



FACULTY HANDBOOK 2016-2017

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WELCOME TO RELAY GRADUATE SCHOOL OF EDUCATION

Dear Relay Faculty,

On behalf of the entire community, welcome to Relay Graduate School of Education! Whether you're brand new to Relay or you've been working with us here for several years, we are excited to have you as part of the Relay community. We are eager to help you teach your graduate students to develop in all of *their* P-12 students the academic skills and strength of character they need to succeed in college and life.

We hope the connection between that mission and the Relay coursework will be apparent from the start, and we hope that this handbook will serve to explicate the connection between that mission and Relay's policies and procedures.

Relay's faculty and staff have spent most of the last decade refining the policies and procedures detailed in this handbook to ensure that they serve you (our busy faculty), our graduate students (busy teachers and leaders), and all of their students. While endeavoring to simultaneously serve these three groups requires thoughtful balancing of sometimes competing interests, we hope that the resulting policies and systems are clear, fair, helpful, and lead to efficient, productive, and transformative experiences for both you and your graduate students.

We look forward to helping, pushing, and cheering you on as you complete all your great and important work!

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Hostetter'.

Mayme Hostetter
National Dean, Relay Graduate School of Education

MISSION STATEMENT

Our mission at Relay Graduate School of Education is to teach P-12 teachers and leaders to develop in all students the academic skills and strength of character needed to succeed in college and life.

Our short-term vision is that our innovative curriculum and instruction – practically focused, reinforced by the proven practices of high-performing schools, and substantiated by research – will enable our graduates to lead their predominantly urban students and schools to demonstrable annual achievement gains.

Our long-term vision is that the institution will bring about transformational change across teacher and leader preparation and will become a place where a new generation of continuously-improving, results-focused individuals fulfill their destiny in the world's greatest profession.

HISTORY

Relay is a national, accredited, nonprofit institution of higher education serving 2,000 teachers and 400 school leaders at 15 campuses and hundreds of schools across the United States. Relay's ground-breaking master's degree program is designed specifically to respond to today's urgent demand for effective teachers in low-income communities.

Relay's vision began in 2007 with leaders of three charter school management organizations – Uncommon Schools, Knowledge Is Power Program, and Achievement First – who launched Uncommon Knowledge and Achievement to prepare more effective teachers. These educators founded UKA Teacher U, which in turn established Teacher U at Hunter College (Teacher U) in 2008. Teacher U, the precursor to Relay, forged a vision of teacher preparation that was practice-oriented, combining research- and field-tested instructional techniques to prepare teachers.

In 2011, Relay Graduate School of Education was granted a charter by the New York State Board of Regents and became the first stand-alone graduate school of education to emerge in the State in more than eight decades. In 2013, Relay received its institutional accreditation from the Middle States Commission on Higher Education (MSCHE), as well as programmatic accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

Relay's innovative approach to graduate-level education and our promising results have earned recognition from the White House, state education officials, and leaders of some of the nation's most recognized district and charter public schools. More importantly, it has changed the lives of the countless children our students serve.

RELAY PROGRAMS OF STUDY

Relay currently offers over a dozen academic programs. Each program is listed below:

Table 1: Relay Programs of Study

Program Name	Grades Highly Qualified to Teach
Early Childhood Education	Birth - 2nd
Childhood Education	1-6
Middle School English Language Arts	5-9
Middle School Generalist	5-9
Middle School Mathematics	5-9
Middle School Science	5-9
Middle School Social Studies	5-9
Secondary English Language Arts	7-12 (varies by state)
Secondary Mathematics	7-12
Secondary Science	7-12
Secondary Social Studies	7-12
MAT and Dual Certification in SPED	varies
Advanced Certification in SPED	varies
National Principal Academy Fellowship	N/A
Master's of Education (Ed.M.)	N/A

Each state has specific certification requirements that align with each of these programs of study. You can find the details of your state-specific certification in the “CERT-101: Certification Resources” module of the Course Platform.

CURRICULUM OVERVIEW

Relay’s coursework is defined by four *elements* of effective teaching. These four elements--described in detail below--are woven throughout the coursework of its academic programs. Relay defines these elements as either *Core*--coursework that applies across subject and grade level--or *Content*--coursework that is specific to the grade, subject, and/or placement in which a teacher teaches.

Core

Classroom Culture (CC)

In CC coursework, graduate students learn how to organize the physical and emotional aspects of the classroom. They learn how to build a safe, welcoming, efficient, and productive learning environment where P-12 students are joyfully engaged, meaningfully on-task, and feel ownership of their individual and collective successes.

Upon completing the CC curricula, graduate students will be able to:

- Plan and execute procedures that maximize learning time;
- Implement classroom management systems that foster self-reliance and self-control; and
- Create a classroom environment that is safe, purposeful, and full of joy.

Self and Other People (SOP)

In SOP coursework, teachers will learn how to be culturally responsive educators by addressing issues of race, class, and bias in the classroom context. In addition, teachers will hone their communication skills so to effectively work with students and families across lines of difference. This coursework will also help teachers identify and understand different character strengths and development that can positively impact student learning.

Teaching Cycle (TC)

The TC sequence focuses the instructional strategies for planning and delivery. The instructional planning component of this coursework focuses on lesson plan, unit plans, and long-term plans, as well as assessment design. With their SGA goals in mind, teachers design Common Core-aligned units and lessons with measurable and achievable learning objectives. They learn and research instructional strategies for teaching students with a range of abilities and needs, including how to engage, check for understanding, and modify instruction according to students' needs. In addition to practicing and filming their own classroom use of these skills, teachers view exemplary clips from their peers' classrooms and other effective teachers.

Content

Graduate students also complete a subject-, grade-, and / or placement-specific curriculum. This coursework forms the basis of the Content modules, which is tailored to allow deep exploration of their particular instructional focus. Since Relay believes that all teachers are reading and writing teachers, all graduate students learn how to diagnose and address the reading and writing abilities of all P-12 students, regardless of the content being taught.

Content modules provide graduate students with a broader understanding of content that may not be directly under their purview. These modules prepare graduate students to be able to work in a greater variety of classrooms. Graduate students' content knowledge also includes a set of modules related to supporting struggling students and those with special learning needs as well as English language learners.

Core and Content coursework is in service of a final element: *Student Growth and Achievement (SGA)*. This final strand of coursework--a focus of the second year of the program--prepares teachers to be data-literate, -driven, and -savvy. They learn to set ambitious, feasible, and measurable learning goals for all of their students. They hone skills required to measure and monitor student progress, revise instruction based on those data, and ultimately help their students meet meaningful academic goals. The coursework prepares teachers for the program's capstone project--the Master's Defense: the portfolio project that reflects each teacher's impact on their student's growth and achievement.

