

Amended February 21, 2011

The twenty-fourth meeting of the Committee of Six for the academic year 2010-2011 was called to order by President Marx in his office at 3:30 P.M. on Monday, January 31, 2011. Present were Professors Basu, Ciepiela, Loinaz, Rockwell, Umphrey, and Saxton, Dean Call, President Marx, and Assistant Dean Tobin, Recorder.

The meeting began with Announcements from the President, who shared with the members highlights of the Trustees' winter meetings, which were held in Los Angeles on January 21 and 22. Among the topics discussed at the meetings were national trends in the area of student health and the generational transition that the Amherst Faculty will undergo in the coming decades as a result of a significant number of retirements. In addition, as is typical at its winter meeting, a report on admission was presented to the Board.

Prompted by President Marx's reference to expected retirements, Professor Basu asked if there is a College policy regarding the allocation of FTEs to replace retiring faculty. Is there an expectation, for example, that a retiring faculty member's position will be replaced with a new FTE within the department in which he or she had taught? Dean Call replied that, upon a faculty member's retirement, the FTE returns to the FTE pool. The process that a department would use to request a replacement FTE would be the same as the one that would be followed for a new FTE—a request for a position would be made to the Committee on Educational Policy (CEP). The CEP prioritizes FTE allocations and makes a recommendation to the President and the Dean, and the President and Dean, taking into consideration the recommendations of the committee, decide on the allocation of FTEs. Professor Basu asked if a department that is seeking a replacement FTE has any advantage in the allocation process. Dean Call noted that many departments view the retirement of a colleague as a transitional moment, an occasion to reconfigure a position to meet shifting curricular needs and/or to offer courses in a new field. Departments that have undergone external reviews have found that process to be informative and valuable when developing an FTE request, President Marx and Dean Call noted.

Continuing the conversation, Professor Umphrey asked whether many departments will experience a high proportion of retirements among their faculty over the next decade. Dean Call said that a number of departments will be affected in substantive ways by retirements. Noting the departmentally-based nature of curricular change, which often occurs on an individual basis through the hiring process at the College, Professor Umphrey wondered how the Faculty can most effectively drive broad and interdisciplinary conversations about the shaping of the curriculum. Dean Call noted that many departments have taken advantage of the external review process to consider the curriculum across fields; he said that, when considering FTE recommendations, the approach of the CEP is to take an overall view, thinking about how a set of positions across the College will contribute to the curriculum as a whole. Professor Umphrey suggested that it would be valuable for the CEP to have a direct conversation with the Faculty about how the curriculum is evolving and will evolve.

Professor Ciepiela offered the view that, in order for the Faculty to consider and oversee the curricular changes that will result from the generational transition of the Faculty, it would be helpful to make information available about the departments/fields in which retirements are expected to occur over the next decade. Dean Call agreed and said that he would provide the Committee with information in aggregate, both by department and College-wide, on the percentage of faculty who are in five-year age spans beginning with age thirty and under and continuing through age eighty and over. Dean Call said that providing greater specificity would not be possible because of the need to maintain confidentiality surrounding the retirement plans

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and ages of individual faculty. In addition to the information on the distribution of faculty within particular age ranges, Dean Call agreed to provide the members with data on the number of faculty who would be entering phased retirement over the next year and a half. Dean Call reviewed the phased retirement program with the Committee, including the substance of the grant that the College received in 2008 from the Mellon Foundation that extends (between 2008 and 2012) the financial benefit (a stipend that is a specified percentage of an individual's salary) of the phased retirement program for a three-year period to faculty entering the program at age sixty-five and older. Ordinarily, faculty members must elect to enter phased retirement when they are between age sixty to sixty-five to receive a salary-based stipend.

