# Allegheny College
# Faculty Handbook

# 2020-2021

This Handbook contains facts, policies, and procedures of special interest to faculty. It supplements the College *Academic Bulletin*; the contents of both should be familiar to all faculty. The most recent edition of the *Handbook* along with archived editions can be accessed from the Provost's Faculty Resources page. The My Allegheny website contains additional information related to policies, Committees, and resources.

Allegheny College is an Equal Opportunity Employer that actively seeks to attract, hire, and retain a high caliber, diverse workforce comprised of employees whose talents and experiences best equip the College to accomplish its mission. It is the policy of Allegheny College to provide equal employment opportunity to all employees with a strong commitment to diversity, inclusion, and equity. The College does not discriminate, and will not tolerate discrimination, on the basis of race, color, religion, gender, gender identity, gender expression, sexual orientation, age, creed, national/ethnic origin, ancestry, veterans or handicap or disability as those terms are defined under applicable law.

Inquiries related to any of the above, or to discriminatory or sexual harassment, should be directed as follows:

- EEO, Title VI, or Section 504 of the Rehabilitation Act: the EEO Officer or the Director of Human Resources.
- Title IX: the Title IX Coordinator
- Discriminatory harassment and hate crimes:
    - Students: Dean of Students
    - Faculty: Provost
    - Staff: Human Resources
    - Visitors and after hours: Safety and Security Office
- Sexual harassment and sexual assault: to the Title IX Coordinator or Deputy Coordinators

Please consult the Human Resources Office, 814-332-2312, for contact information for any of the personnel listed above.

# Section 1: Introduction

## 1.1 Allegheny College Mission Statement

Allegheny's undergraduate residential education prepares young adults for successful, meaningful lives by promoting students' intellectual, moral, and social development and encouraging personal and civic responsibility. Allegheny's faculty and staff combine high academic standards and a commitment to the exchange of knowledge with a supportive approach to learning. Graduates are equipped to think critically and creatively, write clearly, speak persuasively, and meet challenges in a diverse, interconnected world.

(Revised Spring 2004)

## 1.2 Statement of Community

Allegheny students and employees are committed to creating an inclusive, respectful and safe residential learning community that will actively confront and challenge racism, sexism, heterosexism, religious bigotry, and other forms of harassment and discrimination. We encourage individual growth by promoting a free exchange of ideas in a setting that values diversity, trust and equality. So that the right of all to participate in a shared learning experience is upheld, Allegheny affirms its commitment to the principles of freedom of speech and inquiry, while at the same time fostering responsibility and accountability in the exercise of these freedoms. This statement does not replace existing personnel policies and codes of conduct.

(Adopted by faculty vote, 20 April 2007)

## 1.3 Allegheny's Institutional Learning Outcomes

Allegheny's Institutional Learning Outcomes are housed in the *Academic Bulletin.*

## 1.4 The Honor Code

The Academic Honor Program is designed to promote individual responsibility and integrity in academic affairs and to develop an atmosphere conducive to serious independent scholarship. The Honor Code is housed in *The Compass Student Handbook and Resource Guide*.

## 1.5 History

Allegheny College was founded in 1815, and Timothy Alden, a Harvard graduate, was named its first president. Initially, classes were held in Meadville's log courthouse and in Alden's home. Within half a dozen years, however, Alden had succeeded in attracting sufficient funds to begin building a campus, having traveled throughout the eastern states seeking support for a planned library and classroom building. John Adams headed the subscription list of donors from New England.

The most significant donations were the fine private libraries of Dr. William Bentley, Judge James Winthrop, and Isaiah Thomas. The 1823 library catalog lists some 8,000 titles, a number of them unique today, making this collection one of the finest held by any of the early colleges.

The need to properly house the library led to the construction of Bentley Hall in the 1820s, today a leading example of early American architecture. Designed by Alden, this structure still crowns the hill on which the campus is located. If you are interested in learning more about College history, you might find the following publications of interest. All are available in Pelletier Library.

1. Ernest Ashton Smith, *Allegheny–A Century of Education 1815-1915* (1916)
2. Jonathan E. Helmreich, *Through All the Years: A History of Allegheny College* (2005)
3. Jonathan E. Helmreich, *Allegheny College: A Tour of the Historic Campus.* Sound recording Compact Disk (2000) [Circulation CD-ROM 378.748 A Wzh. or Faculty Shelf]
4. Jonathan E. Helmreich, *Eternal Hope: The Life of Timothy Alden, Jr.* (2001). [922 AL22 h or Faculty Shelf]
5. *Laughter on the Hill: A Treasury of Allegheny College Humor*, compiled and edited by Nels Juleus (1979) [817 J941 L]

# 1.6 Allegheny Organization

Allegheny College is organized into a number of divisions, and each division is headed by a Vice President, Provost, or Director. The Academic Affairs division is headed by the Provost and includes the faculty; the Deans, Associate Deans and Associate Provosts of the College; the Registrar's Office; the Learning Commons; and the Allegheny Gateway.

# Section 2: Organization of the Faculty

## 2.1 Faculty Meetings

The first meeting in the fall is typically held on the first Friday of classes; later meetings, four or five a semester, are held on Thursdays at 4:30 p.m. The last meeting of the year is held on the Friday morning preceding Commencement. There are also occasional evening discussion meetings. All faculty members are expected to be present at all sittings. Part-time faculty may attend faculty meetings but may not vote.

Minutes of faculty meetings are placed on the web a few days after each session. If not amended at the next sitting of the Faculty, they are considered approved. Items of major import must be read at two separate sittings.

## 2.2 Faculty Moderator

The Moderator of the Faculty will be a faculty member elected by a vote of the Faculty for a three-year term. The Moderator will preside at all faculty meetings. All full-time faculty members are eligible to serve as Moderator.

The election procedure will make use of an approval voting method as follows: In the first round voters will be presented with a list of eligible faculty. They may vote for any number of candidates. Based on the results of the initial round of voting, a final ballot listing three names will be prepared. Again, Faculty will be directed to vote for as many of the candidates as they wish.

The Moderator will be responsible for working with chairs of the standing committees, the President, and other administrators to determine and distribute in a timely fashion the agenda for each meeting. The Moderator will accept faculty requests made prior to each meeting to speak on any agenda item, and will actively solicit participation in the debate of faculty who possess the expertise and points of view which he or she believes will enrich the quality of the discussion. All remarks made during debate will be addressed to the Moderator.

The Moderator will have sole responsibility for recognizing speakers and otherwise managing debate. Committee chairs and others introducing proposals for faculty consideration will have no role in recognizing speakers, although members of the committee responsible for the measure being discussed will normally be given preference by the Moderator when they request the floor.

## 2.3 Secretary of the Faculty

The Secretary of the Faculty will be a Faculty member nominated by the Faculty Council and elected by the Faculty. In nominating a Secretary, the Council will take into account seniority and/or record of contribution to the College.

The Secretary represents the Faculty at the Commencement Ceremony by participating in the awarding of degrees and affixing his/her signature to all diplomas. For meetings of the Faculty, the Secretary advises the Moderator in setting the yearly schedule; solicits items of business for each meeting, creates the agenda in consultation with the Moderator, and calls all meetings through advance distribution of the agenda; provides for the distribution of handouts and attachments relevant to the agenda (and the retrieval of unused copies) as necessary; serves as Parliamentarian of the Faculty by ruling on matters relevant to faculty tradition and the order of debate; records the proceedings of each meeting (except executive sessions) in the form of Minutes, posts them along with relevant attachments on the College's website or at the appropriate venue and signs and deposits an official copy for each meeting in the College archives.

(Fall 2002)

# 2.4 Faculty Council

The Faculty Council is an elected committee with the functions to advise the President and the Provost in the development of general college policies, advise the President on Honorary Degrees, serve as the Committee on Committees, and consider and deal appropriately with issues brought to it by any member of the college community. See Section 3.7 for the complete charge and description of Faculty Council.

# 2.5 Standing Committees

Allegheny College is distinguished by its commitment to shared governance. This commitment rests upon three principles:

1. We are a community dedicated to a common project: engaging with our students in a liberal education.
2. We believe that this common project is best advanced when we draw upon the broad competencies of all members of our community.
3. We think that the general direction of the college should be determined by democratic practices and habits

The commitment to shared governance imposes certain responsibilities and burdens on members of the Allegheny community. It also conveys great benefits. Among the most important are faculty leadership and participation in shaping our common future. The committee system is the principal means through which we realize this commitment.

Faculty members of standing committees are either faculty-elected positions (Faculty Review, Faculty Council) or are appointments that are nominated by Faculty Council and approved by the faculty. Student members are appointed by the Student Government from a list of student applicants. Faculty members usually are not asked to serve on committees during their first two years at the College, but are expected to be available thereafter. Additional information on committees and their membership is available on-line at: http://sites.allegheny.edu/committees/

**General Rules**

1. The Faculty Council will serve as the "Committee on Committees" and will nominate for Faculty consideration and approval persons eligible to fill vacancies on the Standing Committees. Faculty members who have completed at least two years of teaching may be considered eligible for service on a Standing Committee. Faculty in their second year of service will not normally be asked to serve on Standing Committees.

2. Faculty members will normally serve three-year terms on committees. Faculty completing three consecutive years of service on either appointed or elected committees (Faculty Review Committee, Faculty Council) will not normally be appointed to a committee for two years. Generally, sabbatical and other leaves will count towards a faculty member's hiatus from standing committee service. If sabbatical or other leaves prevent a faculty member from serving a full, three-year term on a committee, upon return, the faculty member will be eligible for appointment to a committee. Eligibility does not indicate that a faculty member will automatically be appointed to a committee. Council will consider institutional need and the faculty member's service record in determining whether to appoint a faculty member to committee service directly after a leave. Committee service on appointed committees will not affect eligibility for elected committee positions (Faculty Council, Faculty Review). Members of an elected committee are ineligible for service on another elected committee and may not appear on any ballot for committee election. Persons serving a full, three-year term on an elected committee (Faculty Review Committee, Faculty Council) shall be ineligible for election to either elected committee for three years following the expiration of their terms. Persons serving fewer than three years on an elected committee (Faculty Review Committee, Faculty Council), due to sabbatical or other leaves, will be eligible for election to either committee upon their return from leave.

3. Nomination for elected committee service is an expression of trust and respect. This is especially true for the Faculty Review Committee, as "the award of tenure is the single most important personnel decision the College makes; it must be awarded with the gravest care" (*Faculty Handbook* Section 5.2.36). Faculty nominated for election in the first round of voting for an elected committee (Faculty Council and Faculty Review) should recognize the institutional importance and professional responsibility of serving on these important committees. Individuals may decline to have their names appear on the first ballot, but faculty whose names appear on the first ballot are expected to serve if elected.

4. Elections for elected committees (Faculty Council and Faculty Review) and the Faculty Moderator position shall be conducted by Faculty Council using an approval voting procedure described as follows: in the first round, eligible faculty will be asked if they would accept nomination; voters will then be presented with a list of faculty willing to serve one week prior to the faculty meeting at which the first round of voting is conducted. At the designated faculty meeting, faculty may vote for any number of candidates. Based on the results of the initial round of voting, a final ballot (listing double the number of names to fill the vacancies will then be

mailed to all eligible voters. The final FRC ballot shall not contain more than two faculty from any single department or program. The second round of voting will close no earlier than one week after final ballots have been mailed.

5. When not specified, faculty membership on standing committees should, whenever possible, reflect affiliation with all academic divisions of the College. In cases where divisional representation is specified, at least one faculty member from each division will be nominated. In the exceptional circumstance of there being no eligible faculty from a particular division to serve, Faculty Council will nominate faculty from outside that division to fill the vacancy. This exception will not apply to the Faculty Review Committee.

6. If faculty are appointed in departments or programs that have a divisional affiliation (Humanities, Natural Sciences, Social Sciences), they will normally be considered to be of that division for the purposes of committee assignments. If faculty are appointed in multiple departments with different divisional affiliations, they may choose which division they will represent. If faculty are formally appointed in departments or programs without divisional representation (e.g., interdivisional departments or programs), they may choose which division they will represent. For faculty who are choosing a divisional affiliation, it should be based upon their epistemological point of view as a scholar and teacher. New faculty in the position of choosing a divisional affiliation should do so prior to first commencing committee service, which usually begins in the third year of service. Continuing faculty appointed in departments or programs without divisional affiliation who wish to change their divisional affiliation, may do so during a hiatus from committee service. i.e., they may not do so while serving on a committee. If a Memorandum of Understanding assigns a divisional affiliation to a member of the faculty, that affiliation will be honored. In all cases where a declaration of divisional affiliation needs to be made, it must be made via the Committee Preference Form distributed by Faculty Council at the end of the Spring semester.

7. Students will normally serve two-year terms on committees, but seniors will not be excluded from consideration for committee vacancies.

8. No faculty member may serve simultaneously on more than one standing committee.

9. Faculty terms on appointed standing committees begin and end at the start of the Fall Semester. While committee terms do run through the summer months, committee members should be expected to deal only with essential business electronically. Non-essential business should be delayed until the start of the new semester.

10. When a faculty member resigns from a committee, the chair of the committee and the chair of Faculty Council should be notified in writing. In the event that a member of an elected committee cannot complete his/her term and that time constraints make a new election infeasible, Faculty Council will revisit the voting results from the most recent appropriate election to identify the next eligible faculty member with the highest number of votes and will ask that person to serve the remainder of the vacated term.

11. Exceptional matters that any committee wishes to call to the attention of the President and/or the Faculty should be brought to the Faculty Council.

12. All committees, except the Faculty Review Committee, will hear and consider related issues brought to them by any member of the college community.

13. All committees are responsible for periodically reviewing and updating the charge for their committee. Any changes will be brought to Faculty Council for review and presentation for a vote of the Faculty.

14. Unless otherwise stated, the reporting frequency and procedures are:
    a. An agenda will be established for each meeting and distributed to Committee members in advance of the meeting.
    b. The Committee will appoint a Secretary who will keep minutes of the meeting. Minutes will be submitted electronically to the Merrick Archives to be posted on the committee web site for distribution to the college community.
    c. An annual report will be filed with Faculty Council by May 30th and presented in a fall faculty meeting attachment.
    d. An annual agenda to outline anticipated committee business for the year will be filed with Faculty Council rior to the September faculty meeting.

15. In extenuating circumstances, committee chairs may request a course release as compensation for chair duties and responsibilities. To be considered for a course release, the faculty member must submit in writing the rationale to the Provost and Faculty Council. After initial consideration of department and program staffing needs, the decision is at the discretion of the Provost in consultation with Faculty Council.

(Revised 28 January 2016, 28 April 2018, 14 November 2019)

## 2.6 Department Chairpersons: Responsibilities

For the purposes of this discussion the word ‘department’ refers to an academic department or program that oversees a curriculum of study taken by students as a major.

The Chair of a department is the chief academic and administrative officer for that department and is accountable directly to the Provost. (S)he is responsible for the proper functioning of the department/program with respect to curriculum, facilities, budgets, hiring, faculty development, student concerns, and engagement in the broader community.

The Provost, following consultation with all continuing full time faculty in the department, appoints the Chair for a four- year term, which may be renewed for up to one additional four-year term. Selection criteria include: experience in leadership positions; the point in a person’s career with respect to sabbaticals, research plans, etc.; placement of sabbaticals within the department; and tenure status—under normal circumstances only tenured faculty will be asked to serve as Chair of a department. Chairpersons serve at the pleasure of the Provost, who will evaluate the Chair’s work regularly, and assist when appropriate. Near the end of the first four-year term the Provost, after meeting with continuing full time faculty, will determine if reappointment is mutually desirable.

Under ordinary circumstances, the Chair is relieved of one course per year as compensation for Chair duties and responsibilities. In rare cases, this allowance may increase, at the discretion of the Provost. To be considered for a second course release, the Department Chair must submit in writing the rationale to the Provost. A second course release is not automatically renewed from one academic year to the next, which means the Chair must write each year he or she believes circumstances warrant a second release. Factors to be considered for increasing the course allowance include departmental size, sabbatical leaves, departmental searches, personnel matters, or other issues that may result in large departmental time demands placed upon the Chair. After initial consideration of department and program staffing needs, the decision is at the discretion of the Provost. If circumstances prohibit a Chair from taking a course reduction, a stipend can be negotiated.

Outlined below is a list of the specific duties of the department Chairperson. This list is meant to provide direction in administering the responsibilities of this position, which may vary somewhat from department to department. Departments should maintain a list of specific job duties to ensure the smooth operation of departmental business.

1. **Leadership:** The Chair is responsible for fostering a climate of respect, collegiality, and interaction within and among departments so that student learning, faculty development, and programmatic and interdisciplinary successes are fostered and encouraged. Facilitating an ongoing program for long-range planning and innovation, including curriculum, within the department is also the Chair's responsibility. This plan should reflect balance between departmental goals/mission/needs and those of the college.

2. **Departmental Representative and Liaison:** The Chair acts as the spokesperson in all official transactions with department members, as well as with other members of the college and community-at-large (off-campus contacts). (S)he oversees department policies and practices, guides planning, and serves as the "certifying officer" of the department on official matters. The Chair also facilitates communication with other academic departments and programs where concerted efforts would be of mutual benefit.

3. **Personnel:** The Chair has oversight responsibility for department staff, including building coordinators, technicians, program assistants, and all other personnel whose duty lies within the department. The Chair is the first point of contact and has primary responsibility for mediating conflicts among department staff as well as handling student and parental concerns or complaints. The Chair has principal responsibility for all department personnel searches and serves as the chief coordinator for recruitment into the department; (s)he may delegate this responsibility where appropriate. The Chair should work closely with new faculty to ensure proper orientation to departmental policies. First-year faculty should not be expected to provide academic advising for students or serve as a first reader on senior projects. Exceptions may be made for the senior project, in consultation with the Chair and the Provost. A first-year faculty member may be asked to serve as second or third reader on a small number of senior projects.

4. **Handling and Keeping of RSE Narratives:** All narratives will be sent to the chair of the faculty member's home department/program. In the event that there is no home department/program, a department/program chair will be designated upon consultation between the faculty member, the Provost, the Registrar, and the chair in question. The chair should provide copies of narrative

evaluations to untenured faculty but must retain the original narratives. Copies of narratives should be provided to tenured faculty upon their request. Narratives should only be destroyed under one of the following circumstances:

- The instructor has left the college and is not expected to return, or
- The instructor has achieved the rank of full professor and at least five years have elapsed since the course was taught.

5. **Faculty Development and Evaluation:** The chair ensures that the faculty are aware of the department's expectations and that each faculty member's own expectations and concerns are addressed when appropriate. Chairs provide opportunities for ongoing conversation with department colleagues about their professional responsibilities and development and shall hold such conversations with tenure-track faculty members annually. The chair will coordinate all departmental evaluations; and when the college considers faculty for promotion or tenure, the chair (with contributions from other faculty members as appropriate) will be the primary author of department faculty evaluations.

6. **Departmental Meetings:** Chairs are responsible for calling regular department meetings; a minimum of three meetings per semester is required. The Chair insures that agendas are made available to department members and that department business is recorded as appropriate.

7. **Course Scheduling:** The Chairperson is responsible for organizing class schedules, subject to approval by the Provost. Although the task of actually coordinating schedules may be delegated, untenured faculty members should not be asked to perform this task. It is the Chair's right to ensure that scheduling burdens are equitably shared by department members, who must be aware that it may be necessary to teach a five-day schedule one semester per year.

8. **Certifying Minors and Transfer Credit Approval:** It is the Chair's responsibility to certify that requirements for minors have been met and to approve credit for transfer and off-campus courses. Although the task of certifying minors or approving transfer credit may be delegated, primary oversight belongs to the Chair.

9. **Physical Operations:** The Chair is responsible for the general management and oversight of departmental facilities, including office-classroom-lab-studio space and equipment. The Chair should be aware of department needs with respect to facilities, and represent those needs to the administration.

10. **Budget:** The Chair is responsible for planning and maintaining the department operations budget.

11. **Classroom Observation Policies:**

    Every academic department and program at the college is expected to establish a written policy by which the regular classroom observations of untenured faculty will be conducted. Reasons for such a policy are manifold. For the evaluative work tenured faculty must do, direct observation of colleagues' teaching is an irreplaceable feature of the accurate and fair assessment of pedagogical practice. Formalizing such policies in writing ensures their routine implementation and demonstrates an institutional commitment to teaching that is both thorough-going and equitable.

Each department's and program's specific classroom observation policy should be designed to fit its particular nature— its size, its culture, its pedagogies—but all such policies should be consistent with the following expectations:

- **Frequency.** Every tenure-track colleague should be observed teaching by at least one tenured colleague each year, for formative or summative purposes (depending on when the observations take place in the observed faculty member's review schedule);
- **Sequence.** Classroom observations should happen on two sequential classes or as close together in the calendar as circumstances allow;
- **Scheduling.** The observed faculty member should help determine the dates of the visits at least a week ahead of time (no surprise visits). If the observed faculty member is visited by more than one tenured colleague in a semester, every effort should be made to avoid having more than one or two faculty observing the same class meeting;
- **Before-and-after meetings.** The observer should meet with the observed colleague both before the class observation sequence to put those classes into context, and afterwards (one day or at most a week after the last observed class). These before-and-after meetings should be understood as occasions during which the colleague getting observed can inform the observer about the course in general, what he or she is trying to accomplish in these particular class meetings, and what he/she would like the observer to look for. After the classroom visits, the observing faculty member should describe what he or she observed in the areas the observed faculty member designated beforehand and in other areas where the observer discerned noteworthy strengths and challenges. A written report of classroom observations must be placed annually in both the Department's and the Provost's file.

Each classroom observation policy should represent the consensus of the department or program creating them and should be reviewed by the department/program every five years. A copy of a department's or program's new policy should be sent to the Provost's Office. In the spirit of making these documents consistent with the college's minimum expectations described above, the Provost or Associate Provost may on occasion discuss possible revisions in a department's or program's guidelines. Each department/program's guidelines will also be posted on the Faculty Resources website (http://sites.allegheny.edu/facultyresources/) when available.

Additional resources related to classroom observations can be found on-line at http://sites.allegheny.edu/facultyresources/principles-of-classroom-observation/ and http://sitesmedia.s3.amazonaws.com/facultyresources/files/2011/02/A-Class-Visit-Model.pdf.

(Spring 2002; Revised Spring 2004, Spring 2011, 2 March 2012, 14 November 2019)

# 2.7 Faculty Input into the Reappointment of the Provost and Dean of the College

The Provost and Dean of the College serves at the pleasure of the President and may be reappointed for one or more subsequent terms. If the Provost is to be considered for reappointment, faculty input about her or his performance shall be collected by Faculty Council during the fall of the final year of the Provost's current appointment. By September 15, Council shall solicit written input from all department chairs and program directors and also invite letters from any other faculty members, including non-tenure track and part-time faculty. All faculty input into the review process must be submitted to Council by October 1. Council shall then review, discuss, and share its findings during a meeting with the President by October 15. The contents of all letters and other communications will be treated as confidential by both Council and the President. This process shall be discontinued if the Provost indicates that she or he does not wish to be considered for reappointment.

(Adopted 3 March 2012)

## 2.8 Faculty Input into the Reappointment of Deans, Associate Deans, and Associate Provosts of the College

The President or the Provost and Dean of the College will consult with Faculty Council before reappointing a Dean, Associate Dean, or Associate Provost of the College.

(Adopted 9 March 2012, Updated Spring 2019)

# Section 3: Standing Committees of the Faculty

Faculty members of standing committees are either faculty-elected positions (Faculty Review, Faculty

Council) or are appointments that are nominated by Faculty Council and approved by the faculty. Student members are appointed by the Student Government from a list of student applicants. Faculty members usually are not asked to serve on committees during their first two years at the College, but are expected to be available thereafter. Additional information on committees and their membership is available on-line at: http://sites.allegheny.edu/committees/

# 3.1 Academic Standards and Awards

1. Functions

The principal function of this committee is to make certain that students meet the academic requirements established by the faculty. The Committee's specific responsibilities are:

A. To recommend to the Faculty grade standards students are expected to satisfy and consequences for not doing so.

B. To consider the cases of students eligible for dismissal and to determine which will be dismissed and which will be allowed to register for another semester. The Committee will report the results of these decisions to the Faculty.

C. To consider petitions for readmission from students who have been dismissed and make a favorable or unfavorable decision in each case.

D. To recommend to the Faculty the policies and procedures for dropping a course without grade penalty.

E. To establish a Dean's Exemption Committee to consider and decide upon requests from students for exemption from College academic regulations.

F. To recommend to the Faculty standards for the awarding of Latin Honors.

G. To serve, in conjunction with the office of the Dean of Students, as a review board in the selection of student recipients of various College awards for superior performance in scholarship and general merit.

H. To provide advice and support to the Dean of Students and the Provost in implementing the above responsibilities.

2. Membership, Membership Selection, Terms of Office and Chairperson Selection

A. The Committee will be composed of the following:
    a. Four faculty members, one from each academic, nominated by the Faculty Council and elected by the Faculty for three-year, staggered terms;
    b. Three students appointed by the Allegheny Student Government each year for up to a two-year term with one majors (or prospective majors) per academic division;
    c. The Dean of Students or a designated representative, and the Provost or a designated

representative, as *ex officio*, voting members;

d. The Registrar and Dean of Curriculum as *ex officio*, non-voting member;
e. The Director of the Counseling Center, the Allegheny Student Government Director of Educational Affairs, and other non-voting consultants as determined by the Committee.

B. Student members will not attend or participate in any meeting where the academic record or performance of an individual student is discussed.

C. In cases of academic dismissal and readmission, only the four faculty members of the Academic Standards and Awards Committee vote. If one of the four faculty members is unable to be present for a vote, a vote by the Provost or Associate Dean of the College may be substituted.

D. The Chairpersons will be a Faculty member selected by the Committee for a two-year term and the Dean of Students.

3. Dean's Exemption Committee

A special subcommittee of the Academic Standards and Awards Committee is empowered by faculty to adjust a student's academic program and requirements. Normally this subcommittee deals with waivers of regulations; its decisions are individual and are not considered as establishing precedent. The Committee is chaired by the Provost or a designated representative. Voting members include the Chair, the Dean of Students or a designated representative, and at least two faculty members from the Academic Standards and Awards Committee. Non-voting consultants may be included as appropriate.

(Revised Spring 2007, 11 April 2019)

# 3.2 Academic Support

Allegheny College must have talented faculty members who remain vital and current both as teachers and as scholars. To this end, the Academic Support Committee provides access to funding that supports teaching, professional development, and faculty research. The Committee also serves as a focal point for consideration of issues related to these matters.

1. Functions

Faculty representatives and the Provost work together to maintain a forum for discussion of academic support issues, including enhancement of teaching and scholarship and educational technology resources. The Committee's functions are:

A. To consider and advise the Provost on faculty applications for grants to support teaching and scholarship, and to award funding where possible and appropriate.

B. To advise the Provost on faculty development issues including applications for sabbatic and pre-tenure leaves and the budget to support such initiatives.

C. To advise the Vice President for Information Services and Planning on educational technology initiatives that support teaching, learning and research, and when necessary, direct these initiatives to the appropriate committee or office on campus for further feedback.

D. To support and encourage on-campus programs dealing with teaching and research.

E. To advise the Director of the Library on library resources that support teaching and faculty research.

2. Membership, Membership Selection, Terms of Office, and Chairperson Selection

A. The Committee will be composed of the following:
    a. Three members of the Faculty nominated by Faculty Council and elected by the Faculty for three-year staggered terms, with at least one member from each academic division.
    b. The Associate Provost and Director of the Gateway, the Director of Faculty Development and the Vice President for Information Services and Assessment as *ex officio*, non-voting members;

B. The Chairperson will be an elected faculty member chosen by the Committee for a one-year term.

(Revised Spring 2011; 11 April 2019)

# 3.3 Animal Research

1. Functions

The principal function of the Animal Research Committee (ARC) is to insure the welfare of animals used in teaching and research that originates at the College. The Committee conducts initial and continuing review of all research and classroom projects involving animals carried out by members of the college community. The ARC reviews research proposals initiated by faculty members in connection with their respective academic pursuits.

A. The specific responsibilities of the ARC are:
    a. To conduct both initial and continuing review of all research and classroom projects carried out by faculty and students in connection with their normal academic pursuits;
    b. To provide such review and certification of research and classroom projects as requested by appropriate outside agencies, including state and federal governments;
    c. To review alleged violations of the Statement of Principles Regarding Research with animals (see below) or established professional codes when such a review is requested; if in the judgment of the ARC a violation has occurred, it will be reported, in the case of faculty, to the Provost and, in the case of students, to the Campus Life and Community Standards Committee. Appeal in each case follows established procedures;
    d. To conduct a continuing review of state and federal guidelines regarding the care and use of animals in research;
    e. To conduct a continuing review of all research guidelines published by various academic disciplines involved in non-human research;
    f. To establish and publish College procedures that will govern the initial approval and subsequent review of all research and classroom projects with animals.

B. Projects to be reviewed by the ARC include those:
   a. Involving animals to be conducted in the classrooms or laboratories of the College;
   b. To be submitted for funding for outside agencies, if required by that agency;
   c. For which any member of the college community requests a review.

2. Procedures for submitting proposals for review

A. Approval must be secured in writing before the purchase or acquisition of subjects may begin, or, in the case of those projects employing animals bred on-site, before the experimenter may begin any procedures. The information about a proposed study should be submitted to the ARC at least one month prior to the anticipated beginning of the project so as to insure time for review.

B. Research proposals should be submitted using the ARC Review Forms. These Forms are available from the Chair and members of the ARC.

C. Changes in the research topic, subject or procedure must be approved in advance by the ARC.
D. When the ARC has examined a proposal, copies of the evaluation will be sent to key participants (i.e., student, faculty adviser, research supervisor, etc.) This procedure will be followed in cases where permission is given to proceed (perhaps with recommendations for improving the procedure) as well as in those cases where additional information is required. No project may begin until written notice from the ARC is received.

E. When the ARC has examined a proposal, copies of the evaluation will be sent to key participants (i.e., student, faculty adviser, research supervisor, etc.) This procedure will be followed in cases where permission is given to proceed (perhaps with recommendations for improving the procedure) as well as in those cases where additional information is required. No project may begin until written notice from the ARC is received.

F. The ARC will provide additional reports as required by state and federal regulations.

3. Membership, Membership Selection, Terms of Office and Chairperson selection.

A. The ARC will be composed of the following:
   a. Two faculty members nominated by Faculty Council, approved by the faculty, and appointed by the President for three-year, staggered terms and including one faculty member who is engaged in animal research and one faculty member who is not a practicing scientist and does not use animals in teaching or research;
   b. The College's principle animal caretaker, appointed by the President;
   c. One member of the Meadville community, appointed by the President, who does not use laboratory animals in any way and whose only affiliation with the College is membership on the ARC;
   d. A licensed veterinarian appointed by the President.

B. The Chairperson will be one of the faculty members elected by the ARC.

## Statement of Principles Regarding Research with Animals

The Statement of Principles pertains to Allegheny's institutional commitment to the rules and regulations regarding research with animals as specified in the *Guide for the Care and Use of Laboratory Animals* published by the Office of Animal Laboratory Welfare of the National Institutes of Health. Sections One and Two of Allegheny's Institutional Assurance of Compliance read as follows:

**I. Applicability of Assurance**
This Assurance is applicable to all research, research training, experimentation, biological testing, and related activities, involving live, vertebrate animals supported by the Public Health Service (PHS) and conducted at this institution, or at another institution as a consequence of the subgranting or subcontracting of a PHS-conducted or supported activity by this institution. "Institution" includes the following branches and major components of Allegheny College: Academic Departments and Programs and faculty included in the Natural Science, Humanities, and Social Science Divisions. All branches are located on the main campus in Meadville, Pennsylvania.

**II. Institutional Commitment**

A. This institution will comply with all applicable provisions of the Animal Welfare Act and other Federal statutes and regulations relating to animals.

B. This institution is guided by the "U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training."

C. This institution acknowledges and accepts responsibility for the care and use of animals involved in activities covered by this Assurance. As partial fulfillment of this responsibility, this institution will make a reasonable effort to ensure that all individuals involved in the care and use of laboratory animals understand their individual and collective responsibilities for compliance with this Assurance as well as all other applicable laws and regulations pertaining to animal care and use.
D. This institution has established and will maintain a program for activities involving animals in accordance with the *Guide for the Care and Use of Laboratory Animals:* (http://grants.nih.gov/grants/olaw/Guide-for-the-Care-and-Use-of-Laboratory-Animals.pdf

E. This institution agrees to ensure that all performance sites engaged in activities involving live vertebrate animals under consortium (subaward) or subcontract agreements have an Animal Welfare Assurance and that the activities have Institutional Animal Care and Use Committee (IACUC) approval.

