

Faculty Handbook

Harlaxton College

Academic Year 2011-12

Introduction

This Faculty Manual is a guide to the academic life as conducted at Harlaxton College. We hope it will prove particularly useful to faculty members teaching at Harlaxton by providing a summary of what we are trying to achieve and how we work together to achieve it.

These academic policies and procedures have one goal in mind—that together we may achieve a very high level of everyday excellence in this distinctive learning environment. This handbook is not an employment manual, then, but it is intended to summarize most of the information we need to do our jobs well.

If you have suggestions on improvements, in handbook or in College, please help us. We seek to be a true *community* of teachers and learners, and your ideas are important to us.

We are a small and close-knit community, with many channels of communication, front-door and back—some of them even conveying accurate information, and all of them conveying information eagerly. So if you need to know something, and it's not in the book, and it's not echoing down corridors or halls or bouncing off some wall, then—hey—just ask! There's nobody here but us!

Gordon Kingsley

Principal

June 2011

A Different Kind of College: Our Mission and Vision

What is this “College in a Castle” where you are finding yourself? How do the myth and magic of Harlaxton Manor translate themselves into everyday reality for a working faculty and student body? What is the fabled “Harlaxton Experience,” and how do you first become a part of it, then shape it?

The Harlaxton Experience: Learning as Whole

Our avowed **mission** is to help our residents become **Responsible Global Citizens**.

The **vision** that has formed among members of Harlaxton College, even from its inception, is a vision of true integration in learning, each part complementing, reinforcing, and expanding the other. The great Manor House is herself a teacher, as are courses, as are travels, as are experiences of living and dining together, as are sponsored activities, as are relationships with local host families. Because all students live in, because the community is small, because all take the same core course and read the same set of books, because all are expatriates in a “new” old world, because faculty and students are in close daily interaction all the time—not just in class sessions—the opportunities for an intensified learning are remarkable, indeed. Members of Harlaxton College are intentionally planning The Harlaxton Experience around this vision of integrated, intense learning. We seek to become a true *collegium*—a gathering of those more knowledgeable and experienced with those less so, living and learning together around the great ideas of a great culture.

Teaching and learning occur not only in the classroom, then, but virtually all the time, as we work together and converse and play and dine and read and think and write, all under the benevolent aegis of this beautiful, historic Stately Home. We learn from each other, we learn from our environment, we learn from our traditional academic pursuits, we learn from our travels, we learn from living in another country.

These latter elements become especially important as we seek to augment traditional university processes of books and classrooms and computers with outstanding opportunities in cultural immersion and experiential learning. We engage members of local villages and towns, both inside and outside Harlaxton Manor, in social events, in community service, in sports, in observations and internships, in church, in clubs, in friendships, in visits to British homes. It is exciting and energizing and real.

Taken all together, it is heady stuff, and we embrace it with right good zest—together.

Now we turn to nuts and bolts kinds of issues—you can decide which is which. The ensuing materials are adapted from faculty handbooks of the last decade and give a kind of prescriptive history of academic operations.

Things can be changed, of course, and in fact changes are made every term—your advice is very important in this dynamic process. Out of respect and fairness to our colleagues, however, we must make those changes together and not free-lance. Harlaxton is not a community that can readily accommodate maverick acts or even what some larger campuses can absorb as charming affirmations of professorial independence. We are too small and too close. We depend on each other too much.

Teaching and Other Responsibilities

2.1 Teaching Load and Instruction

Teaching at Harlaxton is conducted by a combination of British (part-time and full-time) and American faculty who offer a variety of courses each semester. The **normal teaching load** of full-time faculty, British and American, is three three-credit hour courses per semester, though assignments of the British full-time faculty are a bit different in that those teaching loads incorporate participation in the six-hour, team-taught, interdisciplinary British Studies programme. Our teaching fellows in British Studies join our full-time British Faculty in creating and delivering the British Studies course, teaching in their own disciplines when their own desires and College needs make such disciplinary instruction feasible. Our staff of full-time British and

American professors is augmented by adjunct faculty who teach specific courses as needed.