INSTITUTIONAL GOVERNANCE

The institution's Board of Trustees and leadership team ensure the successful execution of Relay's mission and vision. In leading the institution, these bodies solicit the input and suggestions of the faculty along with other members of Relay's administration and staff.

Relay Board of Trustees

Relay's Board of Trustees is responsible for the success of the institution's academic programs, its operation as an institution that is faithful to the terms of its charter, and Relay's survival as a viable institution. Although the board delegates day-to-day management of the institution to Relay's

administrative leaders, the board is ultimately responsible for ensuring that the institution operates in a manner that is congruent with and supports the delivery of Relay's mission and vision.

Broadly speaking, the Board of Trustees is asked to:

- Determine and refine the institution's mission and purpose;
- Ensure effective institutional planning;
- Ensure adequate resources to meet Relay's mission;
- Ensure that resources are managed effectively;
- Determine, monitor, and strengthen Relay's programs and services;
- Monitor and ensure compliance with state and federal regulatory statutes;
- Ensure legal and ethical integrity and maintain accountability;
- Recruit and orient new board members; and
- Assess board performance.

Relay's Board of Trustees is composed of eight members: Larry Robbins (Board Chair), Aimee Eubanks Davis, David Levin, Dr. Julie Mikuta, David Saltzman, Dr. David Steiner, Dacia Toll, and Norman Atkins. Each board member brings specific skills, knowledge, and experience that benefit the institution in important ways. The current board offers valuable expertise in finance, higher education administration, fundraising, organizational development, strategic growth, teacher preparation, and the PK-12 public education sector.

The Board of Trustee officers include a chair, a vice chair, and a treasurer. In addition, the board has five standing committees that meet on a regular basis. These committees – the Executive Committee, the Committee on Trustees, the Finance Committee, the Audit and Compensation Committee, and the Academic and Student Affairs Committee – are responsible for managing a variety of board responsibilities.

Relay Leadership

The institution's President, National Dean, and the Chief Operating Officer direct two leadership bodies: a Steering Committee and All-Campus Leadership Committee. The Steering Committee is composed of the leaders of each function (e.g, Chief Financial Officer, Chief External Affairs Officer, Managing Director of Talent, Managing Director of National Operations, and Chief Research Officer); leaders of each new initiative (e.g, Executive Director of Learning Labs, Executive Director of Teacher Pathways, Director of Teacher Squared); and Senior Deans (managers of several campuses or programmatic Deans). This body oversees the daily functioning and long-term planning of the institution. The All-Campus Leadership Committee is composed of leaders of each Relay campus and the national operations leaders who support them. Coordinated by our Managing Director of National Operations and our Senior Deans, these leaders meet every quarter to develop professionally, share best practices, provide input on new initiatives, and review programmatic data as they plan for the future.

Teams and Offices at Relay

Teams and Offices at Relay fall into one of three categories: *Campuses*, the individual sites of Relay’s programs; *Student Services*, shared across all of Relay’s campuses and programs; and *Institutional Services*, shared by faculty and staff across the entire institution. Each category is described briefly, along with a representative office and / or team, below.

Campuses

Each Relay campus is led by a Dean who is directly responsible for the achievement of all graduate students at that campus. Instructionally, campuses add staff members—both faculty and supporting team members—based on campus enrollment. Faculty members—Instructional Fellows, Professors, and Assistant Deans—join the Dean in supporting students with their coursework, observing them in their classrooms, providing feedback on assessments, and building a supportive learning community. The Deans also manage Directors of Operations who lead all non-instructional functions for the campus, including but not limited to, accreditation, student recruitment, certification, enrollment, class operations, partnerships, and coordination with institutional and student services. These teams are directly supported and managed by Senior Deans and National Operations Directors who ensure alignment and best practice sharing across all campuses.

Student Services

There are several teams that work across all Relay campuses to provide support to its graduate students. These teams are Office of Enrollment Services, Student Financial Services, Student Tech Support, and the Library; they each work closely with students to support them with administrative and logistical questions they may each have.

Office of Enrollment Services

The Office of Enrollment Services coordinates activities including admissions, course registration, maintenance and protection of academic records, release of academic transcripts, and certification of graduate students for continued matriculation and for graduation. The office maintains, interprets, and monitors academic policy and communicates procedures to faculty and to graduate students.

In carrying out its functions, the Office of Enrollment Services maintains a comprehensive database of graduate student academic and demographic information. The office certifies graduate student matriculation and academic eligibility to participating public charter and district public schools as well as agencies like the New York State Education Department (NYSED). The office also provides for alumni verification of degrees awarded.

Office of Student Financial Services

The Office of Student Financial Services (SFS) provides graduate students with financing information and services. SFS oversees graduate student accounts, including billing and the collection of tuition and fees as well as counseling on payment options. SFS also bills third party providers (e.g., Teach For America or the Department of Education) for graduate students. SFS is also responsible for issuing refunds, as needed, and disbursing as well as administering scholarship funds.

Institutional Services

A series of teams work behind the scenes to support Relay's administrative work, as well as growth. These teams are Curriculum Design, External Affairs, Finance, Instructional Media, Learning Labs, Teacher Squared, Product and Technology Infrastructure, Research, Talent, and Teacher Pathways.

Office of External Affairs

The Office of External Affairs is responsible for overseeing and driving key growth, development, and regulatory-related initiatives. Headed by the Chief of External Affairs, the Office also provides leadership and management over strategic communications, marketing, and fundraising for the institution. With projected institutional growth, the Office of the External Affairs will continue to lead the aforementioned initiatives to foster institutional sustainability and proper oversight over the mission and vision of Relay.

Office of Technology

The Office of Technology and Knowledge Management aims to provide leadership and innovation in information technology planning, to implement efficient technology infrastructures, to develop and deploy effective information systems, and to deliver responsive information technology support services. In particular, the Office of Technology and Knowledge Management manages Relay's Course Platform (CP) and interfaces with Relay faculty and graduate students to solve any information technology related questions or concerns.

Relay operates on a day-to-day basis because of the hard work and coordination of these three overarching groups: campus teams; student services; and institutional services. Each plays an integral role in driving Relay toward its mission.

Governance Policies and Faculty

There are two types of faculty members at Relay: full-time employees who teach as part of their regular professional role and part-time employees who serve as adjunct faculty members. For both groups, faculty participation is essential to the success of Relay. This participation begins with faculty voice, which is solicited and discussed in a number of venues that are outlined below.