(Revised Spring 2007)

# 3.4 Assessment Committee

1. Functions

The principal function of the Assessment Committee is to serve as the primary oversight body for the College's assessment of student learning. As such, the Assessment Committee is responsible for oversight of four primary assessment mechanisms: 1) monitoring the ongoing development of the Departmental and Program Self-Study process; 2) evaluating the Distribution Requirements' effectiveness in helping students achieve the associated learning outcomes; 3) providing guidance to the Office of Institutional Research in the ongoing development of the Senior Project Assessment; and 4) monitoring and reporting on surveys and other assessment data as they pertain to student achievement of the Institutional Learning Outcomes. In addition, the Committee provides guidance and/or recommendations to improve these four assessment tools, and serves as a resource to facilitate communication among the faculty and administration about assessment-related initiatives and projects.

The specific responsibilities of the Assessment Committee are:

A. To assist in the prioritization of assessment of learning outcomes and to recommend to the faculty a small number of learning outcomes as a central focus for institutional assessment, particularly in the context of departmental and program self-study.

B. To provide guidance to Departments and Programs on developing student learning outcomes.

C. To consult with the Administration on college survey instruments, identifying areas of importance for learning outcomes.

D. In consultation with the Provost or the Provost's designee responsible for assessment, formulate recommendations on assessment initiatives, including the Middle States institutional review process

E. In consultation with the Provost or the Provost's designee responsible for assessment, work to identify priorities for situating Allegheny's assessment practices and results with respect to relevant comparison groups and information.

F. Provide advice to Departments and Programs on the range of assessment data available for inclusion in Departmental Self-Study reports and work with the Office of Institutional Research, the Registrar's Office, and other Administrative offices to define a "standard data set" that will include enrollment data and the results of student and alumni surveys.

G. Provide advice and guidance to the Provost or the Provost's designee responsible for assessment on structuring and supporting departmental and program self-studies and related activities. In particular, the Committee will review Self-Study reports and Action Plans to evaluate the effectiveness of the self-study process. In its review, the Committee will pay particular attention to the effectiveness of the Self-Study process as a tool to assess the degree to which program graduates are meeting the program's stated learning outcomes and as a tool to identify ways to improve program effectiveness. The Committee will also note the degree to which the data presented support the conclusion that program graduates are meeting the College's Institutional

Learning Outcomes. As warranted, the Committee will recommend changes to make the Self-Study process more effective or efficient as a mechanism for assessing programs and supporting ongoing program improvement.

H. Review the Distribution Requirements on a five-year cycle, reporting findings to the Provost and Curriculum Committee each year. During the first four years of each cycle, two categories will be reviewed each year. In the fifth year, the Committee will review the Distribution Requirements as a whole, including their relationship to assisting students with achieving the Institutional Learning Outcomes.

I. Every fifth year, review a variety of assessment data to determine whether students are meeting the College's Institutional Learning Outcomes, provide suggestions for how the College might improve student achievement of learning outcomes, seek opportunities to improve the effectiveness and efficiency of the College's assessment processes, and report the findings to the faculty.

2. Reporting Frequency and Procedure

A. Meetings of the Committee will normally be open to all members of the College Community.
B. The Committee will report periodically to the Provost.
C. An annual report in the form of an Executive Summary will be filed with the Faculty Council and the Administrative Executive Committee; it will also be deposited in the College Library.

3. Membership, Membership Selection, Terms of Office and Chairperson Selection

A. The Committee will be chaired by a faculty member selected by the Committee for a one-year term who will determine an agenda in consultation with the Provost or the Provost's designee responsible for Departmental Self- Study and the Director of Institutional Research.

B. The Committee membership, selected to represent broadly the campus community, will be composed of the following voting members:
   a. The Provost or the Provost's designee responsible for assessment;
   b. ii. Three faculty members, one from each division, nominated by the Faculty Council and elected by the faculty for three-year staggered terms;

C. The committee membership will also include non-voting institutional consultants, retained by the Provost, who regularly advise on assessment matters.

(Revised 11 April 2013, 24 April 2014, 28 January 2016, 11 April 2019 )

# 3.5 Curriculum

Many matters pertaining to the academic operation of the College, including the calendar, curriculum, and introduction of new courses and programs are reviewed by the Curriculum Committee, chaired by a faculty member. Major proposals, including new courses and curricular changes, designed to be acted upon within a given academic year will be presented to the committee in a timely manner, as per the deadlines established by the committee.

1. Functions

The principal function of this Committee is to consider and formulate the College's educational priorities and educational goals, and to recommend ways and means by which these priorities and goals should be reflected in the academic program. The Committee's specific responsibilities are:

A. To consider and recommend to the Faculty the degrees to be awarded by the College and the requirements for these degrees;

B. To formulate criteria and consider requests for new major, minor, and other academic programs, for recommendation to the Faculty;

C. To consider, evaluate, and recommend to the Faculty proposals for cooperative programs with other institutions;

D. To consider, evaluate, and recommend to the Faculty proposals from the Study Away and Campus Internationalization Committee for new off-campus study programs, EL Seminar Proposals, and Study Away Proposals, and changes to existing programs;

E. To consider, evaluate, and recommend to the Faculty proposals to add, delete, and alter college courses;

F. To recommend to the Faculty the Academic Calendar and course scheduling grid;

G. To review the curriculum, including the Distribution Requirements, periodically and systematically, with Committee decisions and recommendations subject to Faculty approval;

H. To establish a subcommittee to consider, evaluate, and approve Student-Designed programs; and to consider, evaluate, and approve the use of ineligible courses to fulfill a College Distribution Requirement;

I. To provide advice and support to the Provost in implementing the above responsibilities;

J. The Committee shall establish and publish guidelines and procedures for how the foregoing proposals are to be submitted and will establish and publish guidelines for which proposals shall be submitted to the Faculty for a vote and which shall be presented to the Faculty as information.

2. Membership, Membership Selection, Terms of Office and Chairperson Selection

A. The Committee will be composed of the following:
    a. Five faculty members nominated by the Faculty Council and elected by the Faculty for three-year, staggered terms, and no more than two faculty in the same academic division;
    b. Five students appointed by the Allegheny Student Government for two-year terms;
    c. The Provost and the Registrar as ex officio, voting members;
    d. The Director of the Library, or an appointed representative;
    e. The Director of the FS Program as Consultant to the Committee on matters relating to the FS Program;
    f. One representative each from the Learning Commons and the Gateway, nominated by the Director of the Learning Commons and the Director of the Gateway, respectively, and appointed by Faculty Council, as voting members for three-year terms.

B. The Chairperson will be a faculty member selected by the Committee for a one-year term.

4. A subcommittee of the curriculum Committee is empowered by faculty to consider exemptions from curricular requirements. Its decisions are individual and are not considered as establishing precedent. This subcommittee has two specific areas of responsibility: a) to consider, evaluate, and approve Student-Designed programs; and b) to consider, evaluate, and approve the use of ineligible courses to fulfill a College Distribution Requirement. The Committee is chaired by the faculty chair of the Curriculum Committee and all voting members of the Curriculum Committee, except the student members, are voting members. Non-voting consultants may be included as appropriate.

(Revised Spring 2007, 9 May 2014, 28 January 2016, 17 January 2019, 11 April 2019)

# 3.6 Faculty Council

The functions of the Faculty Council are to advise the President and the Provost in the development of general college policies, advise the President on Honorary Degrees, serve as the Committee on Committees, and consider and deal appropriately with issues brought to it by any member of the college community.

1. Functions

The specific functions of the Faculty Council are:

A. To advise the President or Provost concerning the development of the College's educational and administrative policies, including policies and procedures for tenure and promotion.

B. To provide a forum for the discussion of specific issues brought by any member of the college community, to bring to the attention of the Faculty or Administration matters for implementation or decision, and to consider motions submitted by any member of the faculty. After appropriate deliberations, Council may present such motions to the Faculty with or without endorsement or may choose not to present them at all. In all cases, Council has the obligation to advise the originator of a motion about Council's position. This clause does not abrogate the right of faculty members who make motions from the floor at faculty meetings.

C. To advise the President of the College and the Provost with respect to staffing.

D. To recommend changes in the committee structure to the Faculty.

E. To appoint *ad hoc* committees and to inform the Faculty of the responsibility and personnel of these committees.

F. To nominate faculty for membership to the Standing Committees.

G. To inform the trustees annually about matters of faculty concern.

H. To accept and file annual reports from all Faculty Committees.

I. To advise the President on honorary degrees. A subcommittee of the elected members of Council will convene with students and the Director of Alumni Affairs to provide advice to the President.

J. As a member of the Great Lakes College Association, Allegheny sends two representatives to the GLCA Academic Council, which typically meets once per year. GLCA Academic Council representatives are appointed by Faculty Council, with one representative being a member of Council. The representatives should serve three-year, staggered terms and represent two different divisions of the College.

2. Reporting Frequency and Procedures

A. Either the President of the College or the Chairperson of the Faculty Council may convene Council.

B. An agenda will be established for each meeting and distributed to Council members in advance of the meeting.

C. The Council will appoint a Secretary who will keep minutes of the meetings; after approval the minutes will be distributed to the faculty and administration.

D. The Council will request a place on the agenda of each Faculty Meeting to bring to the Faculty for deliberation issues of special concern.

E. The Council will issue at least one oral or written report of its activities to the Faculty during each of the two semesters of the academic year.

F. An annual report of Council will be placed in the College Library at the end of each academic year.

3. Membership, Membership Selection, Terms of Office and Chairperson Selection

A. The Council will be composed of the following:

a. The President and the Provost, as *ex officio* non-voting members;
b. Six members elected from and by the College Faculty for three-year, staggered terms. Any full-time faculty member, so designated by the Office of Human Resources or by the Council, who has completed two years of service at Allegheny is eligible for election. However, no one serving for a three-year term shall be eligible for re-election until three years have expired after the completion of the term for which the person was elected. Members of the Faculty Review Committee are also ineligible for service on the Faculty Council and may not appear on any ballot for election to the Council.

B. The Chairperson will be an elected member of the Council selected by the Council for a one-year term.

(Revised Spring 2004. Spring 2011, 11 April 2019)

# 3.7 Faculty Review

The function of the Faculty Review Committee is to make recommendations to the President in matters of tenure, promotion and three-year appointments in accordance with the faculty appointment guidelines and promotion guidelines approved by the Faculty and the Board of Trustees.

1. Functions

The Committee's specific responsibilities are:

A. To administer, through the Office of the Provost, the process by which faculty are considered for tenure, three-year appointment, and promotion;

B. To consider evidence submitted by departments and other sources that bears on the qualifications of faculty who have been nominated or are otherwise eligible for tenure, three-year appointment, and promotion;

C. To recommend to the President, through a formal vote of the elected members, appropriate action on each eligible candidate.

2. Reporting Frequency and Procedure

A. The Committee Chair, in consultation with the Provost and other Committee members, will determine the time, place, and agenda of each meeting.

B. The Committee will select a Secretary who will advise members of impending meetings and who will count the number of votes cast in support of and in opposition to recommendations made to the President. The Provost records the vote.

C. Meetings of the Committee will be held in closed session.

3. Membership, Membership Selection, Terms of Office and Chairperson Selection

A. The Committee will be composed of the following:
    a. The Provost, an *ex officio*, non-voting member;
    b. Six tenured faculty members, two from each division but with no more than one member from any one department, elected by full-time faculty.

B. Faculty members on the Committee shall select the Chairperson from among themselves for a one-year term.

(Revised Spring, 2007)

# 3.8 Health Professions Advisory

The principal functions of this committee are to help students prepare for post-graduate education in professional health and to obtain information concerning careers in this area.

1. Functions

The Committee's specific responsibilities are:

A. To counsel students concerning career opportunities in the health field;

B. To advise students about undergraduate liberal arts curricula suitable for graduate health education;

C. To assist students in compiling dossiers and obtaining graduate placement;

D. To plan, arrange, and supervise public lectures, symposia, visits by scholars and practitioners, and other programs designed to introduce students to the opportunities and requirements of prospective graduate health fields;

E. To represent Allegheny College at appropriate professional institutions and association meetings;

F. To provide counsel, guidance and support to the Director of The Counseling Center and the Director of Career Services.

2. Reporting Frequency and Procedure

The Committee will issue at least one written or oral report to the Faculty each year summarizing its activities, decisions and degree of student success in obtaining post-graduate placement.

3. Membership, Membership Selection, Terms of Office and Chairperson Selection

A. The Committee will be composed of the following:
    a. Four faculty members, drawn from appropriate departments and nominated by the Faculty Council for three- year, staggered terms;
    b. Four students elected for two-year, staggered terms, from and by the Allegheny students

participating in the Pre-Health program;
   c. The Health Professions Advisor—appointed by the President—will be an *ex officio*, voting member;
   d. The Associate Provost of the College will be an *ex officio*, non-voting member.

B. One Co-Chairperson will be a faculty member and official member of the Committee selected by the Committee for a two-year term. The Health Professions Advisor will serve as the other Co-Chairperson to the Committee.

(Revised Spring, 2007)

## 3.9 Institutional Review Board

The principal function of the Institutional Review Board is to safeguard the rights and welfare of participants taking part in research activities either originated by members of the College community or conducted at the College by others. Since the College IRB is registered with the Office of Human Research Protection (OHRP) of the U.S. Department of Health and Human Services (DHHS), policies and procedures of the IRB are consistent with OHRP standards, specifically the Code of Federal Regulations (CFR) Title 45, Part 46: [http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html](http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html).

1. Functions

A. The specific responsibilities of the IRB are:
   a. To conduct both initial and continuing review of all human research conducted by any member of the College community either on or off campus as well as any research conducted at the College by outside groups or organizations to determine if such research is (a) exempt from review, or (b) subject to either expedited or full review;
   b. To address any questions as to whether a specific activity constitutes research under relevant OHRP definitions ("research ...a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalized knowledge." CFR Title 46, Part 46, §46.102);
   c. To conduct required reviews of research projects, including classroom projects, that meet the OHRP definition of research;
   d. To review alleged violations of participants' rights in human research as identified in relevant governmental regulations, the Belmont Report, or established professional codes when such review is requested; if, in the judgment of the IRB, a violation has occurred, it will be reported, in the case of faculty, administrators, or staff, to the Provost and, in the case of students, to the Academic Integrity Board;
   e. To implement current state and federal regulations regarding the protection of human participants in research projects;
   f. To establish and publish the procedures that will govern IRB decision making at the College;
   g. To establish sub-boards of the IRB authorized to determine exemption from review or to conduct expedited review; all reviews requiring full board review must be conducted by the IRB.

B. Projects to be reviewed by the IRB include research activities:

a. Conducted by a member of the College community or research conducted at the College by persons who are not members of the College community;
b. To be submitted for funding to outside agencies, if required by that agency;
c. For which any member of the college community requests a review;
d. Involving human participants while a faculty member is at another institution or collaborating with colleagues from another institution, unless that faculty member has obtained the approval of an IRB at the other institution (Note: approval from another institution must be sent to the College IRB);
e. Involving the sharing of data or tissue from a previously approved project.
f. Used for institutional research that collects new data or goes beyond the normal internal management uses of information analysis, or when questions arise in institutional research concerning compliance with protection of human participant guidelines.

2. Procedures for obtaining IRB approval of projects.

A. Approval must be secured in writing before any recruitment of participants may begin. The specific procedures for the submission of proposals, including deadlines, answers to frequently asked questions, and required forms are available on the IRB web site.

B. Researchers may request an exemption from review, an expedited review, or a full board review from the IRB. Decisions of the IRB are sent to key participants (i.e., student, faculty advisor, administrator, etc.) in writing. No project may begin until written permission is received.

C. Full board review requires that a quorum of the members of the IRB are present, including at least one nonscientist, and that accurate records of decisions and votes are maintained. Email and proxy votes are not permitted for full board reviews.

D. Projects will normally be reviewed during the regularly scheduled meetings of the IRB. Special meetings may be called by the Chairperson as needed. All actions of the IRB require a majority vote of the membership of the IRB. Members of authorized sub-boards will not be considered as part of the membership of the IRB when conducting full IRB reviews.

E. The IRB makes every effort to work with researchers to ensure that all research is in compliance with relevant governmental and disciplinary ethical standards. In the event that permission to conduct a project is denied, that decision is final. The College administration may, at its discretion, refuse to allow an approved project to proceed, but it cannot give permission to permit a project which has been denied by the IRB.

3. Record Keeping

A. The IRB has overall responsibility for maintaining records required by the OHRP for both the IRB and any authorized sub-boards. These records include, but are not limited to:
   a. An annual list of members;
   b. Information on the names of researchers, titles of projects, dates proposals are received, and IRB decisions.
   c. Copies of all proposals and required forms along with copies of any associated correspondence.

d. Copies of the minutes of all IRB meetings, including the names of those present and a record of all votes taken.
e. Signed informed consent forms which must be retained in a secure location for three years.

B. Sub-boards authorized by the IRB are obligated to provide the chair of the IRB with:
a. An annual list of members;
b. A list of titles of all projects reviewed by the committee, together with the decision reached on each and all required documentation at least once per year;
c. The names of the researchers and advisors as well as the date of receipt and approval.

C. The IRB will provide reports as required by either the College or state and federal regulations.

4. Membership, Membership Selection, Terms of Office, and Chairperson Selection

A. The membership of the IRB, excluding sub-boards, will be composed of the following:
a. A minimum of five persons, at least three of whom are Allegheny College faculty, who have successfully completed a College approved IRB ethics certification program;
b. Among the members, at least one must have a scientific background, at least one must have a nonscientific background, and at least one should have no affiliation with the College, including being a family member of a member of the College community;
c. IRB members should serve staggered three year terms; members may be re-appointed at the conclusion of their term;
d. The IRB may, at its discretion, appoint consultants to the IRB to address specific concerns requiring specialized knowledge;
e. The Provost will appoint a Human Protections Administrator who is an ex-officio member of the committee.

B. The chairperson will be one of the faculty members elected by the IRB.

(Revised Spring 2010)

# Section 4: Standing Committees of the College

## 4.1 Administrative Executive Committee

The Administrative Executive Committee (AEC) is the primary policy-making body of the College and includes the President; Provost/Dean of the College; Executive Vice President and Chief Operating Officer; Senior Vice President for Development and Alumni Affairs; Senior Vice President for Enrollment; Vice President of Student Life and Dean of Students; Vice President for Information Services and Assessment/Director of the Library; Vice President for College Relations; Associate Provost/Director of the Gateway; Dean of Institutional Diversity; Chief Financial Officer and Treasurer;

Director of Athletics and Recreation; and Director of Human Resources. The Chair of the Faculty Council also participates in AEC meetings. The AEC is the primary policy-making body of the College. The AEC reviews all major financial, administrative, academic, and programmatic issues.

Additional information about the senior leadership of the College can be found information about its current membership can be found online.

# 4.2 Campus Life and Community Standards

1. Functions

The Campus Life and Community Standards (CLCS) Committee formulates and recommends policy related to the nature and quality of life on campus, represents the faculty and the student body in hearings concerning the Honor Code and appeals concerning the non-academic student conduct system, and provides faculty consultation to the Athletics Department.

The specific responsibilities of the Campus Life and Community Standards Committee are:

A. To provide advice and consultation on the quality of campus life and the nature of student involvement in out-of- class activities. All members of the community may raise issues for the Committee's consideration, but the Committee will pay particular attention to matters related to the residential college experience, intercollegiate athletics and recreation, spiritual and religious life, experiential learning, admissions, student activities, and student conduct issues.

B. To represent the faculty and student body on the Academic Integrity Board. The Academic Integrity Board is the hearing board for cases of alleged violations of the Honor Code. A full description of the Allegheny Student Conduct System can be found in *The Compass*.

C. To represent the faculty and student body on the Community Standards Board. The Community Standards Board is the appeals board for all non-academic student conduct cases.

D. To provide two faculty members, one man and one woman, to serve as Faculty Athletic Representatives to the athletic department and relevant NCAA conferences.

2. Membership, Membership Selection, Terms of Office and Chairperson Selection.

A. The Committee will be composed of the following:
    a. Five faculty members, nominated by the Faculty Council and approved by faculty vote to serve three-year, staggered terms. Attempts should be made to have divisional and gender representation on the committee. All faculty members of the Committee will serve as the faculty representatives on the Community Standards Board and the Academic Integrity Board. Additionally, two of the faculty members will serve as the Faculty Athletic Representatives. Faculty substitutes are appointed by Faculty Council in the event that there are not enough board members present to conduct a hearing for either the Academic or Community Standards Boards;
    b. The Dean of Students, Chaplain, Director of Athletics (or an appointed representative

from Athletics), Director of Student Involvement, Director of the Counseling Center, and Director of Residence Life (or their substitutes if they are unable to attend), and one staff representative appointed by the Staff Advisory Committee as *ex officio*, voting members of the CLSC Committee;

c. Student members of the Committee will include the student Director and Assistant Director of Student Affairs for the Allegheny Student Government and six other students, selected at-large and appointed by a two-thirds vote of the student government. In making appointments, every effort will be made to ensure representation of many facets of student life, including (but not limited to) athletics, spiritual and religious life, cultural activities, and residence life. The six students selected at large will serve as the student representatives on the Academic Integrity Board and the Community Standards Board. The ASG President and Vice-President are not eligible to serve on the boards but are welcome to attend CLSC Committee meetings. Honor Committee members are not eligible to serve on the Academic Integrity Board. Residence Life staff members are not eligible to serve on the Community Standards Board. Additionally, student members who are on probation during the time of service will not be eligible to serve as a member of the boards.

d. The Assistant Dean of Students coordinates all administrative functions of the Academic Integrity Board and the Community Standards Board. This person can attend CLCS committee meetings but is not a voting member.

B. The faculty chairperson for the Academic Integrity Board will be elected from among the faculty members of the Campus Life and Community Standards Committee to serve for one year (the AIB chair should not be one of the Faculty Athletic Representatives). If unable to serve for a particular AIB hearing, the chairperson appoints a substitute chairperson from among the faculty members. A chair for the Community Standards Board will be appointed for each hearing and can be either a faculty representative or one of the administrative members of the CSB.

C. The Chairperson of the Campus Life and Community Standards Committee will be a faculty member selected by the Committee. The Dean of Students will serve as co-chair to assist with administrative matters and to stand in for the chair as needed.

(Revised 11 April 2019)

# 4.3 Council on Diversity and Equity

The Council on Diversity and Equity (CoDE) is a standing committee of the College composed of administrators, faculty, staff, and students. CoDE is primarily an oversight committee with the essential functions of advocating for diversity, equity, and inclusion at Allegheny College; making policy recommendations to the Administrative Executive Council (AEC), Allegheny Student Government (ASG), Faculty Council, the Board of Trustees, and other appropriate Allegheny College governing bodies or offices; reviewing and evaluating the College’s progress towards diversity, equity, and inclusion; and considering and addressing any relevant issues presented to the Council by any member of the College community. For CoDE to perform these principal functions, it must receive relevant data annually from the College’s senior diversity officer, Human Resources, Provost and Dean of the College, Public Safety, Senior Vice President for Enrollment and Dean of Admissions, Vice President for Information Services and Assessment, Vice President of Student Life & Dean of Students, and/or other

College units.

1. Functions
The specific functions of the Council on Diversity and Equity are

A. To review data on employee hiring, retention, and promotion by race, ethnicity, gender, sexual orientation, religion, and other available diversity characteristics (i.e., historically marginalized and/or underrepresented social identities or groups)

B. To review data on student enrollment, retention, and graduation rates by race, ethnicity, gender, sexual orientation, religion, and other available diversity characteristics (i.e., historically marginalized and/or underrepresented social identities or groups)

C. To monitor trends in and review reports on campus social climate for employees and students, including but not limited to
    a. Social climate surveys
    b. Bias reports
    c. Student conduct reports
    d. Employee and student exit interviews and reasons for leaving the College
    e. Employee satisfaction and workload, in particular employees from historically and systemically marginalized and/or underrepresented groups

D. To review, monitor, and provide input regarding diversity, inclusion, and equity in the College's strategic plan

E. To serve as a sounding board for the College's senior diversity officer.

2. Membership, Membership Selection, Terms of Office and Chairperson Selection

The council will be composed of the following:

A. The College's senior diversity officer or a member of the Administrative Executive Council (AEC) with an undefined term length.

B. Four faculty members appointed by the Faculty Council for staggered three-year terms that represent a mix of divisions, diversity, tenured and non-tenured status

C. One exempt employee appointed by the Administrative Advisory Committee (AAC0 for a two-year term

D. One non-exempt employee appointed by the Staff Advisory Committee (SAC) for a two-year term

E. Allegheny Student Government (ASG) Director of Diversity and Inclusion for an undefined term

F. Three students representing the diversity of the student body appointed by Allegheny Student Government (ASG) for one-year terms

G. Representative(s) from Athletics, Division of Student Affairs, IDEAS Center, International Education, Spiritual and Religious Life, and Title IX serving as consultants will be invited to regular meetings and contacted when issues pertaining to their units are being reviewed

H. CoDE will be co-chaired by the College's senior diversity officer and a faculty member. The faculty member will be selected for at least a one-year term through internal committee vote.

(Revised 11 April 2019)

# 4.4 Finance and Facilities

1. Functions

The principal functions of this Committee are to participate in the determination of general financial and facilities planning policy for the College and to serve as a liaison between Administration, Faculty and Staff on financial matters.

The Committee's specific functions are:

A. To engage in a continuing review of the financial and facilities situation at the College and to report this information to the campus community;

B. To monitor the financial condition of the College and the state of the College's facilities as compared to other institutions;

C. To advise the Administration on all financial and facilities matters that concern the members of the College community, such as the size of the College, the level of tuition and fees, the size and distribution, over broad categories, of the College budget, needs for new construction, renovation, and deferred maintenance on the campus, and long-range financial and facilities planning;

D. To recommend priorities for broad financial aggregates and ratios, and for construction, renovation and maintenance projects;

E. To hear and deal with related issues brought to the Committee by any member of the College Community.

2. Reporting Frequency and Procedure

A. Meetings of the Committee will normally be open to all members of the College community. An agenda will be established for each meeting and distributed to Committee members and made available to members of the College community in advance of the meeting.

B. The Committee will appoint a Secretary who will keep minutes of each meeting.

C. The Official Meeting Minutes will be made available to members of the College community on a timely basis.

D. The Committee will report periodically to the campus community.

E. An annual report will be filed with the Faculty Council, the Administrative Advisory Committee, and the Staff Advisory Committee at the end of each academic year. In addition, the annual report will be deposited in the College Archives.

3. Membership, Membership Selection, Terms of Office, and Chairperson Selection

The Committee membership, selected to represent broadly the campus community, will be composed of the following:

A. Five faculty members nominated by the Faculty Council and elected by the Faculty for three-year, staggered terms;

B. Two administrative and two staff members appointed by the President of the College for four-year staggered terms;

C. Four students nominated by the Allegheny Student Government and confirmed by the President of the College for two-year staggered terms;

D. The Executive Vice President and the Provost *ex officio*.

E. The Vice President for Finance and Administration, the Associate Vice President for Finance, the Director of Human Resources, the Director of Institutional Research, and the Director of Physical Plant, Facilities and Construction will serve as non-voting consultants to the committee.

F. The Co-Chairpersons of the Committee will be the Executive Vice President and a faculty member of the Committee selected for a one-year term.

(Revised, Spring 2007, 4 March 2013, 1 November 2018)

# 4.5 Administrative Advisory

The Administrative Advisory Committee (AAC) is elected to communicate the interests and opinions of exempt (salaried) employees and acts as a liaison to the Administrative Executive Committee (AEC). Information about the AAC can be found online at: http://sites.allegheny.edu/aac/ .

# 4.6 Staff Advisory

The Staff Advisory Committee (SAC) is elected to communicate the interests, opinions and concerns of the non-exempt (hourly) staff to the Administrative Executive Committee (AEC). Information about the SAC can be found online at: http://sites.allegheny.edu/sac/ .

# 4.7 Study Away and Campus Internationalization

1. Functions

The Study Away and Campus Internationalization Committee is responsible for coordinating international educational opportunities and initiatives, including overseeing international aspects of the curriculum, evaluating and approving study away programs, and administering resources related to study away and campus internationalization.

The Committee's specific functions include:

A. developing and periodically updating a comprehensive internationalization plan, including an inventory of areas such as globally focused course offerings, international faculty development opportunities, study away programs and enrollment, EL travel seminar frameworks, and international student and scholar recruitment and retention.

B. setting benchmarks and timelines for the comprehensive internationalization plan and monitoring institutional progress.

C. ensuring coherence and communication between curricular and co-curricular aspects of international education.

D. vetting new off-campus study programs, EL Seminar Proposals, and Study Away proposals, and making changes to existing programs in support of strategic goals before their review by the Curriculum Committee.

E. Serving as an advisory body for the International Education Office.

F. promoting recruitment and retention of international students.

2. Reporting Frequency and Procedures

A. An agenda will be established for each meeting and distributed to Committee members in advance of the meeting.

B. Meetings of the Committee normally will be open to all members of the College community.

C. The Committee will appoint a Secretary who will keep minutes of each meeting. After approval by the Committee, minutes will be made available to the campus community.

D. The Committee will file an annual report with Faculty Council.

3. Membership, Membership Selection, Terms of Office, and Chairperson Selection.

The Committee will be composed of the following:

A. Voting members:
    a. Three faculty members nominated by Faculty Council and elected by Faculty for three-year, staggered terms with divisional representation;
    b. The Director of International Education;
    c. The Assistant Director of International Education;
    d. The Associate Director of Admissions and Coordinator of International Recruitment, or another representative from Admissions;
    e. The Director of Foundation & Corporate Relations, or another representative from the Alumni Affairs & Development Division;
    f. The TESOL instructor;
    g. Two student members appointed by Allegheny Student Government for two-year staggered terms, preferably one international student and one student who has studied away.

B. Non-voting member: representative from the Allegheny Executive Committee (AEC), preferably the Director of the Allegheny Gateway.

C. The Committee Co-Chairs will be a member of the faculty and the Director of International Education.

(Adopted 13 April 2012, Revised 10 May 2019)

# 4.8 Faculty Athletics Representatives (FARs)

The functions of the Faculty Athletics Representatives (FARs) are to advise the Department of Athletics & Recreation and members of the faculty on issues related to Allegheny's athletic programs. Responsibilities and duties include ensuring student-athlete welfare and the academic integrity of the athletics program. Because of the expertise required for understanding NCAC and NCAA responsibilities and regulations and to provide continuity in representation, appointments will typically be for 5 years with an option to renew, ideally with some overlap between incoming and outgoing FARs . The Provost will appoint FARs after consultation with the Director of Athletics and with Faculty Council. Any full-time faculty member is eligible. Appointments will be compensated either in lieu of a standing committee appointment, or through a stipend, or through a course release in consultation with the Provost and candidate's Department Chair. The appointment will be reviewed every five years as part of the NCAA Institutional Self-Study Guide (ISSG) process coordinated by the Athletics Director.

(Revised 8 December 2016)

# Section 5: Faculty Appointments

## 5.1 Guidelines for Recruiting Full-Time Faculty

### Introduction

These procedures are guidelines; they are subject to change and exceptions to them may be granted. These procedures are designed to ensure that the best possible faculty member is hired, that all interested applicants have an opportunity to apply, and that all those who do are treated fairly, equitably, and humanely. Against these goals of quality, opportunity, and equity will be judged all requests for exceptions. All such requests should be directed to the Provost and Dean of the College (hereafter referred to as "Provost").

**1. Identifying A Vacancy**

A. Resignations and Retirements

When a faculty member expresses an intent to resign or retire, the department or program chairperson (hereafter referred to as "department chairperson" or "department chair") should encourage that faculty member to submit as soon as possible a letter to the Provost indicating the effective date of the resignation or retirement. (If the chairperson wishes to prevent a resignation by means of a counter-offer, contact the Provost immediately to discuss how to proceed.) The chair should next contact the Provost requesting permission to recruit a replacement. The chair should be prepared to explain the need for maintaining the position within the department. Should a question arise concerning the continued need for the position, the Provost shall discuss it with the chair, members of the department or program (hereafter referred to as "department"), and the appropriate governance structure.