The Committee next discussed a Committee nomination. Under "Announcements from the Dean," Dean Call informed the members that an external review of the Department of Information Technology will take place February 13 through 15. Michael Roy, Dean of Library and Information Services at Middlebury College, will chair the review committee, which will also include Robert Juckiewicz, Vice President for Information Technology at Hofstra University, and Joanne Kossuth, Vice President for Operations and Chief Information Officer at Franklin W Olin College of Engineering. Dean Call said that the review will consider a range of issues, including those surrounding organization and structure, interactions among IT and other areas of the College, and ways of facilitating innovation. The Committee then turned to a personnel matter.

The members discussed their agenda for the Spring semester. They first agreed on a schedule for reviewing reappointment cases. The members next discussed their meeting time and agreed to meet on Mondays at 3:30 P.M. The members decided that the following dates should be held for Faculty Meetings: March 1, April 5, April 19, and May 3, and May 19 (the Commencement meeting). Since pre-registration is set for April 4–April 8 and there will be a need to approve Fall-semester courses, the members considered whether there should be a Faculty Meeting on March 1 and whether a demonstration of the procedures for online registration should be on the agenda. The Dean said that he would research what plans have already been put in place to provide for training the Faculty about online registration to inform the members' decision about the date for the next Faculty Meeting. The Committee agreed that it is useful to have regular Faculty Meetings. In the context of setting the schedule for the Committee's consideration of committee assignments, Professor Rockwell asked the Dean when the online election would be held for the Committee of Six. The Dean said that it is now possible to compose the ballot for the election, since leave plans are known and the election for the Advisory Committee to the Committee on Trusteeship and the Advisory Committee on Honorary Degrees has been completed. The election can be held as soon as the ballot is prepared, the Dean said.

Continuing with the discussion of the Committee's agenda for the spring, Professor Loinaz reminded the members that, earlier in the year, prompted by a request by the Board, faculty governance had been raised as a topic on which the members might focus some discussion. Suggesting that there might be concrete issues that the Committee could identify and address within this and other areas, Professor Umphrey wondered what the questions surrounding faculty governance and other issues might be, and what the Committee might accomplish this semester. The Committee decided to consider tenure procedures and issues relating to the demographics of the Faculty, including the upcoming wave of retirements and faculty diversity.

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The Committee next discussed an email communication from Professor Sarat ([appended](#)), in which he requested that the members forward a motion to the Faculty to create a rule that, with the exception of changes made by the Dean of the Faculty in his role as the person responsible for the Faculty Meeting minutes, all changes to the Faculty Meeting minutes be made publicly during meetings of the Faculty. Beginning the conversation, Dean Call said that he wished to make a statement about the Committee of Six minutes, more generally. He noted that, over time, the minutes have become more extensive and detailed, and that he worries that colleagues may not be wading through these dense and lengthy documents. Dean Call expressed the view that the goal of ensuring transparency might be better served by having summary notes that have less detail. Professor Umphrey agreed, noting the communicative value of succinctness in minutes. In regard to Professor Sarat's reference in his note to a comment made by Professor Rockwell during the Committee's meeting of November 4, Professor Rockwell said that his comment (that the minutes belong to the Faculty as a corporate body and are approved by the Faculty, and that no individual should have undue control over the minutes or a disproportionate voice within them), if accepted in principle, makes the proposed rule unnecessary. When first circulated, the draft of the Faculty Meeting minutes, he said, does not become part of the record until the Faculty votes to approve them. In his view, the timing of any changes in the draft is less important than the Faculty's vigilance in assuring the minutes' accuracy. If, for example, any voting member of the Faculty Meeting felt that a statement by the President had not been portrayed accurately in the draft of the minutes, that member has the right to propose an amendment to the draft during the meeting, Professor Rockwell remarked. The final arbiter of any disagreement concerning the accuracy of the draft is the vote that establishes the draft as the official record. Dean Call noted that the question has been raised as to how a colleague might offer a revision to his or her comments if he or she is not present at the Faculty Meeting in which the minutes containing these comments are approved. The Dean said that, in such a circumstance, the colleague can propose a revision to those minutes at a subsequent Faculty Meeting, and that the Faculty could vote on the amendment to the previously approved minutes.

