leaving, provided the student was never placed on probation while enrolled. During this period, students may re-enroll to complete the requirements for the degree. In such cases, candidates may elect to complete the degree work under (1) the course requirements at the time of their initial enrollment (provided the necessary courses are still being offered) or (2) the requirements at their time of re-enrollment. The academic standards at the time of readmission will apply.

3. Readmission After Five Years

Students who leave the school in good academic standing before completing the MBA degree and who do not re-enroll within the five-year period are required to apply for readmission through the Admissions Office. Readmission will be granted only in cases of extenuating circumstances. If such an application is approved, the course requirements and academic standards in force at the time of readmission will apply. A student who withdraws a second time prior to completing the MBA degree will normally not be permitted to re-enter the program.

4. Students on Probation

Students may request a leave of absence while they are on probation. In such cases, readmission decisions will be handled by the Dean.

5. Students Who Have Been Dismissed

Dismissed students may re-apply for admission, which will only be granted under extraordinary circumstances.

U. Policy on Evaluation of Instruction

1. Policy Statement

The faculty is constantly exploring ways to improve the quality of classroom instruction and the overall learning climate of the school. One method for securing information relevant to this improvement is through a formal questionnaire completed by each student, rating each of the courses completed during the two years. The objectives of this questionnaire and the data generated from it are threefold:

(a) To provide the individual faculty member with a source of feedback about student perceptions of the quality of instruction in each course;

(b) To provide the dean with information relevant to counseling individual faculty in their teaching careers at Tuck; and

(c) To provide students with the evaluations of elective courses to facilitate course selection in subsequent terms.

2. Administration of Evaluation Forms

Faculty will announce course evaluations in the classroom during the last week of each course. The MBA Program Office will distribute survey results to faculty after grades have been received by the registrar. Each faculty member will receive the statistics and comments for their own course, while distributive statistics are shared with the entire faculty.

3. Distribution of Summary Statistics

A statistical summary of the results of all elective courses will be made available to students by the MBA Program Office.

V. Laptop Policy

To provide a first-class learning environment, and out of respect for fellow students, visitors and faculty, Tuck honors the following policy regarding use of laptops and other electronic communication devices in class.

(a) Students shall not use laptop computers, cellular telephones, or any other electronic communication device in any class session unless explicit permission to do so is granted by that class's faculty member(s). Thus, the default policy in all Tuck class sessions is for no use of laptop computers, cellular telephones, or any other electronic communication devices. In special cases where laptops are needed, faculty will notify students.

(b) "Class session" refers to any meeting of a for-credit Tuck course. More broadly, "class session" also refers to guest-speaker presentations for the Tuck community and to recruiter presentations.

(c) In each Tuck course, the faculty member(s) will articulate when (if at all) and how use of laptop computers is permitted. Such policies will be clearly articulated in the course syllabus. They may also be communicated through other channels, such as discussion in the inaugural class meeting.

(d) In each Tuck course, it is ultimately each student's responsibility to be aware of and in compliance with that course's laptop policy. Students are always encouraged to talk with faculty regarding any policy questions they may have.

W. Independent Studies

Students may propose independent studies, and these will carry regular elective course credit. Generally, (1) a student may not take more than one independent study per academic term, and (2) independent studies will be performed by students singly, but two or more students may propose a joint project in circumstances that justify a team approach. If the project involves working with an organization external to Tuck, a student may not receive compensation for their work.

Independent studies must be:

(a) Consistent with the philosophy and objectives of the MBA program;
(b) Equivalent to any other Tuck course in terms of rigor, academic quality, and workload (i.e., at least 12 hours a week);
(c) Not the equivalent of a project within the framework of an existing course, or clearly available beyond graduation; and
(d) A unique and independent contribution to knowledge. The questions asked must be specific enough to be rigorously examined yet also of general interest. The project cannot involve only the development of business plans or consulting projects, nor can it be merely a summary of the existing literature on a particular topic. Case studies are appropriate for independent studies. They must, however, involve the writing of a complete teaching note which integrates the research relevant to a particular case and which also provides an analysis of the case.

1. Procedures and Expectations

Each independent study will be supervised by two faculty members (mutually agreed upon by the student and the two faculty). The faculty members must be professors, associate professors, assistant professors, or clinical professors. These two faculty members will have full responsibility for supervising the project and for evaluating and grading the project at its conclusion. The Tuck School will not reimburse students for expenses incurred during an independent study.

(a) Proposal
The independent study proposal should include a description of the project, the objectives, the methodology, the relevant reading lists, a timetable, and the expected outcomes. This project would normally be completed in one term and would not duplicate work from other classes.

(b) Approval Process
The student shall (1) write the proposal, (2) obtain an independent study approval form from the registrar and have it signed by two faculty members, and (3) submit the signed form and proposal to the registrar on or before the fourth day of classes. (Students are responsible for attending a fourth class until their proposals gain final approval.) The registrar will, in turn, forward it to the senior associate dean for teaching and learning for final approval.

(c) Written Report
At the conclusion of the independent study (no later than the first day of the final examination period concluding a particular term), the student will submit a full written report to the two supervisory faculty members. The form and objectives of such a report should be settled among the parties as early in the term as feasible. The two faculty

members will be responsible for evaluating the report and grading the independent study.

2. Exchange Programs

The Tuck School currently has formal student exchange programs with the following international schools:

Asia & Australia
- Australian Graduate School of Management, Sydney
- China Europe International Business School, Shanghai
- Graduate School of International Management, International University of Japan, Urasa
- Graduate School of Business and Commerce, Keio Business School, Tokyo
- Graduate School of Business, Sungkyunkwan University, Seoul
- Guanghua School of Management, Peking University, Beijing
- Hong Kong University of Science and Technology (HKUST) Business School
- Indian School of Business, Hyderabad

Europe
- ESSEC Business School, Paris
- HEC School of Management, Paris
- HHL—Leipzig Graduate School of Management, Leipzig
- IESE Business School, University of Navarra, Barcelona
- Instituto de Empresa, Madrid
- London Business School, United Kingdom
- WHU-Otto Beisheim School of Management, Koblenz
- SDA Bocconi School of Management, Milan
- Universität St. Gallen, Switzerland

Latin America
- Adolfo Ibáñez University, Chile
- IPADE Business School, Mexico

These programs allow Tuck students to spend a term overseas. Alternatively, Tuck students may spend one academic term of study at the Fletcher School of Law and Diplomacy at Tufts University in Massachusetts or at Vermont Law School in South Royalton, Vermont. Under the terms of the exchange agreements, Tuck may nominate one or more students to attend these schools for one term during the student's second year. A Tuck student who goes on exchange pays tuition at Tuck and will receive Tuck credit for the courses taken at the host institution.

3. Joint Programs

The Tuck School allows students the flexibility to work toward two degrees concurrently in order to tailor their education to their specific interests and career aspirations. There are established programs with the Fletcher School of Law and Diplomacy at Tufts University, the John F. Kennedy School of Government at Harvard University, the School of Advanced

International Studies (SAIS) at Johns Hopkins University, Vermont Law School, the Geisel School of Medicine, the Dartmouth Institute for Health Policy and Clinical Practice, and Dartmouth College's PhD program. Typically the Tuck student receives one term of second year elective credit for a term spent at one of these institutions. Students who are working toward two degrees should file a plan of study with the registrar's office.

4. Auditing Tuck Courses

Given the instructor's approval and space in the class, Tuck students may audit Tuck courses. Auditors, however, may not participate in class discussions, may not take examinations or submit papers for critical comment, and may not receive a grade, formal or informal. Auditors will pay a fee to cover copyrighted materials used in the course ($30 for a mini-course; $60 for a full-term course). Once obtaining faculty permission to audit, the auditor should contact the registrar to be added to the course in Canvas.

X. Policies on Access to Tuck School Student Files

1. Confidentiality of Student Files

Under a long-standing policy of the school, access to student records is limited to faculty, administrative officers, and members of the staff who maintain these records or have a legitimate need to review their content.

(a) Contents of a Student File
The typical student file contains the admissions application and correspondence related thereto, transcripts from prior institutions attended, acceptance letter, commendation letters, and other correspondence between the student and the school. Letters of recommendation in support of a student's application to Tuck are not retained.