B. New Position

When a department or program desires an additional position, it should submit a written request with supporting documentation as early as possible. The documentation should include the job description detailed below and clearly articulate the need for the position from an institutional perspective. In particular, the request should describe how the position will further programmatic objectives and support the mission and strategic priorities of the College. The request should also include enrollment data and a description of programmatic history and goals. The Provost shall discuss requests for new positions with the appropriate governance structure.

**2. Writing the Position Description or Job Ad**

A detailed job ad should be developed by the department or program as a whole. (When teaching in a second department or program is contemplated, the appropriate chair(s) should be consulted.) The description should include at least the specialties, training, degrees, and experience required; an indication that commitment to teaching and learning in a liberal arts context is expected, including a contribution to the teaching of general education courses and FS courses, interdisciplinary courses, and/or courses fulfilling all-college requirements; the rank(s) available. If the job is of limited duration, for example if the position is a sabbatical replacement or tenure ineligible, this information must be included in the description.

There must be a direct relationship between the duties to be performed and the credentials and experience required. Doctoral degrees should be specified in most academic disciplines, but they are not always required in the creative and performing arts; in these areas, appropriate terminal degrees are normally expected. The job description, therefore, must distinguish clearly between required credentials and experience as opposed to desirable ones. Finally, the job ad must include directions on how to apply, including the need for at least three references and a deadline for the receipt of applications, as well as the internet address of the department or program.

The chair should request a copy of the latest job ad template from the Provost's Office and follow that template. The job ad must be approved by the Provost before any further steps in the search process are undertaken.

**3. Planning The Search**

Once the request to recruit has been approved, the department chair should prepare a search plan in consultation with the department.

A. Advertising and Posting

Announcement of positions available should be as broad as possible. The prime purpose of advertising and posting is to amass a large pool of qualified applicants, including female and minority candidates. Some potential resources to broaden the pool include national journals, departments at other institutions, academic and professional associations (including committees within these associations), listservs, and websites.

Posting of ads internally will be arranged by the Provost's Office. The department chair will be responsible for placing other ads in a timely fashion and for sending the ad to those institutions and groups appearing on the list submitted as part of the search plan.

Departments are encouraged to make contact with colleagues and departments at other institutions to identify potential applicants, including those from diverse backgrounds. Another good practice is to utilize directories and rosters of prestigious fellowship programs at both pre- and post-doc levels, including those that support individuals from diverse backgrounds; for example, the University of California System President's Postdoctoral Fellows Program (http://ppfp.ucop.edu/info/) and the Ford Foundation Fellow Program (http://sites.nationalacademies.org/pga/fordfellowships/). Finally, departments are encouraged to attend conferences that provide opportunities to recruit applicants.

B. The Search Committee

Search committees normally consist of at least three members of the department or program, one faculty member from another department within the division, and one faculty member from a department outside the division. Search committees for interdivisional positions should include at least one faculty member not affiliated with the interdivisional program. Committees should be selected to reflect the diversity of the college faculty. If it is part of the departmental culture, students may serve on the search committee and vote. At a minimum, students should be included in all on-campus interviews. The department or program chair will chair the search unless other arrangements are made in advance.

In its initial meetings, the department or program should decide who from the department will serve on the search committee and create a list of four to six faculty from outside the department who might also serve on the search committee. The list of suggested search committee members should be forwarded to the Provost, who will approve the committee. Faculty who were denied renewal of contract or who have resigned their positions may not participate on the search committee unless approved beforehand by the Provost. Any adjustments in the composition of the search committee must be arranged by the chair and approved by the Provost.

While all members of the search committee are expected to gauge the potential of applicants to contribute to the College's broader mission, the committee members from outside the searching department(s) or program(s) are charged with assessing an applicant's potential to contribute to teaching and learning in a liberal arts context. Particular attention should be paid to a candidate's ability to communicate disciplinary material to non-specialists, as well as their willingness and ability to work with students and faculty in a variety of contexts and courses, both inside and outside of the discipline. The outside members are also ideally situated to present the broader institutional context to candidates during the interview process. Outside members of the search committee should not be expected to read all the files, but rather only those chosen after an initial screening process conducted by the department. Generally, approximately 15 - 20 files are reasonable.

Faculty and students serving on the search committee should be made aware that, even though the College will normally hire a candidate recommended by the committee, the role of the committee is to screen candidates and offer a recommendation to the Provost, who makes the final decision.

All members of approved search committees should plan to attend a scheduled Search and Selection Committee workshop hosted by the Provost's Office. During this workshop, the Provost or an appropriate designee will review the legal aspects of faculty searches and relevant diversity materials, such as how to avoid cognitive errors, gender- bias research, and Allegheny data points. The Provost may also be invited by individual departments to attend a departmental meeting so as to discuss process and criteria, and to answer questions that may arise.

C. Preliminary Interviews

If it is expected that candidates will be interviewed at a professional conference, the chair should identify the conference, where and when it will take place, which search committee member(s) will be attending, and the approximate cost of this activity. Preliminary interviewing at conferences can be an excellent way to narrow the pool of finalists. If a professional conference is not an alternative, the search committee should strongly consider conducting preliminary interviews by means of teleconferencing.

D. Summary: The Search Plan

The following items, described above, should be sent to the Provost for approval:

i. job notice for posting;
ii. advertising list and groups;
iii. search committee membership; and
iv. conference/preliminary interviewing plans.

**4. Keeping Records**

As soon as the search plan is approved, the chair should decide whether to manage the search files electronically or in paper. If managing the search electronically, a folder in an approved electronic repository (such as Sakai) should be created to store the files. Electronic copies of the approved job ad should also be stored in the repository, as well as copies of the ads as they appeared in print or electronic form. All applications received should be placed in the repository in a .pdf or similar format, and applications received in paper should be scanned and added to the online site. To reduce workload, departments may choose to specify in the job ad that all applications must be received electronically and refuse to accept print applications. Details about how to manage files in an electronic repository are available from the Provost's office. If managing the search in paper, the chair and the building coordinator should begin by identifying a file drawer to be used exclusively for the search. The search file or drawer must be secure and safe, yet readily available to members of the search committee. No one may take candidate files out of the building. The approved job ad should also be placed in the drawer along with the ads themselves as they appear in print or electronically. Whether the department uses hard copies or electronic copies of the files, all files must be retained for at least three years after the conclusion of the search. If the successful applicant is a non- resident alien, files must be retained for five years.

The building coordinator should prepare a form email for acknowledging receipt of an application. This email should be sent out the day the application is received. Email should also be used at the end of the search to notify all candidates except finalists that the search has concluded. Paper letters or a phone call from the department chair should be used to notify any candidates who were brought to campus for an interview.

**5. Screening Applications**

Prior to beginning the selection process, the chair should review the applicant pool to determine whether women and underrepresented minority applicants are represented at about the rate of their estimated availability in the field. If not, the search committee needs to ask if recruitment and outreach efforts were sufficiently broad and consider re-opening the search with expanded, inclusive efforts. The Associate Provost for Diversity and Organizational Development will often have availability data as a resource and can make this information available to search committees. Data reports are from the National Opinion Research Center and Survey of Earned Doctorates, where most recent information is accessible.

Before the review of applicants begins, the full committee must meet to develop a set of criteria for screening candidates. The criteria should adhere closely to the qualifications outlined in the notice of vacancy. Although screening procedures may vary from committee to committee, the chair must keep a record of why each candidate was rejected. The reasons may range from the candidate not meeting the minimum job requirements to the collective judgment of the committee. In every instance, the reasons must be free from bias and indicated on the Search Log & Recruitment Tracking Report.

All members of the search committee should be encouraged to review materials contained in the Faculty Search Resource Materials from the Provost’s Office about cognitive errors and gender bias. These materials contain many best practices that should be kept in mind and followed throughout the selection process. For example, research has shown that it is important to take time to read thoroughly the files of all applicants who meet minimum standards. It is also extremely important **not to rank** candidates but rather to use large categories such as: Yes, No, Maybe or Acceptable, Not Acceptable. At this stage in the review, and with only a file from which to make a judgment, more precise rankings can be inaccurate. In addition, all decisions must be based on evidence. Members of the search committee and the search committee as a whole must be able to back up their opinions, statements, and decisions with evidence in the file.

**6. Initial interviews**

To expedite the process of reviewing candidates, the committee may elect to form one or more subcommittees that will conduct a first screening to eliminate candidates who are clearly not qualified. The outside members of the search committee should not be involved with this initial screening, which should result in a list of approximately 15 - 20 candidates. The full committee should then narrow this list to a dozen or so candidates, called the short list.

It is a good idea to conduct preliminary interviews with all short-listed candidates at a national conference or using teleconferencing. At least two search committee members should conduct initial interviews, and they should use a prepared set of questions for all candidates that has been approved beforehand by the committee. The chair should be sure to contact all interview candidates well in advance if the preliminary interviews take place at a conference.

Interviewers should keep in mind that all interviewing is a two-way street: an opportunity for Allegheny to learn more about the candidate and for the candidate to learn more about Allegheny. Search committee members should be positive about the College and Meadville and be sure to leave time for questions to be asked by candidates. Studies have shown that the solo minority is far less likely to succeed than minorities in mixed on-campus pools. Therefore, search committees should plan to interview more than one woman or underrepresented minority faculty member.

Upon returning to campus or after teleconference interviews are completed, the interviewers should share comments with the search committee. Together, the committee should then develop the list of five or six candidates who will be considered for interviews on campus. These five or six candidates **should not be ranked.** It is expected that qualified minority or female candidates will be on this list.

The search chair should send these five or six files to the Provost for review; the Provost and search chair will decide together which two to three candidates to invite to campus.

**7. On-Campus Interview**

**The chair should be sure to review the Memorandum contained in the Faculty Search Resource Materials from the Provost's Office for a more detailed description of guidelines for on-campus interviews.** Once it is agreed upon who will be invited to campus, the chair should call the candidates to establish the dates. The chair is responsible for all arrangements except where explicitly stated in the paragraphs that follow.

The candidate is responsible for booking his or her own flight. When confirmation of a candidate's travel plans is received, the chair should tell the Provost's Office. Most candidates will find it necessary to spend one night, and sometimes two nights, on campus. The building coordinator is responsible for making arrangements at one of the area B&Bs.

Each on-campus interview should involve the following: meetings with department faculty, both collectively and individually; the offering of a research seminar and/or classroom teaching; meeting or lunch with students; a 30-minute interview with the Provost; some contact with faculty from other departments; a brief tour of the campus, departmental facilities and, if time permits, the town.

All continuing, full-time members of the department should participate in the on-campus interview;

faculty who are not continuing may participate only with the approval of the Provost. Once the chair has assembled the schedule, a copy of it should be sent to everyone who will be conducting an interview. This schedule should also indicate where each interview will take place and identify who is responsible for getting the candidate from one place to the next. A one-page curriculum vitae of the candidate should be attached to the itinerary.

During these interviews, the candidate should be clearly informed regarding department and College expectations in terms of courses to be taught, professional growth, advising and so forth. The nature of the position and possibilities for the future should also be discussed. If a candidate inquires about salary and benefits, he or she should be told that the Provost will discuss those items generally with candidates, but not name a specific salary figure except when making an offer.

The department chair may inform each candidate regarding the number of other candidates still to be interviewed and give some general estimate of when he or she may expect to hear from us. The candidate should be told that if he or she is faced with a job offer decision prior to hearing from us, the candidate should call the chair or the Provost to inquire about his or her standing.

Questions asked during employment interviews should be directly related to determining the candidate's qualifications for the appointment. These might appropriately deal with institutions attended, specializations, work experience and accomplishments, skills, references, self-evaluation and goals, educational philosophy, research program, and the like. Inquiries regarding race, religion, ethnic background, national origin, marital status, dependents, or age are inappropriate and possibly prejudicial.

Lunch should normally be on campus (bills may be sent to the Provost Office with the name of the department also indicated thereon); the luncheon group should be limited to three or four individuals plus the candidate. The dinner group should not exceed four persons including the candidate. Search committees should also exercise restraint when ordering alcohol, though one glass of wine is appropriate, if so desired.

If possible, a member of the department should meet the candidate at the airport and return the candidate to the airport. These are the candidate's first and last contacts with the College; thus, while the task of transporting the candidate may be onerous, it is also important. A College car may be available through the Office of Safety and Security; if private cars are used, the College will reimburse the owner at the current established mileage rate.

The College does not cover travel expenses for a candidate's spouse or partner, although the spouse or partner may accompany the candidate if he or she desires. If the spouse or partner does come along, the department should arrange for some department members or their spouses/partners to visit with the candidate's spouse or partner, although the department should not feel responsible for entertaining the spouse or partner throughout the entire period. The Provost's Office should be notified in advance if the spouse or partner will be coming with the candidate. The spouse or partner should not accompany the candidate during his or her interviews.

Before the candidate leaves, the chair should ask whether the candidate remains interested in the opening, offer to provide additional information, and furnish the candidate with the candidate travel expense form so that the costs may be reimbursed by the College. This form when completed should be signed by the department chair and forwarded directly to the Provost's Office.

## 8. Recommending Candidates

Soon after the final candidate has left campus, the chair should collect the opinions and input from everyone who met the candidate during the interview. (Forms for doing so are contained in the Faculty Search Resource Materials from the Provost's Office.) The search chair should also discuss with the Provost the strengths and weaknesses of each on-campus candidate. When all the opinions on all the candidates have been collected and collated by the building coordinator, the search chair should call a meeting of the committee to discuss a recommendation for filling the position.

If the search committee believes that no candidate was strong enough for Allegheny, the chair should immediately contact the Provost so that additional on-campus interviews can be arranged. Otherwise, the committee should indicate which of the interviewed candidates were "acceptable" and which were "unacceptable." Within the acceptable group, the committee may indicate a preference for one candidate over another, although this is not required.

The Provost and search committee chair together will decide who will receive an offer. When agreement is reached all around, the Provost will telephone the candidate to offer him or her the position.

## 9. Hiring And After

When an oral acceptance has been received from a candidate, the Provost will notify the chairperson and prepare a letter of appointment. The Provost's Office will notify the chair when a signed contract has been returned so that the chairperson can notify the rest of the candidates (via email) that the position has been filled. These emails should only be sent out after a signed contract has been returned to the College; for candidates who were brought to campus a more personal letter or a phone call may be sent, and no letter should be sent to any candidate who was offered the position but declined.

Extreme care should be exercised in composing rejection emails. The email must not include a precise or specific cause for rejection. Rather, the language should be cast in deliberately vague terms. These letters should talk about the identification of other candidates whose credentials and experience appear to better suit the College's particular needs.

It is important that contact be maintained with the new faculty member over the months prior to his or her arrival on campus. Not only does it keep the new faculty member's interest and enthusiasm high, but also it can greatly ease his or her adjustment to the College and community and avert minor problems in the fall. The Associate Provost of the College will also write to new faculty in August informing them of the fall orientation program. The department chair or program director will presumably stay in touch regarding plans, syllabi, textbook orders, and the like for the courses to be taught by the new faculty member.

The new faculty member's greatest initial concern may well be housing. The Provost's Office keeps a list of apartments and houses available for rent or purchase. This list depends, however, on individuals informing them of places available. Advertisements in the *Tribune* may be of help, and new faculty members will probably wish to work through a realtor. Any assistance the department can provide in this regard is generally greatly appreciated. The new faculty member, however, must take responsibility for arranging for housing; it is not the responsibility of the department or the College.

**10. Concluding The Search**

After the last rejection letter has been sent, the search chair should do the following: 1) complete a Search Log & Recruitment Tracking Report (the appropriate form is contained in the Faculty Search Resource Materials from the Provost's Office); and 2) store the search materials, including minutes and notes, in a safe place for three years, or five years if an international candidate was hired (procedure for optional "digital" storage of search materials is available in the Faculty Search Resource Materials from the Provost's Office).

**11. Late-Occurring Vacancies**

Any vacancy that develops after April 1 will be considered a late-occurring vacancy if recruitment is for September 1 of the same year. Persons interviewed for such positions should be informed that the post is automatically a one-year temporary post and that a regular search will be held during the coming year to fill the position for the following year. Exceptions to this rule must be approved by the Provost. Under normal conditions, the person holding the one-year temporary position may apply and be a candidate during the full search, but there is no guarantee that he or she will be the individual selected.

Job announcements for the late-opening vacancy should be sent to universities and professional registers as under normal recruitment procedures, if possible. Many times the best option for a one-year replacement can be regional colleges or universities. Telephone calls or letters should be sent to all nearby major institutions (please keep a list). These should include, but not be limited to, Penn State, Pitt, WVU, Ohio State, Case Western, Rochester, Syracuse, SUNY at Buffalo, Penn, Temple, Carnegie-Mellon, Kent State, University of Michigan, and Bowling Green State University. The job description should be posted on the Allegheny web page.

For temporary hires, care should be taken to minimize costs during the search, both in terms of time and dollars. Therefore, outside faculty members are not usually necessary. In addition, the interview may be shortened to one day, and candidates will meet with the Associate Provost rather than the Provost. Sometimes it might also be possible to bring in one candidate at a time for an interview, or even to conduct the interview via advanced technology.

**12. Part-Time Openings**

For full-time one-semester sabbatical replacements or part-time openings, recruitment is usually local rather than national. The job description should be posted and announced internally by the Office of Human Resources, and neighboring institutions should be contacted. Care should be taken not to allow the duties of the position to expand beyond those indicated in the description after the person is employed. Visiting faculty who are hired to work full-time as one-semester, sabbatical replacements will be eligible to enroll in the following benefits: medical insurance, dental insurance, and vision insurance. No other benefits are available to full-time, one-semester sabbatical replacements. Half-time appointments are not eligible for benefits. Only persons who have been employed more than half-time for the two immediately preceding academic years may be promoted to full-time without a regular search, and only with the approval of the Provost.

## 13. Process for Conversion to the Tenure Track

As is stated in the Introduction to this section of the *Faculty Handbook* about recruitment guidelines, the College's faculty appointment "procedures are designed to ensure that the best possible faculty member is hired, that all interested applicants have an opportunity to apply, and that all those who do are treated fairly, equitably, and humanely. Against these goals of quality, opportunity, and equity will be judged all requests for exceptions. All such requests should be directed to the Provost and Dean of the College." Given these priorities, a national search will be conducted for all tenure-track faculty positions unless a convincing case can be made for converting to tenure-track status a colleague not on the tenure track. For a conversion to be considered, the following three-step process will be followed:

STEP I

The department/program chair will first confirm with the Provost that a tenure-track line is open in the department/program. Next, the chair will indicate to the Provost that at least a two-thirds majority of the tenured and tenure-track faculty in the department/program have indicated, through a paper ballot, that a colleague not currently on the tenure track is an ideal match for the open position. If this criterion is not met, the Provost will not entertain the request further and the conversion process will end here.

STEP II

If the requirements of Step I are met, the department chair should prepare a written memo to the Provost discussing the possible conversion in terms of the following contextual issues:

- What is the status of the open position?
- What are the current enrollment pressures in the department?
- What kind of a search led to the hire of the non-tenure-track faculty member in question?
- What is the diversity composition in the department and does the candidate for conversion add to that diversity?
- Does the candidate's area of specialty add breadth to the department's offerings?
- How strong is the candidate's record in teaching, research (or research potential), and service?
- How strongly is the candidate supported in the department? Have all department members been consulted, including untenured colleagues?
- Any other information requested by the Provost

The Provost will consider the conversation in consultation with Faculty Council.

STEP III

If the Provost does not support the conversion on the basis of the institutional factors outlined in Step II, the matter will be closed and the conversion denied. If, after Step II, the Provost believes there is merit to considering the conversion, the Provost will invite the submission of a conversion file from the department chair. This file will contain the following documents:

- Self-evaluation from the candidate, including updated cv

- Letter of evaluation from the department, signed by all tenured members
- Unless otherwise approved by the Provost, all available RSEs. The quantitative summaries of RSEs will be generated by the Registrar and sent to the candidate, the department chair, and the Provost.
- All classroom observations
- Writing sample, available publications, or other examples of professional development
- Outside letters of recommendation (optional)

Please note: Individual tenured faculty in the department who do not agree with the request may submit to the Provost a separate letter explaining their position. Faculty whose relation to the candidate would in any way suggest a conflict of interest will not participate in the writing of the letter or the discussions that inform it.

In addition, the Provost will conduct short interviews of all tenured, tenure-track, and non-tenure track renewable faculty in the department to discuss confidentially the strengths and weaknesses of the candidate and the level of support each faculty member has for the conversion. The Provost will summarize the substance of the interviews in a memo to the file and place that memo into the conversion file, which will then be sent to the chair of the Faculty Review Committee who will circulate it to all members of that committee.

The conversion request will be reviewed in a subsequent meeting of the FRC, which will discuss strengths and weaknesses of the candidate and make a recommendation to the Provost. The final decision about the conversion shall be made by the Provost; both the decision and the reasons behind it shall be conveyed to the candidate, the department chair and to the FRC by the Provost.

A department  may initiate the process for conversion to the tenure track at any time during the academic year; however, requests will be reviewed by the FRC as its schedule allows.

The department letter of evaluation and dissenting letters, should any exist, will not be included in the Provost's file for the faculty member but will be retained according to the college's standard hiring practices. The faculty member will consult with the Provost about what other materials in the conversion file, such as RSEs, classroom observations, and self- evaluations, will be maintained in the Provost's file.

(Revised 15 November, 2012, 16 February 2015, 12 March 2020)

# 5.2 Faculty Appointments

## *Introduction*

1. The Faculty is composed of the President, the Provost, the Associate Provosts and Associate Deans, the Chaplain, the Librarian, and all Professors, Associate Professors, Assistant Professors, full-time Instructors, and other College employees holding academic tenure or designated as faculty by the President in a letter of appointment. Faculty status confers upon the holder a responsibility to attend general meetings of the Faculty and to participate in matriculation, commencement and other official ceremonies of the College wearing academic regalia. It confers the privileges of voting at Faculty meetings and in Faculty elections, serving on standing

committees in the governance structure of the Faculty or College, and serving as Faculty Moderator. Among those with Faculty Status, only those with Faculty Rank (i.e. Instructor, Assistant Professor, Associate Professor, or Professor) may be tenured as members of the Faculty or be elected to serve on Faculty Council or the Faculty Review Committee. Those with faculty status, but not faculty rank, are considered administrators in all respects other than those outlined above.

2. Allegheny College is a community of scholars dedicated to serve, with respect and concern, the intellectual, cultural, moral, and spiritual needs of its constituency. The most important continuing responsibility of such a community is to maintain the excellence of its teaching staff. To accomplish this, the traditions, strengths, and goals of the College and the strengths, interests, and ambitions of individual faculty members must be creatively and imaginatively integrated by the mutual efforts and concerns of faculty and administration. Such mutual endeavor requires encouragement and support of faculty and program development, fair and humane assessment of faculty performance, continuing dedication to and support of those disciplines for which faculty are responsible, and active support of the College program as a whole.

3. The presupposition of such mutual endeavor and respect is the principle and exercise of academic freedom. The College, as a community, firmly commits itself to the following statement of this A.A.U.P. principle (https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure):
    a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
    b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
    c. College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

4. Any reappointment takes place within an institutional context. Because the College is an integrated community, the professional appraisal of an individual faculty member occurs within the context of an appraisal of the College. The individual's performance and promise is judged within the context of the department(s), division(s) and the College as a whole. Through normal college communication channels, the individual should be aware of that context. The department chairperson will discuss fully with individuals their particular place within the context. The discussion will include such factors as rank and imminent retirements within the department, teaching and advising loads, the development of areas of expertise, and the ratio of tenured to untenured faculty. The College does not limit the number or percentage of faculty tenured in a department, even though the College as a whole will not have a faculty made up entirely of

tenured people.

## *Standards*

5. The College seeks for its faculty persons who will, most importantly, make outstanding contributions in teaching; will demonstrate excellence in research (as defined below); and will contribute to the total life of the community. All are essential. Some of the personal qualities which contribute to excellence in these three areas are: intellectual ability and curiosity, analytical power, initiative, energy, imagination, creativity, clarity of expression, integrity, and a sympathetic appreciation for the viewpoints of others.

6. The College, for its part, will seek to assist faculty by providing a context of freedom, protection from harassment, and, commensurate with its ability, adequate physical facilities for teaching and research, support in money and time for responsible and promising research, encouragement of professional development, and resources for the improvement and development of skills.

7. The College is also responsible for the periodic evaluation of its faculty both in terms of the individual's record of performance and the promise in that performance. The amount and type of information available for evaluating a person will change as an individual's career advances. The burden of proof rests on the faculty member to demonstrate performance and promise. By the time the individual is considered for tenure, the candidate must have demonstrated conclusively outstanding contributions in teaching, excellence in research, and contributions to the learning community. There should be ample reason to expect that once granted tenure, an individual will continue to be productive in the areas of teaching, research, and community service.

## *Criteria for Evaluation*

8. The criteria for the evaluation of faculty members by peers, students and the college administration reflect high standards of performance. The criteria themselves are based on the responsibilities of the faculty to the college community. These fall into three broad categories: teaching, research, maintaining a learning community. These are interdependent and all relate finally to teaching, the faculty's primary responsibility.

## *Criteria: Teaching*

9. Allegheny College seeks to employ men and women who demonstrate both outstanding ability and creativity in teaching and contribute significantly to the intellectual activity of their disciplines. Effective teaching communicates to the student enthusiasm for learning. In addition to demonstrating mastery of subject matter, successful teachers evoke thoughtful, reasoned, and creative responses to the material presented. Faculty members must maintain high standards for their students' performance, but they must also provide the resources and support necessary to allow students to meet these standards.

10. The faculty is responsible for the academic program of the College. Faculty members design and teach courses and programs (both departmental and interdisciplinary) which serve to educate our

students in their respective disciplines and which are appropriate to an undergraduate liberal arts curriculum. These activities are based on current knowledge in a specific field of specialization and on an ability to place this knowledge within a broader context. Faculty members are at once specialists and generalists.

11. Faculty members are also members of the larger academic community, professionals who represent their various disciplines to the Allegheny community. As such, they contribute to the intellectual life of that larger community of scholars and interact with colleagues in their field of specialization. In order to communicate to students and to colleagues the present state of a constantly evolving body of knowledge, their teaching must be informed by research. It is essential that our students understand not only the values and methodologies of a discipline but also its unanswered questions. Ongoing research enables the faculty to teach by example, to teach creativity, to demonstrate enthusiasm for and commitment to the intellectual life. It is in these ways that teachers/scholars transmit their enthusiasm for and their understanding of the liberal arts to our students.

12. Allegheny College supports the use of all teaching practices that enhance student engagement, intellectual growth, and persistence at Allegheny. These practices can take place in a variety of contexts: in classrooms; in laboratories; in the field; in clinical settings; through service learning and community-based learning; team-teaching; clustered courses; learning communities; collaborative learning; diversity and global learning; internships; and through the mentoring of students, including through student research.

13. The faculty member under review must present a record of effectiveness in teaching. In addition to student evaluations and classroom observations, relevant evidence in the assessment of teaching can include but is not limited to instructional materials and approaches; new course development and course redesign; professional development activities and efforts aimed at improvement of teaching; and records of advising and mentoring. Evaluation of the effectiveness of specific teaching practices should include recognition of the contingent circumstances that might complicate their implementation. In such cases it falls principally to the faculty member under review to explain the impact of such circumstances. Allegheny College recognizes that approaches to teaching and the types of evidence of teaching effectiveness may vary across fields and candidates. Accordingly, variance in candidate portfolios may also be expected.

14. Advising of students, both formal and informal, is considered an integral part of teaching at Allegheny. Teachers should be sensitive to student problems and create positive learning situations in the classroom and in informal discussions. In a residential college, the faculty, through its contributions to college policy, through interaction with students and by example ensure that the intellectual, ethical and aesthetic values inherent in the academic disciplines are manifested in the life of the college.

15. The following is a list of the specific criteria on which we base evaluations as well as the sources of evidence which are used in the assessment of each faculty member's performance. These are not meant to be exclusive. Those who wish to present additional evidence may do so. In evaluating performance in teaching the degree of excellence attained in doing the following is assessed.
    a. Demonstrating competence in one's field of specialization and across disciplines. In order to demonstrate such competence, faculty members should do the following:

- Know the literature of their fields including current research.
- Understand and evaluate the research of others.
- Introduce current research into their courses.
- Demonstrate an ongoing concern for problems of practitioners in their field and for finding innovative solutions to these problems.
- Teach their discipline within a liberal arts context, thus enhancing students' and peers' awareness of the place of their field of specialization within the larger body of human knowledge.
- Demonstrate a willingness and ability to explore new areas of inquiry. (See also *Criteria: Research*.)

b. Designing and organizing appropriate courses. Courses should be academically sound and should be organized clearly and logically in such a way as to interest, stimulate and challenge students. Courses should be appropriate to the departmental or interdisciplinary program of which they are a part and also appropriate to the liberal arts curriculum.

c. Presenting course materials. In presenting course materials, faculty members should do the following:
   - Communicate effectively and clearly.
   - Demonstrate enthusiasm for teaching and learning.
   - Encourage students to think critically and independently.
   - Encourage students to participate actively.
   - Challenge and motivate students.

d. Maintaining standards and evaluating students. In order to help students realize their potential, faculty members should do the following:
   - Demonstrate personal and professional integrity.
   - Adhere to high standards for student performance.
   - Devise appropriate and challenging assignments and examinations.
   - Grade assignments and examinations fairly.

e. Advising and aiding students. In order to advise students effectively and to create positive learning situations outside the classroom, faculty members should do the following:
   - Be available for student consultation.
   - Participate in or organize co-curricular activities.
   - Be sympathetic to student needs.

## Sources of Evidence:

- Self-evaluations. These may include any materials faculty members think appropriate to assessing their performance.
- Assessments by colleagues based on classroom observation. For purposes of assessment as well as mentoring, all tenured members of a department are expected to visit the classroom of an untenured colleague and write up the findings of those observations for the candidate's file. Department practices may vary in the details, but every department is required to have written guidelines that are available to the candidate and that should help guide both the candidate and the department in fulfilling the expectations of the College.
- Assessments by colleagues within the discipline (these may include outside specialists where appropriate). These are based primarily upon course materials

such as syllabi, reading lists, hand-outs, assignments and exams, observation of performance and in interaction with students, student theses and comprehensives.

- Assessment by other members of the professional staff of the College as appropriate.
- Assessments by students.
    - Student evaluations.
    - Letters from students and alumni.
    - Interviews with students.

## *Criteria: Research*

16. Research, scholarship, and creative activity, broadly defined, constitute an ongoing conversation that is sometimes individual and other times collaborative, with academic peers, students, or community members. The results or findings and the processes by which such results or findings are determined testify to the life of the faculty member's mind. Research is defined here as a systematic and extended effort to enhance understanding and competence in areas of academic responsibility and interest. This process is essential to maintaining the intellectual vitality and growth of the individual teachers/scholars who make up the faculty as well as the vitality and growth of the communities of which they are a part. Research and public presentation of results to peers – academic, student, and community – are thus essential for that dialectical process which marks scholarly advancement and achievement. The College is more interested in the quality of the communications and the processes that lead to them than in the number of items published or presented and will do what it can to encourage and facilitate such quality work within the College.

17. Excellence in research, scholarship, and creative activity rests on the capacity to develop significant findings from investigation or original thought. This excellence may be pursued individually or as part of a collaboration with academic peers, students, or community members. It may be demonstrated through a wide range of efforts to advance knowledge or understanding, including research projects, descriptions and analyses of a field, the scholarship of teaching and learning, and the development or improvement of analytical tools. It may also be demonstrated through teaching and by mentoring, encouraging, and collaborating in research, scholarship, and creative activity, including work undertaken with students and community members.

18. The College supports diverse approaches to scholarship, creative activity, and professional development, including work that results in forms other than published or public works and presentations. Books; monographs; literary forms; articles; papers; reports of studies to seminars and other professional groups; collaborative presentations; grant proposals; review of community, state, or national programs; contribution to or development of community-based programs or initiatives; theatrical productions; recitals, concerts, and exhibitions; and electronic productions including computer programs, internet-, and other technology-based materials can all show the quality of the research, scholarship, and creative activities. Products of research also include communication within academic circles, within professional associations, and within broader communities, including those which are non-academic.