Starting again in the summer of 2017¹, faculty input on institutional policies and practices takes place in part via the National Dean's Faculty Advisory Council (FAC). All full and part-time faculty members are invited to attend the quarterly FAC meetings. Board of Trustees members on the Academic Affairs Committee are also welcome and invited to attend any FAC meetings.

In SY2017, the FAC will comprise at least 16 members: the National Dean, the Chief of Staff, one full-time faculty member from each Relay campus, and one full-time faculty member from the Leadership programs. The members are selected via annual election at each campus. The faculty member receiving the greatest number of votes at each campus serves as his/her campus's FAC representative.

¹ The FAC met from the fall of 2012 through the spring of 2014, at which point it was replaced by All-Campus Leadership meetings. In the spring of 2017, however, each campus will again hold elections for the FAC, and this group will commence meeting in the summer of 2017, serving as a faculty-only advisory group, separate from and supplemental to the work of the Deans and Directors of Operations in All-Campus Leadership meetings.

At the first FAC meeting of each year, members elect an FAC Chair. The Chief and Staff and Chair co-create meeting agendas and solicit input for agenda items from faculty members and the National Dean. During each meeting, the National Dean solicits input from the faculty and invites faculty members to discuss opportunities and challenges.

With respect to the curriculum, the faculty discusses and revises the academic content via weekly, monthly, and end-of-term meetings. Table 1 lists these meetings, required attendees, and a description of each meeting's purpose.

RELAY LIBRARY

Relay employs primarily an electronic and digital approach to providing library and information resources to graduate students and faculty. The majority of Relay Library materials are available in an online or electronic format, accessible through the library catalog. These resources include electronic books (e-books) and subscriptions to prominent education journals offered through database providers like EBSCO, ProQuest, JSTOR, and Education Resources Information Center (ERIC). Relay provides these content subscriptions for use by current Relay students, faculty, and staff. Username and password information is to be kept confidential, and material access privileges may not be shared. The Relay Library also participates in a national interlibrary loan service that allows Relay students and faculty to request articles not owned by the Relay Library from other institutions.

In addition to traditional library materials made available electronically, Relay's library contains a robust collection of videos featuring effective teaching practices. These videos can be viewed in the Online Video Library (OVL).

Relay maintains a core collection of books, periodicals, and other print resources at its NYC office for use in coursework and research. Further, selected other campuses have small branch libraries that contain physical copies of the texts most frequently used or requested by Relay faculty or students. All of these materials are listed on the Relay online library catalog so that graduate students and faculty may locate and browse physical materials held in the library. Materials are available during Relay office business hours, Monday – Friday, 9:00am – 6:00pm. For guidance using these materials and for other library questions, faculty members should reference the library course on the Course Platform or e-mail library@relay.edu.

Relay is also a member of the Metropolitan New York Library Council (METRO), a consortium of over 250 public and private libraries throughout New York City and Westchester County. Thus, faculty members have the opportunity to utilize the print resources of New York City's finest reference and research libraries. Specifically, faculty members may draw upon the materials of New York City's borough public libraries in addition to the libraries of Teachers College, Columbia University, New York University, and Bank Street College of Education. E-mail library@relay.edu to request a guest pass to any of the participating METRO locations.

RELAY FACILITIES

National Administrative Office

Relay's national administrative office is located at 40 West 20th Street, 7th Floor, New York, NY, 10011. The office includes space for staff desks, four conference rooms, two open meeting spaces, a copy center, a library, and a staff kitchen.

Campus Locations

Relay takes great care in selecting instructional and administrative spaces for its campus locations. After assessing the needs of each campus, operational staff members work in conjunction with Deans to select facilities that meet a number of criteria, including but not limited to:

- quality of instructional experience for students;
- comfort of staff;
- ease of faculty facilitation;
- proximity to graduate student teaching placements; and
- partner alignment to Relay mission/vision.

Relay often intentionally chooses to hold weekend content classes in P-12 schools to strengthen the connection for graduate students between Relay program coursework and P-12 instruction.

Included below are descriptions of the facilities for each Relay campus location.

Relay New York

Relay New York's administrative office is located at 40 W. 20th St, 6th Floor, New York, NY 10011. In addition to providing office space for faculty and operational staff, the facility includes 3 classrooms equipped with A/V systems, one conference room, and a kitchen area available to students, faculty, and staff.

Weeknight classes are held at Relay New York's administrative office in Manhattan and at the JP Morgan Chase – Metrotech facility in Brooklyn. The JP Morgan Chase – Metrotech facility, located at Chase Metrotech Center, 2nd Floor, Brooklyn, NY 11245, features rooms with A/V technology setups that are large enough to hold 20-45 people.

Weekend content classes are held monthly at New York's administrative office and at Baruch College Campus High School (BCCHS) in Manhattan. Baruch College Campus High School, located at 55 East 25th Street in Manhattan, features eighteen classrooms, three science laboratories, a gymnasium, a cafeteria, an art room, and a library.

Relay New York's Leadership programs are held at Convene Meeting Rooms and Conference Center located at 32 Old Slip, New York, NY 10005. This space offers multiple conference rooms with state-of-the-art A/V equipment and a cafeteria area that is available to students, faculty, and staff.

Relay Newark

Relay's main campus is a 52,000 square-foot facility housing North Star Academy Charter High School. The building represents a partnership between North Star Academy, Uncommon Schools, and the City of Newark. Located at 13-25 Central Avenue in Newark, this state-of-the-art facility features 24 classrooms, two science laboratories, a full-size gymnasium, and a multi-purpose room for large-group instruction.

Relay Baton Rouge

Relay Baton Rouge's administrative office is located at 100 Lafayette Street, 2nd Floor, Baton Rouge, LA. This facility offers shared services and spaces including front-desk reception, community kitchen, one large conference room, and several desk and table spaces.

Weeknight classes and faculty office hours are held at UP Elementary, 5300 Monarch Avenue, Baton Rouge, LA 70811. Relay has use of one classroom for instruction, as well as a working station for its faculty. The spaces are equipped with wireless internet. There is ample parking available in an on-campus parking lot.

Saturday Content classes are held at the City Year Baton Rouge offices, 111 3rd Street, Baton Rouge, LA 70801. Relay has full use of three conference spaces, each of which seat 4-6 people. These spaces are equipped with A/V technology and wireless internet.

On-street parking is available at the administrative office and Content class locations, and parking meters do not run on weekends.