On Monday and Wednesday mornings at 8:30, the whole College—well at least all faculty and students—is together in the Long Gallery for a British Studies lecture. All students take **the core course in “The British Experience: from the Celts to the Present Day.”** This features a blend of large lecture and small seminar instruction. All faculty members can draw on this course for points of reference or illustration in their own courses, thereby helping reinforce each subject and helping integrate the students’ learning experience. We invite, indeed we urge, all Visiting Faculty to attend British Studies lectures as part of creating our integrative learning community. Spouses are welcome, as well.

Though the British Studies course is by no means more important than your own, you will find that it sets the rhythms and defines the academic liturgies and litanies for Harlaxton academics simply because all students are taking it. It is a great course, and it can be a great resource in your own disciplinary teaching.

Instruction in the College generally is performed through a variety of methods and styles—do what you do best. Your classes are likely to be quite small at Harlaxton, however, and student participation is not only valued but virtually inescapable. Seminar-style classes are the norm. We encourage Oxbridge-style tutorials or supervisions, with extensive research and writing by students. Many faculty members have found the experience of teaching at Harlaxton, and particularly of teaching smaller classes in this Oxbridge-style, research-based way, to be renewing in their own teaching careers.

If one or more of your classes requires transportation or other unusual costs, **a course fee** will be necessary and can be

worked out with our Vice Principal for Business and Technology Services—the earlier the better, before you arrive if possible and while you are working out your syllabus. If you will then detail that fee in your syllabus and explain it to your students, our business office will undertake collection during the first week of term. Our folk in academic services can both advise about and arrange for field trips to locales that enrich your courses.

As is suggested by our Harlaxton Vision, the classroom is but one among many teaching venues. **The Harlaxton professor is instructor, mentor, counselor, guide, goad, friend.** He or she is excellent in the classroom and also may play for the Harlaxton Lions basketball or football [soccer] or volleyball team, or be at “open microphone night” in the Bistro, or lead an informal seminar on a topic of burning current interest, or perform in a student play, or assist the Christian student fellowship. The Refectory is a classroom, though we try to make mealtimes “work-free zones.” So is the Junior Common Room, where the snooker table presides; or the Super Bowl telecast which continues to 3:00 am; or the Harlaxton Boutique; or “Suzy’s Bench” on the lawns. American President James A. Garfield described the ideal college as Mark Hopkins [Williams College professor] on one end of a log and a student on the other; at Harlaxton this can be almost literally true.

2.2 Timetable and Class Cancellations

The class schedule or timetable, which all faculty receive in advance of the semester, **must be binding on all students and faculty.** As you will readily understand, there is a great pressure at Harlaxton for classes to be shifted around so students (and faculty) can

leave earlier on their weekend travels. Such shifting has proved, over time, to undermine the integrity and rigour of the classroom teaching process throughout the College community; changes to the timetable are therefore rare and only for exceptional cause, and then only with the approval of the Principal.

In 1989, the Faculty Council voted unanimously to adopt the following policy with regard to faculty absence from class: *that no class be canceled by faculty except with the prior approval of the Principal.* This policy has continued, for it has served us well.

2.3 Advising and Office Hours

Faculty members also serve as academic advisors to a small group of students. You will receive a list of academic advisees at the beginning of term, and we schedule time to meet with students during orientation.

Beyond that, please establish a schedule of office hours for the term and publish the schedule among your advisees and class members. Though Harlaxton is the kind of place where students and faculty can and do talk frequently in informal settings, some students—particularly when in difficulty—need the formal structure of formal hours. The College Librarian/Academic Services Manager will gladly receive your office-hour schedule during the first week of term and will publish your office hours and preferred location for meetings.

Advisors sign all drop/add and class withdrawal slips before the student presents these to the classroom instructor.

At mid-term, classroom teachers, advisors, and Principal work together in helping students who are having difficulty (see Section 4.4).

2.4 Orientations

Faculty arrive at Harlaxton two days before student arrivals for two major reasons: (a) we want you to have time to begin settling in and learn Manor and grounds, to purchase necessary amenities, and to get a bit rested up; and (b) we all join in a faculty orientation, helping us form our teaching community early and learning how things get done. This will cover issues from the unique Harlaxton mission and vision to policy matters to teaching resources and support to domestic and family life in the Manor. We conclude Faculty Orientation Day with a casual, pleasant dinner together in the Conservatory or one of the State Rooms.