19. While all faculty are expected to undertake professional activities that produce scholarly results such as publications or other finite outcomes, creative and scholarly practices may also produce

other sorts of results that are also valued professionally at Allegheny. The candidate undertaking such work should demonstrate how this work, in its results and by its processes, constitutes a valuable accomplishment and how it contributes to the advancement of her or his field(s). The College also recognizes that the evaluation of some research, scholarly, and creative practices can require the consideration of contingent circumstances that may complicate the completion of such practices. In such cases it falls principally to the faculty member under review to explain the impact of such circumstances.

## *Criteria: Maintaining a Learning Community*

20. The Allegheny faculty has always shouldered a special responsibility for the ongoing task of building and maintaining a learning community. This responsibility cannot be divorced from teaching and research but is rather an extension of these. Faculty members share their knowledge and expertise with both students and colleagues through their teaching and research activities. By helping to develop and implement college policies, they demonstrate the responsibility of educated men and women to the larger community and create an environment which reflects the ideals of liberal arts learning. Some of the ways faculty members contribute to building and maintaining the academic community are:
    - Participating in departmental meetings and undertaking administrative tasks for the department.
    - Participating in faculty meetings and ceremonial occasions.
    - Serving on *ad hoc* and standing committees.
    - Providing advice and support to members of the administration.
    - Advising student groups.
21. The faculty member should communicate frequently with his/her department chairperson concerning community service. Faculty work on committees is too important to go unrecognized, and the chairperson must know what the faculty member is doing both to help assure equity in workload and be aware of the faculty member's willingness to serve and actual service in these important tasks.

## *Teaching and Research in More Than One Field*

22. While faculty are generally based in a department, Allegheny also encourages its faculty to reach across the disciplines in their teaching and research when it seems intellectually fruitful and sensible and to follow ideas and paths of inquiry wherever they logically lead. At times, the College will hire faculty to explicitly fill an interdisciplinary position, or a continuing faculty member may want to pursue a new direction that involves interdisciplinary work. The Provost, Director of Interdisciplinarity, and the chairperson(s) or coordinator(s) of the appropriate department(s) or program(s) will help faculty plan their activities in a way that will offer them a full opportunity, consistent with the College's resources and needs, to develop and demonstrate their capacity. A Memorandum of Understanding (see Section 5.4 below) may be written to clarify the faculty member's responsibilities and department or program affiliation.

## *Progression of Full-Time, Tenure-Track Faculty Appointments*

23. All faculty are expected to provide the Provost and their department chair a written "Annual

Faculty Activities Report." Each summer, the Provost's office will remind faculty of this expectation and provide a recommended format and deadlines for the report. Activity reports are added to the faculty member's file and are used in the regular review of faculty for continuation, tenure, promotion, and salary considerations.

The chart below summarizes the normal progression of contracts. If the notification deadline or due date for submitted materials for the second appointment, pre-tenure appointment, tenure, or promotion process falls on a non-working day, notifications and materials will be due on the next working day.

| **Appointment** | **Appointment Length** | **Notification Deadline** |
|---|---|---|
| Initial | Two academic years | |
| Second | Two academic years, or termination of service | November 1 of the second year of service |
| Pre-tenure | Three academic years, or terminal one academic year | December 15 of the fourth year of service |
| Tenure | Tenure awarded, or terminal one academic year | December 15 of the seventh year of service |

Faculty who are granted a leave (paid or unpaid) of three or more course-equivalents in a twelve month period, with the exception of a pre-tenure leave, may receive a one-year extension to the current contract for each such leave. Extension requests must be made within six months of return to service.

When two individuals share a single position, each person has the option of extending the progression for up to two years by adding one year to the second contract and/or to the pre-tenure contract. To receive this extension, faculty in shared positions must request the extension from the Provost by September 15 of the second year of service.

Exceptions to this policy may be made only by the President. No exceptions will be made after January 1 of the year in which a candidate is considered by the Faculty Review Committee for the first time.

24. As the progression of appointments indicates, the normal probationary period for full-time faculty stretches over seven years of active service. This period allows faculty to demonstrate performance and promise. It also provides the College with the opportunity to assist the faculty in professional growth and development as well as to collect necessary evidence to make contractual decisions. Since it is important for the College to acquire the best possible people in teaching, in research, and in building a learning community, credit will not normally be awarded for teaching service elsewhere. Exceptions will be made only as part of the initial appointment letter. Faculty who do not possess the appropriate terminal degree will normally be appointed at the instructor level. Instructors who do not receive the terminal degree will normally be terminated in their fourth year of service. During the probationary period, work assignments of

the faculty member may be adjusted by the department chairperson in consultation with the Provost to create opportunities for professional growth and to be able to answer questions about performance and promise. For this reason, it is expected that faculty in their first two years of service will not serve on College committees. Committee work, a part of building the community, should not under normal circumstances be a significant component of the work time of a faculty member until three full years of teaching have been completed at Allegheny.

25. While the College will guide and assist faculty members in their professional growth and development throughout the probationary period, the burden of proof rests on the faculty member to demonstrate performance and promise. Although the areas to be evaluated do not change during the course of the probationary period, the level of competence in performance and promise must change. With every appointment, especially the pre-tenure, the level of confidence must be higher.

## *The Second Appointment*

26. By September 15 of the second year of service, the faculty member must submit a self-evaluation covering the period since the date of hiring and a current c.v. to the department chairperson. The self-evaluation should employ the criteria and standards discussed above and should indicate the faculty member's strengths and weaknesses. Any supporting materials deemed appropriate by the faculty member may be appended to the narrative. Both the self-evaluation and the c.v. must be signed by the candidate. The chairperson must send the self- evaluation and c.v. together with the departmental evaluation(s) to the Provost by 5 p.m. on October 1.

27. Before that, the department chairperson shall convene the tenured members of the department to review and discuss the self-evaluation (including supporting documents, if any); to decide what areas may require additional exploration; and to share observations about the candidate's work. These deliberations, and the recommendations resulting from them, must take into account current staff, department needs and plans, and, to the extent possible, the direction of the College. The expectation is that the Chair will then draft a departmental evaluation of the candidate including a recommendation for renewal or non-renewal. If circumstances warrant (e.g., conflict of interests or an excessive number of letters being due in a particular cycle), the drafting of this letter may be undertaken by other tenured members of the department. If one departmental evaluation is not possible, then several may be submitted provided that the author(s) sign the document(s). Departmental evaluation(s) will follow closely the criteria and standards discussed above, and should delineate specific areas where improvements are required as well as specific areas where the candidate has achieved excellence or demonstrates particular promise. The departmental evaluation(s) require(s) the signature of the candidate and must be in the Office of the Provost by 5 p.m. on October 1. The candidate should be given a copy of the evaluation(s). The candidate's signature on the evaluation(s) indicates simply that the candidate has read the document(s); signing does not imply agreement. The candidate may submit a document in response to the departmental evaluation(s) directly to the Provost within seven calendar days of signing.

28. The Provost reviews the materials which have been submitted and delivers a recommendation to the President within two weeks, with copies to the candidate and department chair. This recommendation notes agreement with the departmental evaluation(s) or indicates how the

Provost's assessment of the candidate's areas of strength, promise, or weakness deviates from the departmental assessment. The faculty member may prepare a response to the Provost's recommendation provided the President receives it by 5 p.m. on October 24. At a later time the candidate meets with the Provost to discuss the recommendation. At that meeting the candidate signs and dates a copy for the file. Signing does not imply agreement.

29. The President will review the materials and decide whether a second two-year contract will be offered to the candidate. The decision of the President is final and binding. In the event that the President's decision differs from the department's recommendation, the reasons for that decision will be communicated to the department chairperson orally and in confidence. The candidate will be notified by November 1.

## *The Pre-Tenure Appointment*

30. In February of the candidate's third year of service, the Provost will ready the file for review. File materials will include all annual evaluations and recommendations, plus any supporting materials, since the point of initial hiring. It is the responsibility of the candidate to add other pertinent materials, such as a current c.v., copies of all relevant scholarly work (manuscripts, offprints, proposals, etc.), and any other letters, memos, and pieces of evidence deemed important by the candidate. It is also the candidate's responsibility, along with the department Chairperson, to ensure that the departmental file approximates as nearly as possible the file in the Provost's office. Besides the candidate, the only department member who has access to the file in the Provost's office is the Chair. Quantitative summaries of RSEs will be generated by the Registrar and sent to the candidate, the department chair, and the Provost and Dean of the College by July 1 for inclusion in the file. For faculty converted to the tenure-track, and with the prior approval of the Provost, some or all pre-conversion RSEs may be excluded from the summaries.The candidate can continue to add material to the file through 5 p.m. on October 1, at which point the file will close to all additions except the departmental evaluation(s) (together with the candidate's self-evaluation and c.v.) and, if applicable, the candidate's response to the departmental evaluations(s).

31. By October 1 of the fourth year of service, the faculty member must submit a self-evaulation covering the period since the date of hiring and a current c.v. to the department chairperson. The self-evaluation should employ the criteria and standards discussed above and should indicate the faculty member's strengths and weaknesses. Any supporting materials deemed appropriate by the faculty member may be appended to the narrative. Both the self-evaluation and the c.v. must be signed by the candidate. The chairperson must send the candidate's self-evaluation and c.v. together with the department evaluation(s) to the Provost by 5 p.m. on October 22.

32. The departmental evaluation should follow the guidelines described in Paragraph 27. The department's review of the file should begin with the self-evaluation. The department is also encouraged to review previous recommendations and evaluations to help it see better what growth has occurred over time, and it is reminded that the greater contract length presumes greater confidence in the candidate's performance and promise. The longer contract length and more thorough reviews at this point are intended to serve as a pre-tenure review. Candidates unlikely to receive tenure should not be recommended for a pre-tenure appointment. A frank appraisal, including discussion of both strengths and weaknesses, is more helpful to the candidate

and to the review process than an evaluation that ignores potential problem areas. The department evaluation should make a clear positive or negative recommendation that is supported by the evidence in the file. The department evaluation(s) is to be read and signed by the candidate who receives a copy at the time of signing. The signature on the evaluation(s) indicates simply that the candidate has read the document; signing does not imply agreement. The candidate will then have until 5 p.m. on October 29—that is, seven calendar days after the report is due—to read and respond to the departmental evaluation(s).

33. The Provost will share these new materials with the members of the Faculty Review Committee. All inquiries and deliberations involved in this process will be conducted in the strictest confidence. At the conclusion of the discussion of each candidate, a preliminary poll on whether the candidate should be recommended for the pre-tenure contract will be taken. After each candidate has been considered and all preliminary polls have been completed, the Committee will vote officially on whether to recommend the pre-tenure contract for each candidate. Members of the Faculty Review Committee who have served as Institutional Mentors to, or who are in the same department as, a candidate may neither participate in the discussion nor vote on the Committee's recommendation.

    The Secretary of the Committee will count the vote, the Provost will record the vote, and it will constitute the Committee's recommendation to the President. After receiving the recommendations of the Faculty Review Committee and the Provost and after reviewing the files, the President will meet with the Faculty Review Committee and the Provost for a discussion of the candidates' qualifications and the reasoning behind the recommendations. The Provost will submit an independent recommendation to the President. The general substance of the deliberations, but not the exact vote, will be shared separately with the candidate and the appropriate department chairperson by the Provost and the Chairperson of the Faculty Review Committee. The Faculty Review Committee will prepare a set of Discussion Points summarizing the committee's deliberations, and this will be placed in the file. At the Provost's discretion, the Provost may add a separate memorandum to the file reflecting on these Discussion Points. The candidate will receive a copy of the Discussion Points and, if applicable, the Provost's memorandum. The Department Chairperson will also receive copies of these documents for inclusion in the candidate's departmental file.

34. The President will review the materials and decide whether the pre-tenure contract will be offered to the candidate. The decision of the President is final and binding. By December 15 of the fourth year of service, the President will notify the candidate by letter whether the candidate will be granted a pre-tenure contract. A negative decision will result in a terminal one-year appointment. In the event that the President's decision differs from the Faculty Review Committee's recommendation, the reason for that decision will be shared with the Committee orally and in confidence.

## *The Fifth and Sixth Years of Service*

35. During the three years before the final tenure decision, the members of the department and the candidate will work together to ensure that professional growth and development continues. Special attention should be given to areas which were identified earlier as needing improvement. To encourage this process, the candidate may submit to the department chairperson a brief

self-evaluation by April 15 of the fifth year of service. If such a self-evaluation is submitted, the department chairperson shall convene the tenured members of the department as described in Paragraph 27 to draft a departmental evaluation. If the tenured members of the department cannot agree on a common evaluation, several may be submitted provided that the author(s) sign the document(s). The departmental evaluation together with the self-eval- uation are due in the Office of the Provost by May 1 of the fifth year of service. The departmental evaluation requires the signature of the candidate, which indicates that the candidate has read the documents. In case of disagreement the candidate should follow the procedure as described in Paragraphs 27 and 28.

Regardless of whether or not the candidate chooses to exercise this option, the department is of course free to submit a department evaluation at this point or at any other point during the pre-tenure years.

## *Tenure*

36. Academic tenure is an arrangement under which faculty appointments are continued until retirement, subject to dismissal for adequate cause or termination on account of financial exigency or change of institutional program. The award of tenure is the single most important personnel decision the College makes; it must be awarded with the gravest care. Tenure shall be awarded only by the Board of Trustees upon recommendation of the President.

37. In February of the candidate's sixth year of service, the Provost will ready the file for review. File material will include all annual evaluations and recommendations, plus any supporting materials, since the point of initial hiring. It is the responsibility of the candidate to add other pertinent materials, such as a current c.v., copies of all relevant scholarly work (manuscripts, offprints, proposals, etc.), and any other letters, memos, and pieces of evidence deemed important by the candidate. Because the Faculty Review Committee begins its review during the spring of the sixth year of service, the candidate is urged to bring the file up to date as early in the process as possible.

38. The Faculty Review Committee will appoint a tenure subcommittee to prepare a report on the candidate. The tenure subcommittee will consist of three tenured members of the faculty, representing where possible the three divisions of the college, and will be chaired by a member of the Faculty Review Committee. The appointment of the two other members requires approval by the Provost.

    The tenure subcommittee will meet with the candidate at the beginning of the process to explain the procedure, remind the candidate of deadlines, and ask for any additional information that the candidate wishes the subcommittee to have. It will review carefully all of the accumulated materials; interview each member of the department individually as well as any faculty at Allegheny in cognate areas; interview, as appropriate, students and alumni; and, if deemed necessary, or if requested by the candidate, arrange with the Provost for extramural peers to review the research, syllabi, course assignments, senior projects, etc. of the candidate.

    The final report from this committee must be completed by October 15 of the candidate's seventh year of service and added to the candidate's file in the Office of the Provost by 5 p.m. on that date. The final report must be signed by all three members of the subcommittee prior to submission. A copy of the subcommittee report will be given to the candidate by the Provost's office on the first working day thereafter. Further, this report will not contain a recommendation for or against granting tenure to the candidate since its main purpose is fact finding and clarification of issues. The candidate may read the report when it is filed and has seven days to comment on the report.

39. In keeping with a sub- section of Paragraph 15 ("Assessments by Students"), student evaluation of a faculty member will be solicited in three ways: in-class evaluation(s); interviews with the faculty member's tenure subcommittee; and letters from recent alumni.

    The quantitative summaries of RSEs will be generated by the Registrar and sent to the candidate, the department chair, and the Provost by July 1. All reports from classroom visitations that are submitted to the Provost are automatically placed in the files. Candidates may also add narrative course evaluations to their files. If narrative evaluations other than those in the RSE are included, candidates should provide clarification as to how these evaluations were administered. All original narrative responses to the RSE must be kept by the department chair (as described in Section 2.6); a copy of the narrative responses should be given by the chair to untenured candidates. When for some reason in a particular case the Faculty Review Committee would like to consider a candidate's narrative evaluations, it may do so by obtaining them from that person's department chair.

    For the interviews with students, by the end of February of the year in which the tenure decision will be made the Registrar will generate and send to candidates and their department chairs a list of all May graduates eligible for subcommittee interviews. Students are eligible if they are exiting seniors who have taken courses or conducted other credit-bearing academic work with the candidates and received grades of no lower than a C-. By March 15, candidates should select seven or eight names from this list and submit them to the chairs of the tenure subcommittee and department. Selected seniors should constitute a representative sample of the candidate' students, with an appropriate balance by gender, majors and non-majors, those enrolled in upper-division, lower-division, and FS courses, and those whose work represents a range of grades. By March 22, the department chair should submit a second list of seven or eight names to the chair of the subcommittee using similar distribution criteria. At their discretion, the candidates (but not chairs) may include on their list of seven or eight names graduating seniors who have: (1) earned a grade below C-; and/or (2) had extensive but non-credit-bearing mentoring, advising, or research experiences with the candidate. Candidates who wish to consider graduating seniors who earned a grade below C- should request a second list from the Registrar that includes those students. This request should be made by the end of February.

    For the evaluation by alumni, by the end of February of the year in which the tenure decision will be made, the Registrar will generate and send to the candidates a list of all alumni eligible for solicitation of evaluation letters. Alumni are eligible if they are graduates who have taken courses or conducted other credit-bearing academic work with candidates and received grades of no lower than C-. By March 15, candidates should select 20 names from this list, ensuring that selected alumni constitute a representative sample of the candidate's students, with an appropriate balance by gender, majors and non-majors, those enrolled in upper-division, lower-division, and FS courses; and those whose work represents a range of grades. A second list of 40 names will be obtained from the Registrar through a random sample of the remaining eligible alumni, using similar distribution criteria and drawing the sample, when possible, from those alumni who have graduated in the three years since the candidate's last review. Any student who has been the subject of a judicial proceeding brought by the faculty member being evaluated will be barred from participating in this review at the latter's request. By April 1, the Registrar will submit the list of 60 names (20 selected by the candidate and 40 selected by the Registrar) to the Provost. At their discretion, candidates (but not the Registrar) may include on their list of 20 names alumni who have: (1) earned a grade below C-; and/or (2) had extensive but non-credit-bearing mentoring, advising, or research experiences with the candidate. Candidates who wish to consider alumni who earned a grade below C- should request a second list from the Registrar that includes these individuals. This request should be made by the end of February.

A form letter will be drafted by the Provost which will ask each alumnus to address the candidate's performance in teaching and advising. The Provost will send this letter to each alumnus whose name appears on the lists.

The Office of the Provost will accept alumni letters through September 1. After that date, the Provost will meet with the Chair of the Faculty Review Committee and together they will delete any references that, in their judgment, might identify the author.

The alumni letters will be made available by September 8 to the candidate, who will then have until September 15 to remove, if the candidate chooses, any two letters from the group. The remaining letters will be added to the candidate's file on September 15th. On this date, upon addition of the alumni letters to the candidate's file, the file will be closed to the department chairperson. The alumni letters will be part of the candidate's file only at the time of the tenure review. They will be destroyed after the tenure decision has been made and any appeal that may have been lodged has been exhausted.

40. By September 15 of the seventh year of service, the faculty member must submit a self-evaluation covering the period since the date of hiring and a current c.v. to the chair of the tenure subcommittee and the department chairperson. The self-evaulation should employ the criteria and standards discussed above and should include a statement of future research and teaching plans. The self-evaluation and the c.v. must be signed by the candidate. The candidate can continue to add material to the file through 5 p.m. on October 1, at which point the file will close to all additions except the departmental evaluation; the candidate's self-evaluation and c.v., the tenure subcommittee report, and if applicable, the candidate's responses to either or both of those reports. The department chairperson must send the candidate's self-evaluation and c.v. together with the departmental evaluation(s) to the Provost by 5 p.m. on October 15.

41. The departmental evaluation(s), together with the candidate's self-evaluation and c.v., is due in the Office of the Provost by 5 p.m. on October 15. It should follow the guidelines described in Paragraph 27. It is candidate's responsibility, along with the department Chairperson, to ensure that the departmental file approximates as nearly as possible the file in the Provost's office. Besides the candidate, the only department member who has access to the file in the Provost's office is the Chair. Because the Faculty Review Committee begins its review during the spring of the sixth year of service, the candidate is urged to bring the departmental file up to date as early in the process as possible.

The department is reminded that tenure is the single most important personnel decision made by the College. The department's review of the file should begin with the self-evaluation. When writing the departmental evaluation(s), the department should review previous recommendations and evaluations to help it see better what growth has occurred over time. It should specifically address those areas identified in the past as needing improvement. A frank appraisal, including discussion of both strengths and weaknesses, is more helpful to the candidate and to the review process than an evaluation that ignores potential problem areas. The departmental evaluation should make a clear positive or negative recommendation that is supported by evidence in the file. If one departmental evaluation is not possible, then several may be submitted provided that the author(s) sign the document(s). The candidate should be given a copy of the evaluation(s). The candidate's signature on the evaluation(s) indicates simply that the candidate has read the document(s); signing does not imply agreement. The candidate may submit a document in response to the departmental evaluation(s) directly to the Provost within seven calendar days of signing.

42. The tenure subcommittee report will be added to the file by 5 p.m. on October 15, and a copy will be given to the candidate by the Provost's office on the first working day thereafter. The candidate's signature on the report indicates simply that the candidate has read the report; signing does not imply agreement. The candidate will then have seven calendar days to read and respond to the report. That response will be included in the candidate's file when submitted. Only the President may, at the President's own discretion, consider additional information regarding the candidate after October 15.

43. The Provost will arrange for the Faculty Review Committee to review all of the materials submitted and accumulated (Paragraphs 37 through 42 above). At the conclusion of the discussion of each candidate, a preliminary poll on whether the candidate should be recommended for tenure will be taken. After each candidate has been considered and all preliminary polls have been completed, the Faculty Review Committee will vote officially on whether to recommend tenure for each candidate. Members of this Committee who are in the same department as a candidate for tenure may neither participate in the discussion nor vote on the Committee's recommendations. The Secretary of the Committee will count the vote, the Provost will record the vote, and it will constitute the Committee's recommendation to the President. After receiving the recommendations of the Faculty Review Committee and the Provost and after reviewing the files, the President will meet with the Faculty Review Committee and the Provost for a discussion of the candidates' qualifications and the reasoning behind the recommendations. The Provost will submit an independent recommendation to the President. The general substance of the deliberations, but not the exact vote, will be shared separately with the candidate and the appropriate department chairperson by the Provost and the Chairperson of the Faculty Review Committee. The Faculty Review Committee will prepare a set of Discussion Points summarizing the committee's deliberations, and this will be placed in the file. At the Provost's own discretion, the Provost may add a separate memorandum to the file reflecting on these Discussion Points. The candidate will receive a copy of the Discussion Points and, if applicable, the Provost's memorandum. The Department Chairperson will also receive copies of these documents for inclusion in the candidate's departmental file.

44. The President will review the materials and decide whether the candidate will be recommended

to the Board for tenure. The decision of the President is final and binding. By December 15 of the seventh year of service the President will notify the candidate by letter about the final decision. A negative decision will result in a terminal one-year appointment. In the event that the President's decision differs from the Faculty Review Committee's recommendation, the reason for the decision will be shared with the Committee orally and in confidence.

## *Appeal Procedures*

45. Decisions not to reappoint or not award tenure to a probationary faculty member may be appealed on the grounds that a governmental statute has been violated. These appeals will be processed through the normal grievance procedure. The decision of the President is final and binding.

46. Decisions not to reappoint or not to award tenure to a probationary faculty member may also be appealed on grounds that allege a violation of academic freedom or a violation of procedural guidelines. No other grounds for appeals will be entertained. When these violations are alleged, the faculty member will send a written complaint to the President within ten calendar days of the alleged violation or of the date when the faculty member could reasonably have been expected to know of the alleged violation. In filing this complaint, the faculty member will identify a tenured member of the faculty to serve on a review committee. The President and the Faculty Council will each appoint one tenured faculty member. None of the three appointed tenured faculty members should have been previously involved in the case, for example as a member of the department, the Faculty Review Committee, or the tenure subcommittee. This committee of three shall review the record and, as necessary, interview the participants, discussing only matters related to the alleged violations. Within fifteen calendar days of receiving the assignment, the committee shall advise the President in writing of one of three options:
    a. No violation discovered, in which case the appeal is denied and the matter closed;
    b. Violation discovered, but of a technical nature which would suggest that it made no difference to the outcome of the case, in which instance the President shall review the Committee's report and decide whether to close or to reopen the case; or
    c. A major violation that could have made a difference in the outcome, in which instance the case would be reopened. In reopening a case, the President will, depending on the circumstances and the time of year, either cause the case immediately to be reviewed *de novo* or offer a year contract so that the case could be reviewed *de novo* the following year.

## *Early Tenure Decisions*

47. A department chairperson may propose that an untenured faculty member be considered for tenure prior to the expiration of the candidate's probationary period. Such recommendations ought not to be forthcoming except in exceptional circumstances; for example, a faculty member not only who has definitely proven excellent teaching and research ability, but also whose continued employment is essential to the program.

48. In such exceptional cases, the normal procedures described above will be followed, essentially, although the time frame for conducting these procedures may be shortened by the Provost. A chairperson proposing an early tenure decision will ask permission to do so of the Provost, who

will indicate whether it is permissible and outline the time frame and deadlines that will have to be followed.

49. A candidate proposed for early tenure who does not receive it will be permitted to continue in the normal progression of contracts in the probationary period. In other words, an early tenure decision is not an “up or out” decision.

## *Linkage of Tenure and Promotion*

50. Those holding the rank of Instructor or Assistant Professor who are granted tenure will be automatically promoted to the next rank (Assistant or Associate Professor, respectively).

## *Review of Tenured Faculty*

51. The principal purposes of consulting with tenured faculty are to recognize the contributions of the faculty member since tenure or the most recent consultation, to identify areas of continuing development and interest, and to determine how the College might assist the faculty member in accomplishing professional goals. The consultation should also aid the faculty member in identifying and correcting impediments to those goals or areas which might be considered weaknesses. The consultation will cover teaching, scholarly activity, and contribution to the learning community. Although the performance standards in these areas will be those identified above, this consultation will recognize that a person’s time commitment to a particular area may change. No timetable is mandated for tenured faculty consultation, which may be convened at the request of the tenured faculty member, the department chair, or the Provost. Faculty and department chairs are strongly encouraged to initiate a consultation in the year prior to the faculty being proposed for promotion to Professor.

52. The tenured faculty consultation is convened by written request of the faculty member, the department chairperson, or the Provost. These three then plan a meeting to discuss the contributions and accomplishments of the faculty member since the last formal consultation or review, and future plans. If the department chairperson is not a full professor, the faculty member should request a colleague with the rank of full professor to assume the responsibilities of the department chair for the consultation process. Should the consultation be for the department chairperson, the meeting shall be composed of the chairperson, a faculty member with the rank of full professor chosen by the chairperson, and the Provost. In this case, the full professor faculty member will assume the responsibilities of the department chair during the consultation process. The consulting faculty member should begin this process by preparing a self-evaluation of what has been accomplished since the last consultation or review and what goals have been established for the coming years, and submitting this document to the department chairperson and Provost. The self- evaluation may refer to recent Annual Faculty Activities Reports submitted to the Provost. During the month after receiving this document, the chairperson will consult confidentially with the tenured members of the department, the Provost and, as necessary and appropriate, other faculty. The Provost will convene a meeting with the faculty member and the chairperson, which generally shall occur no later than six weeks following receipt of the self-evaluation. The chairperson will keep a record of this conversation and send a copy of it to both the faculty member and the Provost. This record will acknowledge the accomplishments of the faculty member, make note of continuing and proposed interests and projects, indicate the

ways in which the College intends to support these endeavors, point to areas of possible improvement, and make note of ways in which the faculty member intends to address these issues. If, as a result of the tenured faculty consultation, the Provost and chairperson believe there is a cause for concern in the faculty member's performance, this concern shall be duly communicated to the faculty member, remedial steps suggested, and deadlines for improvement established.

## *Termination for Cause*

53. Termination of a term appointment before it expires as well as termination of a tenure appointment shall be for adequate cause or for financial exigency or program discontinuance. Adequate cause for dismissing faculty should be primarily concerned with violations of essential rights, freedoms, and responsibilities of teaching and inquiry. Failure to fulfill teaching obligations, interference with the efforts of colleagues or students to exercise their rights of inquiry and expression, medical incapacity, incompetence or dishonesty in teaching or research, substantial neglect of duty, gross personal or professional misconduct, moral turpitude, or substantial decline in one's professional performance are considered adequate cause for dismissal.

54. **Mental or physical incapacity:** In cases involving alleged mental or physical incapacity, any decision to terminate shall be based on evidence submitted to the Provost. If there is objection by the faculty member concerned to such a decision it may be processed in the form described in Paragraphs 55a) through 55d), below. Faculty members whose appointments are terminated for mental or physical incapacity shall receive six months' salary over the six months following the date of termination of their employment; after this, they will be eligible to apply for disability insurance. Their dependent children shall continue to be eligible for the tuition remission fringe benefit in effect at time of termination. Faculty members not eligible for disability insurance will receive an additional six months' salary.

55. **Alleged violations of essential rights, freedoms, and responsibilities of teaching and inquiry, failure to fulfill teaching obligations, interference with the efforts of colleagues and students to exercise their rights of inquiry and expression, incompetence or dishonesty in teaching or research, neglect of duty, gross personal or professional misconduct, or moral turpitude** shall be submitted in writing to the Provost, who shall determine whether a *prima facie* case exists. In making this determination the Provost must, if the charges appear to warrant further consideration, seek the advice of the tenured members of the Faculty Council. If a *prima facie* case is found to exist, the faculty member shall be notified of the charges in writing, and shall have ten calendar days to respond before the procedures listed below begin.
    a. The first procedural step after such notification shall be discussion between the faculty member and appropriate administrative officers with a view to reaching a mutually satisfactory settlement.
    b. If a faculty member faced with termination so desires, that individual may contest the charges. In such event, the faculty member is entitled to a review and hearing of the case by three tenured members of the faculty sitting as a Review Panel, provided that the faculty member so requests within ten days after receiving notice of those charges. This hearing will be closed to the public unless the faculty member in question wishes it to be open. The faculty member will pick one member of the Review Panel; the Faculty

Council will pick a second member; and, the President will select the third member. The faculty member shall have at least twenty days from the time the review is requested to prepare a defense. The review hearing shall begin no later than thirty days after submission of the request unless postponed by mutual agreement between the faculty member and the appropriate administrative officers.

c. At the hearing the burden of proof shall be upon the College, and the faculty member shall have the opportunity to be heard in their own defense, to present witnesses and introduce evidence, to question adverse witnesses, and to be informed of the author or source of all adverse statements made elsewhere and presented to the Review Panel for its consideration, and to be accompanied by an advisor chosen by that individual who may act as counsel. The evidence presented must be relevant to the charges. An audio recording of the proceedings shall be created, of which a copy shall be furnished to the faculty member upon request.
d. Within fourteen days after the close of the hearing, the Review Panel shall report its findings to the Provost, the President, and the faculty member. The Panel will base its findings on the materials presented at the hearing, not on personal observations. This report will indicate clearly what evidence supports which charges. After consulting with the Review Panel and with the faculty member, if the latter so requests, and after reviewing all the proceedings, the President shall render a decision on the case in writing within thirty days after receipt of the Review Panel's report.

56. **Substantial decline in professional performance:** If the Provost or a Department Chair believes there has been a substantial decline in a tenured faculty member's performance, either may request a Tenured Faculty Consultation (see Paragraphs 51 and 52 above). If the tenured faculty member's performance improves as a result of the Consultation, the matter will end there.

    If the Provost believes insufficient improvement in the tenured faculty member's performance has resulted from the Tenured Faculty Consultation, the Provost shall bring any allegation of substantial decline in performance to the Faculty Review Committee. In these circumstances, the Faculty Review Committee will read the Tenured Faculty Consultation and all supplementary documents, including any plan for improvement, the remedial steps taken, and evidence of improvement by the established deadlines. The Faculty Review Committee will also meet separately with the appropriate department chairperson and the faculty member in question. On the basis of this review, the Faculty Review Committee will communicate to the President whether it believes there has been a substantial decline in the faculty member's professional performance or not. The President shall make the final decision. If the President decides there has not been a substantial decline in the faculty member's professional performance, the matter will end there. If the President decides sufficient time and opportunities have been presented and insufficient improvements have been made by the faculty member, termination for cause proceedings shall be instituted. These proceedings are described in Paragraphs 55a) through 55d), above.