Relay New Orleans

Relay New Orleans's administrative office is located at 1555 Poydras Street, Suite 715. This facility offers shared services and spaces including front-desk reception, community kitchen, three conference rooms, and a storage room. Relay also has exclusive use of one conference room that seats 4-6 people, and a large room with desks for each Relay team member.

Weeknight classes are held at Langston Hughes Academy, 3519 Trafalgar Street, New Orleans, Louisiana 70119. Relay has use of the school's library and band room, each of which can seat 50-60 people, as well as three classrooms that seat up to 24 people, each. All classrooms are equipped with A/V technology and wireless internet.

Weekday Deliberate Practice sessions are held in the multi-purpose room of Felicity Church, an events venue, at 1220 Felicity Street, New Orleans, Louisiana 70130. Relay New Orleans has full use of the entire room, which is equipped with wireless internet.

Relay New Orleans holds its Saturday classes at Harriet Tubman Elementary School, 2832 General Meyer Avenue, New Orleans, Louisiana 70114. Classrooms at this location are equipped with A/V technology and wireless internet.

There is ample on-street parking at all class and office locations, and employees may park in the administrative office building's garage for a monthly fee.

Relay Houston

Relay Houston's administrative office is located on the 2nd floor of the KIPP CONNECT campus, located at 6700 Bellaire Blvd, Houston, TX 77074. This facility also offers several shared conference room spaces and a kitchen for faculty and staff use.

Weeknight and Deliberate Practice sessions are held at KIPP CONNECT. Relay Houston has exclusive use of one classroom large enough to hold 85 people. Relay Houston also has access to 4 shared conference rooms that seat 10-45 people each and multiple middle school classrooms, including science labs, that seat up to 35 people at KIPP CONNECT. Each classroom and conference room is equipped with A/V technology and wireless internet.

Relay Houston holds Saturday class sessions at the Spring Branch ISD West Transition Campus, located at 2100 Shadowdale Drive, Houston, TX 77043. Classrooms at this location are equipped with A/V technology and wireless internet.

Ample parking for students, faculty members, and staff is available outside of the building at both locations.

Relay Chicago

Relay Chicago's administrative office is located at 1 N. State Street, 6M, Chicago, IL 60602. In addition to providing office space for faculty and operational staff, the facility includes 8 conference rooms, 5 of which are equipped with A/V systems.

Weeknight and weekend classes are held at Chicago Bulls College Prep, located at 2040 W. Adams Street, Chicago, IL 60612. Relay uses five classrooms and one science laboratory, each of which is equipped with an A/V system and can fit 30-35 people.

Relay Memphis

Relay Memphis's administrative office is located on the 5th Floor of Teacher Town Commons, located at 477 South Main Street, Memphis, TN 38103. In addition to providing office space for faculty and operational staff, the facility includes 5 Conference rooms for campus use, and one large classroom available for all Relay class sessions.

Relay Delaware

Relay Delaware administrative office is located at 1313 N. Market Street, Suite 150E, Wilmington Delaware 19801. In Delaware, classes are held in two regions, New Castle County and Sussex County. All office and class spaces are outfitted with A/V technology and internet. There are also kitchen facilities in the classroom spaces for the staff, faculty and graduate students' convenience.

Weeknight classes in New Castle County are held in the classroom space at 1313 N. Market Street, Wilmington, DE 19801. Weeknight classes in Sussex county are held in the Instructional Media Center and in Room E113 at the Indian River High School, 29772 Armory Road, Dagsboro, DE 19939. All Saturday classes are held at Freire Charter School Wilmington, 201 W. 14th Street, Wilmington, DE 19801.

Relay Philadelphia/Camden

Relay Philadelphia & Camden's administrative office is located on the 2nd floor of Oxford Mills Commercial Space, located at 100 West Oxford Street, Philadelphia, PA 19122. In addition to providing office space for faculty and operational staff, the facility includes 4 conference rooms large enough for small groups of 8-10 and a large group of up to 80 people. Relay Philadelphia & Camden uses the Oxford Mills space for deliberate practice, core classes, and content classes.

Relay Philadelphia & Camden holds core classes and content classes at North Camden Elementary in Camden, NJ. North Camden Elementary, located at 800 Erie Street in Camden, features multiple classrooms and a cafeteria all equipped with A/V technology.

Relay Philadelphia & Camden also holds deliberate practice classes at Mastery Charter Pickett Campus in Philadelphia, PA. Mastery Charter Pickett Campus, located at 5700 Wayne Avenue in Philadelphia, PA, features multiple classrooms and a cafeteria all equipped with A/V technology.

Ample parking for students, faculty members, and staff is available outside of both locations.

Relay Nashville

Relay Nashville's administrative office is located at 123 Douglas Avenue, Nashville, TN 37207. In addition to providing office space for faculty and operational staff, the facility includes multiple classrooms and a cafeteria equipped with A/V systems, one conference room, multiple bathrooms and a kitchen area available to students, faculty, and staff.

All classes--including weeknight classes, weekday deliberate practice session, and weekend content classes--are all held in the cafeteria and/or classrooms at Relay Nashville's administrative office in East Nashville.

Relay Denver

Relay Denver's administrative office and classrooms are located at Trevista Horace Mann School, 4130 Navajo Street, Denver, CO 80211. The administrative offices include desks for faculty members and operational staff; a copy center; an informal meeting area; a conference table and chairs; and kitchen area available to students, faculty, and staff.

Relay Denver has exclusive use of two large classrooms, (approximately 1,000 square feet) which are used for both weeknight and weekend classes. Each room is large enough to hold 45 people, and is equipped with A/V technology.

Ample parking for students, faculty members, and staff is available outside of the building.

FACULTY ROLES

At Relay, the faculty has the primary responsibility of instruction, assessment and graduate student advising, among other administrative tasks. Several roles exist within this department but all involve a core set of responsibilities related to one of three roles: Professor, Adjunct Instructor, and Instructional Fellow.

Two other groups work in close conjunction with the faculty – curriculum design and research teams. The former creates the curriculum; the latter are central to the evaluation of institutional efficacy. As described later in this section, the many members of the faculty are also members of the curriculum design and / or research teams, and vice versa.

Professors and Professors of Practice

Full-time lead instructional faculty members occupy the position of Professor or Professor of Practice. Faculty members in these roles are former P-12 teachers with many years of experience helping P-12 students to meaningful academic and social growth. Professors have earned doctoral degrees. Professors of Practice--Relay's clinical faculty members--have earned master's degrees. This path to Professor begins with the Assistant Professor position, ascending to the Associate Professor role, and finally to a full Professor role. Ascension through these ranks is discussed in the Faculty Personnel Policies section. The roles and responsibilities outlined in this handbook apply to any faculty member with a professorial title. As such, for the remainder of this document, all Assistant Professors and Assistant Professors of Practice are referred to in this handbook as "Professors."