(b) Student File Information that Can Be Released
Directory information, defined at Tuck as name, age and date of birth, student ID number, dates of attendance, enrollment status, class year, degree(s) sought, degree(s) receipt or nonreceipt, degree(s) awarded date(s), major(s), awards and honors earned, addresses and telephone numbers, personal and school email addresses, previous educational institutions attended and degrees awarded, participation in extracurricular activities, student photo, hometown, places and lengths of employment, a student-employee's employing Dartmouth business unit, and whether or not the student has permanent work authorization in the United States may be disclosed without restriction unless the student objects in writing to the registrar. A student's request to enact the confidentiality flag on their directory information remains in effect until the student submits a second request to remove the flag.

The Family Educational Rights and Privacy Act (FERPA) dictates the maintenance and disclosure of student education records. Except for the list of directory information shown above, Tuck follows the FERPA guidelines stated in the Student Handbook.

2. Student Inspection of Student Files

The policy of the Tuck School is to permit each Tuck student, on request, to inspect and review their official file and to be able to challenge records which are deemed to be inaccurate, misleading, or to violate the student's privacy or other rights. A student who wishes to inspect the file shall make an appointment for this purpose with the registrar, who is the official custodian of student records.

(a) Prior to the student's inspection of the file, the registrar or their delegate will review the file and remove any material of a confidential nature that the student has waived the right to see. The school will not destroy any part of a student's record if there is an outstanding request to inspect and review the file.

(b) The following information, considered "directory information," may be released to outsiders without the explicit permission of the student (though great caution should be exercised when doing so): name, age and date of birth, student ID number, dates of attendance, enrollment status, class year, degree(s) sought, degree(s) receipt or non-receipt, degree(s) awarded date(s), major, awards and honors earned, address and telephone number, school email address, place of birth, previous educational institutions attended and degrees awarded, participation in extracurricular activities, your student photo, your hometown, and places and lengths of employment.

(c) A student who wishes to add a memorandum to the file explaining, completing, or rebutting any item in the file may do so by addressing such a document to the registrar with the request that it be filed.

(d) A student who believes that information contained in the file is inaccurate or misleading or violates the student's privacy or other rights may request that the school amend the file. The first step in such a process is to petition the director of the MBA Program Office for a review and judgment with respect to the item(s) in question. Such a petition must document its challenge with reasonable specificity and relevance. If the director judges the petition to be sufficiently concrete and relevant, the director will contact the author of the challenged document and attempt to settle the matter informally. If no satisfactory settlement can be reached by such informal means, the student may request a hearing by a subcommittee of the executive committee of the faculty to study the matter and make a recommendation to the dean. Such a subcommittee shall have at least one faculty member and one student member, unless for reasons of confidentiality the petitioner requests that no fellow student shall serve. The student will be afforded a full and fair opportunity to present evidence relevant to the issue raised and may be assisted or represented by individuals of their choice at the student's own expense, including an attorney.

The dean's decision, which will be based solely upon the evidence presented at the hearing, will include a summary of the evidence and the reasons for the decision. Should the document in the student's file, which is the subject of the above review, be one that was written by the dean, the senior ranking member of the Tuck faculty who does not

serve as an administrative officer shall take the place of the dean in the description and requirements of this paragraph.

(e) If, as a result of the hearing, the dean decides that the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the dean shall amend or remove it and so inform the student in writing. On the other hand, if, as a result of the hearing, the dean decides that the challenged information is accurate, the student will be invited to place in the file a statement commenting on the information and/or setting forth any reasons for disagreeing with the decision of the school. Such a statement will become a permanent part of the student's file.

Y. Non-Tuck Students in Tuck Courses

1. Auditors

Dartmouth College students, Dartmouth College employees, or the spouses of Tuck students may audit Tuck courses without credit provided (1) they are qualified by educational background for the course; (2) the instructor's permission to audit is obtained; and (3) there is space in the class. Only under the most exceptional circumstances will other individuals be permitted to audit classes on a regular basis. Auditors will pay a fee to cover copyrighted materials used in the course ($30 for a mini-course; $60 for a full-term course). Once obtaining faculty permission to audit, the auditor should contact the registrar to be added to the course in Canvas.

An "auditor" may not be evaluated in any way, may not take examinations or submit papers for critical comment, and may not receive a grade, formal or informal.

2. Dartmouth Undergraduates

While Dartmouth undergraduates are rarely admitted to Tuck courses for credit, they may enroll in a Tuck elective course if permission is granted by the senior associate dean for teaching and learning and the instructor involved. It is the responsibility of the dean's office to consider such matters as background prerequisites, and motivations. Undergraduates may not be admitted to courses with limited enrollments or space.

3. Dartmouth Graduate Students

Dartmouth graduate students may enroll in Tuck elective courses provided (1) they are qualified by educational background for the course; (2) the instructor's permission is obtained; and (3) there is space in the class.

4. Special Students

Special students, non-degree candidates taking courses for credit, have been enrolled at

Tuck on a very limited basis. In September 1969, the Tuck faculty adopted the following policy with regard to the Special Student Program.

Priorities: It is recommended that the following applicants within the greater Dartmouth Community be eligible for consideration as special students on a first priority basis. The listing is random and not in any order of priority:

1. Tuck alumni;
2. Dartmouth alumni;
3. Persons recommended by members of either the Tuck Board of Advisors or the Dartmouth Board of Trustees;
4. Employees of associate companies;
5. Other major contributors to Dartmouth or its associated schools who do not fall in any of the above categories;
6. Dartmouth College employees and spouses;
7. DHMC employees and spouses; and
8. Cold Regions Research and Engineering Laboratory employees and spouses.

It is further recommended that other applicants from the greater Hanover area (those who live within reasonable commuting distance) be considered on a second-priority basis.

Procedures: It is recommended that (1) all applicants be required to submit all the application material that is necessary for a regular MBA candidate; namely, the application, application fee, one personal recommendation, scores on the GMAT and TOEFL, and grade transcript; (2) all special students be graded and in other ways treated in the same manner as would any regular MBA candidate; (3) all special students who have been admitted be allowed to actually enroll only if there is space remaining in the incoming class immediately preceding registration.

Z. Guest Speakers

Outside speakers are a valuable educational resource. However, funds for this purpose are limited and their use must be carefully planned. The faculty should consult with the executive director of finance prior to the start of each term regarding their need for funds for guest speakers.

The Development and Alumni Affairs and MBA Program Offices should be given the names of all outside speakers, preferably several weeks before their visit.

The Alan Smith T'53 Visiting Executive (VE) Program brings top executives, many of whom are Tuck alums, to the school to share their expertise in the classroom and to provide students and faculty with opportunities to interact with business leaders from different sectors in a variety of settings. The program is managed by the MBA Program Office, with the assistance of six second-year students chosen each year to serve as VE student coordinators. VE program guests cover their own travel costs.

For guests not sponsored by the VE program, faculty members and their academic coordinators make the arrangements for the visit. Normally guests pay for their own travel costs, and Tuck covers lodging and meal costs while the guest is in Hanover. After consultation with the senior associate dean for faculty and research, costs may be charged to a Tuck account.

AA. Teaching Assistants

Teaching assistants can be used to tutor individual students, run review sessions, and help with grading certain assignments (mainly those with little ambiguity about solutions). Teaching assistants tend to be most useful for core courses, since second-year students have a deep knowledge of the course content. It is uncommon to use a teaching assistant in an elective.

Normally it is up to the faculty member to find a teaching assistant. The director of the MBA program can assist new faculty with finding an assistant if needed. Payment for teaching assistants comes from the Tuck course account, not from faculty STAR accounts.

Teaching assistants need to fill out all necessary paperwork with the Student Employment Office (SEO) or Tuck Talent Management in order to be on the payroll.

VI. ADMINISTRATIVE POLICIES AND PROCEDURES

A. Finance Policies and Procedures

The Tuck Finance Office manages Tuck's financial operations under the umbrella of Dartmouth College. It is responsible for budgeting, planning, and financial analysis; faculty compensation; financial reporting; expense management; contract administration; grant management; and gift and endowment funding.