57. The Board of Trustees reserves the right to terminate any faculty position, tenured or non-tenured, for reasons of financial exigency of the College or of any part or unit of the College. Such action shall be taken only after consultation with the Faculty Council. The Board shall discuss with the Faculty Council the data indicating financial exigency, but the final decision shall be made by the Board of Trustees.

58. Termination of tenured positions, because the faculty voted to discontinue departments or programs for reasons other than financial exigency, shall be based primarily on educational considerations as determined by the President after consultation with appropriate College committees and with the approval of the Board of Trustees. Tenured faculty members whose appointments are terminated because of such discontinuance shall receive the equivalent of one year's salary over the twelve months following the date of termination of their employment.

59. Tenured faculty members terminated by the President for adequate cause or discontinuance of departments or programs, and non-tenured faculty members dismissed prior to the end of their contract, shall have the right to appeal to the Board of Trustees. Such appeal shall be in writing filed with the Board within twenty days after receipt of notice of the termination. The decision of the Board of Trustees on the appeal shall be final.

(Revised Spring 2005, Spring 2009, 9 December 2011, 9 March 2012, 16 April 2015, 13 Matrch 2016, 12 March 2020)

# 5.3 Guidelines for Promotion to Professor

Promotion to the rank of Professor is an honor bestowed upon faculty members to recognize their continued and deepening contribution to the life of Allegheny College. While it is anticipated that most tenured members of the faculty will eventually reach professorial rank, such a promotion is seen not as automatic but as a meaningful recognition of achievement and performance. In keeping with the liberal arts mission of the College and the maintenance of a community of scholars, candidates for promotion are expected to have distinguished themselves in teaching, to have sustained a program of research or other forms of professional growth, and to have rendered service and some leadership to the College community. While exceptional contributions in any one of these areas may increase the likelihood of promotion, ordinarily some strength in all three areas is expected. Criteria relevant to the assessment of a candidate's record of teaching, scholarship, and service are those described in Paragraphs 8—21 of Section 5.2.

Normally a faculty member will not be promoted to professor until having completed seven years at the associate rank. The candidate may undergo promotion review in the seventh year, but promotion will not take effect until the following academic year. If a promotion is to be granted before seven years, an extremely strong case must be made. It should also be noted that simply being in rank for seven years is not of itself sufficient to warrant promotion. Faculty members are encouraged to discuss the timeliness of their promotion cases with the Provost.

Decisions on promotion follow the process below.

1. Nominations for promotion to full professor may be initiated by a department chairperson, the Provost, or any faculty member(s) senior in rank, with the consent of the candidate; alternately, candidates may submit their own name for consideration for promotion. All nominations for promotion must be submitted to the President through the office of the Provost by 5 p.m. on October 15.

2. By 5 p.m. on February 15, every candidate for promotion must compile a for the Provost a

promotion file containing the following materials:

  a. a reflective self-assessment of activity since tenure: the document should be signed by the candidate and include evidence of teaching and advising, research and professional growth, and service to and leadership of the College community.
  b. an updated and signed curriculum vitae.
  c. copies of significant work completed since the last performance or promotion review.

Copies of these documents should also be provided by 5 p.m. on February 15 to the department chair to facilitate review by senior departmental colleagues.

3. Quantitative summaries of all RSEs not included in the tenure review will be generated by the Registrar and sent to the candidate, the department chair, and the Provost by February 1 for inclusion in the promotion file.

4. The candidate may include additional materials documenting a record of teaching, service, and professional achievement. Some examples of relevant materials are: a description of or evidence of work in progress; letters from alumni; evaluations from colleagues within the College community; evaluations from specialists in the candidate's field from other institutions.

5. The Provost will solicit from each respective department the written views of all members holding a rank higher than that of the nominee on the merits of the candidacy. These views, which must be signed and submitted no later than 5 p.m. on March 1, may be presented as a collective statement reflecting consensus or as individual statements; they will be added to the promotion file maintained in the Provost's office.

6. The Provost may add any other pertinent information to the promotion file.

7. All materials, with the exception of the written views of senior department members, must be in the candidate's promotion file no later than 5 p.m. on February 15 in the academic year in which the decision is made.

8. Candidates should initial each item in the promotion file no later than 5 p.m. on March 6 of that year. Initialing does not imply agreement. At this point the candidate may add a note of clarification regarding any item(s) in the file.

9. The Provost will arrange for the Faculty Review Committee to review all of the materials submitted and accumulated. The voting members of the Faculty Review Committee will then meet with the Provost to discuss each candidate. After full discussion, the committee members will vote to recommend that promotion be awarded or denied. The result of this deliberation and vote shall be recorded by the Provost.

10. The Provost and the chairperson of the Faculty Review Committee will discuss with each candidate and respective Department Chairperson, singly, the Committee's recommendation to the President. The Faculty Review Committee will prepare a set of Discussion Points summarizing the committee's deliberations, and this will be placed in the file. At his or her discretion, the Provost may add a separate memorandum to the file reflecting on these Discussion Points. The candidate will receive a copy of the Discussion Points and, if applicable, the

Provost's memorandum. The Department Chairperson will also receive copies of these documents for inclusion in the candidate's departmental file.

11. The final recommendation shall be made by the President in consultation with the Provost and shall be communicated to the candidate, in writing, by March 31. Where the President's recommendation is contrary to the recommendation of the Faculty Review Committee, the President will share with the Committee his or her reasons for denying or affirming promotion.

12. These guidelines also apply to non-mandated promotions at ranks below that of professor; in such cases, however, there is no expectation of a minimum number of years in current rank.

(Revised Spring 2005, 12 March 2020)

# 5.4 Joint Appointments Between a Department and a Program

In the case of joint appointments between two departments, a program and another department, or an appointment in an interdivisional program, a Memorandum of Understanding (MoU) will be written that describes the specific parameters of the faculty member's position. The MoU will clarify and manage the unique characteristics of such a faculty position and ensure that the departments and programs in which the faculty member participates benefit from the position. MoUs will address the process of mentoring and evaluating the faculty member and establish teaching, research, and service expectations. In most cases, the Director of Interdisciplinarity will compose the MoU in regular consultation with the faculty member, the Provost, and relevant Department Chairs and Program Chairs or Coordinators. The MoU will be agreed upon and signed by all parties and placed into the faculty member's academic file, The MoU may be revised at each evaluation review or, for tenured faculty, after a specified period described in the MoU.

(Revised 23 January 2014)

# 5.5 Shared Faculty Appointments

### *Policy Statement*

Allegheny College supports applications for and hiring of persons in shared tenure-line faculty appointments. The College benefits from such appointments by attracting and retaining dual-career faculty couples who might not otherwise be able to accept or continue in a position at Allegheny. By having two persons in a shared faculty appointment, the College may also gain curricular flexibility, enriched opportunities for student research mentorship, or enhanced participation in the academic-residential life of the campus community.

### *Definition*

A shared faculty appointment is defined as two individuals, who are married or in a comparable committed partnership (as defined by the College's affidavit of domestic partnership), who share the duties and responsibilities of a tenure-line position more traditionally held by one individual. Because of the contractual differences between shared positions and single full- time positions, shared-position issues must be carefully considered for faculty members holding such positions. This document presents a discussion of these issues. In addition, the Provost will outline in a Memorandum of Understanding (MoU) the terms to guide hiring, appointment, and evaluation of each faculty member sharing a position. These terms shall guide the shared appointment unless alterations to the understanding are agreed upon in a new MoU by both occupants of the position, the department, and the Provost.

## *Initiation*

In limited circumstances, the College will consider redefining a single full-time tenure-line position as a shared-position appointment. The department should present a proposal to the Provost that indicates how the redefinition would benefit the College and that presents evidence for excellence in teaching, professional growth, and potential service on the part of the persons proposed to share the appointment. All tenured members of any affected departments or programs must either sign the proposal in support of the redefinition of the position or write a separate letter explaining why they do not support the proposal. The final decision will be made by the Provost, after consulting with Faculty Council.

## *Responsibilities and Expectations*

Shared-appointment faculty members have the same roles, rights, and responsibilities as outlined in the *Faculty Handbook* for all tenure-line faculty. Each person holding a shared appointment is a voting member of the faculty and of the home department or program.

### Teaching

Persons holding shared appointments will have separate contracts, each covering one-half of a full-time tenure-line position in the home department. Insofar as possible, in keeping with the needs of the department and the College, the teaching load for each person in the shared appointment will reflect over time an approximately equivalent mix of lower- and upper- division courses and an equitable distribution of courses over fall and spring semesters. Faculty in a shared position will also be expected to participate in the FS program on a regular, shared basis.

### Overload Teaching

Additional teaching beyond the half-time assignment cannot be required of faculty members sharing a position, nor is it guaranteed. The College may offer an additional course to either person in a shared position on an annual basis consistent with the needs of the department and the College. An individual holding a shared appointment may accept or decline any invitation to teach an overload. Payment for an overload will be at the adjunct rate for one course equivalency, as is the case for any faculty member who takes on an overload.

### Professional Growth

Persons holding shared appointments will have the status of tenure-line faculty for the purposes of applying to the Academic Support Committee (i.e., each individual may separately request funds for travel to conventions and for research support). They will have the same opportunity for sabbatical leaves or other paid leaves as does a single full-time position (i.e., each individual is eligible for a sabbatical leave as is appropriate for a single full-time position).

### Advising and Service

Expectations for student advising and for service to the department and institution by shared-appointment faculty members are, jointly, the same as for a single, regular tenure-line faculty position. For informal service responsibilities within the department, the faculty member should negotiate the parameters of half-time with the department chair and include the negotiated expectations in the MoU signed by the faculty individual, the department chair, and the Provost at the time of hire.

## *Evaluation*

Because persons entering shared appointments may hold different ranks and bring varied lengths of prior service in the academy, each will be separately scheduled and considered for tenure and promotion, with each file being read on its own merits. The evaluation of teaching for tenure will occur on the basis of the courses actually taught, which will be fewer than for faculty individually holding a full-time appointment. Similarly, in evaluating the service and scholarship of a faculty member in a shared position, the FRC will take into consideration that the position is half-time. The criteria for tenure and promotion will be those specified in the *Faculty Handbook* for all faculty. Persons holding shared appointments will not participate, directly or indirectly, in one another's evaluations.

To ensure the candidate has taught a sufficient number of courses for an evaluation of teaching, the required length of untenured service will be one additional year compared to faculty in full-time positions. This means that the tenure evaluation will begin in the spring of the candidate’s **seventh** year and conclude in the fall of the candidate’s **eighth** year.

## *Leaving the Shared Appointment*

During an approved family or medical leave granted to one member of a shared appointment, the other partner may be offered the opportunity, but not required, to teach full-time.

In the event that one member of a shared appointment leaves the College during the academic year for any reason (a negative contract decision, the couple separating, one member of the couple applying for and receiving a full-time position, long- term disability, etc.), the other individual in the shared appointment normally will assume the teaching and non-teaching duties up to the equivalent of one full-time position until the end of the academic year. Upon recommendation of the department and review by the Provost, the shared position will then be terminated and redefined as a single full-time position and offered to the remaining individual of the original shared appointment.

If a full-time, tenure-track position should open for which either or both persons holding a shared appointment are qualified, either or both individual(s) may apply. The normal national search standards will be employed and neither person holding a shared appointment should expect or receive preferential treatment in the search. Should an individual in a shared position be appointed to a full-time position, the process outlined above under Section 5.2 will obtain. A tenured faculty member in a shared appointment retains tenure if hired into a full-time faculty position.

If a faculty couple sharing an appointment separates but both individuals decide to remain at the College, they may continue to share the position.

### *Compensation*

#### Salary

Each individual holding a shared appointment will hold a separate contract, with a salary of one-half of the full-time salary for his or her rank and qualifications. This allows the College to make appropriate merit salary increases and to develop shared position appointments with individuals who have different experience or academic ranks.

#### Benefits

Persons sharing a single tenure-line faculty appointment will each receive benefits equal to that of a full-time faculty member, including eligibility to participate in the College's medical, dental, and vision plans and/or to establish health and dependent care personal expense accounts. Each individual will be eligible for personal educational benefits equivalent to a full-time faculty member; educational benefits eligibility for dependent children will be joint, as would be appropriate for a single full-time position. Benefits based on a percentage of salary, such as the College's retirement plan, will reflect the annual contracted salary for each person.

#### Resources

Persons holding shared appointments will be provided with separate computers within the normal faculty computer program. Each will be allocated office space, administrative support, access to library and information services, and access to departmental resources comparable to a full-time faculty member. While each individual can negotiate a separate start-up fund, the institution may not be able to provide separate lab spaces.

(Revised 5 December 2013)

## 5.6 Named Professorships

Named professorial chairs at Allegheny College have been created over a period of decades, with many of the current associated practices dating back to the 1960’s. Named professorships have been established under a wide variety of circumstances: some have been partly or fully endowed; some have featured reduced teaching responsibilities and/or expense stipends; most are occupied by faculty appointed for indefinite duration, normally meaning until retirement.

The purpose ascribed to many of the named/endowed professorships was to attract professionally active scholars to a college more notable for excellent teaching than scholarship. That strategy was largely successful, helping to increase the quality of the academic experience and reputation of Allegheny College. The close connection between teaching and scholarship has for some time been a regular part of our self-understanding as a faculty and institution, and evidence of scholarly activity is expected in evaluations for tenure and promotion.

Under these changed circumstances, and in consideration of the wide variety of arrangements that have emerged over time, it is appropriate to take a comprehensive approach to dealing with existing and future professorships. The policies detailed here have evolved from discussions involving the President, Provost, Faculty Council, and the Academic Affairs Committee of the Board.

This approach takes into account current understandings as well as anticipates retirements and creation of additional professorships with future gifts. It is designed to provide for college-wide availability of scholarship-enhancing opportunities while protecting academic course offerings. The policy also provides for a systematic approach to establishing and filling professorships and for honoring faculty and future donors.

Two categories of named professorships will be established. The first will be comprised of two professorships in each academic division plus one additional professorship in an interdisciplinary area. Professorships in this first category are specifically designed for the targeted advancement of scholarship, broadly understood to include additional categories defined by Ernest Boyer. They will have associated with them a uniform reduction in teaching responsibilities over a standard, non-renewable, three-year term of appointment. The second category will be department- or program-based professorships of five-year renewable terms. The latter will not have reduced teaching responsibilities, but they will include provision for professional development and student collaboration on scholarship.

Both types of professorships will be limited to tenured members of the faculty and will serve as recognition of distinguished performance and potential. These policies are subject to periodic review and revision by the Provost and President, in consultation with the Faculty Council.

## *Department- and Program- Based Named Professorships*

(These policies will become effective in individual cases when current chair holders retire or resign. They also apply to new department or program based professorships when endowment gifts are received in the future.)

- Appointments will be made for five-year terms, with the possibility of renewal.
- The President will make appointments in consultation with the Provost.
- Named professorship appointees will be drawn from the tenured faculty.

Each departmental/program professorship will provide annual support for professional activities such as equipment or travel. An additional allotment will be provided specifically to encourage the use of student collaborators through support of the student's work. The Provost will approve and administer these funds, the amount of which will be determined annually ($2,000/$2,000 initially).

## *Division-Wide Teacher-Scholar Appointments*

There will be two professorships in each division (humanities, social sciences, and natural sciences) as well as a professorship in an interdisciplinary area. All seven of these professorships fall under the guidelines below. The NEH Chair constitutes one of the professorships in the humanities. The remaining professorships will be specifically named as designated endowment gifts are received. Prior to that time, these appointees are called [Department/Program Name] Teacher-Scholars.

Appointments will be for three-year terms and are not renewable.

Professorship holders will be eligible for release from the equivalent of one year's teaching responsibilities (six courses, or normally five in the laboratory sciences) over the three year term. The pattern of course release will be governed by college and program needs, after consultation with department chairs, determined by the Provost with approval by the President.

Professorship holders will continue to perform other normal college and departmental responsibilities throughout the terms of their appointments.

Appointments will be considered through written application to the Provost who, after consultation with the respective department or program chairs, will make recommendations to the President. Consideration will be given not only to the merits of the proposed project but also to the contribution candidates have made to the life of the college. Appointments will only be made if there are qualified applicants with appropriate projects.

Eligibility is limited to tenured members of the faculty, and sabbatical eligibility is not affected by an appointment.

New endowments for professorships will not increase the total number of courses released college-wide.

# 5.7 Renewable Full-Time Non-Tenure-Track (NTTR) Positions

Responsibilities for a faculty member holding a full-time NTTR position emphasize teaching excellence above all else, followed by service to the department and College. Publication in the form of peer-reviewed articles, books, or performance is welcomed, but depending on the nature of the appointment it is not generally essential for success in these positions. Scholarly presentations on campus or at professional conferences are also encouraged, though not essential. Faculty in NTTR positions are eligible to receive annual faculty development funding in the same amount and by means of the same method as tenure-track faculty members.

Full-time NTTR faculty are eligible for all benefits received by full-time employees of the College except those limited specifically to tenure-track or tenured faculty such as a pre-tenure leave or a one-course reduction in teaching load during the first year of employment.

NTTR faculty will carry academic titles commensurate with their experience and credentials: Instructor, Assistant Professor, Associate Professor, and Full Professor, and may be promoted based upon years of service to the institution and quality of performance. However, without peer-reviewed scholarship, promotion from Associate to Full Professor would be highly unusual. NTTR faculty members are expected to teach in the FS program (including FS101) and may serve as official advisors for both non-major and major students. They will be expected to serve on a standing committee starting in their third year of employment. They are expected to attend departmental meetings and faculty meetings, and they will continue to be accorded full voting rights on the faculty floor.

Under normal circumstances, NTTR faculty will serve infrequently as first readers for Senior Projects and will not accrue Senior Project points. If, however, departmental need suggests regular or even heavy service as first readers, prior approval must be obtained by the departmental chair from the Provost. Points from service on Senior Project boards must also be approved ahead of time by the Provost. Under normal circumstances, NTTR faculty will not be eligible for sabbatical leaves, although exceptions may be made on a case by case basis for a well-defined and institutionally/departmentally valuable project related to teaching or scholarship. Finally, NTTR faculty will not serve on any departmental or college-wide evaluation committees related to the tenure and promotion process for tenure- track or tenured faculty.

**Renewal Process**

NTTR faculty will be hired on an initial two-year contract; thereafter contracts will be for three years. Determinations of renewal for full-time NTTR faculty will occur in the spring of the final year of the contract. After the second three-year renewal, ordinarily in the eighth year, an expedited review process may be followed, as described below. All renewals begin with a consultation between the Provost and the department chair during the semester before renewal to determine staffing needs.

1. If the provost concludes that staffing needs warrant the candidate's continued employment, the following process will be observed for the first two three-year contract renewals. Quantitative summaries of RSEs not included in the previous review will be generated by the Registrar and sent to the faculty member, the department chair, and the Provost by February 1. By February 15, the faculty member must submit a self-evaluation covering the period since the last review and a current c.v. to the department chairperson. Both the self-evaluation and the c.v. must be signed by the candidate. The self-evaluation should focus on teaching first and service to the department and College second. Criteria for teaching excellence are described in Section 5.2, Paragraphs 9 through 15; criteria for maintaining a learning community are described in Section 5.2, Paragraphs 20 and 21. If the faculty member has engaged in significant scholarship, a section on scholarly contributions to the field should be included. The self-evaluation should indicate strengths and weaknesses, and the faculty member may append any supporting materials deemed appropriate.

   The department chairperson must send the self-evaluation and c.v. together with the departmental evaluation(s) to the Provost by 5 p.m. on March 1. The department's evaluation should follow the guidelines described in Section 5.2, Paragraph 27.

   The Provost reviews the materials which have been submitted and provides to the President by March 15 either an endorsement or a lack of endorsement of the department's recommendation. If the Provost does not endorse the department's recommendation, the Provost must submit a detailed explanation for the lack of endorsement to the President, with copies to the candidate and department chair. For both the department and the Provost, staffing needs are legitimate criteria for consideration during the review process.

2. After the first two three-year contracts and after the Provost confirms that staffing needs warrant the candidate's continued employment, NTTR faculty who are eligible for renewal may undergo an expedited review process. The candidate must provide an updated c.v. to the department chair by November 15. The department chair will consult with the tenured members of the department to determine whether to initiate the expedited process by December 15. If there is a unanimous decision to follow the expedited process, the chair need only submit a letter of endorsement, accompanied by a rationale and the candidate's c.v., to the Provost by 5 p.m. on February 1. This letter should address departmental support for renewal as well as the candidate's ongoing contributions to the department and institution. If the tenured members of the department conclude that a fuller review is warranted for professional development purposes or to determine support for the candidate's continued employment, then the full review process is initiated as described in 5.7.1, above.

   For both the expedited and full process, the Provost reviews the materials which have been submitted and provides to the President by March 15 either an endorsement or a lack of endorsement of the department's recommendation. If the Provost does not endorse the department's recommendation, the Provost must submit a detailed explanation for the lack of endorsement to the President, with copies to the candidate and the department chair. For both the department and the Provost, staffing needs are legitimate criteria for consideration during the review process.

**Negative Decisions**

For both the full and expedited renewal process, the following procedures apply when a negative decision has been reached. If either the department or the Provost does not recommend the renewal of a contract, the NTTR faculty member has the option of requesting that the FRC hear the case. The Chair of the FRC will convene the FRC for a review of the file, following the evaluation criteria outlined above and the evaluation process used by the FRC for all candidates. The Provost will not be part of these deliberations.

The FRC will make a recommendation to the President by April 15. The President will review the materials and decide whether a contract renewal will be offered to the candidate. The candidate will be notified by April 30. If the candidate's contract is not renewed, the candidate will receive one additional transitional year of employment at the College.

Decisions not to reappoint a NTTR faculty member may be appealed on the grounds that a governmental statute has been violated. These appeals will be processed through the normal grievance procedure. The decision of the President is final and binding.

Decisions not to reappoint a NTTR faculty member may also be appealed on grounds that allege a violation of academic freedom or a violation of procedural guidelines. The process outlined in Section 5.2, Paragraph 46 of the *Faculty Handbook* will be followed in such an appeal.

Negative decisions based on departmental and institutional staffing needs cannot be appealed.

(Revised 12 March 2020)

# 5.8 Lecturer

Part-time faculty who teach for the College on a regular basis have the opportunity to become a Lecturer and receive a salary at 20% above that of adjuncts. In addition, Lecturers will receive a two-year contract as opposed to an annual contract. A Lecturer may teach up to eight credits in any given semester and is eligible for professional development funds through the Provost's Office, as described in Section 7.1 of the *Faculty Handbook*.

There are two different methods by which an adjunct faculty member may become eligible to apply for Lecturer status:

- If the adjunct faculty member has a terminal degree, he or she may be eligible after teaching four courses at Allegheny.
- If the adjunct faculty member has an advanced degree (at least a Master's Degree) but does not have a terminal degree, he or she may be eligible after teaching at Allegheny on a regular basis (usually at least two courses each year) for seven years.

Conferral of the Lecturer status is also contingent upon institutional needs. It is possible that an adjunct who has served with dedication for a number of years may nonetheless be denied or lose Lecturer status if staffing needs do not support the application.

The adjunct faculty member who applies for Lecturer status must submit a self-evaluation that focuses on teaching, but that can also outline the faculty member's scholarly work as well as his or her contributions to the learning community. Teaching will be evaluated on the basis of RSE scores and narratives, as well as other pertinent sources of information such as classroom visits, syllabi, and the self-evaluation. The department or program in which the adjunct works must submit an evaluation of the adjunct's teaching performance, a discussion of the adjunct's credentials and qualifications for the position, as well as a justification for continuation of the position for the following two years. Adjunct faculty who teach primarily in the FS program must have the support of the Director of the FS Program.

The application must be submitted to the Provost by 5 p.m. on March 1 for the following academic year. The Provost will render a decision by March 31. The same process and deadlines will be followed for renewal.

# Section 6: Employee Benefits

While it is expected that the benefit plans described below will continue for the foreseeable future, the College reserves the right to modify or discontinue them at any time. The language generally summarizes some of the terms and conditions of participation in the programs. Please refer to the plan documents and brochures available in the Office of Human Resources for detailed guidance.

## 6.1 General Employee Benefits

**Section 500** of the Employee Handbook describes benefits available to regular full-time employees. At the time of publication of this *Faculty Handbook*, employee benefits include the following:

- Group Insurances:
  - Life Insurance
  - Medical Insurance
  - Long-Term Disability

    - Short-Term Disability
- Voluntary Insurance Offerings: vision, dental
- Flexible Spending Accounts (FSA's)
- Retirement Plan
- Tuition Benefits
    - Tuition Remission
    - Tuition Exchange
    - Tuition Grant Program
- Retiree Benefits*
- Statutory Benefits:
    - Social Security/Medicare
    - Worker's Compensation
    - Unemployment Insurance

In addition, **Section 1000** of the *Employee Handbook* describes the policy describing the availability of continued health care benefits for employees who terminate their employment with the College (COBRA benefits).

While it is expected that the benefit plans listed above will continue for the foreseeable future, the College reserves the right to modify or discontinue them at any time. The language generally summarizes some of the terms and conditions of participation in the programs. Please refer to the plan documents and brochures available in the Office of Human Resources for detailed guidance.

*See also:

- Early Retirement Policy (*Faculty Handbook* Section 6.5)
- Emeritus/Emerita Status for Faculty (*Faculty Handbook* 6.6)

## 6.2 Leaves of Absence

The College grants Sabbatic Leave in accordance with established policy (see Section 7.7). Appendix II in this *Handbook* includes the policies governing all other types of faculty leave. Policies governing other Leaves of Absence for faculty are described in **Appendix B** of the *Employee Handbook*.

## 6.3 Facilities and Services

Facilities and services available to College employees are described in **Section 600** of the *Employee Handbook* and include:

- Recreational Facilities
- Postal Services
- Bookstore Discounts

# 6.4 Domestic Partner Benefits Policy

All College employees in qualifying domestic partnerships are eligible for the benefits described in **4001.17 and Appendix G** of the *Employee Handbook*.

# 6.5 Early Retirement Policy

Tenured faculty members may elect to take advantage of one of two early retirement programs, the transitional sabbatical leave or the phased retirement option. To be eligible for the benefits of either program, the faculty member must be a tenured member of the Allegheny College faculty who has served Allegheny as a full-time faculty member for at least ten consecutive years and who is at least 58 years of age but not over 63 years of age in the semester immediately preceding the beginning of the early retirement program. Tenured faculty who meet these eligibility requirements must officially notify the Provost and Dean of the College no later than September 1 of their final year of full-time teaching at the College of their decision to retire and receive either the transitional sabbatical leave or the phased retirement option.

Eligible faculty interested in taking advantage of one of the early retirement options should contact the Office of Human Resources to obtain an application form. Faculty members with questions about the programs, including eligibility dates, should contact the Director of Human Resources or the Provost and Dean of the College.

### *The Transitional Sabbatical Leave*

For eligible tenured faculty members who elect to voluntarily retire under this program, the College will provide the faculty member with a one-semester transitional sabbatical leave at full pay (based on the preceding semester's salary) and full benefits. The salary payments during the transitional sabbatical will be spread over a six-month period. For Fall Semester sabbatical leaves, the salary payments will be made from September through February. For Spring Semester sabbatical leaves, the salary payments will be made from March through August. An eligible faculty member electing the transitional sabbatical leave does not incur an employment status change. Therefore, retirement distributions cannot begin until the end of the transitional sabbatical.

At the end of the six-month period of the transitional sabbatical leave, the faculty member's retirement will become effective and employment with the College will officially end. The faculty member's last day of assigned duties and responsibilities for the College will precede the beginning of the transitional sabbatical leave, although the faculty member is welcome to attend faculty meetings and related faculty activities during the sabbatical.

Salary payments during the transitional sabbatical leave will be made on regular College pay days for faculty. The College will make TIAA/CREF contributions on those salary payments as it does on salary paid during other types of paid sabbatical leaves. This program will not provide any payments to faculty beyond the expiration of the faculty member's transitional sabbatical leave. The College, of course, reserves the right to modify or terminate this program at its discretion.

### Phased Retirement Program

This program offers eligible tenured faculty members a two-year period to phase into retirement. During the first year of the program, the faculty member will work two-thirds of a normal full-time faculty schedule. During the second year, the faculty member will work one-third of a regular full-time faculty schedule. At the end of the second year, the faculty member will fully retire and employment with the College will end at that time. The faculty member will be paid two-thirds of his or her regular salary during both the first year and the second year of the program. The faculty member will continue to be eligible for the College's benefits programs (life insurance, healthcare, dental and vision coverage, disability insurance, and TIAA/CREF) throughout both years of the phased retirement program. The faculty member remains eligible for salary increases on the same terms as all other faculty members. An eligible member electing the phased retirement program does not incur an employment status change. Therefore, retirement distributions cannot begin until the end of the phased retirement program.

Salary payments during the two years of phased retirement will be made on regular College pay days for faculty. The College will make TIAA-CREF contributions on those salary payments. Office and laboratory space for both years of the two-year phased retirement program will be negotiated on a case-by-case basis with the Chair of the department involved and the Provost. The College, of course, reserves the right to modify or terminate this program at its discretion.

## 6.6 Emeritus/Emerita Status for Faculty

Emeritus/Emerita status is an honor that may be conferred by the President on faculty who have retired from the College, provided the faculty member is at least 58 years of age at the time of retirement, does not hold full-time employment at another academic institution, and has completed at least ten years of full-time and distinguished performance on the Allegheny faculty. Emeriti/Emeritae faculty may elect to participate in ceremonial occasions of the College wearing academic regalia. Emeritus faculty do not hold faculty status in the governance structure of the college.

# Section 7: Faculty Support Services

## 7.1 Faculty Travel

Limited funding for professional travel is typically available through four sources:

1. Faculty travel allowance. All continuing faculty receive a travel allowance to be used for conference travel and some forms of professional development.
2. Academic Support Committee. Funds may be obtained from the Academic Support Committee to support travel associated with a specific project related to a faculty member's research or teaching. See Section 7.8 for details and application procedures.

3. External grants. Faculty who are able to obtain external funding to support travel expenses are encouraged to do so. Likewise, faculty whose travel plans are consistent with the purposes of existing grants are encouraged to use these funds.
4. The Provost's Office also has limited funding to support faculty travel to conferences and workshops about trends and debates in higher education generally. The Provost encourages faculty to participate in such opportunities through presentations, publications in journals such as *Peer Review*, service on national boards, etc. and will fund these opportunities, as budget permits, *above and beyond* the faculty member's travel allowance and traditional disciplinary- focused support from the Academic Support Committee.

For travel expenses to be paid through the faculty travel allowance or as part of an Academic Support Committee grant, a faculty member should complete an online Faculty Travel Authorization Form: https://alleghenycollege.wufoo.com/forms/faculty-travel-authorization-form/ .

Upon returning from the trip, a detailed travel expense report (http://sites.allegheny.edu/forms/forms/travel/), with receipts, must be filed with either the Associate Provost's Office or the appropriate administrative supervisor.

Faculty are reminded that Allegheny's first priority is teaching. Care should be taken to limit travel which interferes with the faculty member's teaching schedule, and to make up classes which are unavoidably missed.

Allegheny's general policy on travel is available in Section 11.11. Specific guidelines for travel expenses and a link to the form for reimbursement are available at http://sites.allegheny.edu/forms/forms/travel-expense-guidelines/.

# 7.2 Library Services

Please visit https://sites.allegheny.edu/lits/library/ for an up-to-date list of library faculty services.

The Library's staff collaborates with faculty in support of the academic programs and curriculum of Allegheny College. We urge all faculty to share any suggestions they may have about our collections, policies, services, or procedures. If you have any questions or concerns, please contact Rick Holmgren (x2898 rholmgre@allegheny.edu) or talk with any library staff member.

### *Resources*

The library provides access to over 500,000 books, videos and sound recordings in physical or electronic format. We provide access to content from over 73,000 journal titles. Our interlibrary loan service fills an average of 8,000 requests each year to help provide faculty and students with any resources not immediately available.