Continuing the discussion of Professor Sarat's proposal, Professor Basu expressed the view that the timing of this proposal is awkward because of the impending transition in the presidency of the College. She suggested that, rather than deciding on this question now, it would be preferable for the new president to participate in the discussion about it. Professor Umphrey noted that the Faculty does not adhere to Robert's Rules of Order with strictness, often departing from the rules during Faculty meetings. For example, colleagues do not amend other colleagues' comments. The chair of the Faculty Meeting does not step out of the chairmanship if he or she wishes to speak. Minutes, in the traditional sense, are understood to be a record of what is done at the meetings, Professor Umphrey commented. While acknowledging the value of our customary detailed record, she expressed concern at the amount of time recently consumed by discussions of minutes—discussions about discussions—rather than the substantive business of the College. President Marx noted that the volume of minutes—of various committees and the Faculty Meetings—and the regular need to review them can be counterproductive. He suggested that the Faculty might consider with his successor ways to have less detailed and voluminous minutes that can be circulated in a more timely manner. He wondered whether it would be beneficial to inform discussions at Faculty Meetings by having colleagues submit questions to the administration in advance of the meetings. With the benefit

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of time for thought, and the ability to research questions raised, such a system might allow the President and the Dean to offer more constructive responses to the Faculty, President Marx suggested. Professor Ciepiela commented that what happens in Faculty Meetings is not determined by having detailed minutes. In her view, it is important for the minutes to be a record of Faculty Meetings, for the Faculty to “own” it, and for there to be mechanisms for making sure that the minutes are accurate, along the lines described by Professor Rockwell.

Returning to the topic of the Committee of Six minutes, Professor Ciepiela expressed the view that having detailed minutes that portray the nuances of the Committee’s discussions and the views of individual members is important for transparency; the minutes also are a valuable source of information for later members when revisiting issues. Professor Loinaz asked for the source of the sense that many faculty members are not reading the Committee of Six minutes. He said that any complaints that he has heard have focused on the delay in distributing the minutes, but not their substance. The members agreed that the evidence for this view was anecdotal.

In terms of the Faculty Meeting minutes, Professor Rockwell commented that the substance of these minutes is rarely discussed and that there have been few objections to the minutes over the years. The Committee agreed that moving in the direction of a transcript or tape-recording of Faculty Meetings would not be desirable. The President was asked about changes that he has made in the past to drafts of the minutes before they have been circulated to the Faculty. President Marx said that he has limited his revisions to his own comments, and that changes to them have been minor, involving a word here or there. Returning to Professor Sarat’s proposal, Professor Saxton said that it suggests a level of suspicion that seems divisive. Professor Rockwell commented that he would be disinclined to forward a motion to the Faculty because he does not feel that the proposed rule would accomplish anything other than shifting a potentially unpleasant discussion over the accuracy of the draft minutes from the floor of the Faculty, where, he feels, such discussions belong, to a private conversation in the Dean’s office. He noted that, if Professor Sarat disagreed with his position, he would have the option of proposing the motion from the floor of a Faculty Meeting. The Committee then voted on a motion to forward Professor Sarat’s proposal to the Faculty, with the members voting one in favor (Professor Loinaz) and five opposed.

Discussion turned to the recommendation ([appended](#)) from the Committee on Priorities and Resources (CPR) that the College adopt an enhanced parenting-leave policy. Professor Rockwell asked if it is within the purview of the Faculty to revise the current policy, since it is a benefit. Dean Call said that the Faculty cannot effect a change to the current benefit, but can vote on whether to endorse the proposal as an important policy change, and on whether to recommend to the Board that the proposal be adopted. He noted that there are financial implications to such a change in policy, estimating that the proposed plan would cost an additional \$150,000 per year. Professor Umphrey noted that, at the time that the current policy was recommended, the Faculty felt that the policy should move in a direction of greater inclusivity. She also recalled that some concerns had been raised about the policy being an “unequal benefit.” Professor Umphrey wondered whether the distinction made in the proposal between parents who give birth and those who don’t, in terms of benefits outlined, reflects a strategic approach adopted by the committee to take advantage of the potential for pregnancy-related medical leaves, or a substantive argument about inherent differences between birth parents and other parents; that is, whether the approach proposed (using an existing benefit, medical leave, to enhance the parenting leave benefit) is reflective of awareness by the