Professors teach "core" class sessions and/or "content" sessions. (Please see p. ___ above for a description of the distinction between these two tracks of coursework.) Professors also observe graduate students, provide feedback on graduate students' assessments and classroom teaching, collaborate with school leaders to promote graduate student development, revise Relay's curriculum, and advise graduate students.

Adjunct Instructors

Relay's Adjunct Instructors are part-time faculty members who teach "content" sessions. Adjunct Instructors are current P-12 teachers and school leaders who have master's degrees. In addition to instruction, Adjunct Instructors evaluate graduate students' assessments and revise the curriculum as needed. Adjunct Instructors are referred to as "Instructors" throughout this document.

Instructional Fellows

Instructional Fellows partner with Professors to assist with teaching, observing, advising, and evaluating graduate students. Much like the other members of faculty, these individuals have experience in P-12 classrooms and possess at least a master's degree.

Expectations and policies related to the execution of these responsibilities are discussed in the Faculty Personnel Policies section of this handbook.

FACULTY PERSONNEL POLICIES

Academic Freedom

Relay respects the fundamental concepts of academic freedom as these pertain to teaching, learning, and scholarship. Relay respects academic freedom as an important component in the culture of higher education and the freedom it represents to explore the subject matter of instruction, to conduct research in a field and to express one's views is a part of the robust and vigorous dialogue that constitutes an educational community. This important freedom carries with it a corresponding obligation to act in a professional and responsible manner.

Faculty Teaching Load

Full-time faculty teaching assignments shall not exceed the equivalent of nine semester hours per semester. Part-time faculty shall not exceed four semester hour per semester.

In more practical terms, full-time professors are expected to teach two "core" sections of graduate students with up to 50 students total across the two sections (for whom the professor is responsible for grading, observing, and advising). Instructional Fellows may also work with two "core" sections of graduate students with up to 60 students total across the two sections for whom the Fellow is responsible.

Faculty members also fulfill instructional commitments related to module preparation and review, student advisement, professional development, and administrative tasks. These hours are not included in semester hours, but Relay recognizes the work. To this end, Relay carefully monitors the time that faculty members spend preparing for classes, teaching classes, and providing feedback to graduate students.

Assessments

In addition to instruction, faculty members evaluate graduate students' work. Assessments take the form of written assignments and video of graduate students' instruction. Faculty members are expected to complete the evaluation of assessments no later than 14 days after the due date. In the case of late submissions, faculty members have 14 days after the late submission to complete the evaluation.

Observations

Professors and Instructional Fellows also observe graduate students in the P-12 classrooms where they teach. Professors conduct four formal observations and at least one informal observation over the course of a graduate student's enrollment at Relay. When conducting formal observations, Professors look for teacher and student actions aligned with the four elements of effective instruction (i.e., Self and Other People, Classroom Culture, Teaching Cycle, and Content).. There is a five-point rubric associated with each observable behavior, and graduate students earn a score of 0 to 4 in each of those areas. At the end of a formal observation, an overall score is compiled from each of the four categories of scores. Faculty members meet with each graduate student within a few days of the formal observation, providing meaningful feedback to push the graduate students' classroom practice.

Graduate Student Advisement

As outlined in the previous section, Professors have a significant role in advising graduate students. The faculty fields a wide range of questions and concerns from graduate students, including

academic questions about Relay coursework, instructional questions for graduate students' P-12 classrooms, and recommendations on managing professional relationships at graduate students' P-12 schools.

To address these questions and concerns, faculty members schedule office hours, make classroom visits, and are accessible via phone and e-mail. The intention is to encourage and facilitate regular communication between the faculty and graduate students to proactively resolve academic and professional issues before they develop into deeper troubles that may affect academic performance.

Individual faculty members are but one aspect of the strong graduate student support that Relay offers. Each campus's Dean's Office, which represents the teaching faculty of that campus as a whole, provides a number of student advisory and support services, including additional advisors who provide academic advice and counsel to graduate students. Each campus's Dean's Office and the national Office of Enrollment Services provide additional resources, guidance, and continual support and communication with graduate students. As needed, faculty members are encouraged to direct graduate students to these resources.

Office Hours

Professors teaching "core" classes hold weekly office hours at a day of week, time, and location to be determined by those faculty members and communicated to graduate students.

FACULTY SCHOLARSHIP AND RESEARCH

Research is an integral component of Relay's development, refinement, and expansion. As a result, the institution has prioritized four areas of research, which serve as the basis of its published research agenda. Relay's four major areas of research interest are: elements of effective teaching and leadership, preparing effective teachers and leaders of high-need students and schools, tracking and measuring student achievement and character development, and teachers' career trajectories.

At the same time, the institution values the individual scholarly interests of its faculty. Academic scholarship is broadly defined to include the following activities:

- Publishing books or articles in peer-reviewed and professional journals;
- Presenting at regional and national conferences;
- Conducting institutional research, for example, regarding the efficacy of Relay's programs;
- Creating content and curriculum for new or existing courses at Relay;
- Creating content, in collaboration with the senior instructional team, to contribute to the video library; and
- Pursuing doctoral degrees at a recognized institution of higher education, provided that the doctoral degree is related to the faculty member's instructional role.

Working under the supervision of the Chief Research Officer, faculty members may pursue research that is thematically-aligned with Relay's institutional agenda, speaks to broader educational research topics, and/or reflects more general academic interests.

To be able to pursue institutional and scholarly research as part of their position at Relay, faculty members must have their research projects reviewed by the Chief Research Officer.

FACULTY PROFESSIONAL DEVELOPMENT

Relay views faculty as being central in not only preparing graduate students for the profession of teaching but also in helping drive P-12 student growth and achievement in the classrooms of our graduate students. To serve in this role, Relay assumes the stance of continuous improvement in instruction and leverages the expertise among its members and external resources to support this development.

Ensuring Continuous Growth

In order to identify the internal and external resources that will support this continuous improvement among the faculty, Relay relies on observations conducted by colleagues, feedback from graduate students, and graduate students' programmatic performance data. With respect to observations, the Deans, Professors, Instructors, and Instructional Fellows regularly observe each other, using a shared faculty observation rubric.