We then ask faculty members to assist in specific ways during the weekend of student orientation.

2.5 Oxbridge Tutorials and Independent Studies

Harlaxton College is especially well-suited for offering “Oxbridge”-style courses for our very capable students. On the model of undergraduate instruction at the ancient universities of Oxford and Cambridge, a Harlaxton professor may offer research-based instruction, featuring extensive writing, for one or two or three students following a specific and well-defined course of study. Both students and faculty find this kind of interchange intellectually invigorating and rewarding.

While we would never claim to offer the abundance of concentrated resources available in the ancient university towns, we can replicate the style of instruction and the observed growth of students in the readily transferrable skills of independent inquiry, disciplined research, analysis of texts, synthesis of facts and concepts, and cogently effective writing. Harlaxton encourages this kind of Oxbridge-style,

research-based instruction as something very special in the English and Harlaxton experience. Oxbridge tutorials and supervisions may be undertaken at Honors level as well as through normal course regimen.

In addition to Oxbridge tutorials and supervisions, students sometimes need to take a regular catalogue course by independent study, often with a professor on the home campus. We cooperate with home campuses in these endeavors.

2.6 Faculty and Student Evaluations

During the spring semester, our Harlaxton-based (“British”) faculty undertake a process of self-evaluation which forms the basis of a formal evaluation by the Principal. Criteria are drawn from the distinctive roles of a Harlaxton College faculty member, described in an appendix to this Handbook. Visiting Faculty from the University of Evansville conduct a self-evaluation following procedures in their University’s Faculty Handbook and will want to work out details with chairperson and dean. Likewise, Visiting Faculty from partner colleges will want to stay connected with evaluative processes of their own schools.

Student perceptions of instruction are carried out in the last two weeks of each semester. Professors allow fifteen minutes for students to complete appraisal forms, which will then be sealed and returned to the Principal's office by designated students. The forms may be collected by Visiting Faculty members immediately following the submission of all final grades at the end of term. They are not routinely sent to home campuses and are not retained at Harlaxton. (Student perceptions of the Harlaxton-based “British” Faculty are retained for three years, at which time they are offered for the faculty member’s possession.)

2.7 Judicial and Administrative Boards

From time to time, students screw up (no kidding!), falling short of acceptable standards. It is therefore necessary, sometimes, to ask that faculty sit on an appropriate hearing board. Due process and faculty involvement are outlined in the University of Evansville Student Handbook.

In actual practice, students are with us for such a short time that we usually must “settle out of court” in order to conclude a disciplinary case with fairness before the student departs.

When a hearing board is impaneled, the student charged with misconduct is asked, prior to the hearing, whether he or she has any objection to the faculty members selected by the Principal. Faculty members, likewise, are given a choice when asked to serve on such a panel.

Faculty Governance

3.1 Faculty Council

“The governing body of the faculty to which any matters of academic concern may be brought is the Faculty Council.” The original constitution of the Council was drawn up in 1987 to provide a voice for all Harlaxton faculty in promoting the academic well-being of the College. In fall 1989, a revised constitution was adopted as follows:

The Faculty Council of Harlaxton College exists to make recommendations to the Principal of Harlaxton College and the vice president for academic affairs at the University of Evansville on all matters relating to the academic standards, curriculum, educational facilities, library and learning resources, faculty morale and all other matters pertaining to the general welfare of the Harlaxton academic community.

The membership of the council consists of all full-time Harlaxton-based ("British") faculty and all Visiting Faculty from the University of Evansville, together with one representative of the British part-time faculty, one representative of faculty visiting from American institutions other than the University of Evansville, and one elected student representative. The Principal and dean of students are ex officio non-voting members, as is the [University of Evansville] vice president for academic affairs.

The representatives of the British part-time and visiting American (non-University of Evansville) faculty are elected by their respective colleagues, who will form separate sub-committees of the main council. These meet as and when appropriate during the semester, liaising with the Faculty Council through their elected representatives. The election of the latter takes place at the first meeting of the faculty in the first week of each semester (see Section 6.0). The election of the student representative takes place at the same time through the auspices of the Student Academic Committee.