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committee of current economic times and the accompanying challenge of adding benefits. Dean Call suggested that the Committee refer to the minutes of the discussion of the CPR, noting that some members of the committee argued that there is an important distinction between parents who give birth and other parents. In particular, some members of the CPR expressed the view, the Dean said, that those who give birth experience challenges, in terms of loss of time for research, that other parents do not. While expressing her support for a more generous parenting leave policy, Professor Basu said that she found the biologically-based argument divisive and unpersuasive, for all infants are equally demanding. As the College's parenting leave policies recognized, shared parenting has become more common. Professor Saxton said that she had some sympathy for the argument that those who give birth experience unique physical challenges. Professor Umphrey, noting the CPR's judgment that Amherst offers the least generous parenting-leave policy of all of its peers, asked why Amherst is not a leader in this area.

President Marx noted that any proposal to add or enhance a benefit should consider the full array of benefits currently offered by the College and should guide policy-making. In terms of the view that the College may not be a leader in the area of parental leave, he noted that Amherst is a leader when it comes to other benefits. Adjustments to benefits should be considered within a context of the full range of offerings, the President said. Professor Umphrey said that the view that the College's parental leave policy is inadequate pre-dates the recession and has been percolating for many years and noted that the current policy may disadvantage the College in the recruitment of faculty. Professor Loinaz said that there should be a discussion of the distinctions that are being made within the CPR's proposals and the principles that underlie the form of benefits that the College chooses to offer. The Committee agreed that it would be helpful to have more context about benefits issues and costs before proceeding with its discussion. They asked the Dean to request that Shannon Gurek, Associate Treasurer and Director of the Budget, provide additional information about Amherst's benefits and their costs. He agreed to do so. The Committee also asked if any research had been done on the parenting leave policies of other schools and for information about how Amherst's policy compares. The Dean said that such research had been done, and that he would be glad to share it with the Committee, though he would offer again that, from a financial point of view, it is important to consider benefits as a package, rather than isolating one benefit for purposes of comparison. The members agreed to review the minutes of the CPR's discussions of parental leave to inform the Committee of Six's conversation.

The meeting adjourned at 6:00 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

From: Austin Sarat

Sent: Thursday, December 09, 2010 1:37 PM

To: Amrita Basu; Martha Umphrey; Catherine Ciepiela; Martha Saxton; William Loinaz; Paul Rockwell; Gregory Call; Anthony Marx

Cc: Austin Sarat

Subject: Faculty Minutes

Dear Colleagues: I want to follow up on the question I asked at last Tuesday's Faculty meeting in the hope that I can aid your conversation about the President's role in editing and amending minutes of Faculty Meetings.

As you may recall, I first raised a question about the practice of privately editing/amending minutes in May, when after a colloquy with Prof. Kaplan the President noted that changes/amendments to minutes should be done in a "public forum."

According to the minutes of the May 4th meeting,

"Referring to the President's recommendation that revisions to the minutes be made in public, Mr. Sarat suggested that a public airing of requested revisions should obtain to all individuals, including the President, noting that he had never heard a president publicly amend the Faculty Meeting minutes. He suggested the Faculty approve a rule that requires all amendments to be made publicly. President Marx said he does have an opportunity to amend his own remarks before the minutes are posted. Did Mr. Sarat intend that no one be consulted privately about the accuracy of their own remarks? Mr. Sarat said he thought a public amendment policy should be applied with equal vigor to everyone except the Dean, who has responsibility for the minutes. Mr. Kaplan said he failed to see why he should not be allowed to send the revisions to his remarks to the recorder prior to the next meeting. President Marx offered to discuss the policy with the Committee of Six."