Tuck follows Dartmouth College financial policies and procedures. These policies provide specific requirements for procuring goods and services and guidelines for travel, entertainment, and other business expenses. An allowable business expense is defined as a necessary, reasonable, appropriate non-compensation expense incurred for a valid business purpose to fulfill the mission of Dartmouth College. The Business Expense policies also identify the documentation required to substantiate requests for reimbursement. These policies are necessary to ensure the proper use of Dartmouth resources and compliance with federal and other external regulations.

Dartmouth College Finance has a website dedicated to providing details of all financial policies, forms, and the link to Employee Self Pay.

The Tuck Finance Office can assist faculty with policy interpretation and adherence questions.

We strive to ensure that our financial practices align with our strategic goals and maintain the highest standards of accountability. The Tuck School has established supplementary guidelines for Dartmouth's policies, designed to maximize our funding and resources. Please refer to Appendix A: Tuck School Expense Policies for comprehensive information.

B. Teaching Support: Academic Coordinators

1. Academic Coordinators

An academic coordinator (AC) is assigned to each faculty member to support their teaching, research and administrative needs. This role is vital to helping ensure students and faculty have everything they need for success at Tuck. Since this person is also responsible for the administrative work of several other faculty members and coordination with other departments such as the AMOS Mail and Copy Center, it is important that they be given as much lead time as possible for delegated tasks.

ACs take the lead on course design in our Learning Management System (LMS), Canvas. They ensure that information is up-to-date, copyright permissions are obtained, and that students have access to everything they need for courses. They also liaise with internal departments for classroom set-up, printing in-class handouts, and they conduct basic tech checks before each class. If there are advanced technology needs in the classroom, the AC will collaborate with Tuck's audio-visual team to ensure class is ready to go.

There is a range of custom integrated applications to meet specific teaching needs at Tuck. For basic training, ACs can provide you with the essentials for using Canvas. An outline of best practices and a detailed inventory with instructions for our custom applications are available here.

In the event any one coordinator has an especially heavy load of high priority work, every effort will be made to redistribute the excess work among the other coordinators. This process will be facilitated if faculty members clearly communicate any deadlines for completion. *The academic coordinator should not be asked to work overtime without the prior approval of the director of academic operations.* As hourly paid employees, ACs are not expected to be available by phone or email outside of their normal working hours (typically 8:00am-4:30pm Monday-Friday). ACs are also not expected to distribute their personal contact information.

It is helpful if coordinators are informed when faculty members plan to be out of town. If the faculty member intends to be away for any length of time, a forwarding address or telephone number should be left with the coordinator so that the faculty member may be contacted in the event of an emergency.

ACs should also not be asked to assist with personal matters, i.e., running errands, at any time. This includes personal administrative work, personal travel, health care arrangements, or assistance with similar matters. If you have any questions about task delegation, please contact the senior director of academic operations.

2. Copyright Guidelines

Academic coordinators obtain copyright permissions for course and research materials as necessary. They are trained in compliance and will be able to provide guidance on what can be used, where (i.e., online or in print), and in what capacity.

Dartmouth College Copyright Policy and Guidelines
Dartmouth College, its faculty, students, and employees must comply with the Copyright Act of 1976. Dartmouth policy regarding copyright is at http://www.dartmouth.edu/copyright/.

The Copyright Act of 1976 provides protection to "original works of authorship." Protection is extended to the holders of copyright for literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculptural works, motion pictures and other audiovisual works, sound recordings, and architectural works. This protection applies equally to published and unpublished works. The holders of copyright possess the exclusive right to authorize reproduction of, distribution of copies or phonorecords of, public performance of, public display of, and preparation of derivative works based on copyrighted works. It is illegal to violate the rights of copyright holders or to direct others to do so. The penalties for violation can be severe. It is best to assume that anything published after 1920 is protected by copyright.

3. Hiring Procedures

Student Employment

If you anticipate hiring a student, please contact academic operations at tuck.academic.operations.support@tuck.dartmouth.edu with the following information:

- Student name(s) and affiliation (undergrad, Thayer, Tuck)
- Type of work (RA or TA)
- Start and end dates
- Pay rate (note: TAs are paid a flat rate per hour)
- Chart string to apply compensation to (note: core course TA compensation is applied to the instruction account)

[Important note: Students employed after their program end date are required to transition to a temporary staff position. If you need to extend employment for a graduating student, please contact Academic Operations for guidance.]

All student employees are required to complete an I-9 (work eligibility and verification) form within three days of beginning work. (see "a. Employment Verification" section).

Student employees will record work hours through the web-based timekeeping system called Time SheetX. Biweekly, the administrative coordinator in academic operations will review timesheets and contact the supervising faculty member with any questions or concerns. If faculty supervisors prefer to approve time sheets directly, we can arrange to have supervisor access granted in the student employment system.

Foreign Nationals and International Students

U.S. federal regulations directly affect the ability of an educational or research institution to admit, appoint, employ or invite non-U.S. citizens to campus. These regulations are issued and enforced by a variety of U.S. agencies, including the Departments of Homeland Security, State, Labor, and Treasury.

Many programs and schools at Dartmouth have established procedures, with the help of the Office of Visa and Immigration Services, for bringing internationals to campus.

For a complete overview of Office of Visa and Immigration Services (OVIS) procedures for the admission, invitation, or hiring of non-U.S. citizens at Dartmouth, go to this link or visit the OVIS website.

a. Employment Verification. The Immigration Reform Act of 1986 requires all employers to verify employment eligibility and identity of all newly hired employees. As a result, all hires must furnish acceptable documents that establish both employment eligibility and identity on the first day of work. Additional information and the acceptable documents can be viewed here.

b. The I-9 form and instructions can be found at this link.

As an E-Verify Employer, we are able to sponsor certain individuals for an extension of their work authorization. Please contact OVIS for more information.

Volunteers

a. It is unlawful to fill work positions that are typically paid (research assistant, teaching assistant, etc.) with unpaid volunteers. Dependents of international students on F-2 visas may not legally work in the U.S. under any circumstances.

b. Contact the Tuck Talent Management office for guidance and approval if you are considering a volunteer.

Non-Student Employment (Tuck Partners, non-Dartmouth Students)

Spouses/partners of Tuck students and other students are eligible for employment at Tuck in all relevant posts except those requiring access to or handling of confidential information pertaining to students. They will be given equal consideration for all other positions according to Dartmouth Administrative Guide (DAG) policies. Contact the Talent Management office for essential information and steps regarding all staff (non-student) hiring.

Rates of Pay

Students: Pay rates for student employees vary. Please consult with the academic operations (or email tuck.academic.operations.support@tuck.dartmouth.edu) for guidance with pay rates prior to hiring to ensure uniform payment for specific jobs.

Staff/Non-Students: Dartmouth's compensation team provides expertise in evaluating position descriptions and making salary recommendations for staff positions. Hiring ranges are set based on job responsibilities, internal equity, and market data for each job. Salary expectations will be discussed as part of the recruitment process.

C. Administrative Operations & Departments

i. AMOS

Mail & Copy Center is managed by Tuck's Event and Facilities Office. They oversee the following aspects of mail and copy services.

Incoming Mail

Incoming departmental, faculty, and staff mail and memoranda are placed in individual or departmental mailboxes located nearby your office, on a daily basis. If you receive a package, you will receive an email notification. AMOS to notify you this is ready to be picked up. This will be stored securely in the AMOS Mail and Copy Center, 001 Stell Hall; please have your ID with you to expedite the pick-up process. You may also have your academic coordinator pick-up packages for you. Upon delivery of your package, you will receive another email. AMOS confirming it was picked up and who retrieved it. Because of space constraints, please pick up any packages from the mailroom as quickly as possible.

Intracampus Mail

Students, faculty, administrative personnel and others associated with the college may send official or individual mail through the Hinman mail system, which is an internal distribution service operated by the college. Books, however, may not be sent through Hinman mail. Envelopes and the bin for outgoing intracampus mail are located in the AMOS Mail and Copy Center, 001 Stell Hall.

Outgoing Mail

Outgoing U.S. Postal Service mail can be placed, with proper postage, in the outgoing box provided within the mail slots located near your office. You can also place outgoing Hinman mail in this location. AMOS Mail and Copy Center staff will check this daily.