The council reserves the right to hold executive sessions limited to faculty and invited participants. Members of the full-time Harlaxton-based ("British") faculty are eligible for election to the position of chair of the council to serve for a period not exceeding three years, each term of office to begin at the start of the fall semester. The election of a new chair takes place during the final session of the Faculty Council in any given semester (i.e., at the end of the semester preceding office).

Meetings are conducted according to Roberts Rules in Plain English, 2nd editor, Doris Zimmerman (2005), and are held at least once a month during semester time. Minutes are taken at each meeting and distributed by the chair within ten calendar days to the faculty, the Harlaxton administration and, upon approval, to the University Senate and the vice president for academic affairs and president at the University of Evansville.

The Faculty Council is an integral part of the governance system at the University of Evansville and is represented by ex officio, non-voting members on Faculty Senate and three committees. These representatives, who each serve a one-year term, are selected from those full-time University of Evansville teaching faculty who have taught at Harlaxton during the three previous academic years. Elections take place at the end of each spring semester in preparation for the next academic year, and voting is restricted to full-time Harlaxton-based ("British") Faculty and current Visiting Faculty from the University of Evansville. The council also maintains a working relationship with the Academic Committee of the Harlaxton College

Advisory Council and with other bodies that enhance the academic standing of the College.

Does all this sound a little much for a very small Harlaxton-based Faculty and a Visiting Faculty of eight or nine members? Perhaps, when all is working well. But if there should be grievances or need for a direct and clear faculty voice, this Council can be a useful and even comforting construct. Harlaxton College values its faculty and a strong faculty voice.

3.2 Academic Committee of the Harlaxton College Advisory Council

A group of community leaders gives its time to Harlaxton College as our Advisory Council. One committee of this Council—The Academic Committee—has professorial representatives from nearby British universities: the University of Derby, the University of Leicester, the University of Lincoln, Loughborough University, the University of Nottingham, Nottingham Trent University.

A primary role of the Academic Committee is to encourage contact between this College and these neighboring academic institutions. Through this Committee, for example, the way has been opened to relationships with departments of British universities for our Harlaxton-based faculty, and useful connections have been brokered for Visiting Faculty. The Committee also advises on enhancing the general academic character of the College.

Academic Standards

4.1 Attendance Policy, Student Sickness, and Absence

The College operates **a mandatory attendance policy binding on all faculty and students.** While admittedly unusual for American or British collegiate institutions, the policy provides a clear structure of

support for high academic standards in a context where such rigour could quickly erode. The policy has served Harlaxton College well.

The original policy was devised by a sub-committee of faculty representing the Universities of Evansville, William Jewell College, Wisconsin-Eau Claire, and Harlaxton College. It has subsequently received the unanimous endorsement of the Faculty Council.

The policy is as follows:

In courses which meet three times a week students are allowed a maximum of three unexcused absences during the course of the semester which incur no grade penalty. In courses which meet twice a week, two such absences are permitted, and in courses which meet once a week, a single absence is allowed. Additional unexcused absences will attract a grade penalty, namely the lowering of the student's final grade for each absence in excess of the permitted quota.

In exceptional circumstances, students may be granted **an excused, or justified, absence**. Such absences, however, must receive the prior approval of the Principal or in unusual circumstances the Dean of Students, who will confirm the absence in writing to the faculty members concerned. More commonly, students may also receive an excused absence if, in the opinion of the College Nurse, they are too ill or otherwise incapacitated to attend class. In such cases, faculty will receive a signed certification from the nurse before the missed class, if possible, and in any case within twenty-four hours of the missed class. Students will not receive an excuse note from the nurse after their class session has begun.

In fall 1989, the Faculty Council agreed unanimously to the inclusion of the following policy with regard to class attendance:

In the case of a student who is, without good reason, more than ten minutes late arriving for class, the faculty member may deem the offender inexcusably absent for that class period.

Individual faculty members may set more rigorous policies for class tardiness, which can sometimes be a problem at Harlaxton. In British Studies lecture sessions, for example, students are expected to be in their places by 8:25 am, the gong sounds and the doors close at 8:30 am, and any student entering thereafter is deemed absent for that day.