I agree with a sentiment expressed by Prof. Rockwell in the context of your November 4 meeting, namely that "the minutes belong to the Faculty as a corporate body and are approved by the Faculty. He expressed the view that no individual should have undue control over the minutes or a disproportionate voice within them. "

As I understand it, the Dean is responsible for the preparation of the minutes and in that role may make edits to insure accuracy. Other than that role/prerogative, I do not believe that anyone, including the President, should be able to edit or amend the minutes outside of a Faculty meeting or to privately to revise his/her remarks, to substitute things he/she wished he/she had said for what was actually said in a Faculty meeting.

In the interest of accuracy and transparency I think that we should have a simple rule, namely that with the exception of the Dean in his role as the person responsible for the minutes, that all changes to Faculty minutes should be made publicly during meetings of the Faculty. I request that you bring a motion to the Faculty to add that language to the Faculty Handbook (Faculty Meeting, Section 5 might be an appropriate place).

Thanks for your attention and consideration.

Austin



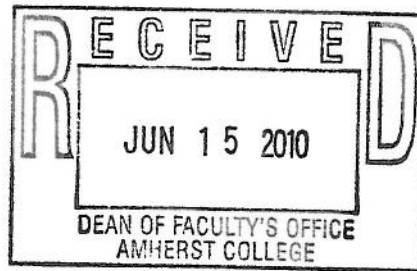
AMHERST COLLEGE

Department of History

CATHERINE EPSTEIN, ASSOCIATE PROFESSOR

May 26, 2010

Committee of Six
Converse Hall



Dear Colleagues,

The CPR recommends that the College adopt a new parenting-leave policy as well as a slightly modified medical-leave policy for faculty members. Attached please find faculty handbook language that describes our proposed policies.

Currently, Amherst College has the least generous parenting-leave policy of all of our peer institutions. The only exception is those institutions that do not have official policies; through anecdotal information, however, we know that those institutions are more generous in practice than Amherst. The College's current policy—which does not allow the possibility of any fully paid parenting leave—may adversely affect the recruitment and retention of faculty. It also reflects poorly on us as an institution: it suggests that Amherst does not welcome faculty members combining their careers with family responsibilities. In addition, our current policy places an undue financial burden on the most vulnerable members of our faculty community, our untenured colleagues.

In broad outline, we suggest that the College adopt a parenting leave policy that offers all new parents a one-time single course reduction in teaching load—at no salary reduction—in the twelve months following the arrival of each child. In addition, we recommend that the college's policy for paid medical leave be further articulated to clarify that individuals giving birth have the option, with appropriate medical documentation, of taking short-term medical leave with no reduction in salary; this medical leave would allow for a two-course reduction during the semester of birth or in the semester immediately following birth.

While many institutions (including Smith and UMass in our immediate vicinity) offer all new parents a two-course reduction in teaching load, we believe that such a policy is not appropriate for the College at this time. Although we have no doubt that welcoming a new baby into a household negatively impacts time spent on teaching and research, we believe that a one-course reduction will go a long way toward addressing the burdens of new parenting.

On the other hand, there is broad agreement that the medical condition of childbirth often leads to a short-term disability of approximately eight weeks' duration. Thus, individuals who are medically disabled due to childbirth lose additional valuable time for research. Given that the College's current policy provides for paid medical leave, and that childbirth is arguably the most common reason for faculty members to require a short-term medical leave, what we propose is merely a clearer articulation of how an eight-week paid leave be implemented. This policy

endeavors to respond to the varied responsibilities of faculty and the unique timing and indivisibility of semester-long courses.

Please forward our proposal to the faculty for discussion this fall.

Sincerely,

A handwritten signature in black ink that reads "Catherine Epstein". The signature is written in a cursive style with a horizontal line underlining the name.