If you choose to deliver any outgoing mail directly to the AMOS Mail and Copy Center, you can place the materials in the bins located underneath the student mailboxes. Hinman mail can be placed in the white bin labeled in yellow "outgoing Hinman".

Express Mail

FedEx is the contracted vendor for express shipping at the College. All academic coordinators are set up with an account and they can assist you with any shipping needs you may have. Should you wish to send a package for personal reasons, you may do so by noting "Personal" and you will receive an invoice from the Tuck Finance Center once the shipment has been billed to Tuck.

Packages ready for shipping can be dropped at the designated carrier location in 001 Stell Hall.

Office Supplies and Stationery

Tuck stocks a full range of conventional office supplies as well as Tuck School stationery of various sizes and weights. These supplies are available in the AMOS Mail and Copy Center. If you need a specific office supply that is not available in stock, staff can assist you in identifying a suitable product and will order it for you.

Tuck provides personalized stationery for all its full-time faculty members. To order letterhead and/or business cards, please contact your academic coordinator. They can guide you through the process and manage the order via Dartmouth Printing and Mailing Services (DPMS).

DPMS adheres to the standard, official design for Tuck stationery in order to maintain the consistency of the Tuck brand and identity; all stationery must use the same colors, format, and design. In addition, the academic title listed on an individual faculty member's Tuck stationery must match the official title listed on file with Human Resources.

Photocopying Services

The AMOS Mail and Copy Center staff has a well-deserved reputation for providing excellent service. In view of the ever-increasing demand for photocopying service and equipment constraints, it is essential that the staff is provided sufficient lead time to complete assignments.

Category	Optimally
Tuck Correspondence	24 hours
Examinations	3 days before date of exam
Syllabi and course packs	4 weeks before start of term
All other course materials	2 days before use

PLEASE NOTE: AMOS staff do not secure copyright clearances, nor do they complete jobs that are in violation of current copyright law. For a thorough interpretation of the copyright laws, please see www.dartmouth.edu/copyright/. They reserve the right to refuse a print job if copyright permissions are in question.

ii. Byrne Dining and Catering

Byrne Hall Dining is open 7:00 a.m. to 7:30 p.m. Monday through Friday during the regular term. Hours are reduced during summer and interim periods. Students can use their dining plans in this facility and undergraduates are able to use their discretionary accounts.

Guests will find a variety of food selections at each meal including a Soup and Sandwich of the Day. Byrne Hall also offers a vegetarian entree at both lunch and dinner.

Byrne Hall features several private dining rooms that provide a great ambiance for catered luncheons and dinners. Food and beverage catering service is also available across the Tuck campus, from breaks and buffets to wine receptions and outdoor cookouts. Their professional waitstaff serves plated meals at dining rooms in Byrne Hall and Raether Hall. A varied menu accommodates many dietary preferences, including gluten free, vegetarian, and other options.

- Catering requests can be submitted using CaterTrax.
- Paulie's Deli take-out orders can be placed using your Dartmouth GET Account.
- Service updates and weekly menus are posted in the Byrne Dining Yammer group.

iii. Events and Facilities

Storage
Space is at a premium at Tuck, and storage space is limited. If you have files that need to be stored on the premises, but you do not have the space in your office, please email Tuck Events and Facilities and they will work with you to accommodate your needs. Tuck hosts an annual "Green Up, Clean Up" effort, which is an opportunity to review old files and purge unnecessary materials. Staff and faculty are encouraged to participate. When Tuck has utilized all the available storage space in the building, a stricter policy regarding storage will be adopted.

Event Planning

General Information

When planning an event with special needs, such as catering services, special custodial services, or setups (i.e., tables and chairs, podiums) please submit an event ticket to Tuck Facilities using this link. Once you have made your room reservation requests in Virtual EMS, Tuck Facilities can help you with all the details and decisions necessary for your event. They will then coordinate with the service entities on campus to meet your needs. Please note that advance planning is necessary. Work orders for special services require notification to Tuck Events and Facilities 28 days prior to the event.

Tuck School facilities cannot be used for private enterprise, i.e., Tupperware parties.

Room Reservations

The registrar coordinates all classroom reservations for courses and course-related sessions. To request a room, use Virtual EMS to submit your request. Virtual EMS automatically routes class-related requests to the appropriate person. Room requests are complete when the requestor receives a confirmation notice.

Tuck Events and Facilities coordinates all room reservations not relating to classes or student activities. To request a room, use Virtual EMS to submit your request. Rooms are reserved on a first-come, first- served basis after the classrooms are booked for Tuck, Thayer and undergraduate classes for each term.

The MBA Program Office coordinates all room reservations relating to student activities.

Instruction manuals for Virtual EMS can be obtained from Tuck Events and Facilities. The facilities team can also provide a quick overview or training session if necessary.

Custodial Services

Custodial services are provided Monday through Friday. Trash is emptied from the offices daily, and vacuuming is done weekly. Dusting is limited to only those flat surfaces that are clear of papers, equipment and personal items. If you wish to request special cleaning services, please send an email to Tuck Events and Facilities describing the nature of the work requested.

Emergency Evacuations

There are numerous emergency situations that require your attention, and all should be reviewed so that you can determine your individual response given the location of your office. The most reliable response guide available to you is the Live Safe mobile application and takes only a minute to upload to your phone. We encourage you to do this.

Most importantly, if you hear an alarm, it should not be ignored, and you are expected to evacuate. You should assemble on the West End Circle (the oval lawn in front of the Tuck and Irving buildings) or inside the atrium of the Irving Institute. It is safe to reenter the building only after reentry is authorized.

For fire or a life-threatening situation, call 911.

For other urgent but non-threatening issues during business hours, such as flooding or an overflowing toilet, please call 646-0201. If you get voicemail, please leave a quick but detailed message. After hours, please call Dartmouth Troubleshooters at 646-2344.

Facilities Requests
Tuck Events and Facilities provides support to the Tuck community for a variety of building-related issues by coordinating operations and maintenance workers. To register a request, send an email to Tuck Events and Facilities. Please include your room number and as clear a description of the problem as possible.

Examples of typical requests include:

- Office is too hot or too cold;
- Toilet is overflowing;
- Overhead lights are flickering or burned out;
- Furniture needs adjusting; and
- Custodial service is needed.

Office & Classroom Keys
Keys are issued by Tuck Events and Facilities. If a key was lost or misplaced, please stop by Tuck Facilities to receive a replacement. Under no circumstances may keys be issued or lent to students.

After-Hours Access to Tuck Buildings
Your Dartmouth ID card serves as an after-hours entry card for the electronic access system for card readers located at the main entries of Tuck, Woodbury, Chase, Stell, and Byrne. To use these entrances after hours, pass your card in front of the reader and wait for the light to turn green. These entrances are unlocked Monday through Friday, 7:00 A.M.–7:00 P.M.

LaCorte Exercise Room
The ground level of Whittemore Hall contains an exercise room that is available to the Tuck community. Full-time regular staff and faculty as well as Tuck students and their partners can use the facility once they have and signed a liability release and waiver form. The room is open between 6:00 A.M. and midnight, seven days a week.

Office Furniture Policy
a) Philosophy
To acquire and maintain, in a fiscally responsible manner, office furniture that is timeless in style, sets a standard look for Tuck, and is durable and of good quality.

Tuck provides standard office furniture for faculty and administrative offices. The standard office set includes a desk, desk chair, one or two guest chairs, filing cabinets, bookcases and window blinds.

All requests for furniture should be handled through Tuck Events and Facilities. Anyone who requests furniture that is not in keeping with the above standard or who requests additional furnishings has the following options, after discussion with and approval from Tuck Events and Facilities and the Tuck Fiscal Services Office:

- Substitutions of like pieces within the standard set of furniture without exceeding the total standard cost and is responsible for it.
- Use of personal funds to purchase nonstandard furniture or additional furnishings over and above standard. In this case, the purchaser, not Tuck, owns the furniture.

Ergonomic Concerns
Issues related to ergonomic concerns or other extenuating circumstances will be dealt with on a case-by-case basis.