To assist in the process of monitoring attendance, all faculty members receive class roll forms, to be deposited with the Principal's Office at the end of the semester. These forms are more important in our British setting than they might be in the United States, for British Immigration has the right to conduct unscheduled inspections to determine that students are actually attending classes full-time. These daily logs will be our primary evidence in the event of such an inspection.

Students are registered for classes before they leave the United States. If a student should not arrive to take up his or her studies, the faculty members in whose classes that student is registered, the home university, and British immigration authorities will be notified.

If a student should not attend classes regularly, he or she will be returned to the United States, with notification to the home university and to British immigration authorities.

4.2 Plagiarism and Cheating

We are a teaching and learning *community*, responsible to one another for educational and personal integrity. Our formal vehicle for expressing this mutual responsibility among students and faculty alike is the University of Evansville Honor Code. We commit ourselves to ab-

iding by, and upholding, this social and educational compact. The operation and details of that Honor Code are explained in the Student Handbook, available on the Harlaxton web site.

4.3 Examination Policy, Submission of Final Grades and Grade Appeals

In all but the most unusual course constructs, each syllabus should include a minimum of two in-class, supervised examinations constituting a substantial portion of the student's final grade. Such examinations should, in most cases, follow the British mode by placing considerable emphasis upon essay-style questions which adequately test the student's analyzing, synthesizing, and literary abilities.

The following is the policy regarding final examinations:

- a. The final examination schedule is published by the College Librarian/Academic Services Manager and distributed through the College upon arrival for the semester. Pressure often exists, from students and even from faculty members, to omit a final examination from the course schedule or to move scheduled exams from their appointed times in the interest of travels. In the past, such omission or shifting has symbolized a less than serious approach to academic standards, unsettled faculty relationships, and/or played havoc with effective examining. As a community, therefore, we have decided to keep it simple: **we conduct a legitimate and meaningful examination at the time scheduled for the final.** This is clear, clean, easily explained, and easily defended.

Under truly extenuating circumstances, or if a student has three examinations scheduled for one day, the Principal—and only the Principal—may make a change.

- b. Final examinations, after the British fashion, are conducted under the strictest rules of supervision (“invigilation”).
 - i. Any student arriving late for an examination will receive no extension to the scheduled time of the examination.
 - ii. All paper for examinations/examination booklets will be supplied by the College. No other paper or books - other

than those approved by the instructor - will be allowed on desks.

- iii. No headphones or headgear will be allowed.
 - iv. All computers, hand calculating equipment, dictionaries, and other aids will be allowed only with the instructor's prior approval.
 - v. No food or drink will be allowed in the examination room,
- Each faculty member proctors his or her final examinations.

Faculty members enter final grades electronically within three days of the last scheduled examination. If assistance is needed, the College Secretary or the College Librarian/Academic Services Manager is available to help. Hard copies, signed by the faculty member, are also left with the College Secretary.

At their discretion, faculty members may award "plus (+)" and "minus (-)" letter grades, bearing in mind that these are accepted by some, though not all, participating colleges.

If a student appeals a grade, the normal procedure outlined in the University of Evansville Undergraduate Bulletin will apply, with the role of the Admissions and Standards Committee replaced by the person of the Principal.

4.4 Mid-Semester Evaluations of Student Performances

In order to ensure maximum support for students whose work falls below acceptable standards, the following procedures are carried out at the mid-point of the semester:

- a. Grades are reported to the Principal only for students in trouble (i.e. for those sustaining a 'D' or 'F' average).
- b. The course instructor meets with the student, formally, to discuss problems and potential remedies.
- c. The student is encouraged to visit the instructor on a schedule,

during office hours, to receive further assistance and suggestions as to how his or her performance may be improved.

- d. The student's advisor and the Principal will also contact the student, offering their support and counsel.

4.5 Course Syllabi

Well before the beginning of each semester via the web, syllabi are available to students. Then, in the first class meetings, all students receive syllabi for each of their courses providing comprehensive details on grading, attendance (see 4.1 above), plagiarism (see 4.2 above) and examinations (see 4.3 above). All syllabi should contain, wherever possible, dates of all in-class examinations, as well as clear advice as to the consequences of student absence from such examinations.