Catherine Epstein, Associate Professor of History (Chair)

On behalf of:

Kenneth C. 'Chris' Anderson, '12

Kevin Gladu, Heat Ventilation Air Conditioning (HVAC)

Katrina Gonzales, '12

Heidi Kellogg, Custodial Services

Jessica Reyes, Associate Professor of Economics

Sarah Turgeon, Associate Professor of Psychology

Yinian 'Nic' Zhou, '10

**Modifications to Faculty Leave Policy for Consideration by the Faculty
Proposed by the Committee on Priorities and Resources in May 2010**

Excerpted from the Amherst College Faculty Handbook and modified.
https://www.amherst.edu/academiclife/dean_faculty/fph/fachandbook/facstatus/leaves

New text is shown in bold. Text to be deleted is indicated by strikethrough.

Leave Policy, Fellowships, Research and Professional Support

3. Leaves of Absence

Full-time or part-time members of the Faculty are eligible for the following paid leaves of absence. (Medical and parenting leaves may also be covered by the Family and Medical Leave Act of 1993; ("FMLA") and the Massachusetts Maternity Leave Act ("MMLA"). **Paid leaves under this section paragraph will run concurrently with leave to which the Faculty member may be entitled under the FMLA or MMLA. See V.C.II.)**

a. *Medical.* A full- or part-time member of the Faculty with an appointment to the Faculty of at least a one-year term will be eligible for **a up to six months of paid leave to recuperate from illness or recover from short-term disability.** Paid leaves for illness or short-term disability generally are occasioned by absences of ~~eight weeks two months~~ or more; loss of time due to illness for shorter periods is usually worked out without formal leave by the department and the Administration. The College will require a physician's letter to support a request for medical leave **and may require a physician's certification of fitness to return to work.** The terms of the leave will be confirmed in writing by the Dean of the Faculty's Office as are all other leaves of absence. **Insofar as the relevant details are known, a stated intention about returning to work and the timing of the return should be given when a leave is requested.**

The College recognizes that extended medical leave can interfere substantially with a faculty member's research, scholarship and/or administrative responsibilities. To address this concern, the College offers faculty members on medical leave of at least eight weeks but less than a full semester the option of taking a one semester leave from their teaching responsibilities, with full compensation, so that they may use the additional time to accomplish their research, scholarship and/or administrative goals, assuming they are medically able to do so. A request for a semester teaching leave should be made to the Dean of the Faculty as early as possible. The Dean will consult with the department to arrange appropriate coverage for the faculty member's teaching and/or administrative responsibilities during the semester affected by the leave, and the faculty member will work with the Dean to identify the research, scholarship and/or administrative goals to be accomplished during the leave. If the medical leave begins during an academic semester, then the teaching leave may be taken during that same semester. If the medical leave begins during the periods between semesters, then the teaching leave may be taken during the immediately following semester. This semester teaching leave will not affect

calculations for sabbaticals or other leaves of absence. Junior faculty members may also choose, at the time this leave is requested, to have the year in which the leave is taken not count toward service for tenure.

To illustrate, if an eligible faculty member is disabled for eight weeks because of pregnancy or childbirth, then the faculty member may request a one semester leave from teaching in accordance with this policy. If the disability begins during a regular academic semester, then the leave is available during that same semester. If the disability begins between semesters, then the leave is available during the following semester. During the semester leave from teaching, the faculty member is expected to perform, as medically permissible, the research, scholarly, and/or administrative duties agreed upon with the Dean of Faculty. The leave will not affect the faculty member's compensation or eligibility for sabbaticals or other leaves of absence. Junior faculty members may also choose, at the time this leave is requested, to have the year in which the leave is taken not count toward service for tenure.