The college's Office of Environmental Health and Safety employs ergonomic specialists who are available to assess individual workstations throughout Dartmouth. The specialist checks to make sure that desks, computer stations, chairs, and other workstation components are properly adjusted and suited to each individual's work habits. This service is provided free of charge, and Tuck encourages employees to take advantage of this important service. Please visit this link to schedule an appointment for an assessment or to receive more information.

Parking
The college maintains several parking areas for faculty and staff. The use of these areas is on a fee basis to cover the costs of construction and maintenance. Application for parking permits may be made at the Dartmouth Transportation Services, located in the basement of North Massachusetts Hall.

TUCK CIRCLE IS A FIRE LANE AND PARKING IS PROHIBITED AT ALL TIMES.

For further information on parking regulations and use of facilities, please contact Dartmouth Transportation Services at 646-2340.

Property Insurance
The insurance carried by the college covers Dartmouth College property only. Personal property located in college buildings is not covered by any of the college's insurance policies.

Smoking Policy
The Dartmouth Tobacco Policy can be found at here. In short, smoking is prohibited 20 feet of a Dartmouth building.

Recycling Procedures
Established on July 1, 1988, Dartmouth Recycles is a campus-wide attempt to divert as much of the college's waste stream as is economically feasible from entering the local landfill. Tuck follows Dartmouth's recycling policies, which can be found at here.

Dog Policy

The ability to bring a dog to Tuck is a privilege, not a right. The rules must be followed by all dog owners to ensure the safety, comfort, and professionalism of the Tuck community. The following rules apply to all dogs brought to Tuck with the exception of service dogs that provide assistance to people with special needs and/or disabilities.

General Rules

1. All dogs must wear a collar with clearly visible ID and current license tags while at Tuck.

2. Dogs must always be on a leash and under control when in a public space at Tuck. Standard leash length is six to eight feet within the building, but the leash should be shortened when passing through narrow spaces at Tuck.

3. Owners are responsible at all times for cleaning up after their dogs and for the general behavior of their dogs, including noise, odor and other annoyances such as fleas. Owners should not bring their dog to Tuck if the dog is aggressive toward people or other dogs.

4. Owners are solely responsible for any damage to private or Tuck property or for any injuries caused by their dogs. The school and/or injured person may recover damages from the dog owner.

5. Dogs should be under the control of their owners at all times. They should not be left unattended or tied alone in any public places in or around the Tuck buildings.

Dog-Free Zones

1. Dogs should not be housed in Tuck school employee offices during the hours of 8:00 A.M.−5:00 P.M. on regular workdays. This includes offices in Tuck, Chase, Woodbury, Buchanan, Murdough, and other locations such as off-site Tuck offices.

2. Dogs are prohibited at all times from restrooms and dining facilities, including PepsiCo. in Byrne Hall. They are also prohibited from Cook Auditorium during general assemblies.

3. Tuck will be in compliance with Dartmouth College policy, which states that dogs are prohibited from residence halls, including public spaces within these buildings.

4. In addition, “dog-free” zones will be established in certain designated areas of Tuck buildings. These zones include one study room in Byrne and one study room in Bosworth.

Dogs in Classes

1. The presence of dogs in a class session may occur with the unanimous approval of every student and faculty member in the class. Any person who wishes to bring their dog to class must receive prior approval via confidential, unanimous vote of the students and faculty in

the class. Without exception, if anyone objects to having a dog in class, the dog will not be permitted.

2. To be sure that every student in a class has the opportunity to confidentially voice their objection to having a dog in class, the following procedure shall be the norm if a student wishes to bring a dog to class. The professor shall make an announcement in class that an individual has asked to bring a dog to class, and that all members of the class should communicate their agreement or objection to the professor within the next 48 hours. If any student objects, the dog will not be allowed in class. The vote will be completely confidential under the honor principle, so students should not have any concerns about voicing an objection to the professor. If the professor wants to bring a dog to class, the vote should be conducted by the senior associate dean for teaching and learning.

Complaints and Penalties

1. Any person wishing to cite a violation of these rules can do so by speaking directly to the owner of the dog.

2. If the person is not comfortable doing so, or if the complaint has not been resolved informally, a complaint should be made to the Executive Director for Infrastructure and Operations, whose decision will be final.

3. Repeated violation of these rules will result in the barring of the dog from the Tuck campus and buildings.

   In the event of bodily injury caused by a dog, the dog will be immediately removed from Tuck and permanently barred from returning.

iv. Office of Information Technology

Tuck provides a leading-edge environment to students, faculty, and staff with a comprehensive network infrastructure, centrally managed devices, state-of-the-art security solutions, technology-enabled classrooms, virtual labs, public workstations, collaboration tools, and wide-ranging support for mobile devices. Any compliant device connected to Tuck services has access to email, intranet and internet services, public and personal file services, high-speed multifunction networked printers, and a broad catalog of software. In addition, a variety of library databases and online services can be used on campus or remotely via a secure connection. Public computing resources are available in campus locations such as the Woodbury/Buchanan Connector and Feldberg Library.

Tuck supports a mixed academic and administrative computing environment of Windows-compatible and macOS personal computers, as well as central host systems and workstations used for research, instruction, and administrative applications. Full-time faculty typically select the hardware configuration (desktop or notebook) and the operating environment (Mac OS X or Windows) with which they are most productive. The Tuck network and Office 365 allow the movement of data between these diverse environments while providing access to shared network

resources and to online information resources. Tuck supplements its use of Dartmouth's institutional data systems with Tuck-specific web-based applications and personal information management systems and tools.

Students bring their own devices and have the flexibility to choose either a Mac OS or Windows operating system. This heterogeneous environment can present challenges in ensuring all students have access to the same tools. To address this, Tuck IT provides a student virtual lab to ensure all students have access to the software used in their courses. Faculty who require certain software for their courses should discuss this with Tuck IT so they can work with you to ensure the software is available on the student virtual labs. When possible, Tuck IT will additionally provide access to software via Mobile Device Management (MDM) or binary installers with instructions for students to install the software locally.

Rights and Responsibilities
Dartmouth expects all community members to be aware of how intellectual property laws, regulations, and policies apply to the electronic environment and to respect the property and resources shared by this community. It is very important to read and clearly understand the provisions of the Dartmouth College Information Technology Policy, which can be accessed here.

Faculty, staff, and students who have a direct affiliation with the institution are automatically assigned a Dartmouth NETID and Tuck NETID account. By using one of these accounts to access any of the Dartmouth and Tuck computing resources, you agree to fully comply with all the provisions of the Dartmouth College information security policy which is required to be reviewed here.

Tuck provides access to several services to facilitate instruction and collaboration. The TuckConnect portal (https://intranet.tuck.dartmouth.edu/) is the hub of these services and provides easy navigation to other services, search tools, and information about events and visitors to campus. You can also access powerful collaboration tools in Microsoft Office 365 like OneDrive personal cloud storage, SharePoint team sites, and Microsoft Teams. All courses at Tuck use the Canvas learning management system for delivery of course materials. TuckConnect training sessions for faculty and staff are offered periodically by information technology staff. If you cannot attend an open session our Online Services team can schedule 1-on-1 time with faculty.

Client Technology Consulting (IT Help Desk)
Client Technology Consulting is here to support all your tech needs with our institutionally owned equipment running the standard Tuck tools and software. You can find us at the Tuck IT Help Desk, conveniently located on the mezzanine level of Byrne Hall. For the quickest service, please enter your request directly into our IT service management system or through our service portal at: https://askamos.tuck.edu/

We're also happy to assist you via email at HelpDesk@Tuck.Dartmouth.edu or by phone at 603-646-1818. After-hours, 24x7 support is available, provided by our support partner, Coforge who can help with basic troubleshooting and account support.

Network and Workstation Security
Tuck and Dartmouth utilize multiple layers of network and endpoint security systems to protect against security threats, viruses and other intrusions. The DUO multi-factor authentication platform provides another important layer of security for your user account across online systems. CrashPlan backs up data on your computers and can be used to restore files if needed. While these measures are important, it is also advisable to employ best practices and common sense when sharing data, choosing passwords and travelling with electronic devices. Please contact the Tuck IT team with any questions you may have and for advice if you think an email or message is suspect.