The faculty also relies on graduate student feedback gathered from thrice-annual institutional survey responses. In the fall, mid-winter, and late spring, graduate students complete a survey in which they reflect on their experiences in Relay classrooms. Graduate students provide feedback on the instruction provided by faculty members, among other items related to curriculum, self-efficacy, and overall experience.

This feedback along with the reflections of faculty members informs the identification of individual faculty members' strengths and departments of growth.

Internal Professional Development Activities

Professional development begins at orientation. Each summer, all new faculty members from across the country gather to participate in a week-long orientation program led by the National and Senior Deans that involves workshops in pedagogical practices, institutional and curricular policies, organizational structure and practices, and the institution's use of technology.

All faculty members also participate in a bi-weekly cycle of preview, prep, and practice. *Previewing* upcoming instruction takes the form of one faculty member at each campus teaching the material that all will teach two weeks hence, getting colleagues' feedback and ideas on that instruction, as in a lesson study. *Preparing* curriculum is an optional, but well-attended bi-weekly, campus-level opportunity to share ideas for the upcoming class. *Practicing* is a required and weekly event in which all faculty members at a given campus gather to practice parts of their upcoming classes with colleagues, receiving feedback and revising their approach with their own graduate students as a result.

As needed, the Deans, working with other members of faculty, create workshops to address the specific learning needs of Professors, Instructors, and Instructional Fellows. Previous workshops have ranged from supporting graduate students through mental health challenges to debates regarding value added accountability models in teacher evaluations.

External Professional Development Activities

The internal strengths of the faculty will neither address all learning needs nor individual professional development interests. As a result, faculty members are also encouraged to pursue external professional development opportunities. These include, but are not limited to:

- Formal channels for continued education;
- National conferences; and
- Regional trainings focused on both adult and child learning.

The Deans and other members of the Relay administration scan the field to inform faculty members of such opportunities. Relay, however, encourages faculty members to conduct their own search. \$500 dollars in annual funds are available to each full-time faculty member to pursue such interests, and each campus Dean has additional team professional development funds to supplement these opportunities.

FACULTY LEAVE

Relay prides itself on the opportunities for research and professional development that it extends to its faculty. The institution, however, recognizes that Professors may need to dedicate time apart from primary instruction responsibilities to pursue research interests. Relay has set up a series of options to accommodate these interests.

Research Fellowships

Professors employed at Relay for more than five years may apply for a half-year paid fellowship with a proposal of additional research or academic study. Professors must present a research proposal related to the improvement of practice or, more generally, the improvement of practice at Relay in preparing graduate students to achieve greater P-12 student academic gains.

Following ten years at Relay, Professors may apply for a one-year fellowship. During this year, Professors must execute a set of deliverables. Once again, Professors must create a research proposal grounded in the advancement of graduate student preparation to achieve greater P-12 student academic gains.

Both half-year and one-year research fellowships require the approval of the Chief Research Officer and the National Dean. Relay will raise funds to help support this work, because it recognizes that this scholarship is critical to the mission of the institution. Additionally, the purpose of this work is to give Relay faculty members an opportunity to engage in research that will aid their professional development. This fellowship will also ensure Relay programs are grounded in practices at schools and will allow best practices to be codified.

Research Buy-Outs

Relay understands and values the role of external awards in supporting research and the improvement of practice. Faculty members are welcome to apply to external funding sources for research. Interested faculty members must discuss these plans with the National Dean to ensure that the terms of any resulting course “buy-outs” are clear and that alternative arrangements can be made to accommodate the change in the faculty member’s instructional obligations, if grant monies

are awarded. This meeting must occur at least one semester before the anticipated change in the Professor's workload would take effect.

Relay Doctoral Fellowships

Relay provides financial support to faculty members for the pursuit of doctoral degrees related to the faculty member's instructional role at Relay and for the joint benefit of the individual faculty member and Relay. The program must comply with federal state and local tax laws and may result in taxable income. The tuition support benefit includes, but is not limited to, the following provisions:

To be eligible for the fellowship, Professors are expected to pursue a doctoral degree in an area related to their instructional role at Relay. The degree program for which tuition support is provided is subject to review and approval by the National Dean and/or her designee during the Doctoral Fellowship application process. This process is a case-by-case process. There is no automatic tuition support benefit for faculty members. Faculty members must meet eligibility requirements (see Academic Fellowship Eligibility Requirements section) prior to applying for the fellowship and tuition support. At a minimum, the faculty member must be employed full-time for at least one full year (the "Eligibility Period") before applying and must receive at least two mid-year and/or year-end performance reviews during this period.

As a Doctoral Fellow, or Fellow, Relay will fund the cost of the degree, up to a maximum amount, subject to length-of-service requirement on behalf of the faculty member, and tuition support will be funded in the form of a loan forgiveness agreement. Should the Fellow's employment be terminated before fulfillment of the service requirement, the total amount paid to date by Relay toward tuition and fees for the Fellow, less any amounts forgiven before the employment termination date, will be due upon the Fellow's departure from Relay.

Fellows are expected to continue working on a full-time basis and are expected to schedule classes at time that do not conflict with the performance of his or her work-related duties. Fellows must also participate in any mandatory staff meetings or other in-person events. Lastly, Fellows must sign a Tuition Reimbursement Agreement to affirm their understanding of the terms and conditions of the Fellowship and associated tuition support.

Relay offers two months paid time off for Fellows enrolled in a doctoral program to focus on writing dissertations. Paid time off for dissertation writing is in addition to other paid time off that the employee may be eligible for or entitled to as an employee of Relay, such as paid vacation days. The Fellow is expected to work with Relay to determine the optimal time and schedule for the time off for dissertation writing, to minimize the disruption to the workflow of the Fellow's colleagues and of Relay as a whole. For example, a Fellow should not plan to take time off for dissertation writing starting in the middle of an academic term during which he or she has teaching responsibility.

Academic Fellowship Eligibility Requirements

The Relay research and doctoral fellowships, and the associated tuition support for the latter, currently apply only to full-time faculty members who serve an instructional role for Relay.

Additional, basic eligibility terms for participation include, but are not limited to, the following:

- Applications for tuition support and/or leave must be submitted to and approved by a committee that includes the Chief Research Officer, the National Dean, and the Chief Operating Officer.
- Full-time faculty members are eligible to apply for tuition support after they have met the Eligibility Period requirement and have had strong professional performance during that period.

FACULTY RECRUITMENT AND HIRING

Relay has taken a number of steps to ensure a clear and equitable hiring process. Policies related to hiring are made available to all faculty members in the institution's Personnel Manual, and include, but are not limited, to the following policies:

- Equal opportunity employer;
- Hiring policy;
- Nepotism policy;
- Regular full-time and temporary employment;
- Policy on work schedule for non-exempt employees; and
- Policy on initial employment period.