Long-term disability benefits as defined by the College's insurance coverage begin for full-time and part-time faculty after six months of disability as determined by the insurance carrier ~~and/or Social Security Administration~~. **If the disability may exceed six months, an application** ~~Applications~~ for long-term disability benefits should be made after three months of disability leave. A person receiving long-term disability benefits goes off the College payroll when disability benefits begin; reinstatement to active status depends upon individual circumstances.

b. *Parenting*. A request for a leave due to birth or adoption should be made to the Dean of the Faculty as early as possible, ~~so that arrangements may be made to cover teaching responsibilities during the leave~~. **The Dean will work with the department to arrange appropriate coverage for the faculty member's teaching and/or administrative responsibilities during the semester affected by the leave. Parenting leaves are available only for faculty members who hold a tenure-track appointment, a tenured appointment, or a continuing appointment of at least two years.** Parenting leaves are available only for the child's primary care giver and must be completed within 12 months of birth or arrival of the child for adoption. If both parents are employed at Amherst College, only one is eligible for a parenting leave. **Given the natures and purposes of the leaves, a faculty member who takes a paid medical leave for pregnancy or the birth of a child may not also take a paid parenting leave for that same child.** The terms of the leave will be confirmed in writing by the Dean of the Faculty's Office as are all other leaves of absence. A stated intention about returning to work and the timing of the return should be given when a leave is requested.

Several options are available for parenting leave:

(1) The faculty member may elect to continue working according to the terms of his or her appointment and receive his or her regular compensation. In return for this arrangement, it is expected that, under normal circumstances, he or she will return to his or her full-time teaching duties within a reasonable period of time. No special leave is necessary in this case and no adjustments are made to compensation.

(2) **The faculty member** ~~A member of the Faculty who holds a regular full-time appointment~~ may elect to ~~work on a half-time basis~~ **teach one less course** for the semester ~~(January-June or~~

~~July-December) of leave and receive his or her full compensation. In this case, the College will pay 72% of that semester's salary, and the College will maintain its regular contribution to fringe benefits. Arrangements to cover teaching responsibilities should be discussed with the Dean.~~

(3) The faculty member may elect to take a leave **from teaching** for a whole semester during or immediately following birth or adoption, in which case the College will pay 44%-72% of that semester's salary. ~~Arrangements to cover teaching responsibilities should be discussed with the Dean.~~ The College will pay its share of the fringe benefits as it does for a leave of absence, provided the faculty member pays his or her share.

Any semester in which a faculty member teaches at least one course will count as regular teaching time for purposes of sabbatical or leaves of absence eligibility. Parenting leaves under option (3) above will not affect calculations of eligibility for sabbatical or leaves of absence. Junior faculty members may also choose, at the time a parenting leave is requested, to have the year in which the leave is taken not count toward service for tenure.

~~(4) At the time the request for leave is made, the Faculty member may choose to have the year in which the leave is taken not count toward service for tenure. Parenting leave under category (2) will count as regular teaching time for purposes of sabbatical or leaves of absence eligibility. Leaves under category (3) will not affect calculations of sabbatical or leaves of absence.~~

**Modified Faculty Leave Policy for Consideration by the Faculty
Proposed by the Committee on Priorities and Resources in May 2010**

Excerpted from the Amherst College Faculty Handbook and modified.
https://www.amherst.edu/academiclife/dean_faculty/fph/fachandbook/facstatus/leaves

*This version shows the final proposed text as a clean document.
To understand the specific policy changes proposed, please consult the bold / strikeout version.*

Leave Policy, Fellowships, Research and Professional Support

3. Leaves of Absence

Full-time or part-time members of the Faculty are eligible for the following paid leaves of absence. (Medical and parenting leaves may also be covered by the Family and Medical Leave Act of 1993 ("FMLA") and the Massachusetts Maternity Leave Act ("MMLA"). Paid leaves under this section will run concurrently with leave to which the Faculty member may be entitled under the FMLA or MMLA. See V.C.II.)

a. *Medical.* A full-or part-time member of the Faculty with an appointment to the Faculty of at least a one-year term will be eligible for up to six months of paid leave to recuperate from illness or recover from short-term disability. Paid leaves for illness or short-term disability generally are occasioned by absences of eight weeks or more; loss of time due to illness for shorter periods is usually worked out without formal leave by the department and the Administration. The College will require a physician's letter to support a request for medical leave and may require a physician's certification of fitness to return to work. The terms of the leave will be confirmed in writing by the Dean of the Faculty's Office as are all other leaves of absence. Insofar as the relevant details are known, a stated intention about returning to work and the timing of the return should be given when a leave is requested.