Data Management
Use of Resources

Tuck follows all guidelines set forth in the Dartmouth College Information Technology Policy with regard to use of Dartmouth's email and Internet resources, operating on an honor-system assumption that all members of the Tuck community will use these resources responsibly and for official college business only.
Responsible resource use also includes keeping one's account clean, avoiding excessive printing, and sole responsibility for all actions taken on one's account.

Server File Backup
All files stored on the Tuck files servers are backed up on a nightly basis and kept for 4 weeks, complemented by full monthly backups. This backup service is designed to deal with data loss due to theft, accident, or equipment failure and is not intended to be a permanent or long-term data archive. Restoration of backed up files stored on any of the file servers can be requested by sending an email to the IT Help Desk.

All files stored on the virtual desktops are backed up on a nightly basis and are kept for a period of 4 weeks. This backup service is designed to deal with data loss due to accidental deletion or malicious file corruption or encryption. Restoration of backed up files stored on any of the file servers can be requested by sending an email to the IT Help Desk.

MS Exchange Server Backup
The MS Exchange server file store is backed up on a nightly basis and kept for a period of 2 weeks. This backup service supports the restoration at a granular level of an individual message, contact and calendar items or the restoration of a complete mailbox. This backup service is designed to deal with data loss by accidental deletion or data corruption. Restoration of mail items can be requested by sending an email to the IT Help Desk.

Training
All new faculty and staff receive an orientation to the Tuck network and computing resources as part of the Tuck Orientation program. Information Technology client technology consultants are available to assist with questions and resolve issues for Tuck faculty and staff.

Equipment and Software Purchases

All computing hardware and software purchases at Tuck are centrally managed. Please contact Client Technology Consulting via helpdesk@tuck.dartmouth.edu or 603-646-1818 for assistance with all institutional technology equipment and software purchases. Site licenses are available for major software products (MS Office, Adobe, SAS, SPSS, etc.)
Faculty Hardware and Software Purchases; Loaner Equipment
Faculty computing hardware and software purchases are conducted using STAR account funds and are subject to approval by the senior associate dean for faculty and research. The IT Help Desk staff are available to coordinate all hardware and software purchases. Loaner equipment is also available to address any emergency situations that may arise.

Printing & Faxing
There are several Konica Minolta MFD (Multi-Function Devices) publicly available throughout campus. All MFD's print, scan, and copy in color. These machines are for making a few quick copies and are not intended for jobs printing more than 25 copies.

Some of these machines also having fax capabilities. The general Tuck incoming fax number is 603-646-1308. The Copy Center staff distributes faxes received at this number directly to faculty and staff mailboxes several times a day. For help finding a printer near you, installing, or using our printers, please contact our Client Technology Consulting team.

Telephony
Each faculty member will be assigned a phone extension upon arrival at Tuck. Our phone service is provided by Zoom, and calls can be made and received using the Zoom client application on a computer or via the mobile app. A physical desk phone is available upon request.

Audiovisual Services
Tuck's Office of Information Technology offers audiovisual, video production, and online conferencing support.

Audiovisual services: The AV team maintains the technology infrastructure in all classrooms, conference rooms, and public event spaces. Classrooms are equipped with 1 to 3 projection systems (projectors or panel displays), an installed Windows based computer, and connections for faculty and guest devices.

All classroom AV systems are designed to be self-service for basic operations, and we strive to have all faculty be comfortable with our classroom technology. Training sessions are available to new faculty or for current faculty who need a refresher session. Prior to each academic term, the AV/IT team will contact the Academic Coordinators for faculty teaching in that term to review their AV requirements for class. The AV team will regularly check-in with your Academic Coordinator throughout the term.

If there are questions or problems setting up for a class or during class, call the IT/AV team at 603-646-1818 and a technician will be immediately deployed to troubleshoot over the phone or in person.

The AV team provides onsite technical support for:

Deploying document cameras
Connecting faculty or guest devices (laptop computers, tablets)
Video or audio conferencing
Panel discussions
Other special setups

Classroom AV services are by request. We recommend that your classroom AV requests to be submitted in advance, especially for items like video conferencing, which may require test calls and software compatibility checks. Requests for service can be submitted via the self- service portal at https://askamos.tuck.edu/. Typically, your Academic Coordinators will submit AV requests at the start of the academic term for all the courses they support. We encourage this practice to help us optimize our demand planning.

Video Production: The video team provides a full range of video production services ranging from editing downloaded clips to recording content for students to access outside the class session.

Examples of video production services include:
Download and compile video clips from public domain
Record class sessions (this requires approval from MBAPO)
Record guest speakers and panels
Capture student practice presentations as a teaching aid
Produce "voice-over" screen capture videos from your computer
Produce video lectures with animated graphics

To request video production services, please use the self-service portal at https://askamos.tuck.edu/.

v. Dartmouth College Library/Feldberg Business-Engineering Library Overview

Dartmouth Libraries spark discovery and new ideas for the Dartmouth community. As a key faculty partner, the Libraries focus on accelerating advanced research, amplifying Dartmouth's impact across the scholarly ecosystem, and elevating scholarship with powerful tools and methods. Access the Libraries' million-plus items collection of digital and physical resources to enhance your teaching and research via this link. Here you'll also discover an array of events tailored to the diverse needs of the Dartmouth academic community as well as exhibitions, workshops, and other services to connect you with the resources, information, and library experts.

As an integral part of the scholarly ecosystem, Dartmouth Libraries is a member of the Ivy Plus Libraries Confederation. This membership means you have access to over 90 million more items from across our partner institutions to deepen your scholarship. To access this rich trove of resources, view and request books directly here.

Feldberg Library, one of multiple libraries on campus supports faculty research, teaching, and student learning at the Tuck School of Business and the Thayer School of Engineering. Feldberg

librarians and staff provide high-quality, responsive service to students, faculty, and staff. Services include supporting faculty information needs related to research and teaching, providing access to assigned faculty course reserve readings each academic term, and providing research publication and citation analysis support to Tuck faculty. Access our wide range of business databases and collections via this link. Send us your questions, large or small, by emailing feldberg.library@tuck.dartmouth.edu.

vi. Tuck Communications

Tuck Communications supports the strategy of the Tuck School of Business at Dartmouth through the creation and distribution of integrated marketing communications content for use on the school's various websites, social networking sites, and in its core print publications: *Tuck Today,* Admissions print marketing collateral, and various marketing pieces designed to help tell the Tuck story, including Facts & Figures, the employment report, and the school's annual report of philanthropy. In addition to content creation, which includes stories, videos with external vendors, photography, and HTML emails, Tuck Communications oversees the school's external web environment, including the core Tuck website, personal faculty sites, and websites for the various centers and initiatives. The Tuck Communications also manages the school's official social media channels—Twitter, Facebook, and LinkedIn—and handles all proactive and reactive media requests. Tuck Communications receives inquiries from the international, national, and regional news media. As part of that process, they help the press find appropriate experts for their stories and seek opportunities to encourage the press to cover news emerging from the Tuck campus. Significant developments in research and education, as well as novel activities and opinions of faculty, students, and the administration can sometimes form the basis of news articles, feature stories, or opinion pieces.

To inquire about working with Tuck Communications, please contact Lindsey Walter at 603-646-2733.

D. Dartmouth College Notice of Nondiscrimination

Dartmouth College and the Tuck School is committed to the principle of equal opportunity for all its students, faculty, staff, and applicants for admission and employment. Our nondiscrimination policy is at this link.