- You can search almost all our available content at once using AggreGator from the library home page: https://sites.allegheny.edu/lits/library/
- To find an academic journal in the library holdings, please go to: https://allegheny.alma.exlibrisgroup.com/discovery/jsearch?vid=01ACO_INST:Services&lang=EN
- For a list of our major indexes and databases: http://allegheny.libguides.com/az.php

**Pelletier Library** houses all the library services and most of the physical collections of the College. It is located on N. Main Street in the block between College and Sherman Avenues. Unless another building name is given, locations in Allecat are in Pelletier. Library hours are posted on the website: https://sites.allegheny.edu/lits/library/hours/.

**Special Collections and the Merrick Archives**. These collections are in Pelletier and are available by appointment. Special Collections includes the Ida M. Tarbell papers, rare books and manuscripts, and books from the College's original library. The Merrick Archives preserve the history of the College in written materials, videos and artifacts. Both are available for faculty and class use.

The **Alden Collection** houses the most recent books for Computer Science. It is located in the northeast corner of the first floor of Alden Hall and is available when the building is open.

The **Arter Math Collection** houses the most recent books and remaining print journals for Mathematics. It is located in the northwest corner of the lowest floor in Arter Hall. The Mathematics Department sets the open hours for this collection; please contact the building coordinator (x5364).

Allecat also tracks materials owned by other campus departments. To date these collections include:

- Gateway Collection in Pelletier Library
- Game Room Collection in the Campus Center near Grounds for Change

## *Services*

Library services are constantly adjusting to meet faculty and student demands. We encourage you to check our website for:

- General services, access to databases, and staff contacts: http://library.allegheny.edu
- Services especially for Faculty: https://sites.allegheny.edu/lits/faculty-resources/

A brief summary of the kind of services we offer is given below – please inquire if what you need is not here.

- Research assistance for students and faculty
- Assistance with instructional technology
- Classroom instruction on research skills and information literacy both generally and for specific class assignments
- Online database access both on and off-campus
- Creation of resource webpages for specific classes
- Interlibrary loan/document delivery for faculty and students
- Delivery of physical materials to faculty in their departments (during the academic year)
- Reserve materials for classes.
- Circulation of media equipment, laptops, etc.
- Media-conversion services and streaming file management for class needs
- Digital asset management – local database creation for images, videos, etc.
- Allegheny institutional repository, including committee documents, access to senior projects, and faculty open access publications (http://dspace.allegheny.edu)

- Acquisition of library resources needed for the curriculum (see below)

### *Faculty Open Access Policy*

The library administers a fund to support faculty Open Access publishing. Information concerning the College Open Access policy for faculty publications can be found at: http://sites.allegheny.edu/scholarlycommunication/, including forms for waivers, for sending articles to the institutional repository and for requesting financial support to cover open access fees.

### *Staff*

The library staff and their contact information are listed at:
https://sites.allegheny.edu/lits/about-lits/the-team/.

### *Collections*

The Allegheny College library collections are intended primarily to support student learning and faculty teaching. Support for faculty research is provided through interlibrary loan and related "just in time" services. The current library acquisition policy is posted at: https://sites.allegheny.edu/lits/policies/collection-management-policy/. The library collections include:

**Monographs, videos, audio files and images** in both physical and electronic formats. Faculty are encouraged to let us know what materials are needed for your teaching or for student work. The library fills as many requests are our budget allows. Please let us know, with your order, whether you want to examine the material when it arrives. If you have a preference for print or electronic material, we will do our best to honor it.

If the library has an ebook and you need a print copy, we will either purchase or borrow the needed print edition.

**Journals**. To find an academic journal in the library holdings, please go to:
https://allegheny.alma.exlibrisgroup.com/discovery/jsearch?vid=01ACO_INST:Services&lang=EN Journals and other subscriptions are acquired based on faculty recommendations as funds permit. Journals which are seldom used may be cancelled in order to free funds to meet new requests.

**Databases and indexes**. Consult http://allegheny.libguides.com/az.php for a list of the major online databases/indexes the library has available. (Minor online resources and all ebooks are in Allecat.) Requests for additional databases and indexes are assessed based on the needs of the curriculum and the availability of funds. Databases which are seldom used will be cancelled.

The library welcomes faculty requests for new journals or databases even when funds are not available; if we know what is needed we can watch the market for emerging opportunities, price changes and package deals.

## 7.3 Instructional Technology

Please visit Allegheny's Instructional Technology site for up-to-date information and details about instructional technology services. There are two instructional technologists to assist faculty and students.

Allegheny College provides the Sakai learning management system where faculty can organize course materials, administer tests, and track grades. Use of Sakai is voluntary on the part of the faculty. All courses and student rosters are loaded into Sakai in advance of each semester so they are available for faculty use; the course sites are not available to the students until the faculty member "publishes" them.

Sakai also allows the creation of "project" sites, which are typically worksites where a project director, team, or committee can make announcements, engage in online discussions, and share resources such as documents or links to other web sites. Project sites have all of the same tools available as course sites; however, they are typically not associated with credit course sections or academic terms. Any Allegheny community member can create a project site.

Additionally, Allegheny provides access to tools such as student response systems (iClicker), cloud-based video editing (WeVideo), an open source content management system for digital collections (Omeka), and the collaboration tools that are part of Google Apps.

Instructional technologists work with Information Technology Services to keep the faculty up-to-date on campus technology and to investigate options for providing new technology for teaching and learning. Please consult with them about your needs.

# 7.4 The Maytum Learning Commons

Located in Pelletier Library, the Maytum Learning Commons provides a variety of support services for students and resources for faculty. Learning Commons staff and peer consultants can help students improve their skills in writing, speaking, time management, study strategies, and general transition to college. Tutoring is also coordinated through the Learning Commons, as is the Navigator program; please visit the Learning Commons website to learn more about services available to students. As of Spring 2016, the Learning Commons is a nationally certified tutoring center.

In addition, the Directors of Speech and Writing in the Learning Commons maintain a number of faculty resources related to advising and teaching, especially teaching in the FS program.

### *Academic Performance Reports*

Academic Performance Reports ("APRs") submitted through *WebAdvisor* are an effective way for instructors and advisors to communicate with the Learning Commons about students who are experiencing difficulty in class. Copies of the APR are also sent to the student's Academic Advisor and (when applicable) Athletic Coach and/or Co-Advisor.

Faculty are encouraged to complete an APR whenever they are concerned about a student's performance. APRs are particularly important early in the semester because students have time to make adjustments while their efforts can still make a difference.

The Learning Commons requests faculty to submit an APR if they observe any of the following behaviors:

- Two or more class absences within the space of two or three weeks. Failure to attend class for

ill-defined reasons (e.g., "I didn't feel well so stayed in bed") is frequently an indication that a student is having other difficulties;
- Poor performance on tests, essays, assignments, or in class activities;
- Sudden negative changes in the quality of a student's work ;
- Disengagement from the course or other behaviors suggesting that the student may be in need of assistance.

Faculty can submit more than one APR for the same student if they have further reason for concern (for example, failure of a second major examination or continued class absences). Multiple submissions when warranted are very helpful in our efforts to retain students and support student success at Allegheny.

A Learning Commons staff member reads all submitted APRs and determines if contact with the student should be made and, if so, who is the best person to make the contact (e.g. Learning Commons, Residential Life, coach, or the Dean of Students Office). The assigned staff member may email, meet with, or call the student. Staff members often consult with the faculty member to determine the best course of action. If you do not want outreach to the student by a Learning Commons staff member, please select "FYI ONLY*: Please take no action at this time. I am working with the student*." on the APR form. If you choose the "FYI" option, the box labelled "*An email was sent to the student indicating poor academic performance*" will be disabled.

If you have questions about APRs or how the Learning Commons can help your students, please contact a member of the Learning Commons staff at 814-332-2898.

# 7.5 Printing Services

Allegheny's Printing Services, now part of Gator Post and Print, *powered by Ricoh*, provides high-quality printing, copying, and finishing at reasonable prices.

**Copyright Information.** The College—as well as its faculty, staff, and students—may be liable for damages if copyrighted materials are reproduced without permission or are in violation of the law. Guidelines for copying classroom materials can be found online at: http://sites.allegheny.edu/itechnology/classguidelines/ .

**Copying.** Printing Services is equipped with two high-quality, high-production copiers capable of printing 65 pages per minute in color and 90 pages per minute in black and white. All machines are capable of producing 12"x18". Printing Services also offers envelope printing of sizes up to 10"x13" in full-color.

The department's services, which provide quick turnaround at a low cost, are popular with students, who order copies of term papers and Senior Comps, among other projects. Students' resumes can be copied on quality bond paper with matching envelopes. The copiers are also equipped to produce transparencies, and tabs.

**Wide-Format Printing.** Large posters can be printed on our wide-format printer and can also be laminated/mounted on foam core. Maximum size of lamination is 25" wide and foam mounting material is 36"x48".

**Finishing.** Finished orders can be stapled, punched, folded, numbered, cut to size, and shrink-wrapped. Printing Services offers three types of binding: saddle-stitched, spiral or comb, and thermal. Laminating is offered up to 25" wide

**Other Services.** The Printing Services department also provides the following copying, publishing, and designing services:

| | | |
|---|---|---|
| Binding | Lamination | Posters |
| Business Cards | Letterhead | Programs |
| Color Copies | Newsletters | Punching |
| Dissertation Printing | Mailers | Resumes |
| Folding | Maps | Senior Projects |
| Invitations | Pamphlets | Tabbing |
| Labels | Postcards | Tickets |

**Paper Choices.** The department stocks many colors and weights of paper, from 20# bond to heavyweight card stocks. They also have access to specialty papers; however, preference is to select from on-campus paper stock offerings. Many of the papers they use are Sustainable Forestry Initiative certified and contain at least 30 percent post-consumer waste. They also carry papers that are 100 percent recycled.

**Submitting Files.** PDF is the preferred file format to submit projects to Gator Post & Print. Various file formats such as Publisher, Word, Excel, Powerpoint, and Photoshop are also accepted. Printing Services can also scan and resize files for printing reproduction. Call Gator Post and Print at 814-332-2375 or email p2xprint@allegheny.edu if you have questions.

**Desktop Publishing and Design.** Desktop publishing services including layout, design and creative concepts are not offered through Printing Services. For design services such as layout and creative concepts, contact the Office of College Relations.

**Timelines for Printing and the Order Form.** A print-ready PDF is the preferred file format and will ensure the quickest turnaround and delivery time. Other file formats and adjustments that must be made will add to the time required to complete the job. Please not a longer turn around time will result if a proof is required.

When completing the print request form, a completion date for the job must be entered on the form. Same day requests are not guaranteed given print request volumes at any given time.

There is a downloadable/printable Order Form available online.
https://tswqo1aqh6e4d9omrzpjqmtw-wpengine.netdna-ssl.com/ccservices/files/2018/08/P2XPrint-OrderForm-Aug18.pdf

(Updated Fall 2018)

## 7.6 Student Assistants

Faculty members who wish to employ students must complete the *FA Job Posting Database Form* for both filled positions and positions to advertise.

Open positions will be posted to the Student Job Database where students searching for employment will be directed. If faculty members have an open position, but cannot post the position because of the specific skill set needed from the student worker, please still complete the *FA Job Posting Database Form*, but indicate zero vacant positions on the form.

The Financial Aid Office will create and send back to the faculty member their section of the Student Employment Form as the supervisor. When combined and returned to the Financial Aid Office with the student section of the Student Employment Form, time sheets are created on WebAdvisor to generate the student's payment.

Please hire students based on your department's student wage allotment and directives from the Accounting Office. For additional information, please visit the Student Employment website.

## 7.7 Pre-Tenure and Sabbatical Leaves

### *Pre-Tenure Leaves*

Tenure-track faculty may apply through the department chairperson and the Academic Support Committee for a pre-tenure leave for professional development. Pre-tenure leaves provide for a one-semester leave at full pay with no responsibilities on campus to allow the faculty member extended time for conducting research or working on course development. Tenure-track faculty members are eligible for the pre-tenure leave after a successful pre-tenure review and after having served at least three years. This means that faculty members on a normal tenure clock are eligible to apply for a pre-tenure leave in the fall of their fourth year of service for the following (fifth) year. Likewise, faculty members in their fifth year are eligible to apply for their sixth year. Faculty members on an accelerated tenure clock due to prior service are eligible to apply for the leave in the fall of their third year of service for the following (fourth) year.

If combined with a personal or professional leave of absence from the institution, the faculty member may choose to postpone the tenure clock by one year. Full-time non-tenure-track faculty members are not eligible for a pre-tenure leave. Faculty members who take a pre-tenure leave are eligible to receive their first regular sabbatical leave after an additional six academic years of full-time teaching.

### *Sabbatical Leaves*

Sabbatical leaves, like pre-tenure leaves, provide the faculty member time for professional development. Faculty members who do not take a pre-tenure leave are eligible for their first regular sabbatical after receiving tenure and having served for at least six academic years. This means that faculty members on a normal tenure clock are eligible to apply for their first sabbatical leave in the seventh year of service for the following (eighth) year. Faculty members on an accelerated tenure clock due to prior service are eligible to apply for their first sabbatical leave in the sixth year of service for the following (seventh) year. Faculty members are eligible for their next sabbatical leave after an additional six academic years of full- time teaching. For example, a faculty member taking a sabbatical leave in the fall of 2010 and/or spring of 2011 is eligible to take their next sabbatical leave during the 2017-18 academic year.



Unlike the pre-tenure leave, a sabbatical leave provides the option of either a one-semester leave at full pay or a two-semester leave at five-eighths pay.

Full-time non-tenure-track faculty members with faculty rank are eligible to apply for their first sabbatical leave in their seventh consecutive year of service for the following (eighth) year. They are eligible for their next sabbatical leave after an additional six academic years of full-time teaching.

### *Conditions for Pre-Tenure and Sabbatical Leaves*

Applications for pre-tenure and sabbatical leaves are due on November 1 of the year prior to the academic year in which the leave is to take place. Note that for most faculty applying for their first sabbatical leave or a pre-tenure leave this schedule may mean submitting a leave request before receiving a decision on their tenure or pre-tenure review. Final approval of the leave request will be contingent upon a positive decision in the tenure or pre-tenure review.

Pre-tenure and sabbatical leaves also are contingent upon the ability of the College to meet its teaching needs during the faculty member's absence. The Provost's Office, in consultation with the Academic Support Committee, will make the awards and notify faculty. It is understood that a faculty member will continue in the College for at least one regular academic year after the leave unless granted a transitional leave.

Leaves may not be accumulated. That is, faculty members are not eligible for leaves at less than seven-year intervals. If, however, the Provost approves delaying the leave for one academic year for institutional reasons, the faculty member is eligible for the next leave one academic year earlier than would otherwise have been the case.

(Revised 24 October 2013)

## 7.8 Guidelines for Applying for Academic Support Committee Grants and Pre-Tenure and Sabbatical Leaves

### *Introduction and Funding Guidelines*

The Academic Support Committee is charged with granting funds for faculty development in areas related to research and teaching. Funding is available for sabbatical projects and those that occur during summers and throughout the academic year. Funds are available to all full-time continuing faculty: those in the process of establishing a career as well as those sustaining their professional development. The Committee is most likely to fund well defined projects that can be carried out, or significantly advanced, in the time available to the applicant. The term "project" is used to encompass traditional research, the visual and performing arts, and teaching. Funds from ASC are distributed on the basis of the fiscal year (July 1-June 30). The ASC sets yearly and five-year limits (current limits indicated on the ASC website) on funding for all faculty members.

*Examples of proposals the Committee has approved*

1. Travel, lodging, meals and out-of-pocket expenses associated with a short term trip to develop a specific project.
2. Photocopying, acquisition of documents, slides and microfiche necessary for the development or completion of a project when other sources of funds are not available.
3. The development of on-campus workshops, conferences or seminars related to teaching or scholarship. Where appropriate, the Committee will support small groups of faculty working on a common disciplinary or multi-disciplinary project.
4. Necessary supplies or small equipment purchases that cannot be obtained through other sources of funding (e.g. departmental budget, grants, etc.).
5. Attendance at conferences and workshops related to development of a specific project or to teaching.
6. Hiring of temporary student research assistants when other sources of funds (e.g., departmental budgets) are not available.
7. Supplemental living grants where the project requires the faculty member to live for an extended period away from campus. Such grants are most likely to be considered when the faculty member is on sabbatical.

If there are any questions concerning the appropriateness of a specific project, faculty members are encouraged to consult with the Committee chair, a Committee member, or the Associate Provost prior to submitting an application.

*Proposals the Committee usually does not fund*

In unusual cases and circumstances, the Committee will consider requests in these areas; however, a rationale for asking for support in these areas must be provided by the applicant making the request.

1. Requests for assistance with expenses normally incurred in obtaining advanced degrees.
2. Requests which are primarily for equipment.
3. Requests for funding of projects which already have been completed.
4. Requests for funding while on leave of absence.
5. Requests for supplies and services that are usually available from departments.
6. Requests for publication page charges, reprints, offprints, or preprints.
7. Requests for stipends.

*Proposals approved and/or funded directly by the Provost's Office or the Associate Provost, not by the ASC*

1. Requests for funding for travel to present scholarly work.
2. Requests for released time. (Released time is negotiated among the faculty member, the department chair, and the Provost.)
3. Requests for leave of absence.
4. Proposals specifically concerning department or College-wide curriculum development.

## *How to Apply for Academic Support Committee Grants, Pre-Tenure and Sabbatical Leaves*

All requests for funding from the Academic Support Committee should be submitted via the ASC online application form found on the Committee web page. The online application requires the following information:

1. A brief statement (1-2 single-spaced pages) that clearly defines the project to be pursued and related

activities. The statement should include a rationale for the project and its relevance to the applicant's professional development. Please remember that the members of the Committee may not have expertise in your area of interest. Avoid jargon, and explain the project as clearly as possible.

2. A budget of all anticipated expenses, divided into appropriate categories: transportation, lodging, food, photocopying, library fees, materials, etc. Faculty members are asked to request full funding. The Committee may not be able to award full funding, but the Committee feels it is fairer to all applicants if all anticipated expenses are listed in the proposal. All requests should clearly indicate the fiscal year in which funding is needed. The fiscal year ends on June 30. Funds provided for expenditure in one fiscal year cannot be carried into the next fiscal year.
3. A listing of previous Academic Support Committee grants and a brief description of outcomes resulting from the funded work and a copy of the report from that leave.
4. A list of other sources from which the applicant has requested funding and the likely date of notification from those sources. The Associate Provost's office should be informed immediately if alternate sources of funding are obtained.
5. A recent curriculum vitae. C.V.'s should be at most four pages in length. Applicants should select for inclusion those items judged to be of most relevance to the committee in deciding the merits of the applicant's request. Only the most recent publications and presentations need be included unless there is older work that is relevant to the present request. Applicants may wish to indicate the number of items that have not been included (e.g., twelve presentations at disciplinary meetings between 1990 and 1998).
6. For sabbatical requests: a statement indicating when the applicant last received a sabbatical leave.
7. For pre-tenure and sabbatical requests: a letter of support from the department chair, unless the applicant is a department chair. In addition, in all cases, a brief letter indicating how the department intends to cover the applicant's absence should be provided and copied to the Provost's office.
8. Any additional information that may assist the Committee in evaluating the request.

Applications for pre-tenure and sabbatical leaves that do not include a request for funding should exclude items #2 (budget) and #4 (other sources of funding) from the above list.

### *Recipient Responsibilities*

1. Receipts for reimbursements or receipts indicating how a funding advance was spent must be submitted to the Associate Provost's Office (Box Z).
2. Pre-tenure and sabbatical leave reports that outline the outcome of the leave should be filed with the Provost, the Associate Provost, and the Chair of the Academic Support Committee within three months of the completion of the leave.
3. Short reports (1-2 paragraphs) that summarize the outcome of ASC grants are also required, and should be filed with the Associate Provost and the Chair of the Academic Support Committee. These reports will be posted to the Committee web page to provide a record of the kinds of activities funded by the ASC and to celebrate the accomplishments of faculty receiving grants.
4. Failure to submit leave or ASC grant reports could negatively affect future funding decisions by the Committee.
5. Support from the Allegheny College Academic Support Committee should be acknowledged in publications.
6. If a faculty member does not intend to use all of the approved funds, the Committee should be notified as soon as possible.
7. Grant monies may be used only for the purpose outlined in the proposal. Should circumstances necessitate a significant change in the use of the funds, permission must be obtained from the Committee

or the Associate Provost of the College.

### *Application Deadlines*

1. November 1 of the year prior to the requested pre-tenure or sabbatical leave is the deadline for submitting requests. The Committee will consider these requests during the month of November.
2. November 1 is the first deadline for Committee grants and pre-tenure and sabbatical leave funding. Requests received after that date will be considered during the February review.
3. February 15 is the final deadline for both Committee grants and sabbatical leave funding grants. Requests received after that date will be considered only if funds are still available.

(Revised 24 October 2013)

## 7.9 Guidelines for Supplemental Research Fund Grants (SRFs)

Short-term research opportunities sometimes arise at times that make Academic Support Committee applications impractical. For these occasions, full-time continuing faculty at Allegheny can apply to the Academic Support Committee for Supplemental Research Funds for support at a modest level.

These requests are evaluated by the same standards that obtain with conventional ASC funding applications. Faculty should therefore consult the funding guidelines and recipient responsibilities described in Section 7.8 when applying for SRF funding.

Requests for Supplemental Research Funds should be submitted via the online SRF application form on the Academic Support Committee web page. The online application asks for the following information:

- A brief (1-page) narrative description and rationale for the project for which the faculty member seeks SRF funding;
- A brief (1-paragraph) description of the circumstances that require SRF funding, as opposed to a conventional ASC grant application
- An itemized and totaled estimated budget
- A list of previous funding support from ASC
- A brief description of the outcomes of previous work funded by the Committee

The Associate Provost, in consultation with the Committee, will evaluate SRF applications and will typically inform the applicant of their decision within 10 days of the application.

**Please note:** SRF awards are included in the accounting of an individual faculty member’s cumulative ASC allocation (not to exceed the yearly and five-year limits). Also, in any given fiscal year, the Committee may exhaust its entire budget on conventional ASC grant applications, in which case SRF funds will not be available. Faculty are encouraged to check with the Chair of the Committee or the Associate Provost before completing an application to ensure that funds are still available to support an SRF request.

# 7.10 Institutional Mentors

At the beginning of their first year at Allegheny, all tenure-track faculty members are eligible for, but are not required to have, an institutional mentor, a tenured colleague from a department or program other than that of the new faculty member. A candidate post-multi-year review can also request an institutional mentor. Institutional mentors working with first-year colleagues both participate in the New Faculty Orientation program and meet with their mentees individually and routinely, offering confidential, formative feedback about teaching and professional development in a fashion and at a frequency determined by the mentor and mentee in question. Institutional mentors are expected to work with new-faculty mentees for two consecutive years and typically have two mentees from the same cohort of new faculty.

Given the formative, confidential, and supportive nature of this relationship, institutional mentors will not participate in the summative evaluation of their mentees. For this reason, such mentors who also serve on the Faculty Review Committee must recuse themselves from deliberations whenever that person's mentee is up for discussion for pre-tenure review. Since institutional mentoring is most often confined to a mentee's first two years on the tenure track, faculty members who have been institutional mentors and currently serve on FRC will not recuse themselves from FRC discussions of their (former) mentees in years subsequent to the pre-tenure review, including during the time period when their mentees are scheduled for tenure review. On the other hand, an FRC member must recuse him- or herself during a tenure review case if it concerns a colleague who is currently that FRC member's institutional mentee or has been such a mentee within the past two years (i.e., after the mentee's pre-tenure review).

All institutional mentors are remunerated by the Provost and are asked to serve in this role by the Associate Provost of the Faculty.

**Faculty members typically entitled to have an institutional mentor:**

- Any first-year tenure-track faculty member who wants one
- Any other pre-tenure tenure-track faculty member who either requests one or has one recommended for him or her by the Provost
- Non-tenure track faculty cannot have institutional mentors for resource reasons
- In any one year the availability of institutional mentors is contingent on budgetary considerations

**Faculty members qualified to be an institutional mentor** (all three criteria must apply):

- Tenured faculty not in the department of the mentee
- Faculty members with considerable institutional experience
- Faculty who want to mentor

**Expectations for the mentoring arrangement:**

- For first-year mentees, a four-semester arrangement
- For mentees farther along the tenure track, the length of the arrangement will vary, depending on the imminence of contract or tenure review and other contingencies
- Mentors will receive a stipend for their work
- What specific activities the mentoring relationship consists of are determined by the mentee/mentor pair
- To asssure a mentoring relationship founded on trust and candor, the nature of the mentoring will be

*exclusively formative*; no observations, suggestions, or results connected to this relationship will be used in the evaluation of the mentee

- The Associate Provost, while facilitating the arrangement at the onset, will not be privy to the substance of the mentoring work
- At the end of each semester during the mentoring arrangement, the mentor will send to the Associate Provost a brief summar describing that semester's mentoring work; it will include no details about how the mentee is "doing"; it will simply describe what sorts of interactions the two had (e.g., a half-dozen classroom exchanges, two meetings a month over coffe, the sharing of institutional c.v.s, etc.)
- The fact that a faculty member has a mentor does not imply that he or she is "guaranteed" tenure; nor does a mentee's failure to attain tenure or a positive review imply that the mentor has not fulfilled his or her obligations as a mentor

A faculty member's decision not to have an institutional mentor will hold no evaluative significance during any of his or her contract reviewws.

# 7.11 Course Releases for Advising Senior Projects

Senior projects are the capstone of an Allegheny education, and directing senior projects is a vital component of the teaching done by Allegheny faculty. To recognize the energy and effort that faculty devote to this work, eligible faculty members receive teaching credit for their work on senior projects in one of two ways:

- Teaching a senior project seminar class, in the course of which the enrolled students complete their projects, or
- Receiving "senior project points," which are awarded and used according to the following system:

1. If students complete their projects as part of a senior project seminar class for which the instructor receives teaching credit, no points are awarded to the first readers for those students' projects (i.e. to the seminar instructors). However, second readers from departments other than the department in which the seminar is taught may receive the usual points awarded to second readers for their work with these students.
2. Each senior project may earn a maximum of four points, regardless of the length of the project (one vs. two semesters) or the number of departments or faculty involved.
3. If a student fails a senior project in which faculty have invested significant time and effort and must enroll for the final semester of senior project a second time, points may be awarded for each of the student's attempts. Requests for points for failed senior projects must be approved by the Provost.
4. For departmental projects, the first reader typically receives three points and the second reader one point. Alternative arrangements may be made with the approval of the Registrar, though the total points awarded for the project must not exceed four.
5. For interdisciplinary projects, the primary reader from each department or program typically receives two points. Alternative arrangements may be made with the approval of the Registrar, though the total points awarded for the project must not exceed four.
6. The distribution of points awarded for a project should reflect, as accurately as possible, the relative contributions of the supervising faculty. Points may not be "given" by one faculty member to another.
7. Point allocations must be made in units of whole or half points.
8. Faculty who have accumulated 44 senior project points are eligible for a course release. Such releases

must be approved **in advance** by the Department or Program Chair, who will consider staffing needs in determining the timing of the release, and by the Provost. Faculty should apply for releases using the Senior Project Points (SPP) Course Release Request Form, which is available from the Provost's Office.

9. Course releases should be used as they are earned and may not be accumulated. Under no circumstances may faculty take three senior project point course releases in a single semester.
10. Senior project points are tracked by the Registrar, who will provide a compilation of points earned and used to Chairs twice yearly. Chairs are responsible for providing this information to individual faculty members, who are responsible for identifying inaccuracies in their records and working with the Registrar to correct them. No adjustments will be made for senior projects completed more than two years prior to the most recent distribution of data.

# Section 8: Academic Regulations

## 8.1 Faculty Advising at Allegheny College

Effective faculty advising reinforces and extends the education students acquire in the classroom, helping them to take advantage of curricular and co-curricular opportunities, to understand academic requirements and college policies, and to prepare for career planning and lifelong learning. Research has also demonstrated that successful advising can significantly improve student achievement, retention, and satisfaction. Put simply, advising is a vitally important professional responsibility for all full-time faculty at Allegheny College.

1. Students are expected to:
    a. Recognize that they are responsible for all decisions that they make at Allegheny, that not all things are possible, and that choices carry with them consequences.
    b. Know graduation requirements as they apply to their particular educational plan.
    c. Meet with their advisor at least twice each semester.
    d. Prepare for their meetings as directed by their advisor.

e. Recognize that their advisor is an important resource, and carefully consider advice received.
f. Monitor their progress in individual courses and towards graduation, and seek help from their advisor when they encounter difficulties.
g. Seek help from the Learning Commons, Counseling Center, or other student services when it is warranted.

2. Faculty Advisors are expected to:
    a. Encourage students to be responsible for their own education.
    b. Understand Allegheny's graduation requirements and curricular and co-curricular offerings well enough to be able to assist students with academic planning.
    c. Invite students to meet with them at least twice each semester.
    d. Monitor the academic progress of advisees, maintain student folders with current information, contact students who appear to be in academic trouble, and maintain the confidentiality of information about their advisees.
    e. Alert personnel in the Learning Commons about students who appear to be in academic difficulty.
    f. Assist students with learning how to seek help for themselves.

(Revised Spring, 2010)

# 8.2 Academic Honor System

Allegheny's Honor Code is housed in *The Compass Student Handbook and Resource Guide*. Specific information about how to deal with a suspected Honor Code violation (what to do, whom to contact, etc.) is available in the online Faculty Guide to the Honor Code.

# 8.3 Academic Schedules

Course schedules are established by the Provost with the advice of the department chairperson. It is expected that all classes will be held at the time and place for which they are officially scheduled. Any adjustments of the established schedule should be approved by the Provost. Such notification is not necessary in the case of a faculty member wishing to meet a class no more than once or twice in his or her home. Faculty members are urged to avoid scheduling special meetings that will conflict with such activities as public lectures or music rehearsals. In the event of illness or other special circumstances preventing them from meeting a class, faculty members should inform their department chairpersons and arrange for the classes to be covered.

# 8.4 Course Size

No classes with an enrollment of less than six students may be taught without permission of the Provost. In the event a course is canceled for lack of sufficient enrollment, its instructor should be prepared to teach another course or take on other responsibilities. Limits should be placed on the maximum size of courses only for an excellent cause and with the approval of the department chairperson and the Provost.

It has been voted by the faculty that “permission of the instructor” may be used as a prerequisite for enrollment in a course for the following reasons:

1. to determine students’ academic qualifications for the course;
2. to explain the nature of the course and its requirements to prospective students or to provide material such as reading lists or syllabi;
3. to insure sufficient space for majors in courses required for majors.

Class lists for the current semester are available to instructors on *WebAdvisor* and are automatically updated whenever registration changes are processed. Rosters should be checked frequently against actual attendance. Non-attendance of registered students should be reported to the Learning Commons via Academic Performance Reports (APRs) as soon as the situation comes to the instructor’s attention. Attendance by non-registered students should be reported to the Registrar’s Office.

# 8.5 Graduation

The faculty confers degrees on three separate occasions during the academic year: at the beginning of the Fall semester, at the beginning of the Spring semester, and at the end of the Spring semester immediately preceding the Commencement ceremony. Most graduates receive their degrees in May.

## Procedure

1. After the conclusion of the drop period for the first semester, the Registrar's Office will prepare a list of all students likely to be able to graduate at the conclusion of the second semester. This list will be sent to all faculty and department chairpersons. They will check their majors and advisee files to see if the students on the list are indeed likely to graduate and to see if any student has been inadvertently omitted. Each student on the list will be notified directly by the Registrar, and a notice will be posted on the College Website telling students that if they have not received a notification but do expect to graduate to contact the Registrar immediately. The public notice will state that students are responsible for being sure their names are on the tentative list.

2. The Registrar's Office will maintain the list of probable May graduates. Faculty and students should report any changes in a student's likely graduation date.

3. After the second semester Drop deadline, the Registrar will send to all faculty, as part of the agenda for a regular faculty meeting, the list of students to be tentatively approved for graduation. The only students appearing on this list will be those registered to complete all degree requirements by the end of the second semester; students needing additional courses, even if they plan to take them in the summer, will be omitted. The Faculty will review, and perhaps amend, this list; it will then become the tentatively approved roster.

4. At the first and last faculty meetings of the Fall semester and at the final faculty meeting of the academic year, the Registrar will present to the faculty for their review and approval a list of all students meeting graduation requirements. Students approved for graduation are eligible to receive a diploma unless they have not settled their accounts satisfactorily with the Bursar's Office; these students are graduates of the

College but will not be provided with a diploma or transcripts until they have settled their accounts.