Faculty send their syllabi to the Harlaxton Director at the University of Evansville well in advance of each term, which helps in ordering textbooks and library support materials. Because syllabi are posted on the Harlaxton web site (www.harlaxton.ac.uk) and thereby shared among all faculty, each of us has the opportunity to support and reinforce the work of others.

Resources and Facilities

5.1 College Library

a) General Information

The main Library and the Faculty Library house approximately 20,000 volumes. The Faculty Library (the Kirkham Collection) has 3,000 titles and was bequeathed to the College by a local professor. It is housed in the Senior Common Room [(Van der Elst Room, see Section 5.8. (e))] and, generally speaking, is restricted to faculty and spouses. The main Library occupies three rooms in the north wing of the Manor and has about forty study spaces. The Library is open twenty-four hours a day, seven days a week, and our staff are a marvel—always more than willing to assist faculty and students and to answer specific queries or problems. An information booklet detailing library services is issued to all our users. The catalogue is accessible by way of a shortcut on the desktops of computers in the Library or remotely at <http://lib.harlaxton.ac.uk/scripts/AfWilnq.dll?>

b) Reserve Items

You may want to place materials on reserve for consultation only in the Library, particularly when demand is likely to be heavy. The library staff will arrange this for you. These materials will be shelved in the Jan Beckett Resource Library, near reference materials and the check-out desk.

c) Facilities

1. Photocopying

The main printer/photocopier available for faculty use is located in the British Faculty office suite next to the Visiting Faculty of-

face. This is a high speed printer, offering both black and white and colour reproduction. Additional facilities are available in the Library and in the student computer lab, both very close by. We are licensed with the Copyright Licensing Agency in the UK and respect all legal restrictions.

2. PowerPoint, etc

Projectors and laptops are available for use in classrooms, all of which have both cabled and wireless network connections. Please see our IT Technician for equipment or information.

3. DVDs/Videos

Library holdings include DVDs and videos, and you are welcome to make use of these resources for class or recreational viewings using classrooms or the Pearson Room for the former and the Senior Common Room for the latter. We'll be glad to receive your suggestions for additions to our stock.

d) Access to Other Libraries

Students and faculty are encouraged to supplement our own Library with various alternative library facilities within easy reach of Harlaxton:

1. Grantham Public Library

Located in the Isaac Newton Centre in Grantham, this library provides further access to resources at all branches of the Lincolnshire Library Service. Membership is open to all, free of charge, and you will be made welcome.

2. Nottingham University Libraries

During the semester the College arranges a visit to these libraries free of charge. Visits at other times are possible. Please check with the College Library staff for information on access and travel costs.

3. Interlibrary Loans

The Harlaxton Library holds membership in the lending division of the British Library, and College Library staff is happy to arrange inter-library loans through this body.

4. Internet

Access to the Internet is available at work stations in the Library, at computers in the student computer rooms, in faculty offices, and in all areas of the College by way of wireless technology.

5. The full range of online databases to which the University of Evansville subscribes is available to all members of the Harlaxton College community, in addition to a few resources for which we hold direct subscriptions.

Please ask the Library staff for details of access to journals.

5.2 Audio-Visual Resources

All classrooms have the following equipment as standard: whiteboard, markers and erasers; table-top lectern; screen. Some classrooms have media boxes equipped with projectors, DVD and VHS players for use with a laptop computer. Laptops and portable projectors can be issued on short-term or semester loan. Overhead projectors, Kodak carousel slide projectors, DVD, video, and CD players are available on request. Please see the College Librarian/Academic Support Manager for your classroom needs.

5.3 Computers

The office for Visiting Faculty is equipped with several desktop computers, which augment the laptops typically brought by Visiting Faculty. These desktops are networked to a printer/photocopier. Laptop computers gain Harlaxton network access via connection points in each faculty room or via the wireless network.

We ask that faculty members (and students) have their laptops set up for Harlaxton use by our information technology specialist immediately upon arrival.

5.4 Textbooks

The College being too small to support its own permanent bookstore, we instead **offer prescribed textbooks for sale at the beginning of each term**. We ask all faculty, visiting and Harlaxton-based, to send copies of their syllabi when they send textbook orders.

The textbook store can repurchase from students some textbooks if they will be used again during the next academic year. Students are notified of titles to be repurchased.