Inquiries or complaints concerning the application of the notice of nondiscrimination and Title IX of the Education Amendments of 1972, including the institutional response to sex discrimination and sexual and gender-based harassment, may be referred to the Title IX Coordinator and/or the United States Department of Education:

Sarah E. Harebo
Vice President of Equal Opportunity,
Accessibility, and Title IX, interim Title
IX Coordinator
Parkhurst Hall
Hanover, NH 03755-3541
Phone: **603-646-0922**
Email:
Equal.Opportunity.Accessibility.and.Title.IX@dartmouth.edu
Web: **https://eoatix.dartmouth.edu/**

U.S. Department of Education,
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Phone: **617.289.0111 |*Fax:***
617.289.0150
TDD: **800.368.1019**
Email: **ocr.boston@ed.gov**

Inquiries or complaints concerning other forms of discrimination in the educational and employment context may be referred to Vice President of Equal Opportunity, Accessibility, and Title IX and/or the United States Department of Education and/or New Hampshire Commission for Human Rights:

United States Equal Employment
Opportunity Commission
Boston Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 800.669.4000 | *Fax:* 617.565.3196
TDD: 800.669.6820
Web: eeoc.gov/field/boston/index.cfm

REPORT DISCRIMINATION OR HARASSMENT
In April 2023, the areas of Equal Opportunity, Accessibility, and Title IX were moved to a new functional unit within the President's division. The office is responsible for promoting and sustaining policies and practices for the Dartmouth community related to compliance with all federal, state, and local employment and civil rights laws regarding discrimination and harassment, affirmative action, and equal employment opportunity. For information regarding Dartmouth's nondiscrimination and anti-harassment policy, Title IX policy, ADA/504, and/or to inquire about filing a complaint related to any form of discrimination or harassment based on membership in a protected class, call 603-646-0922 or email Equal.Opportunity.Accessibility.and.Title.IX@dartmouth.edu.

E. Diversity Plan

Community, Culture, and Engagement at Tuck
Diversity and inclusion are cornerstones to delivering on Tuck's mission to develop wise leaders. Among the attributes of wisdom are the inclusivity and empathy to understand and work effectively with others, and core to decisiveness is the ability to thoughtfully seize opportunities. It is through wise, decisive leadership that bold decisions can be made to substantially improve business performance and the world we live in.

Our DEI Mission

- To foster a culture and environment where all members of the Tuck community feel included and have the support to thrive.
- We will honor diversity in all its forms, welcome each person as they are, and provide the spaces and opportunities to engage in respectful, meaningful, and growth-oriented discussion and debate.
- We will model what truly diverse and inclusive leadership looks like within academic and business communities.

As our guiding principles and values make clear, diversity and inclusiveness have been an important aspect of community development at Tuck for many years. Efforts have been in place to increase the number of women, underrepresented demographics, veterans, and international students, faculty, and staff to enhance the learning environment and encourage and the creation of an environment where all can learn, work, and contribute to our full potential. Actions we take to achieve that goal are outlined in the three (3) pillars of our 2021 DEI Action Plan which are listed below. The full DEI Action Plan can be found on Tuck's website.

Resources For Faculty

- Dartmouth College Division of Institutional Diversity & Equity (IDE)
- Dartmouth College Institutional Strategic Plan for Diversity, Equity & Inclusion (Towards Equity)
- Dartmouth College Employee Resource Networks (ERNs) - ERNs support the College's efforts in retaining, recruiting, and advancing the under-represented members within the Dartmouth community. ERNs elevate voices and provide resources, mentorship, social networking, and career development for all members.

FACULTY MENTORING RESOURCES

- National Center for Faculty Development & Diversity (NCFDD)
- Center for the Improvement of Mentored Experiences in Research (CIMER)
- Dartmouth Center for the Advancement of Learning (DCAL)

FACULTY LEADERSHIP RESOURCES

- Ivy-Plus Faculty Advancement Network
- Faculty Affairs Network Northeast

ACCESSING MENTAL HEALTH AND SPIRITUAL COUNSELING

If you or someone in our community are experiencing anxiety or concern, we urge you to seek support.

- Students can call the Counseling Center at 603-646-9442.
- Faculty and staff can call the Faculty/Employee Assistance Program at 844-216-8308.
- All members of the Dartmouth community may access spiritual and faith-based support through the Tucker Center.

F. Policy on Sexual and Gender-Based Misconduct

Tuck follows Dartmouth policies regarding Dartmouth's Sexual and Gender-Based Misconduct Policy and Procedures, found here.

If you or someone you know has been affected by sexual or gender-based harassment, sexual assault, sexual exploitation, dating or domestic violence or stalking, please reach out to the Title IX office for guidance and support. Information on the full set of available resources can be found at this link.

You may choose the person with whom you feel most comfortable. Anyone can reach out to the Dartmouth Title IX Office, 646-0922, or Vincent Mack, Tuck's Title IX Coordinator, 646-2190.

G. Academic Freedom, Tenure, and Responsibility of Faculty Members

The Agreement Concerning Academic Freedom, Tenure, and Responsibility of Faculty Members can be found here in the Organization of the Faculty at Dartmouth College handbook.

H. Amending the Tuck Faculty Handbook

The dean's office is responsible for maintaining the handbook. The following rules apply changes to certain aspects of the handbook.

- Any policy dictated by Dartmouth College is not subject to change by Tuck.
- The rules in Section III relating to the organization of the Tuck School are bylaws that can only be amended as described in Part D of Section III.
- Changes to the policies in Section IVB, Promotion and Tenure at the Tuck School, must be approved by the Promotion and Tenure Committee.

I. Handbook Version History

This version (**09/11/2026**) replaces the prior version (**04/01/2026**). The key changes made were to update the Honor and Conduct Committee details in Section III.B.5; add information regarding emerit status in Section IV. C; and remove details related to the SSRN paper series from Section IV.E.

Appendix A. Teaching Commitment

As referenced in §IV.A.3, each faculty member is typically obligated to teach three quarter- length sections of classes each year or its equivalent in programs such as Bridge, Executive Education, or Healthcare Management. A table of usual teaching credits is provided below.

Activity	Credit
Teaching a section of a full-term MBA core course, Dartmouth College course, or MEM course	1
Teaching a section of a mini-course in the MBA core	1/2
Teaching one section of an MBA full-term elective	1
Teaching one section of an MBA mini-course	1/2
Teaching two sections of an MBA full-term elective in one term with expected enrollment of at least 66 students. A second section will only be offered if in the judgment of the dean's office that demand for the course is expected to exceed 65. Course caps lower than 65 must be approved in advance by the Curriculum Committee.	2
Teaching two sections of an MBA mini-course elective with expected enrollment of at least 66 students. A second section will only be offered if in the judgment of the dean's office that demand for the course is expected to exceed 65. Course caps lower than 65 must be approved in advance by the Curriculum Committee.	1
Global Insight Expedition (GIX)	1/2
Teaching a section of "full-term" MHCDS course	5/6
Teaching a section of mini MHCDS course	1/2
Teaching a double session (same topic taught to a different group of students in the same session) in Summer Bridge or December Bridge	1/12
Teaching a single session in Executive Education or Bridge	1/18

Appendix B. Tuck School Expense Policies

Effective Date: July 1, 2024

Policy Summary: The following policies outline enhancements to Dartmouth's policies for using corporate cards, booking travel, and submitting or incurring reimbursable expenses at Tuck. It also includes a list of items that are not allowable for reimbursement.

Reason for Policy: Tuck aligns with Dartmouth College's policies. We have revised some expense and reimbursement policies to achieve cost savings, promote fiscal responsibility, and streamline processes.

Dartmouth College policies can be found here.

Contents:

Corporate Card Restrictions
Travel and Business Expenses
Car Services
ALTOUR
Hotel room rates
Gratuities for Hosts
Gifts
Team meetings, retreats, and social gatherings
Offsite work location by position description
Offsite work location by choice
Workspace Furnishings and Supplies
Newspaper subscriptions

Corporate Card Restrictions:

To ensure the responsible use of Dartmouth's corporate card, the following restrictions have been implemented:

- *Eligibility Criteria:*
  - Corporate Cards are designated for individuals who travel frequently (more than three or four trips per year) or to use for regular offsite event coordination.
- *Personal Charges:*
  - Personal charges cannot be charged to the Corporate Card. A personal credit card should be used if personal or partially personal charges are expected to be incurred.
  - Purchases for personal office décor or office enhancements are not permitted on a Corporate Card and are not reimbursable expenses.
- *Internal Transactions:*
  - The Corporate Card cannot be used for transactions with other Dartmouth departments (e.g.,TuckStuff, Byrne Dining, The Hopkins Center, Hanover Inn) to avoid credit card fees on internal purchases. Please provide these locations with your departmental chart string to bill.
- *Coordination for Furniture and Technology Purchases:*
  - Furniture and technology-related purchases should be coordinated through Tuck

Facilities & Events and Tuck IT.
    - In emergencies, while traveling, the Corporate Card can be used for electronics purchases. However, full reimbursement may not be provided if purchases are deemed personal.
- *Expense Reconciliation:*
    - Expenses must be reconciled within 10 business days following travel or the final day of an event.
    - Carrying unreconciled expenses on your account for 60 days or more will result in a hold on your card.
    - Carrying unreconciled expenses on your account for 120 days or more will result in the cancellation of your card.
- *Non-Adherence:*
    - Repeated failure to adhere to Corporate Card use policies will result in suspension or cancellation of the card.
- *Annual Review:*
    - As part of our commitment to efficient financial management and security, we conduct an annual review of Corporate Card accounts. Accounts with limited activity over an extended period may be closed.