5. At the same faculty meetings at which graduates are approved, the Registrar will also present to the faculty a list of students who were on the "tentatively approved roster" (see #3 above) but are not eligible to receive their degrees for one or more of the following reasons:
    a. Incomplete in one or more required courses. At the faculty meeting at which the faculty are informed that the student has not met requirements for a May graduation, the Registrar will request "power to act" to confer the degree if the student completes the Incomplete(s) within sixty calendar days of the date of the faculty vote. If the Incomplete is not completed until after that date, the student will be considered for a subsequent graduation date and presented to the faculty for their approval at that time. Students with outstanding Incomplete(s) as of faculty votes for September and January graduations will be considered for a subsequent graduation date and presented to the faculty for their approval at that time.
    b. Transfer credit pending. If a student has informed us that s/he is taking or has taken courses that will complete all of his/her remaining requirements by the official degree conferral date, then, at the faculty meeting at which the faculty are informed that the student has not met requirements, the Registrar will request "power to act." If such power is granted, the Registrar will confer the degree provided that, within sixty calendar days of the date of the faculty vote, an official transcript showing that all needed courses were completed by the end of the term in which the degree is to be conferred is received by the College. If the documentation is not received by that deadline, or if the courses fail to meet Allegheny's criteria for transfer credit or to satisfy all outstanding Allegheny requirements, then the student will be considered for a subsequent graduation date and presented to the faculty for their approval at that time.
    c. Documentation from a cooperating 3-2 institution not complete. At the faculty meeting at which the faculty are informed that the student has not met requirements, the Registrar will request "power to act" to confer the degree if the College receives, within sixty calendar days of the date of the faculty vote, documentation that all required work at the partner institution has been completed by the end of the term in which the Allegheny degree is to be conferred. If the documentation is not received until after that date, or if the student has not successfully completed all requirements at the partner institution until after that date, the student will be considered for a subsequent graduation date and presented to the faculty for their approval at that time.
    d. Failing or withdrawing from one or more courses needed for graduation. The student must take additional course(s), and an additional faculty vote will be required after the student completes all graduation requirements. This rule applies even if the student takes the necessary course(s) during the immediately following summer.
    e. Failing to meet a required grade point average (cumulative, major, or minor). The student must take additional course(s) to improve his/her GPA, and an additional faculty vote will be required after the student brings the GPA(s) up to the required standard.

(Revised 19 February 2015, 26 April 2018, 4 October 2018)

# 8.6 Commencement

Formal Commencement exercises are held once each year in May. All faculty are expected to participate in

Commencement unless excused in advance by the Provost; faculty members are responsible for procuring appropriate academic costume.

## Student Participation in Commencement

Students are permitted only one opportunity to participate in the annual Commencement exercise in May, that being the year in which their name appears on the Commencement program. Students should be aware that participation in the Commencement exercise is not equivalent to graduation from the College and that, if they "walk" before their graduation requirements have been completed, they will not be permitted to walk again when they do graduate. The Commencement program will state that all degrees are awarded "subject to the completion of all requirements." Latin Honors will be announced at the ceremony only for graduates and for co-op students who have completed their Allegheny coursework; other students who graduate afterwards and are eligible to receive Latin Honors at that time will have the appropriate honor noted on the diploma and transcript.

## Policy

Students who meet **all** of the following criteria are eligible to participate in the annual May Commencement exercise:

1. Students must not have participated in a previous Commencement ceremony nor had their names published in a previous Commencement program.

2. Only current students and graduates may participate in Commencement. Students must not have voluntarily withdrawn nor been dismissed or suspended from the College at the time of the Commencement ceremony.

3. Students must belong to one of the categories below:
    a. Graduates. This includes students who have graduated since the previous Commencement as well as students who complete their graduation requirements during the Spring semester immediately preceding Commencement.
    b. Anticipated graduates. Students whose anticipated graduation date falls within the nine months following the Commencement date may elect to participate in the ceremony, though their degrees and Latin Honors (if applicable) will not be conferred until all graduation requirements have been met, nor will Latin Honors be announced at Commencement for anticipated graduates.
    c. Co-op students. Students participating in approved cooperative (3-1; 3-2; 3-3) programs who are making satisfactory progress in their post-Allegheny programs are permitted to participate in Commencement exercises with the rest of their entering class. Appropriate documentation (transcripts and/or proof of enrollment) must be submitted to the Allegheny Registrar's Office to verify that the student is making satisfactory progress. The Allegheny degree will not be conferred until the terms of agreement for the cooperative program have been completed satisfactorily.

4. Students must comply with all published procedures and deadlines related to participation in the Commencement exercise.

## Petitions to "Walk"

Students who do not meet the above criteria for participation in Commencement in a given year may petition to be allowed to participate. Such requests must be submitted in writing to the Academic Standards and Awards Committee and must include the written endorsement of the student's academic advisor. The responsibility lies with the student to make a compelling case for why an exception to the College policy should be made. The decision of the Academic Standards Committee in these matters is final. In its periodic reports to the Faculty, the Academic Standards Committee will include data on the number of petitions and their disposition. This policy is under the purview of the Academic Standards Committee. Changes are subject to a vote of the Faculty.

(Adopted 19 February 2015)

# 8.7 The Academic Calendar

1. Each semester will contain exactly 70 class days, 14 on each weekday, (Monday through Friday).

2. There will be 4 days allotted for final examinations. The final examination period will be preceded by one study day.

A typical exam schedule is:

| | 9-12 am | 2-5 pm | 7-9 pm |
|---|---|---|---|
| First Day | MWF 9:00-9:50 | TR 3:00-4:15 | TR 9:30-10:45 |
| Second Day | MWF 10:00-10:50 | MWF 2:30-3:20 | MWF 8:00-8:50 |
| Third Day | TR 11:00-12:15 | TR 8:00-9:15 | MWF 1:30-2:20 |
| Fourth Day | MWF 11:00-11:50 | TR 1:30-2:45 | MWF 12:00-12:50<br>MWF 3:30-4:20 |

It is unlikely that a student will have three examinations scheduled on the same day or two at the same time. However, this is a possibility and faculty should be aware of it and be prepared to make allowances.

3. The following guidelines are used to determine the Academic Calendar for a given year:

## FALL CALENDAR GUIDELINES

A. Matriculation will be on a Saturday falling between 8/21 and 8/27 inclusive.

B. The first day of classes will be the Tuesday after Matriculation.

C. Fall Break will be Columbus Day and the Tuesday immediately following.

D. The Fall programming day (“Gator Day”) will be the second Tuesday after Fall Break..

E. There will be no classes the Wednesday, Thursday, and Friday of Thanksgiving week.

F. The last day of Fall classes will be a Tuesday falling between 12/7 and 12/13 inclusive.

G. Finals will begin on the Thursday following the last day of classes. Finals will be held on Thursday, Friday, Monday, and Tuesday.

## SPRING CALENDAR GUIDELINES

A. Classes will begin on a Monday falling between 1/12 and 1/18 inclusive unless Martin Luther King Day falls during that week, in which case classes will begin on Tuesday.

B. Classes will not meet on Martin Luther King Day.

C. Spring Break will begin on the Saturday after the first full eight weeks of classes.

D. The last day of Spring classes will be on the Monday immediately preceding the 16th Tuesday after the beginning of classes and will normally fall between 4/26 and 5/3 inclusive.

E. The Spring programming day ("Gator Day") will be the Tuesday following the last day of classes.

F. Finals will begin on the Thursday following the last day of classes. Finals will be held on Thursday, Friday, Monday, and Tuesday.

G. Commencement will be on the Saturday following finals and will normally fall between 5/8 and 5/15 inclusive.

## SUMMER CALENDAR GUIDELINES

A. The "Summer Semester" will last from the Monday following Commencement until the Friday preceding Matriculation. This would be for administrative purposes only, and no classes would be taught for that entire period. "Sessions" will be taught within the Summer Semester as follows:

B. Summer Term I
   a. Classes will begin the Monday immediately following Commencement.
   b. There will be no classes on Memorial Day, unless this is impractical, as in the case of a travel seminar.
   c. The last day of classes will be the fourth Monday after the start of the session.
   d. As appropriate, time for final examinations shall be built into this schedule by course instructors.

C. Summer Term II
   a. Classes will begin the Tuesday following the last day of Summer Term I
   b. There will be no classes on Independence Day. If Independence Day falls on a weekend, there will be no classes the following Monday. If Independence Day falls on a Tuesday there will be no classes the immediately preceding Monday. If Independence Day falls on a Thursday there

will be no classes the immediately following Friday.

c. The last day of classes will be the 35th business day inclusive after the start of the session, but not counting the holidays as per (ii) above.
d. As appropriate, time for final examinations shall be built into this schedule by course instructors.

D. Summer Enrichment Sessions
  a. These terms will float within the “Summer Semester” and will usually last for two weeks.
  b. Students who have matriculated at Allegheny College are ineligible to register for classes during Summer Enrichment Sessions.

See the Registrar’s Academic Calendars website for the academic calendars through 2025-2026.

### “MODULE” (7-WEEK) COURSE GUIDELINES

Each of the Fall and Spring semesters will have two “module” (7-week) sessions, Module A and Module B. Module A courses will cover the first seven weeks of the semester, from the first day of the semester to the last day of the seventh week. Module B courses will cover the second seven weeks of the semester, from the first day of the eighth week to the last day of the semester. Module courses will be denoted by an A or B preceding the section designation, e.g., CHEM*119*A0. Module A courses will be immediately followed by a one-week period for final examinations. Module B courses will make use of the end-of-semester final examination period.

### “SHORT” COURSE GUIDELINES

Each of the Fall and Spring semesters may contain floating “short” courses. These are special topics whose duration is less than a half semester (7 week module) and that are not a recurring part of the curriculum. Typical uses for short courses are courses offered in conjunction with the campus visit of a scholar with exceptional expertise or experience. The dates for these courses must be contained within the inclusive dates of the Fall or Spring semester, as appropriate. Short courses will be denoted by an S preceding the section designation, e.g., POLSC*190*S0.

(Revised 9 December 2011, 13 May 2016, 7 December 2017, 26 April 2018, 10 May 2019, 12 March 2020)

## 8.8 Student Course Loads

The usual academic load is 16 semester hours in each semester and 32 semester hours for the year. Students may take up to 20 semester hours per semester without special permission. Students must take at least 12 credits in a semester to be considered full time.

# 8.9 Add/Drop Period

Students may add and drop Fall or Spring 14-week courses through the first two weeks of the semester. Students may add and drop Fall or Spring 7-week courses through the first two weeks of the module in which the course is offered. Students may add and drop Fall or Spring “short” (less than 7-week) courses through the first week of the period in which the course is offered, as posted on WebAdvisor, or the last day of the posted period of the course, whichever is sooner. Students may add and drop Summer semester courses through the first business day of each of the summer terms.

To add or drop any class, students must adjust their schedules in *WebAdvisor* (if it is open to do so) or submit a completed change of schedule card to the Registrar's Office by the deadlines published in the on-line Academic Calendar at http://sites.allegheny.edu/registrar/academic-calendars/. Students intending to add a course after classes begin must secure the written permission of the instructor and notify their advisor; those wishing to drop a class must notify both the instructor and advisor. Students should be aware that, after a class starts, instructors will become increasingly reluctant to admit additional students. Courses dropped will not appear on the official transcript but will appear, as appropriate, on the academic record maintained by the College.

If students wish to take a course on the Credit/No Credit basis, they must inform the Registrar by the end of the second week of classes for fourteen-week courses or, for seven-week modules only, by the end of the second week of the course. Cards for electing the Credit/No Credit option are available from the Registrar and require the signature of the student's academic advisor. Students are cautioned that some courses may not be taken using this option and that no more than four credits per semester (16 credits total for the degree) may be taken on the Credit/No Credit basis. Courses not eligible for the Credit/No Credit system so are indicated in the College *Academic Bulletin*.

Students who withdraw from the College between the conclusion of the second week of the semester and the last day of classes will receive the grade of "WC" for all courses for which they are registered. This will not affect the grade point average.

(Revised 26 April 2018)

## 8.10 Student Withdrawals

**Student-Initiated Withdrawal From a Course ("X")**
Students may withdraw from a Fall or Spring 14-week course without grade penalty through the first day of the tenth week of the semester. Students may withdraw from a Fall or Spring 7-week course through the first four weeks of the course. Students may not use a Student-Initiated Withdrawal ('X') for a Fall or Spring short (less than 7-week) or from a Summer course. Such a withdrawal will be donated on the official transcript with a grade of "X," but the course will not be included in the calculation of the student's GPA. A student contemplating a student-initiated withdrawal must consult with the academic advisor and course instructor. The advisor and instructor must both sign a Student-Initiated Withdrawal card to verify that students have discussed their plans to withdraw from the course. The Student-Initiated Withdrawal card must be submitted to the Registrar's Office by the deadline published in the on-line Academic Calendar. Students may take a Student-Initiated Withdrawal for at most one course in a single semester and at most four courses during their studies at Allegheny.

**Withdrawal from a Course for Extenuating Circumstances ("W")**
If, as a result of extraordinary extenuating circumstances, a student wishes to withdraw from a course after the appropriate course registration period has expired (see "Adding and Dropping Courses" above), a student may ask the instructor to grant a Withdrawal for Extenuating Circumstances. Such a Withdrawal can only be granted to a student whose performance has been significantly affected by unexpected circumstances beyond the student's control. For example, a Withdrawal for Extenuating Circumstances may be granted in the event of a prolonged serious illness, or if there is a serious and incapacitating change in a student's family situation. A Withdrawal

cannot be granted simply for poor academic performance or failure to attend class, nor will it be granted with a Student-Initiated Withdrawal is appropriate. The student is responsible for providing evidence of extraordinary extenuating circumstances to the satisfaction of the faculty member, who has sole authority to grant the Withdrawal.

In situations where the faculty member desires more information than the student has provided, the faculty member may consult the student's advisor, the Counseling Center, the Dean of Students office, the Learning Commons, or other appropriate staff. However, the faculty member should understand that these offices may not be able to interpret information from outside providers, and may not be able to release private information without the permission of the student. Furthermore, any information provided by these campus offices should not necessarily be regarded as an endorsement of the student's request for a Withdrawal. The faculty member must take all available information into account and decide whether there are extraordinary extenuating circumstances. When a Withdrawal is granted, the student's transcript will show a grade of "W" and the faculty member is required to describe the circumstances and supporting evidence in an Academic Performance Report. Grades of "W" have no effect on the student's grade point average.

**Withdrawal from All Classes**
Students who wish to withdraw from all of the classes in which they are currently enrolled should take a Leave of Absence (if they plan to return to Allegheny in the future) or should withdraw from the College (if they do not expect to return to Allegheny).

**Short-Term Absences from Campus**

1. Students leaving campus due to health reasons (e.g., physical or mental health needs) should contact the Winslow Health Center or Counseling and Professional Development Center. The Health Center will then notify professors and other need-to-know offices.

2. Students leaving campus due to the death of a family member or friend and other reasons should contact the Dean of Students Office. The Dean of Students Office will then notify professors and other need-to-know offices.

3. Please note that this is a notification only. Any student leaving campus is responsible for working with their professors in making up any missed course work. Students may be required to show proof of illness, etc. Please refer to the Class Attendance, Exam and Academic Policy section of this handbook for additional information.

**Voluntary Leaves of Absence**
Students may apply to the Office of the Dean of Students for a Leave of Absence when personal circumstances make a temporary absence advisable and a commitment to return to the College is evident. Students may request a Leave of Absence from the College without grade penalty up until the last day of classes in any semester. When a student takes a Leave of Absence from the College during the first two weeks of the semester, 14-week courses will not appear on the official transcript, but, as appropriate, will appear on the academic record. Students who take a Leave of Absence from the College between the conclusion of the second week of the semester and the last day of classes will receive the grade of "L" for all courses for which they are registered. This will not affect their grade point average. If a student takes a Leave of Absence after the last day of classes, the grades for that semester will be posted to the student's record, and the student is subject to all applicable academic standing actions, including academic dismissal. Grades of X for Student-initiated Withdrawals taken prior to the leave will

be posted to the student's transcript, as will grades for Module or Short Courses completed prior to the leave.

A leave may include conditions for re-entry that will need to be met before the student is approved to return. The student will receive written notification of any conditions when the leave of absence is processed.

During a Leave of Absence, the general deposit required of all students is maintained on account, when applicable, financial aid and course registration arrangements are held for the student's return. Students intending to return from a leave should contact the Dean of Students Office to initiate the return process. Once approved to return, students may be placed into housing; if the approval is completed before the Housing Selection process begins, they may participate in the process. Additionally, once approved to return, students also may register for the next semester during the designated registration period. Students must inform the Registrar of their intent to participate in registration. Housing and registration are contingent upon the student being in good financial standing with the institution.

Students considering a Leave of Absence must consult their advisor and others, as appropriate, about the effect it will have on progress toward a degree, financial aid, and billing. Billing refunds for Leaves of Absence are governed by institutional policy; please contact the Office of Financial Services for information.

A student taking a leave of absence who is the recipient of federal financial aid should consult the Office of Financial Aid about possible return of Title IV funds. Those students should also be aware that a semester in which they take a leave of absence may affect their ability to maintain minimum satisfactory academic progress and retain eligibility for federal financial aid.

**Involuntary Leaves of Absence for Personal or Community Health/Safety Reasons**

1. Students are permitted to take voluntary leaves of absence to address medical or mental health concerns. All requests for voluntary leaves must be approved by the Dean of Students or his/her designee. The Dean of Students, in consultation with health professionals as necessary, will specify the conditions to be satisfied (if any) before the student may return to Allegheny.

2. The Dean of Students may place a student on a leave of absence following an individualized assessment of a student in which the College determines in the exercise of its judgment that a student reasonably meets one or more of the following criteria: a) A student presents a substantial risk of harm to others or has engaged in threatening or violent activities; b) A student presents a substantial risk that the student will harm him/herself, and that risk cannot be eliminated or reduced to an acceptable level through reasonable and realistic accommodations; c) A student significantly disrupts the educational or other activities of the College community; d) A student is unable or unwilling to carry out substantial self-care obligations or to participate meaningfully in educational activities; or e) A student requires a level of care that exceeds the resources and staffing that the College can reasonably be expected to provide for a student's well-being.

3. Where appropriate and feasible, the Dean of Students or his/her designee will notify a student that a leave of absence is under consideration. In situations involving an imminent or ongoing threat to the College community, it may be appropriate for the College to require the student to be away from the College while the individualized assessment and review are taking place. Students are expected to cooperate in the assessment. The Dean of Students may require a mental or physical evaluation from a clinician designated by the College (at no cost to the student) if the Dean believes such an evaluation of a student

will facilitate a more informed decision. Students are expected, if necessary, to sign a release of information to facilitate the discussions between the College and the clinician conducting an evaluation.

4. If a student declines to take a leave of absence voluntarily, the Dean of Students will convene a Committee to advise the Dean on whether a mandatory leave of absence should be invoked. The Committee will include at least three persons, one of whom shall be the Director of the College's Counseling Center or designee. The Dean of Students and the Committee may consider relevant documentation made available to them. They may also confer with individuals who have relevant information about whether a leave of absence is appropriate for a particular student. The student will have the opportunity to respond to the concerns in writing and/or in-person/telephonically before the Committee.

5. The Dean of Students will provide written notice to the student regarding the decision as to imposition of a mandatory leave. If a leave of absence is imposed, the written notice shall include: (i) a time frame when the student could be eligible to return; and (ii) the conditions the student would need to satisfy to be eligible for return. If a leave is not imposed, the Dean of Students may require conditions for the student's continued enrollment at Allegheny.

6. All reviews under this policy should be done in a reasonably timely manner. Where a student has been asked to remain off campus pending the review, every effort will be made by the Dean of Students to reach a decision within seven business days provided the student responds timely to requests for information and (if appropriate) evaluation.

7. A student placed on mandatory leave of absence has the right to appeal to the Executive Vice President. The appeal must be in writing, delineating the reason(s) why the student believes the decision is inappropriate. The appeal must be received within three days of receiving written notification of the decision to place the student on mandatory leave. The appeal may relate to the leave decision itself and/or the conditions imposed to return to school. The Executive Vice President will review the student's appeal and uphold, reverse or modify the decision. The Executive Vice President's decision will be considered final.

8. The length of any mandatory leave of absence will be determined on a case-by-case basis.

9. Unless expressly permitted by the Executive Vice President or the Dean of Students in writing, students on mandatory leave of absence are not permitted to be present on campus and are not permitted to engage in any College-related activities. Students on voluntary leave of absence are expected to check in with the Dean of Students prior to visiting to discuss their visit.

10. When a student who has been on a mandatory leave of absence pursuant to this policy wishes to return to the College, the student must submit a written request to the Dean of Students to return. The Dean of Students may require further evaluation of the student to determine readiness to return. The Dean of Students may confer or seek information from others to assist in making the determination. If the Dean of Students is not satisfied that the student is ready to return, the Dean will notify the student in writing of the decision, including the reasons for the decision. A student not permitted to return may appeal the decision to the Executive Vice President. If the student is approved to return, Winslow Health Center or Counseling and Personal Development Center staff members may make recommendations to the Dean of Students regarding conditions of return. The student will receive written notification of any conditions. Written requests for return from mandatory leave should be submitted no later than July 1 for the fall

semester or November 15 for the spring semester.

11. A leave of absence under this policy is an administrative process, not a disciplinary process. It is possible that the conduct leading to a mandatory leave of absence under this policy may also be subject to review and sanctions under the College's Student Code of Conduct.

12. For information regarding the effect of a leave of absence under this policy on matters such as transcripts, registration, financial aid, housing and refund policies, see above.

**Involuntary Leave for Non-Registration**
Students must be registered for classes by the end of the add/drop period for the semester. All holds must be lifted, balances paid, and other conditions of registration met AND students must have registered for at least one credit prior to the posted add/drop deadline. Students who do not do so are deemed to have failed to resume study and are placed on a Leave of Absence from the College by action of the Dean of Students. All other conditions of a leave of absence apply to these students.

**Voluntary Withdrawal from the College and Readmission**
Students wishing to withdraw from only a single course while still completing other registered courses should consider dropping the course (see "Adding and Dropping Courses" in the "Course Registration" section of the Academic Bulletin), if still permitted, or a Withdrawal if the drop deadline has already passed (see "Withdrawing From a Course" in the "Course Registration: section of the Academic Bulletin).

Students desiring to withdraw completely from the College must complete the withdrawal form available from the Office of the Dean of Students. The general deposit is not required to be maintained on account and may be refunded if there is a positive balance. Students may withdraw from the College without grade penalty up until the last day of classes in any semester. When a student withdraws from the College during the first two weeks of the semester, 14-week courses will not appear on the official transcript, but, as appropriate, will appear on the academic record. Student who withdraw from the College between the conclusion of the second week of the semester and the last day of classes will receive the grade of "WC" for all courses for which they are registered. This will not affect their grade point average. If a student withdraws after the last day of classes, the grades for that semester will be posted to the student's record and the student is subject to all applicable academic standing actions, including academic dismissal.

A withdrawal may include conditions for re-entry that will need to be met before the student is approved to return. The student will receive written notification of any conditions when the withdrawal is processed.

Students who withdraw are expected to return their student identification card to the Dean of Students Office or the Student Accounts Office. Students who withdraw from the College are expected to leave the campus within 48 hours. They lose all pri8vileges of enrollment until such time as they are readmitted. Billing refunds for withdrawal are governed by the provisions set forth by the Financial Services Office.

A student withdrawing from the College who is a recipient of federal financial aid should consult the Office of Financial Aid about possible return of Title IV funds.

**Re-entry after Leave of Absence or Withdrawal**
All outstanding financial balances must be paid before re-entry can be approved. In addition, any conditions for re-entry will need to be met before the student is approved. The student will receive written notification of any

conditions when the leave of absence or withdrawal is processed.

Students who take a leave of absence or withdrawal may return to the College by contacting the Office of the Dean of Students. It is advisable that such notice occur no later than July 1 for the fall semester or November 15 for spring semester. A student re-entering from a withdrawal is required to pay the $400 deposit at the time they notify the Office of the Dean of Students of the date of return.

This policy is under the purview of the Academic Standards Committee. Changes are subject to a vote of the Faculty.

(Revised 26 April 2018, 11 April 2019)

## 8.11 Academic Costume

Members of the faculty are asked to provide themselves with academic costume for Commencement, Matriculation and other occasions when it is required. Members not owning costumes may arrange to rent them through the Bookstore at least four weeks in advance of the event. Costumes may also be purchased through the Bookstore at cost plus shipping.

# Section 9: Instructional Policies

## 9.1 Syllabus Policy

Syllabi are valuable tools to help students understand what is expected of them and manage their coursework. In addition, recent changes in accreditation standards, the College's related assessment needs, increased oversight by the Department of Education, and other government mandates have established syllabi as essential institutional documents that are critically important in representing the work of faculty in the classroom. The information below provides a structure for managing syllabi, and explicitly describes the information all syllabi are expected to contain to support the work of students and the College. The first two sections of this policy describe management practices designed to help the College meet Middle States, assessment, and advising needs. The final section recommends good practice for syllabus content that is recommended but not required.

These guidelines apply to all credit-bearing courses. In those cases where a full, formal syllabus might not be appropriate, these guidelines suggest the types of information that should be conveyed to students and documented in print. This exception may apply to internships, independent studies, group studies, peer mentoring, student teaching, senior projects, and other credit-bearing independent experiences.

1. Syllabi Management Practices required to support Accreditation, Assessment, and Good Advising

1. Faculty are expected to provide students a syllabus, either as hard copy or in digital form, for all regularly scheduled courses by the end of the first week of class.
2. Faculty are expected to provide a copy of their syllabi to the College Archives in Word or PDF

format. The Archivist will contact faculty to request syllabi early each semester.

3. Syllabi will be stored in the College's institutional repository (currently hosted on Dspace). The College Archivist is responsible for maintaining the integrity and security of the collection, as well as ensuring that access to syllabi is provided to community members as directed by this policy.
4. Instructors have the right to share or otherwise use syllabi they have created in any way they choose.
5. The College has the right to share syllabi with
    a. current students and employees of Allegheny College to support the operations of the College and for course planning,
    b. former students who are requesting syllabi for courses in which they were officially enrolled,
    c. accrediting agencies as needed to support the College's accreditation
    d. other higher education institutions and external agencies with legitimate need to know
    e. other entities as required by law or government regulation.

2. Syllabus Content required to meet Middle States and Assessment Needs

All syllabi are expected to contain the following information. Faculty may elect to organize these elements as makes sense for their own courses:

1. The course name, course number, section number (if relevant), academic program, official course description.
2. The semester (e.g. Fall 2016).
3. Instructor information including the instructor's name, office hours, office location, and preferred means of contact.
4. A list of any Distribution Requirements (DR) the course fulfills.
5. 5. Course learning outcomes, that is a statement of the skills and knowledge students are expected to demonstrate (e.g., critical thinking, analytical ability, mathematical or computational skills, forming and testing hypotheses).
    a. Courses that satisfy a Distribution Requirement (DR) should include a learning outcome aligned with the DR learning outcome as articulated by the Curriculum Committee along with relevant requirements (http://sites.allegheny.edu/registrar/academic-policies/graduation-requirements/distribution-requirement/distribution-requirements-learning-outcomes/).
    b. FS courses should include learning outcomes that are aligned with the FS global expectations and course-specific learning outcomes (http://sites.allegheny.edu/facultyresources/fsprogram/).

3. Recommended Syllabus Content

The following syllabus components represent good practice for most types of courses. Including these elements can eliminate or reduce time-consuming misunderstandings and the problems that can arise from them.

1. Policies related to the conduct of the course. Instructors with questions about College policies related to instruction may wish to consult the academic policies page on the Registrar's web site: http://sites.allegheny.edu/registrar/academic-policies/
2. Attendance. Indicate whether it is required, counts toward the grade, how it is monitored (if at

all), etc. Policies should be aligned with attendance policies in the *Faculty Handbook* (section 9.9).

3. Class participation. Describe expectations around class participation including whether it is graded, and if so, how.
4. Required materials (textbooks, software, hardware, etc.). Clearly describe what materials students must have to be successful in the course and what optional materials are recommended.
5. Expectations with respect to student conduct and alignment with the College's Statement of Community.
6. Academic integrity and the Honor Code. In particular, if students will be doing group or collaborative work, describe specifically what is considered to be fair and effective collaboration, as well as any behaviors that are not acceptable. In those cases where expectations for collaboration or compliance with the Honor Code may vary by assignment, it is sufficient for the syllabus to indicate that expectations will be provided with each assignment. In any case, students should be encouraged to ask questions if they are unsure about what is expected and allowed.
7. Grading Criteria. Provide a clear description of how student work will be assessed and grades will be assigned. For example, let students know how much each component of their work will count in the final grade and whether revisions or extra credit are accepted or available.
8. Late or missing assignments and exams. Describe under which conditions, if any, late or missing work will be accepted.
9. Accommodations. Describe how students needing accommodations due to learning disabilities, religious practices, physical requirements, medical needs, or any other reason should proceed. The Director of Disability Services will provide recommended syllabus language upon request.
10. Course Schedule. A description of what students can expect to be asked to do over the course of the semester noting, at least approximately, when major assignments or exams will be due, which will assist students with budgeting their time. Some instructors prefer to include a course calendar describing what is expected when, including in some cases a detailed day-by-day account of course requirements, but such details are not required.

(Approved 7 September 2017*)*

# 9.2 Tests, Papers, and Examinations Policy

The Tests, Papers, and Examinations Policy is housed in the *Academic Bulletin.*

# 9.3 Exam Grades

It is an established tradition of the faculty that results of an examination will normally be available to individual students a week after the examination is given and shall be kept available until at least the second week of the next regular semester. Public posting of examination grades for individual students and public dissemination of other evaluations (e.g., leaving a stack of graded papers outside the office door) is not permitted due to Federal privacy law (FERPA).

## 9.4 Grade Reports

1. Letter grades are reported on the following scale:

| | |
|---|---|
| A Excellent | 4.00 quality points/semester hour credit |
| A- | 3.70 quality points/semester hour credit |
| B+ | 3.30 quality points/semester hour credit |
| B Good | 3.00 quality points/semester hour credit |
| B- | 2.70 quality points/semester hour credit |
| C+ | 2.30 quality points/semester hour credit |
| C Fair | 2.00 quality points/semester hour credit |
| C- | 1.70 quality points/semester hour credit |
| D+ | 1.30 quality points/semester hour credit |
| D Passing | 1.00 quality points/semester hour credit |
| F Failing | 0.00 quality points/semester hour credit |

2. According to the College Attendance Policy, "Unauthorized absences may result in grade penalty or other consequences at the discretion of the instructor."

3. Credit/No Credit grades are reported as CR/NC. Credit, "CR," will be awarded for course performance equivalent to, or higher than, a passing letter grade, D. No credit, "NC," will be awarded for course performance equivalent to a failing letter grade, F.

4. Faculty considering granting a grade of Incomplete (IN) or withdrawal (W) to a student should consult the Academic Bulletin and Section 8.10 (above) in the Faculty Handbook for rules and procedures related to such a grade assignment.

5. Grades are entered by faculty via WebAdvisor. By Faculty vote, final course grades are to be reported to students by the Registrar's Office, not by individual faculty.

6. By Faculty vote, grade changes are allowed only: (a) in the case of a demonstrable mathematical error in the compilation or recording of a grade; or (b) in the case where documented, extraordinary, extenuating circumstances are brought to the instructor after the deadline for grade submission. Such circumstances brought to the instructor prior to the deadline for grade submission should be evaluated according to the policies for "Grades of Incomplete" or Withdrawal for Extenuating Circumstances." All such grade changes must be made by the Provost.

   A student with questions about their evaluation in a course is expected to consult with the faculty member instructing the course. If further consultation is necessary, the student may address the matter with the chair of the academic department or program in which the course is offered. If the faculty member instructing the course is also the chair of the academic department or program, then the student should contact the Provost and Dean of the College.

Grade changes must be requested within sixty days of the date that the final grade was posted to WebAdvisor. However, grades cannot be changed after a student's degree has been posted and they have graduated.

7. At the conclusion of the fall and spring semesters, course grades become available to students via WebAdvisor after all grades have been received and processed by the Registrar's Office.