5.5 Programme Coordinator

The Programme Coordinator is available to faculty for course-related work, e.g., duplicating of examinations, field trip arrangements, etc. Early requests for help are appreciated, particularly at the beginning and end of terms when work loads are heavy.

5.6 Classrooms

Some classrooms are simply magnificent: they are the State Rooms of the Manor. Others are more modest, created in the servants' corridors. All are outfitted with audio-visual equipment and teaching aids, and all are more than serviceable. When faculty have special classroom needs, a request to the College Librarian/Academic Services Manager will bring prompt and effective response.

Classroom allocations are published at the start of each semester, the assignments based on student numbers, class requirements, and available spaces. We always and gladly seek to accommodate faculty needs, and **we ask that any changes be done in concert with the College Librarian/Academic Services Manager**. Only in this way can we respect the many interests of the College: rooms are in high demand in the Manor, for classes (our clear priority) and for other purposes as well.

5.7 College-Sponsored Travel and Field Trips

Many of the weekend trips organized through the student development office contain within them possibilities for course-related experiences—e.g., in London, York, Oxford, Cambridge, Edinburgh. In the week prior to a scheduled trip, a member of faculty or staff will present a short talk ("Trip Briefing") which is intended to illuminate points of interest and to relate the travel to the students' course of study. Direct linkages are made with the core British Studies course, since all students take that course. Faculty members may wish to make such linkages between a trip location and their specific classes; e.g., the Stratford-upon-Avon trip has become a requirement for Shakespeare students, who see a Shakespearean play and visit Shakespeare-related houses in the Bard's home town.

We encourage faculty members to organize additional course-related field trips in addition to College weekend and mid-week travels. All transportation arrangements are made through the Programme Coordinator. Field trips are encouraged, but we seek to minimize absences from other faculty classes. The Principal coordinates excused absences and notification of faculty colleagues, and so he needs to approve any proposed field trip that takes students away from other classes.

5.8 Miscellaneous Information

a) Faculty Letter Boxes and Mail

Each member of faculty has a letter box for incoming mail. Internal mail may be left at reception, which also has stamps for official use. Stamps for personal use are on sale at reception during the posted hours.

b) Telephone System and Fax

Telephones are in faculty offices and rooms. To call anywhere in UK, dial 9 to get an outside line (there will be no second dial tone), then dial the number. Business calls from offices are paid by the College; calls from rooms are paid by residents. All calls in Britain, both local and long distance, are charged by length of call and time of day.

A fax machine is available in the office of the College Secretary. The fax number is 01476 403030 (from the USA, 011-44-1476-403030). The office is open from 9 a.m. - 5 p.m., Monday through Friday.

c) Telephone Rates

Callers should, if possible, use the telephone and fax systems at times when the cost of calls is less expensive. The fax machine can delay transmission to a specified time. Times for "cheap" calls are as follows:

National Calls

Cheap rate: Monday - Friday, 6 p.m. - 8 a.m.; Saturday and Sunday
Standard rate: Monday - Friday, 8 a.m. - 6 p.m.

Calls to the United States

Same rate at any time of day or night

With the installation of a new telephone system in the College, calls to the United States have become very inexpensive.

d) Office Supplies

A whole range of basic office supplies, including paper and examination booklets, felt tip pens, paper clips, etc., is available for faculty use from the Programme Coordinator.

e) Senior Common Room (Van der Elst Room)

Situated in the south wing of the Manor on the 300 level, the Senior Common Room (Van der Elst Room) is available as a very nice

lounge and relaxed reading/work area for faculty members and their spouses. It contains, among other things, the Kirkham Library collection [see 5.1. (a)], a television set, and a daily copy of *The Times*. Students are invited to the Senior Common Room only in extraordinary circumstances. Faculty keys open the senior common room.

f) College Common Room (Schroeder Lounge)

In the College common room (Schroeder Lounge) students and faculty will find a full range of daily British newspapers, as well as the *International Herald Tribune* and *USA Today*. Our respect for one another suggests that these are not removed from the College common room.

g) Faculty Offices and Counselling Rooms

The shared office for visiting American faculty is adjacent to the Library and British Faculty offices. This office is equipped with computers (see 5.3) and telephone access [see 5.8 (b)]. Conferences with students may be held there or in a nearby seminar room.