For all job openings detailed job descriptions exist to provide a clear understanding of the prospective role. For faculty positions in particular, specific hiring criteria related to degrees, state teaching credentials, years of experience, and demonstrated competencies in the field.

Applicants who successfully pass the interview process are asked to provide a thorough response to a performance task that is framed particularly for the job posting, thereby supplying the institution with concrete, tangible evidence of knowledge and skills to evaluate each candidate's functional and technical potential.

FACULTY PERSONNEL BENEFITS

Faculty should refer to the Relay Personnel Manual for Relay's benefits' policies, including health insurance benefits, workers' compensation benefits and vacation days, among other benefits.

EVALUATION OF TEACHING AND PROFESSIONAL PERFORMANCE

Relay's evaluation systems hinge on three institutional priorities:

- **Student Achievement.** The teachers and principals we train and develop will have meaningful impact on PK-12 students.
- **Student Satisfaction.** Our graduate students – and undergraduates and other trainees – will have a meaningful experience at Relay
- **Institutional Health.** As an institution, we will create meaningful tools and systems to help shape American PK-12 and higher education.

Using these three priorities as the starting point, the National Dean leads a goal-setting process during the first All-Campus Leadership meeting of the year. In September of 2016, for example, the All-Campus Leadership participants identified four categories of shared campus goals: K-12 student

achievement, graduate student performance, faculty performance, and institutional sustainability. Across these four categories, the All-Campus Team identified 16 specific, measurable goals for which they wanted to hold themselves accountable at the campus level. The Deans of each campus then supported each of their faculty members in choosing four personal goals from among those 16 shared-campus goals. The following was the guidance provided to faculty members during that process:

- In collaboration with your manager, you'll pick three goals from the 16 shared-campus goals to track for performance management
- Those three goals should be picked and re-stated to represent (a) your role and (b) your section(s) of grad students
- Your fourth goal can be chosen from the 16 *or* formulated based on relevant areas of professional responsibility and / or development (e.g., management, research, etc)
- All faculty members should have at least one graduate student-level goal and one faculty-level goal

One example of the four goals one faculty member (with management responsibilities) selected:

- K-12 Student Achievement: 90-95% of the students in my second-year sections will help their K-12 students learn at least a year's worth of content (per our Student Growth and Achievement guidelines)
- Graduate Student Performance: 90-95% of the students and students of color in my Y2 sections will be academically ready to graduate on time (i.e., with a 2.7 overall RSA and having passed all modules).
- Faculty Performance: 90-95% of the students in my sections will agree or strongly agree that overall I am an effective instructor on the EOY survey.
- Management: All of my direct reports will meet all of their goals.

Deans and faculty track their performance-to-goals across the course of a year-long review cycle, reporting updates at each quarter and planning for next steps with the most up-to-date data as the point of reflection. In August of each year, each faculty member reports final performance-to-goals data as part of his/her end-of-year review.

Promotion

For full-time faculty, promotion can take three forms:

- (1) A raise for strong performance (based on the annual review cycle described above)
- (2) A promotion to a different, more senior role (e.g., moving from Instructional Fellow to Assistant Professor or from Assistant Professor to Director of Residency)
- (3) A promotion from one rank of professorship to the next (e.g., from Assistant to Associate Professor)

Because of Relay's institutional age, the fall of 2017 will be the first time we have faculty who are eligible for the latter type of promotion. Consequently, the process for applying for and determining promotion of rank is still in design. Broadly speaking, there will be four categories of consideration in this process:

- *Instruction:* Feedback and ratings from graduate students, colleagues, and the Dean, which combines evidence from surveys, assessments, and observations

- *Curriculum Design*: Creation of and revisions to the Relay curriculum along with feedback and ratings from graduate students and faculty on surveys
- *Publication*: Establishment of a research presence through publication and presentation of Relay-related and independent research to internal (i.e., the Relay community) and external (i.e., the broader academic community) audiences
- *Professional Service*: Demonstrated leadership initiative (e.g., leading Instructional Orientation), guest teaching in P-12 schools, attending and presenting at local and national conferences, and acting as a manuscript reviewer, among other professional activities

This review process determines the promotion channels for full-time faculty members. There are no ascension ranks for Instructors.

The design, field testing, polishing, and ratifying of the tools and processes involved in faculty promotion will be a major focus for the National Dean, the FAC, and the faculty in SY2017.

FACULTY TERMINATION AND GRIEVANCE POLICY

A full time faculty member is expected to demonstrate teaching excellence and professional accomplishment as well as fulfill the specific expectations of his or her duties and responsibilities. As an at-will employee, there cannot be any expectation of continued appointment for any specific duration and assessment will be on-going. A faculty member's employment may be terminated at any time and there is no commitment to continued reappointment. A faculty member who takes issue with a decision involving termination can ask the National Dean to investigate and review the determination. If the parties cannot reach a mutually acceptable resolution the faculty member may seek a final review from the President. Refer to the Relay Personnel Manual for additional information.

FACULTY CODE OF CONDUCT

All members of Relay's faculty have an obligation to observe and follow Relay's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of Relay, corrective disciplinary measures will be taken. Disciplinary action may include a verbal warning, written warning, suspension, or termination. The appropriate disciplinary action to be imposed will be determined by Relay. Relay does not guarantee that one form of action will necessarily precede another. The following may result in disciplinary action, up to and including termination:

- Poor performance on annual review;
- Violation of Relay's policies, procedures, or safety rules;
- Insubordination;
- Repeated tardiness or excessive absences;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Intoxication;
- Theft or dishonesty;
- Misuse of technology;

- Fighting;
- Abusive or foul language;
- Misrepresentation of professional past;
- Physical harassment, sexual harassment or violations of standards of professionalism toward a student, fellow employee, visitor, vendor, or other member of the public.

These examples are not all inclusive. Relay emphasizes that termination decisions will be based on an assessment of all relevant factors.

Research Misconduct

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. These terms are defined as follows:

- Fabrication: Making up data or results and recording or reporting them;
- Falsification: Manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;
- Plagiarism: Appropriating another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include honest errors or differences of opinion.

A finding of research misconduct requires that:

- There be a significant departure from accepted practices of the relevant research community;
- The misconduct be committed intentionally, knowingly, or recklessly; and
- The allegation be proven by a preponderance of the evidence.