Travel and Business Expenses that are not allowable, policy details can be found here.

Tuck will not reimburse inherently personal expenses, including but not limited to:

- Business class airfare is not reimbursable without prior approval from the associate dean for finance and administration, including for flights exceeding 5 hours. Business class airfare cannot be charged to a Dartmouth corporate card or GL chart string.
- Flight club and car memberships or dues
- Airline flight/travel insurance
- TSA pre-check program costs (examples: Clear Program, Global Entry, NEXUS, etc.)
- Premium or luxury car rentals. Additionally, extra insurance taken on rental cars is not required and will not be reimbursed.
    - When traveling internationally, per Dartmouth Policy, the extra insurance for rental vehicles should be taken.
- Travelers will not be reimbursed for personal items, including but not limited to newspapers, magazines, toiletries, laundry services, childcare costs, credit card interest, or late fees.
- Travelers will not be reimbursed for parking fines, traffic violation tickets, towing charges, or other vehicular fines.
- Donations/contributions of any type.
- Social engagement activities primarily aimed at fostering a non-business-oriented social environment.

Reimbursable expenses with limitations:

- Tuck will reimburse 50% of the purchase of personal electronic items (earbuds, headphones, etc.) supporting your work once every three years. Tuck will **not** cover replacement costs if an item is lost, stolen, or broken within the three years following the original purchase. Exceptions to this policy should be discussed with the Finance Office.
- Tuck will reimburse meals and entertainment expenses related to school business as long as

they are ordinary and necessary expenses for conducting your job, have a clear business purpose, are not extravagant, and are not for personal purposes. Generally, meals with colleagues are not reimbursable unless a specific business purpose exists.

Reminder: Dartmouth has a cut-off period of 90 days for submitting for reimbursement of travel or business expenses.

Car Services:
This policy ensures the responsible and authorized use of car services in alignment with established approval processes.

- The use of limousines, luxury car rentals, premium car services, and luxury transportation are not allowable business expenses. In rare instances, if you require an exception for a distinguished guest, for safe travel in a foreign country, or for an unplanned travel emergency notification to the Finance Office is required. Additional prior approval from the executive director, finance may be required. (Dartmouth College, Business Expense Policy, effective 7/1/24)
- If a car service is used without prior approval and deemed unnecessary, reimbursement will be calculated at the IRS standard mileage rate for business use of a personal vehicle, based on the distance from Tuck.

ALTOUR:
Tuck employees are encouraged to use Dartmouth's travel agent, ALTOUR. They support all travel bookings and services for faculty, staff, students, and groups.

- They have a dedicated staff assigned to Dartmouth to assist with travel arrangements.
- ALTOUR is up-to-date on Dartmouth travel policies, including international travel.
- They can book airfare, rental cars, car services, and lodging.
- ALTOUR provides 24-hour customer service access in case of emergencies.
- Personal credit cards or a chart string can be used.
- They have access to 50K hotels worldwide and have a relationship with Enterprise and Dartmouth-approved car services. (Note: Dartmouth Coach is the preferred service for travel to and from Boston and NYC.)

Hotel Room Booking Guidelines:
When booking hotel rooms for Dartmouth-related travel through the ALTOUR portal, ALTOUR has identified preferred hotels for Dartmouth. These five preferred vendors include:

- Courtyard by Marriott
- Fairfield Inn
- Hilton
- Holiday Inn
- Residence Inn

Additionally,

- Efforts should be prioritized to secure rooms at the lowest available rates. For a point of reference, here is the link to search the established federal per diem rates by city.
- Whenever possible, utilize conference hotel rates to optimize cost savings. Exceptions can be made if booking a location near the event saves overall cost.

- Consider a radius of 5 – 10 miles from a major city to secure better pricing.
- It's important to note that booking a room at a higher rate solely due to loyalty program benefits does not justify reimbursement in full by Tuck. The priority remains on securing the best available rate within the established guidelines.

Gratuities for Hosts:

When staying with colleagues, family, or friends, instead of incurring the cost of a hotel, travelers may request reimbursement for reasonable gratuity expenses offered to their hosts. The following expenses are examples of what may be reimbursed but are not limited to:

- Flowers ($50)
- Wine ($50)
- Gift ($50)
- Meal at a restaurant not to exceed $175.00.

Tuck Gifts:

Spending Tuck's funds on gifts for staff, including Tuck-branded clothing (TuckStuff) and swag, is generally not permitted except under special circumstances and with prior approval from the Finance Office. Examples of special circumstances include:

- Retirement gifts at a specified dollar limit of $15 per year of service.
- Hospitalization or death of a colleague or their family member (no more than $100).
  Note: Flowers are not taxable, but any other gift given to an employee valued at $50 or more must be submitted to payroll as imputed income for tax purposes.

Team meetings, retreats, social gatherings, and retirement:

- Each team or department may spend $50 per member per fiscal year for a team meeting and/or social event.
- A department can honor an employee's retirement with a reasonably priced gathering approved by the department's senior officer.
- Teams should not spend Tuck's money to book spaces for team activities and should instead use our available spaces on the Tuck campus. Any exceptions must be reviewed and approved by your senior officer and the executive director of finance.
- Staff should not feel pressured or obligated to pay out of pocket for team activities or gifts for colleagues.
  Note: Tuck provides many opportunities for staff and faculty to gather socially. If colleagues want to gather socially, Tuck should not be charged the cost.

Offsite work location by position description:

- Remote staff with positions designated as offsite are eligible for a one-time stipend, the amount of which is determined by Tuck, to set up their home office.
- The employee's employment agreement specifies the allowable work-related travel details to Hanover.

Offsite work location by choice:

- Home Office designation:
  - Tuck's campus in Hanover, NH, is designated as the home office location for those who choose to work offsite or in a hybrid arrangement. This work arrangement needs the

approval of the executive director, talent management.

- Travel expenses to campus are not covered, including but not limited to:
- Airfare
- Rental Cars, gas, parking, and tolls
- Bus or train tickets
- Lodging
- Meals
- Tuck will not reimburse office supplies for these positions.
- Note: If an exception is granted to reimburse travel to the Tuck campus, the reimbursed amount will be reported as imputed income to the staff member.

Workspace Furnishings and Supplies Policy provided by Tuck Facilities:
Standard Furniture Options:

- Tuck Facilities offers a menu of standard workspace furniture options, including desks (with and without stand-up capability), task chairs, guest chairs, filing cabinets, meeting tables, and light fixtures. If needed, Tuck Facilities will absorb the cost of new furniture and maintain ownership of all furniture and fixtures provided by its office.

Air Conditioning Units:

- An air conditioner suitable for workspaces in buildings without central air conditioning will be provided upon request.

Non-Coverage of Non-Standard Furniture:

- Tuck will not cover the cost of furniture or furnishings beyond the standard workspace offerings. Any exceptions require review and approval by your senior officer and the executive director, facilities.

Office Supplies:

- Tuck's copy center and mailroom provide office supplies. Any specialized supplies should be budgeted for and will be charged to the respective department.

Newspaper subscriptions:

- The following newspaper subscriptions are available through the Dartmouth/Feldberg Library and are not reimbursable expenses or for purchase using a PCard:

Boston Globe | Register
The Economist
FT.com | Register
NYT.com | Register/Renew
WSJ.com | Register

You can find almost all business-related resources available through the library system here: https://researchguides.dartmouth.edu/business/quicklinks