We ask that all faculty give their office hours to the College Librarian/Academic Services Manager during the first week of the term. She will then post them for convenience and good order.

Counseling and advising may take place in faculty offices or in any of the many rooms of the Manor. In the British collegiate system, much counseling and teaching is done in faculty members' private rooms; Americans are not accustomed to this pattern, and discretion is advised in using personal living accommodation for counseling or advising.

A Different Kind of College: Our Goal

So, welcome. Let us help you as you get settled and as you carry forward your work. Many generations of faculty members have found teaching at Harlaxton one of the high points of their lives and careers. May you be so blessed.

And, as the opening line of The Harlaxton Grace reads, *Benedictus benedicat*. May we who are blessed in turn offer a blessing.

Appendix

Roles of Harlaxton-Based (“British”) Faculty



Role Description for Harlaxton-Based (“British”) Faculty

Revision of April, 2010

(Original Adopted August, 2003)

1. The Vision. Harlaxton is a different, and good, kind of place. The vision and the reality that are forming here among members of the College are of integration in learning, each part complementing, reinforcing, and magnifying the others. The great Manor House is itself a magnificent teacher, as are the courses, as are the travels, as are the experiences of living and dining together, as are the sponsored activities, as are engagements with our local host families and the local communities. Because all students and faculty live in, because the community is small, because all students take the same core course and read the same set of books, because most of us are expatriates in a “new” old world, because faculty and students are in close daily interaction all the time—not just in class sessions—the opportunities for an intensified learning are remarkable, indeed. Members of Harlaxton College are intentionally creating The Harlaxton Experience around this vision of integrated, intense learning.
2. This kind of college has needs of these kinds of capabilities and commitments from its core, Harlaxton-based faculty:
 - Outstanding teaching abilities in a requisite academic discipline;
 - Substantial research capabilities as they relate to outstanding classroom teaching;
 - Outstanding abilities as a lecturer;
 - Outstanding abilities as a discussion group leader;
 - Outstanding abilities in the pastoral care of students;
 - Outstanding abilities as a fully-participating colleague in our British Studies teaching team;
 - Outstanding abilities to relate the British Studies course and the instructor’s own academic disciplinary courses to learning opportunities in the entire Harlaxton Experience;
3. In specific terms, Harlaxton College asks of its faculty a variety of non-classroom activities as part of the intense, round-the-clock teaching and learning that is a Harlaxton distinctive. Some examples are the following:
 - Making specific connections, for students, between the travel programs of the College and the British Studies course;

- Assisting, where needed, with those travel programs as part of a Harlaxton education;
- Assisting in the pastoral and student activities of the College, according to College needs and Faculty member capabilities;
- Assisting in collecting students at airports, thereby providing their first exposure to what Harlaxton is all about;
- Assisting with orientation of students and Visiting Faculty, thereby helping shape term by term the College learning environment;
- Serving, on occasion, as Duty Tutors on weekends or evenings;
- Becoming qualified in certain skills needed for pastoral care, such as First Aid
- “Being a good colleague,” “being a full and contributing member of the Harlaxton educational community.”

It is manifestly impossible to specify a requisite quantity or quality of activities that constitute effective contributions to this non-classroom teaching and learning. It involves an attitude of engagement, collegiality, and mutual support among colleagues.

4. The research dimension of the faculty member’s role is, almost by definition, much less significant at Harlaxton College than in the British or American research university. Research should be kept current, partly to support good classroom teaching and partly to enhance the faculty member’s continuing career. Harlaxton should evaluate contributions of faculty in terms of Harlaxton College needs for excellent teaching, in and out of the classroom, including excellence in pastoral care.
5. Through members of our Advisory Council, Harlaxton College can help arrange relationships with relevant departments of area universities, should the Harlaxton faculty member wish it.
6. The Harlaxton Faculty Contract covers a working year of twelve months.
7. Harlaxton faculty participate in annual College-wide appraisal processes and are eligible for promotion in rank in accordance with the policy document on Review and Promotion of Faculty at Harlaxton College.

Gordon Kingsley
Principal
April, 2010