Plagiarism and Copyright Law

Relay Graduate School of Education requires that all faculty members maintain compliance with United States Copyright Law (Title 17, United States Code, § 101 - 122). Similar to the Relay Plagiarism Policy to which all students must adhere, faculty members are expected to develop curriculum in a way that follows scholarly expectations and is legally compliant. Faculty members are reminded that the use of third-party materials is governed by Fair Use (Title 17, United States Code, § 107), and Relay provides internal frameworks and support staff to help faculty members determine when a use qualifies as fair. When materials exceed fair use, Relay pays royalties, either directly to the publisher or through a copyright clearinghouse.

Copyright law is complicated, and to help clarify the nuances, Relay provides resources on understanding copyright compliance and fair use in the virtual and physical classrooms. All faculty members are urged to watch the online, self-paced module on copyright compliance available on the Course Platform in the library course. After reviewing this module, any questions about copyright compliance or fair use may be directed to library@relay.edu.

SUBSTANCE ABUSE POLICY

Relay has a vital interest in ensuring a safe, healthy, and efficient environment for all faculty members, staff, and graduate students. The unlawful or improper presence or use of controlled substances or alcohol presents a danger to everyone. For these reasons, Relay has established as a condition of employment and continued employment with Relay the following substance abuse policy.

All Relay faculty members and staff are prohibited from reporting to Relay activities while using alcohol or illegal or unauthorized drugs or while under the influence of drugs that adversely affect the individual's ability to safely and efficiently perform their job duties and/or provide any work restrictions. In addition, faculty and staff are prohibited from engaging in the unlawful or unauthorized manufacture, distribution, sale or possession of illegal drugs and alcohol in the workplace including: on Relay paid time, on Relay premises, or while engaged in Relay activities. Faculty and staff are also prohibited from consuming alcohol during working hours, or when it could affect the individual's job performance, safety, or health.

Employment or continued employment with Relay is conditional upon the individual's full compliance with the foregoing substance abuse policy. Any violation of this policy may result in disciplinary action up to and including termination. Furthermore, a faculty or staff member who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions, to participate in and successfully complete a Relay-approved drug and/or alcohol assistance or rehabilitation program as a condition of continued employment. Relay assures that any information concerning an individual's drug and/or alcohol use will remain confidential.

Relay reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of shelves, desks or other suspected departments of concealment, as well as a faculty or staff member's personal property when Relay has reasonable suspicion to believe that the individual has violated this substance abuse policy.

DISABILITY POLICY

Relay is committed to complying with the applicable provisions of the ADA and Section 504 with regard to disabilities as well as providing an educational environment that is accessible to the faculty. Any faculty member who believes that he or she has a disabling condition that requires accommodation should confer with the Dean as soon as possible. The faculty member will need to provide the necessary documentation of the disability from a medical professional so that the impact of the disabling condition on work-related essential tasks is understood and a reasonable accommodation can be achieved.

SEXUAL HARASSMENT POLICY

It is the policy of Relay to prohibit sexual harassment from occurring at Relay activities or at any other place where a Relay-sponsored event takes place. The purpose of this policy is not to regulate personal morality or encroach on faculty members' personal lives but rather to demonstrate Relay's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an faculty member's employment with Relay;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that faculty member; or
- Such conduct has the purpose or the effect of unreasonably interfering with a faculty member's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

Investigation and Remediation

If a faculty member believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that individual should immediately notify the National Dean or any other supervisor with whom that employee feels comfortable. All reports of sexual harassment will be promptly investigated by the National Dean, or his or her designee, and will be kept confidential to the extent possible. If the National Dean is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the National Dean, the employee should report directly to the Chief Operating Officer (COO), or his or her designee.

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. Please note, federal, state and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws.

If an investigation confirms that harassment has occurred, the investigating party shall take appropriate corrective action which may include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. The proper supervisor shall also follow up with the employee after corrective action has been taken to ensure that the harassment has ceased and to determine whether any retaliatory actions have occurred.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including

termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

This policy applies to full and part-time Relay employees, interns, independent contractors as well as other types of Relay personnel.

ANTI-DISCRIMINATION

It is the policy of Relay to employ and promote individuals qualified and/or trainable for positions by virtue of job-related standards of education, experience, and ability. Thus, it is the objective of Relay that all actions which relate to employment including recruitment, hiring, training, education, promotion, work assignments, transfer, termination from employment, discipline, compensation, benefits, Relay-sponsored social and recreational activities, work environment and use of Relay facilities, shall be administered without regard to race, religion, gender, national origin, age, marital status, sexual orientation, gender identity, pregnancy, disability or handicap, ancestry, status as a veteran, and all other categories protected by law.

Relay shall comply with the intent of the Americans with Disabilities Act of 1990 and shall not knowingly discriminate against individuals with disabilities. Relay will make adjustments to reasonably accommodate employees with disabilities to the extent required by law. Relay shall also comply with the intent of the Age Discrimination in Employment Act of 1967 and the New York Human Rights Law, and shall not knowingly discriminate against individuals 18 years of age or older.

Any grievance regarding discrimination shall be handled through the Equal Employment Opportunity Commission officer (or designee) of Relay. The complainant should contact the COO, or his or her designee or, if the complaint is against the COO, the President or the Chair of the Board of Relay who will provide information and assistance on filing and pursuing the complaint.

It is against Relay's policy for anyone within Relay to intentionally:

- Discriminate against anyone in a legally protected class in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment based on an individual's membership in a legally protected class;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; or
- Deny a person any service, other program benefits, or financial aid based on the individual's legally-protected classification.

Violation of this policy is unlawful, and violators shall be subject to appropriate disciplinary action. Any employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to his or her immediate supervisor, or if the supervisor is engrossed in the conduct, to the COO, or his or her designee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of discrimination. However, disciplinary action up to and including

termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of discrimination.

This policy applies to full and part-time Relay employees, interns, independent contractors as well as other types of Relay personnel. For more on these policies, see the Personnel Manual.

GRADUATE STUDENT ACADEMIC POLICIES

As Relay is now a 15-campus, five-program institution, the particulars of each campus and program's policies are detailed in a series of Program Guides and Student Handbooks. Faculty and others can find those guides and handbooks in the "GEN-101: General Resources" module on the Course Platform, along with academic calendars and templates for key student paperwork.

FEEDBACK ON THE FACULTY HANDBOOK

Under the leadership of the National Dean, the Faculty Handbook underwent major revision in 2016-2017. Going forward, the National Dean's Office will revise the Handbook on an ongoing basis, with annual review and ratification by the Board, the Senior Deans, and the FAC. If you have feedback about the form or substance of this document, please send an email to National Dean