8. The cumulative quality point average (GPA) is calculated using all courses completed at Allegheny with the following exceptions: a) courses that do not carry academic credit (e.g., some labs) are not included, b) courses taken on a Credit/No Credit basis are not included, and c) when a course has been repeated, only the most recent attempt is included (exception: for courses such as Independent Studies for which credit may be earned more than once, all attempts are included in the GPA calculation). Calculation of the cumulative quality point average is done as follows: a) for each course to be included, multiply the number of semester credit hours of the course times the quality points for the grade shown in Paragraph 1 above; b) add the products in a to get the total quality points; c) divide the total in b by the total number of graded credits attempted.

   The quality point average calculation is illustrated below:

   | Grade | Credits | | Grade Value | Qual. Points |
   |---|---|---|---|---|
   | A | 4 | x | 4.00 | = 16.00 |
   | B+ | 2 | x | 3.30 | = 6.60 |
   | C+ | 3 | x | 1.70 | = 5.10 |
   | Total | 9 | | | 27.70 |

   **QPA = 27.70/9 = 3.08**

9. A cumulative quality point average of at least 2.00 in the major, the minor, and overall is required for graduation from the College.

10. Students in their first semester at Allegheny College who receive a G.P.A. of 1.0 or below are dismissed from the College. Continuing students with two or more consecutive semesters with a cumulative grade point average below 2.0 are also dismissed unless they meet all of the following criteria for the current semester: 1) semester GPA of 2.0 or better; 2) course load of at least 12 credits; and 3) passing grades in all classes.

11. Academic dismissals are initially determined automatically on the basis of academic performance as described in Paragraph 10 above. Students are encouraged to appeal dismissal if they can demonstrate the potential for success at Allegheny. To appeal, students must send statements specifically discussing recent academic performance, trends in grades, and any relevant personal circumstances to the Registrar's Office. All materials related to an appeal of academic dismissal must be received by the date specified in the letter informing the student of the initial dismissal. Late appeals will not be considered. Appeals are reviewed by the Academic Standards and Awards Committee (see Section 3.1 above). Only the four faculty members of the Academic Standards and Awards Committee vote on whether to grant an appeal of academic dismissal. If one of the four faculty members is unable to be present for a vote, a vote by the Provost or Associate Dean of the College may be substituted.

12. Dismissal is for a minimum of six months for first-year students dismissed at the conclusion of their first semester and is for one calendar year for all other students. Students who are dismissed are prohibited from taking Allegheny courses until they are readmitted to the College.

This policy is under the purview of the Academic Standards Committee. Changes are subject to a vote of the Faculty.

(Revised 11 April 2019)

# 9.5 Faculty Office Hours

Faculty are expected to post and keep regularly scheduled office hours so as to be available to students, advisees, and colleagues. These hours—at least six per week—must not all fall in the same class-hour sequence. Individuals not holding a full-time position will hold office hours proportional to their appointments.

(Revised 9 May 2014)

# 9.6 Copyright Policy

**Note:** Allegheny's Instructional Technology staff maintain additional Guidelines for Classroom Copying online.

## Policy on Fair Use of Copyrighted Works for Research and Education

It is Allegheny College's intention to educate and inform its employees about their fair use rights within copyright regulations—all fair use of copyrighted materials will be in compliance with the federal copyright regulations in Section 107 of Chapter 17 of the United States Code.

A**llegheny College will avoid forming or supporting policies that restrict fair use rights**—As an educational institution Allegheny College is both a user and producer of intellectual property and is committed to complying with the laws that govern intellectual property. Inherent in that commitment is the full exercise of the rights accorded in the "Fair Use" provision of the law.

**Allegheny College will develop tools and procedures to help employees comply with copyright policy**—This document addresses the use of copyrighted materials in education and research, with coursepacks as its primary focus. The contents of this packet include tools and information to assist employees in their good faith efforts to exercise fair use rights in the scope of their teaching and research activities. (See Appendix II for resources on determining "fair use.")

It is the responsibility of Allegheny College employees to comply with the College's policies in regard to intellectual property—It is expected that all employees who use copyrighted materials will make every good faith effort to use those materials in compliance with federal regulations.

Additional information is available from:

- Coursepack Permissions: Shirley Cronin, 814-332-5370, scronin@allegheny.edu
- Fair Use Analysis: Helen McCullough, 814-332-3364, hmccull@allegheny.edu

## Fair Use and Higher Education

The terms of the “Fair Use” provisions in the current copyright law have been debated, questioned, and occasionally challenged. The only thing that is certain in the determination of fair use is that reasonable people will differ in their interpretations of what’s fair use. The statutory language is vague and there have been no court decisions that have absolutely ruled on the fair use of copyrighted materials in higher education.

Until the matter has been decided through the courts or new legislation, educational institutions must maintain a balance between complying with regulations and making full use of the fair use provisions in the law. To do so calls for responsible decision making and an understanding of copyright law.

The issue of copyright is addressed in Chapter 17 of the United States Code. The two relevant sections that apply to the determination of fair use are in the first chapter in Section 106 (defines the rights of copyright holders) and Section 107 (provides for the fair use of copyright materials).

Fair use is determined on a case-by-case basis and balances the four factors set forth in the statute enacted by Congress. The four factors are:

- The purpose or character of the use;
- The nature of the copyrighted work being used;
- The amount and substantiality of the work being used; and
- The effect of the use on the market for or value of the original.

In the case of coursepacks, each item in the coursepack needs to be evaluated individually in light of these factors. It is likely that some items in a course pack will be fair use and others will need permission from the copyright holder. A more complete explanation of these factors is available in Appendix II.

In general, the courts have favored non-profit educational uses in the application of the four factors. Legal scholars, many colleges and universities, library associations, and other higher education interest groups believe that a robust interpretation and application of the fair use provisions is vital to the educational mission. On the other hand, the American Association of Publishers and other major distributors of copyrighted material have argued for a very restrictive interpretation of the statute.

As the law now stands, it is almost impossible to write a definitive policy for the fair use of copyrighted material. The only attempt to arrive at such a policy was the creation of the Agreement On Guidelines For Classroom Copying In Not-ForProfit Educational Institutions With Respect To Books And Periodicals.

The guidelines were read into the Congressional Record, but they are not the law. In a recent case (Princeton Univ. Press v. Michigan Document Services, 1996), the court opinion stated, “The publishers reliance on the Classroom Guidelines is misplaced.” The court refused to use the guidelines in place of the statutory language in Section 107.

Until the courts or Congress present a clear directive about fair use to the higher educational community, policies need to remain flexible and avoid unnecessary restrictions. The way most colleges and universities do this is to educate their employees about the nature of fair use and to allow them to make their own good faith judgments in their application of fair use.

Individual responsibility and decision making is highly compatible with the nature of the fair use language, which leaves room for interpretation on a case-by-case basis. This policy makes no specific recommendations about individual interpretations. It does require that each employee acts in good faith and with knowledge of the issues surrounding fair use.

To help assist with these decisions, the College will indemnify and hold harmless all faculty in the event of an infringement violation, provided that a "good faith effort" to comply with the conditions controlling a fair use analysis was made. In plain English, if you comply with the Allegheny policy, and someone alleges that you violated their copyright, the College will pay for your defense. The College or its insurers will provide the counsel of their own choosing.

## 9.7 Classroom Technology Use

Faculty are responsible for establishing a learning environment appropriate for the content and pedagogical design of the courses for which they are the instructor of record. This responsibility includes the structuring of classroom activities (lectures, discussion, collaborative work, etc.) and in-class assessments (examinations, projects, oral reports, etc.) and extends to the classroom use of technology (computers, hand-held devices, etc.). In particular, faculty have the right to set policies with respect to whether or how mobile computing and communication devices may be used in the classroom.

(Spring, 2009)

## 9.8 Recording Policy

Allegheny College values freedom of expression and respects individuals' rights to privacy, the integrity of the classroom experience, faculty and College rights in instructional materials and applicable copyright law. Both faculty and students have the reasonable expectation that class content is shared only with those who are members of the Allegheny College community; therefore, audio, video, or cell phone recording of any class at Allegheny is prohibited unless prior written permission of the instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recording of lectures or class presentations is generally authorized for the purposes of individual or group study, and whether recordings are retained after the conclusion of the course should be decided in consultation with the faculty member. The recording may not be reproduced or uploaded to publicly accessible web environments, nor may it be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than individual or group study, except with the express written permission of the involved parties. Permission to allow the recording is not a transfer of any copyrights in the recording, and public distribution of such materials may constitute copyright infringement in violation of federal or state law, or College policy.

Classes may be recorded, however, if approved as an educational accommodation under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In such instances, the student would request the accommodation through the College's Office of Student Disability Services. The faculty member(s) whose classes are sought to be recorded would be notified of/consulted in connection with the request to record the faculty member's class. Conditions in connection with the recording of the class(es) will be established in writing on a case-by-case basis through an interactive dialogue among the student, the faculty member, and the Office of Student Disability Services. For further context, the Office of Student Disability Services has guidelines for students to record lectures as part of the accommodation for qualifying reasons. It is recommended that the policy be placed in course syllabi to provide clarity of expectations around recordings.

Audio, video, or cell phone recording of private non-class meetings pertaining to College business (including, but not limited to, one-on-one advising sessions or other private meetings between faculty members and students, faculty members and administrators/staff, or faculty members and their faculty colleagues) is prohibited without express consent of all of the participants in the meeting.

(Adopted 4 October 2018)

# 9.9 Classroom Attendance Policy

The Classroom Attendance Policy is housed in the *Academic Bulletin*.

# 9.10 Students in Classes Taught by a Parent, Spouse/Partner, or Other Relative

A situation may arise in which a student wants to enroll in a class taught by a relative. "Relatives" are defined in the College Nepotism Policy (see Section 11.13 above) as spouses/partners, parents, siblings and their spouses, children, stepparents, stepchildren, domestic partners, grandparents, grandchildren, aunts, uncles, first cousins, nephews, nieces and their spouses, and in-laws, plus roommates and other persons with whom the employee may have economic and emotional ties. The policy states: "For safety, security, supervision and ethical reasons, except in extreme cases, these individuals will not normally be hired, transferred or otherwise placed into positions where they directly or indirectly supervise or are supervised by another family member."

In keeping with this policy, faculty are strongly encouraged to dissuade family members from enrolling in their courses when other options – for example, a different section of the same course taught by a colleague – are available. However, when specialized courses are taught by a relative and the relative is the sole specialist in that area at Allegheny, taking a course with a relative may be the only reasonable option for a student to pursue his/her academic interests. In this case, it is incumbent upon the faculty member to avoid not only favoritism but also the appearance of favoritism. These circumstances are rare but can be problematic; therefore, faculty members should inform their department chairs when a relative enrolls in one of their courses. In turn, department chairs should alert the Provost. If the instructor is a department chair, s/he should inform the Provost.

(Adopted 6 December 2011)

# Section 10: Honors and Awards

## 10.1 Honorary Degrees

In conferring honorary degrees, Allegheny College calls attention to those areas of human endeavor that are most central to the College's traditions and values. Candidates for honorary degrees are proposed to the President, who will consider the nominees and consult with Faculty Council before presenting selected nominations to the faculty for a vote. Criteria relevant to the selection process may include one or more of the following:

1. Recognized achievement in those intellectual, artistic, and scientific disciplines that Allegheny College and educated people traditionally respect and honor, or distinguished accomplishment in business or professional life;

2. Significant humanitarian, altruistic, or philanthropic service;

3. Long-standing commitment and service to the local or regional community;

4. Abiding and constructive interest in Allegheny College.

Names of potential candidates for honorary degrees are solicited from members of the faculty, administration, and student body; nominations may be sent to the Chair of Faculty Council.

(Revised 17 January 2012)

# 10.2 Phi Beta Kappa

Phi Beta Kappa, a national honorary scholastic society founded in 1776, has had a chapter at Allegheny since 1902, Eta of Pennsylvania. The business of the chapter, including election of new student members, is conducted by the Executive Council, which consists of members of the Phi Beta Kappa Society who are regular members of the faculty and staff of Allegheny College. Eligible faculty members who would like to participate in the activities of the chapter should contact the Chapter Secretary or Office of the Provost.

# 10.3 Valedictorian Selection

Valedictorian Selection is housed in the *Academic Bulletin*.

# 10.4 Teaching Awards

Allegheny pays tribute to excellence in teaching by annually conferring these awards on members of the faculty. The awardees are chosen by the Alumni Council in consultation with representatives from Faculty Council and ASG.

1. *The Julian Ross Award for Excellence in Teaching*

   The Julian Ross Award is given annually to a faculty member who has been at Allegheny College for more than ten years. The award is based on the following criteria for a good teacher: encourages independent thinking; states clearly course goals and objectives; provides sympathetic and constructive assistance; communicates knowledge and abstract ideas clearly; inspires interest and enthusiasm; encourages questions and participation; prepares well for classes; possesses an excellent, up-to-date command of his or her specialties; demonstrates professional and personal integrity; exhibits fairness in devising and grading examinations; prepares appropriate and challenging assignments and examinations; and provides sound and reliable academic advising.

2. The Thoburn Education Foundation Award for Excellence in Teaching

   This award is presented to a faculty member who has been at Allegheny College for ten years or less and has demonstrated outstanding teaching as evidenced by innovative pedagogy, creative course development, sustained commitment to student learning, and support from faculty, alumni, and students.

# Section 11: General College Policies

## 11.1 Access to Records

### Student Records

Information concerning individual students is maintained by the Office of the Dean of Students. A student's personnel file contains the application form and support materials such as standardized test scores, high school transcripts and the like; an up-to-date transcript of work completed at Allegheny; reports from the faculty, correspondence relating to the student; and interview notes generated by the Offices of the Dean of Students or the Provost. In Honor Code or disciplinary cases, a separate case file is generated containing materials directly related to the individual incident.

Faculty have access to information in the personnel files of students in consultation with the Dean of Students, where the individual faculty member has an educational interest in the material as defined in the Family Educational Rights and Privacy Act of 1974 (FERPA). Disciplinary case files are kept in confidence and may be used only in the course of college judicial procedures.

Under the provisions of the Family Educational Rights and Privacy Act, students have access to all materials in their own records unless specifically excepted by law, or the student voluntarily has waived the right to see the material. When preparing reports on students, faculty should bear in mind that their comments will be shared with the student should the student so request.

Faculty should also bear in mind that it is a violation of the Act to share with any third party confidential information concerning a student unless that student has given written permission to do so.

Faculty having any question about confidentiality requirements or student records are urged to contact the Dean of Students.

### Alumni Records

Allegheny College maintains individual records for each alumnus/a. The information stored is used to keep in touch with our alumni. The Alumni Office can provide a locator service for alumni, faculty, and staff to enable people to re-establish contact with each other and with Allegheny College. Allegheny College has a responsibility to safeguard these records and to restrict use of the information contained in the file according to the needs of the College.

Information contained in alumni files is not considered public information, unless otherwise indicated by signed release of individual alumnus/a. Direct access to records is limited to College personnel and must be requested through the Development Resources Office.

Faculty requiring alumni information should contact the Alumni Office.

### Policy on the Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974, (FERPA) mandates that educational institutions maintain the confidentiality of student educational records as defined by FERPA. Specifically, FERPA states (a) that a written institutional policy must be established, and (b) that a statement of adopted procedures be made available, covering the privacy rights of students. Students are notified of their FERPA rights annually by publication of Allegheny's FERPA policy in the *Academic Bulletin*.

## 11.2 Policy Against Discriminatory and Sexual Harassment

### Including: Sexual Assault and Other Forms of Sexual Violence, Dating Violence, Domestic Violence and Stalking

In keeping with the spirit of Allegheny's Statement of Community, Allegheny prohibits all forms of unlawful discrimination and harassment, including all forms of sexual violence. Please see Allegheny's Policy Against Discriminatory and Sexual Harassment for complete information. In addition, faculty should be aware of Allegheny's policy regarding consensual relationships, which can be found in **Section 400.16** of the *Employee Handbook*.

## 11.3 Statement of Principles Regarding Research on Human Participants

All research at Allegheny that involves human participants must be approved in advance by the Institutional Review Board (see Section 3.10 above) and be conducted in accord with the principles outlined in the "The Belmont Report," which is available on the US Department of Health and Human Services (DHHS) website at http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html . Additional information is available on the Allegheny College IRB website: http://sites.allegheny.edu/committees/about/institutional-review-board/.

(Revised Spring 2012)

## 11.4 Policy for Dealing with Possible Misconduct in Scientific Research Under External Grant or Contract Funding

The integrity of scholarly activity depends upon adherence to high ethical and moral standards. Allegheny College expects such adherence from all engaged in research at Allegheny. In the event that some dishonesty or misconduct occurs that involves a faculty member, the procedures described in the *Faculty Handbook*, under Section 5.2, Faculty Appointments, Paragraph 55 will be followed. This paragraph details the procedures for inquiry and investigation into allegations of dishonesty in research. In cases involving external funding, if the policy guidelines of external funding agencies conflict with these policies, all requirements of the external agencies supersede the policies of the Faculty Handbook. The policy outlined here describes some such additional requirements, with particular reference to the National Science Foundation (NSF) and department of Health and Human Services (including Public Health Service (PHSS), and National Institutes of Health (NIH). For fuller details, see PHS document 6315, "Initial assurance regarding procedures for dealing with and reporting possible misconduct in science;" Code of Federal Regulations 42 C.F. R. Part 50, Subpart A; 45 C.F.R. 689; and NSF-OIG document 911, "Dear colleague letter on misconduct."

1. 1. Misconduct may include the following:

*The NSF defines misconduct in scientific research as*:

A. fabrication, falsification, plagiarism, or other serious deviation from accepted practices in proposing, carrying out, or reporting results from activities funded by NSF; or
B. retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

*The PHS uses the following definition:*
Fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. Misconduct does not include honest error or honest differences in interpretation or judgement of data.

2. When allegations of misconduct are reported, the Provost shall ascertain whether the alleged misconduct affects or involves externally funded personnel or projects.

3. If externally funded activities are involved, and if the Provost and the tenured members of Faculty Council have determined that a prima facie case exists, then the Provost will initiate and maintain contact with the appropriate funding agency as required in federal or state regulations. The Provost will keep the agency informed during any investigations and provide a final report. In the event that there is a reasonable indication of possible criminal violations, the Provost shall notify the agency within 24 hours.

4. The Provost shall take appropriate interim actions to protect Federal funds and ensure that the purpose of the Federal financial assistance is being carried out.

5. The College shall seek to protect, to the maximum extent consonant with policy outlined in the Faculty Handbook, the privacy, positions and reputations of those persons who, in good faith, make allegations of scientific misconduct. The College will also protect and make efforts to restore the reputations and positions of those who have been the object of allegations found to be false.

6. The Provost's Office shall maintain detailed documentation of all inquiries and investigations for at least three years. These documents are to be made available to authorized individuals from the funding agencies.

# 11.5 Allegheny College's Responsible Conduct of Research Plan

[**Note:** This section is written in the second person and is directed towards undergraduates conducting scientific research at Allegheny.]

*The following plan was prepared in response to Chapter IV.B. of the National Science Foundation Proposal and Award Guide, a new section of the guide published in October 2009 that provides NSF's implementation of Section 7009 of the America COMPETES Act regarding responsible conduct of research (RCR). This new addition to the guide took effect on January 4, 2010. Although NSF's implementation of the plan is specific only to NSF grant submissions on or after January 4, 2010, the College elected to implement the following policy on a pilot basis beginning in January 2010, regardless of source of funding.*

Beginning on January 4, 2010, Allegheny College undergraduate students participating in paid research that involves human or animal subjects, supported either by the college with internal funding sources or by external sources such as grants, must participate in training in the responsible conduct of research. At a minimum, students must complete one of the following free courses offered by the Collaborative Institutional Training Initiative (CITI). The basic course options are:

1. Biomedical Sciences Responsible Conduct of Research Course, Basic Course

2. Social and Behavioral Sciences Responsible Conduct of Research Course, Basic Course
3. Humanities Responsible Conduct of Research Course, Basic Course
4. RCR for the Sciences

Faculty serving as research mentors may recommend additional modules as appropriate. It is anticipated that the basic course, which consists of between 5 and 10 modules, will take approximately 10 hours to complete. It is not necessary to complete all modules at once. Students are able to save their work and return to it later. Students may complete this portion of their training on their own schedule, either prior to initiating the paid research work or in the early weeks of conducting the paid research work. For paid research conducted in the summer, the RCR modules must be completed by June 15.

Prior to initiating their training, students should consult with their faculty research mentor about which basic course to take. To begin:

1. Go to https://www.citiprogram.org/
2. Click on Register Here. When asked for your institutional affiliation, use the pull down menu to select Allegheny College. After completing Sections 2, 3, and 4 (optional), click on the Submit button.
3. The next page requests information used by Allegheny for record keeping. Please note that only the starred information is required, although you may choose to provide additional optional information. Using the pull down menu, please identify your major role in research. At Allegheny, the major roles are principle investigator, undergraduate student researcher, or IRB member. Please click on Submit once you have completed this page.
4. The next page will determine which modules you need to complete for your RCR training. For question 1, click on the appropriate learner group based on your role and the type of any human subjects activities you will conduct. If you are not conducting human subject research, you should leave question 1 blank.
5. Next, in response to question 2, click on the RCR Course that you plan to complete: Biomedical RCR, Social and Behavioral RCR, Humanities RCR, or RCR for the Sciences. The Responsible Conduct of Research Courses contain a series of modules identifying ethical dilemmas for a variety of types of research. You do not have to finish the course in one sitting. The program recommends that you spend about an hour and a half on the course at a time.

To receive certification of successfully completing the RCR training modules, you must have an overall score of 85%. You may retake a module as often as you wish. Once you have completed the certification, you will have the option of printing a certificate. CITI will notify the Allegheny administrator when you have been certified and the date of certification. Please note that individual scores and number of attempts will NOT be reported to the Allegheny administrator.

If you have questions, please consult with your faculty research mentor.

(Effective 4 January 2010, Added to *Handbook* 23 July 2011)

# 11.6 Financial Disclosure Policy

### Financial Disclosure Policy for All Investigators Conducting Research Funded by Federal Grants

The federal government requires that the College establish and administer a financial disclosure policy for investigators and a program for training investigators in that policy. Information about Allegheny's policy and training requirements is provided in **Appendix K** of the *Employee Handbook*.

# 11.7 Students with Disabilities

When requested, faculty members should make reasonable accommodations to meet the needs of students with disabilities and be prepared to make reasonable modifications to procedures and requirements to assist qualified students whose disabilities require such flexibility.

If a student makes a request for such an accommodation, the faculty member should refer the student to the Director of Disability Services to evaluate the student's request and coordinate the appropriate assistance and/or accommodations.

# 11.8 Guidelines and Procedures Regarding Disability Accommodation for Students

### Procedures for Requesting Accommodation for Disability

Allegheny College is committed to providing qualified students with disabilities with the opportunity to take full advantage of the College's programs, activities, services and facilities. Director of Disability Services oversees the College's efforts to arrange specific accommodations for students with disabilities. The Director (in consultation with other members of the College community as necessary) and the student will work together to identify appropriate academic adjustments, auxiliary aids and services, and/or other reasonable accommodation which may be warranted under the particular circumstances. For the College to respond appropriately to requests for accommodation, students are expected to follow certain guidelines and assume certain responsibilities, including the following:

1. Students seeking accommodation must document that they are a person with a disability by providing the following information: the nature and extent of the disability, the functional limitations resulting from the disability, and the accommodation requested. Students must put the request in writing to the John Mangine, Director of Disability Services, Box 6 at Allegheny College. Students are responsible for cooperating with the Director of Disability Services in an interactive process to identify the appropriate accommodation.

2. Students should provide current documentation describing how the disability affects the individual's ability to partake of the College's programs and activities. In some cases, it may be necessary for the College, with student permission, to contact the medical or health professional providing the report to obtain further information or clarification. While documentation from

professionals may include specific recommendations for accommodation, the College reserves the right to determine what accommodation is reasonable and appropriate within the College setting and within technical and academic requirements of the program.

3. The College will carefully review information and documentation provided by a student, analyze each student's individual needs, and engage in an interactive process with the student to determine what accommodation may be reasonable and appropriate under the circumstances. In evaluating and coordinating requests for accommodation, the Director of Disability Services may consult with other members of the College Community if and as necessary.

4. The College need not provide accommodation that would fundamentally alter the essential characteristics or nature of a program. Likewise, the College need not provide the exact accommodation requested by the student. The College may provide alternate accommodations as long as they are reasonable and appropriate to make the College's programs, activities, services and facilities accessible to that individual.

5. The College has the right to establish qualifications and other essential standards and requirements for its courses, programs, activities, and services. All students are expected to meet these essential qualifications, standards and requirements, with or without reasonable accommodation.

## Implementation of an Approved Accommodation

Once the College has approved the accommodation, the student is responsible for sharing an accommodation letter, if needed, with his/her instructors and meeting with them to discuss the implementation of the accommodation. The student is not obligated to identify or discuss the specifics of the disability. The student should inform the Director of Disability Services when the accommodation is not being implemented, when it is not effective or necessary, when it might need to be adjusted, or when it is no longer being utilized. Further, the student should follow through and be on time with any accommodation that affects the schedules of other individuals such as tutors, readers, signers, test administrators, aides. If an accommodation needs to be cancelled, the student should inform all affected individuals with adequate notice.

Accommodations are not retroactive; that is, they do not have any effect on tests or work completed prior to the student's submission of medical documentation and the College's determination of any necessary accommodation.

Students with disabilities have the same responsibility as other students to meet the College's academic and behavioral standards and to follow the College's general policies and guidelines regarding standards of conduct.

## Appeals

Allegheny College has an internal grievance procedure providing for prompt and equitable resolution of complaints alleging violations of Section 504, the ADA, or other aspects of its non-discrimination policy. Students may use this grievance procedure to appeal the College's decisions regarding requests for accommodation. To file a grievance or to otherwise lodge an internal complaint regarding an alleged violation of the College's non-discrimination policy, students should contact the Dean of Students. Contact information for the Dean of Students is as follows:

Office of Student Life
Allegheny College
520 North Main Street
Meadville, PA 16335
814-332-4356

For more information about services for students with disabilities, contact the Director of Disability Services, John Mangine, at 814-332-2898 or john.mangine@allegheny.edu, or visit the Student Disability Services Web page at http://sites.allegheny.edu/disabilityservices.

(Spring 2007)

# 11.9 Equal Employment Opportunity

The College's Equal Employment Opportunity policy is housed in **Section 400.1** in the *Employee Handbook*.

Inquiries concerning compliance with this policy should be addressed to the Director of Human Resources.

# 11.10 Allegheny College Student Conduct System

Allegheny's Student Conduct Code governs both academic (The Honor Code) and non-academic conduct. A complete description of the student conduct system including policies, procedures, and sanctions is published annually in *The Compass Student Handbook and Resource Guide*.

# 11.11 Travel Policy

The Travel Policy is housed in Section 1100 in the *Employee Handbook*.

# 11.12 Telecommuting Policy & Guidelines

The College's policy on working from home (telecommuting) can be found in **Section 400.19** of the *Employee Handbook*.

# 11.13  Nepotism

The College's policy on employing relatives (nepotism) can be found in **Section 400.10** of the *Employee Handbook*.

## 11.14 Consensual Relationships

The College's policy on consensual relationships between employees can be found in **Section 400.16** of the *Employee Handbook*.

## 11.15 Employee Consulting or Other Employment

The College's policy on consulting and other outside employment can be found in **Section 400.11** of the *Employee Handbook*.

## 11.16 Solicitations and Fund Raising

The College's policy on solicitation (fundraising, sales, etc., directed at the campus community) by employees can be found in **Section 400.15** of the *Employee Handbook*.

Any project or program which seeks funds through solicitations, sales, or advertising, or which seeks to solicit all or a segment of the Allegheny College constituency, as such, must be approved by the Vice President of Development.

The Annual Fund for Allegheny College urges giving on the part of Allegheny's constituency for current operations or special projects, and this ongoing program might possibly be a vehicle by which an approved proposal can accomplish its goal. The Office of Development is responsible for working with the faculty and administrators on all matters requiring funding from outside private sources, and encourages members of the faculty to consult with the Development staff about current and future needs.

## 11.17 Campus Solicitation Policy

Allegheny College prohibits unauthorized solicitation on campus property. We require prior approval for any group or individual looking to provide information or sell products on campus.

In general, for-profit organizations are not permitted to solicit on campus. For example, credit card, phone card, and cell phone companies are not permitted on campus. Other solicitors looking for permission to be on campus must seek approval through the office of Student Activities. If granted permission then authorized solicitors (e.g. organizations selling class rings or photos for seniors) will only be permitted in the Henderson Campus Center. The purpose of this process is to maintain an environment that supports the academic objectives of our community.

Off-campus religious or faith groups wishing to visit campus must first be invited by a recognized student organization or College department. The College department or organization must receive authorization from the Spiritual & Religious Life Office before the off-campus group may come to Allegheny College. Authorized groups or individuals will be hosted in the Henderson Campus Center unless prior permission is granted to visit other facilities or grounds. The purpose of this process is to establish a campus environment that is free of coercion and proselytization. (Revised Spring, 2005)

## 11.18 Events Involving Candidates for Political Office

The Events Involving Candidates for Political Office policy is housed in *The Compass Student Handbook and Resource Guide*.

## 11.19 Parking, Keys, and Employee ID's

Information about campus logistics including employee parking access, building keys, and ID cards can be found in **Section 200.3** of the *Employee Handbook*.

## 11.20 Standards of Conduct

College expectations for employee conduct can be found in **Section 900** of the *Employee Handbook*.

## 11.21 Financial Internal Controls

The College's Financial Internal Controls policy can be found in **Section 900.10** of the *Employee Handbook*.

## 11.22 Intellectual Property Created at Allegheny College

Allegheny College has adopted a policy regarding the ownership of intellectual property created while working at the College. The policy addresses ownership of copyright works created by faculty, ownership of certain patented materials pursued by faculty using College resources, works produced by non-faculty employees, works created by students, and procedures for disclosure of copyrightable works and patent applications. The full text of the policy can be found in **Appendix H** of the *Employee Handbook*.

## 11.23 Background Check Policy

In order to provide a safe, secure environment and reasonable protection for the campus community, to safeguard the financial assets of the College, and to comply with applicable law. College policy is to conduct criminal background checks on all new hires and volunteers. Employee background checks may also include credit history check, social security verification, or motor vehicle record search at the College's expense, dependent on the position. The most recent published version of the Background Check Policy can be found in **Section 400.8** of the *Employee Handbook*. The published policy is subject to change based on changes in applicable law. Please check with Human Resources for the latest information on required background checks.

## 11.24 Drug-Free Policy

In compliance with Federal Law, Allegheny College has adopted and implemented a program to prevent the use of illicit drugs and the abuse of alcohol by students and employees. A description of Allegheny's program, including standards of conduct, options for treatment, and possible sanctions, can be found in **Appendix D** of the *Employee Handbook*.

## 11.25 Open Access Policy

The faculty of Allegheny College is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, the faculty adopts the open access policy described below.

Each faculty member grants Allegheny College nonexclusive permission to make available his or her scholarly articles and to exercise the copyright in those articles for the purpose of open dissemination. In legal terms, each faculty member grants to Allegheny College a nonexclusive, irrevocable, paid-up, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, provided that the articles are not sold for a profit, and to authorize others to do the same. The policy will apply to all scholarly articles written while the person is a member of the faculty except for any articles completed before the adoption of this policy and any articles for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. The Provost or Provost's designate will automatically waive application of the policy for a particular article upon express direction by the author, who informs Allegheny of the reason.

To assist the College in distributing the scholarly articles, no later than the date of publication, each faculty member will provide an electronic copy of his or her final version of the article at no charge to the designated representative of the Provost's Office in an appropriate format (such as PDF). "Scholarly article" is understood to be an article published in a peer-reviewed journal. Articles will be provided to the College even if application of the open access policy is waived; such articles will be placed in a closed archive by the College—preserved but not disseminated.

The Provost's designate will make the appropriate scholarly articles available to the public in an open access repository. The Provost's Office, in consultation with the Academic Support committee will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the faculty.

This policy will be reviewed by the Academic Support Committee three years after its adoption, and a report will be presented to the faculty. The Academic Support Committee and Library staff will develop a plan to render compliance with the policy as convenient for the faculty as possible.

(Adopted 14 March 2013; added to Handbook 2018)