The College recognizes that extended medical leave can interfere substantially with a faculty member's research, scholarship and/or administrative responsibilities. To address this concern, the College offers faculty members on medical leave of at least eight weeks but less than a full semester the option of taking a one semester leave from their teaching responsibilities, with full compensation, so that they may use the additional time to accomplish their research, scholarship and/or administrative goals, assuming they are medically able to do so. A request for a semester teaching leave should be made to the Dean of the Faculty as early as possible. The Dean will consult with the department to arrange appropriate coverage for the faculty member's teaching and/or administrative responsibilities during the semester affected by the leave, and the faculty member will work with the Dean to identify the research, scholarship and/or administrative goals to be accomplished during the leave. If the medical leave begins during an academic semester, then the teaching leave may be taken during that same semester. If the medical leave begins during the periods between semesters, then the teaching leave may be taken during the immediately following semester. This semester teaching leave will not affect calculations for

sabbaticals or other leaves of absence. Junior faculty members may also choose, at the time this leave is requested, to have the year in which the leave is taken not count toward service for tenure.

To illustrate, if an eligible faculty member is disabled for eight weeks because of pregnancy or childbirth, then the faculty member may request a one semester leave from teaching in accordance with this policy. If the disability begins during a regular academic semester, then the leave is available during that same semester. If the disability begins between semesters, then the leave is available during the following semester. During the semester leave from teaching, the faculty member is expected to perform, as medically permissible, the research, scholarly, and/or administrative duties agreed upon with the Dean of Faculty. The leave will not affect the faculty member's compensation or eligibility for sabbaticals or other leaves of absence. Junior faculty members may also choose, at the time this leave is requested, to have the year in which the leave is taken not count toward service for tenure.

Long-term disability benefits as defined by the College's insurance coverage begin for full-time and part-time faculty after six months of disability as determined by the insurance carrier. If the disability may exceed six months, an application for long-term disability benefits should be made after three months of disability leave. A person receiving long-term disability benefits goes off the College payroll when disability benefits begin; reinstatement to active status depends upon individual circumstances.

b. *Parenting.* A request for a leave due to birth or adoption should be made to the Dean of the Faculty as early as possible. The Dean will work with the department to arrange appropriate coverage for the faculty member's teaching and/or administrative responsibilities during the semester affected by the leave. Parenting leaves are available only for faculty members who hold a tenure-track appointment, a tenured appointment, or a continuing appointment of at least two years. Parenting leaves are available only for the child's primary care giver and must be completed within 12 months of birth or arrival of the child for adoption. If both parents are employed at Amherst College, only one is eligible for a parenting leave. Given the natures and purposes of the leaves, a faculty member who takes a paid medical leave for pregnancy or the birth of a child may not also take a paid parenting leave for that same child. The terms of the leave will be confirmed in writing by the Dean of the Faculty's Office as are all other leaves of absence. A stated intention about returning to work and the timing of the return should be given when a leave is requested.

Several options are available for parenting leave:

(1) The faculty member may elect to continue working according to the terms of his or her appointment and receive his or her regular compensation. In return for this arrangement, it is expected that, under normal circumstances, he or she will return to his or her full-time teaching duties within a reasonable period of time. No special leave is necessary in this case and no adjustments are made to compensation.

(2) The faculty member may elect to teach one less course for the semester of leave and receive his or her full compensation.

(3) The faculty member may elect to take a leave from teaching for a whole semester during or immediately following birth or adoption, in which case the College will pay 72% of that semester's salary. The College will pay its share of the fringe benefits as it does for a leave of absence, provided the faculty member pays his or her share.

Any semester in which a faculty member teaches at least one course will count as regular teaching time for purposes of sabbatical or leaves of absence eligibility. Parenting leaves under option (3) above will not affect calculations of eligibility for sabbatical or leaves of absence. Junior faculty members may also choose, at the time a parenting leave is requested, to have the year in which the leave is taken not count toward service for tenure.