

Faculty Handbook

2025-2026

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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 i 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

The Allegheny College Mission Statement is housed on *About Allegheny College.*

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

The Statement of Community is housed on *About Allegheny College.*

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*.

Allegheny exists to provide students with a liberal arts education of high standards. We expect our graduates to be capable and farsighted leaders and rational and responsible citizens equipped to meet the challenges confronting all society. We expect them to value diversity, individual integrity of thought and action, and the importance of personal rights and freedom in the context of society as a whole. We expect them to know that the same complexities that create the problems and challenges of living also give life its richness.
Allegheny believes that among all possible forms of education, liberal arts and science education best develops individual potential. It enables participants to experience and enjoy life to the fullest, enabling the mind to encompass all aspects of the world. Among other benefits, liberal arts education broadens the kinds of careers, interests, and activities that can be—and are likely to be—pursued. It develops and

encourages the use of the imagination, in the creative sense and for solving problems of everyday life. It promotes understanding of others' aspirations and feelings toward the foundation of constructive relationships.

To provide such an education, Allegheny aspires to this academic goal: to develop students' minds and teach them how to learn on their own. While factual knowledge is important, no one can master in four years all that is needed for a lifetime. Most important is engaging students in an active learning process that entails not only comprehending facts, but also taking responsibility for their proper use.

Thus, Allegheny's educational program is designed so that its graduates are able to:

- Think critically and creatively;
- Communicate clearly and persuasively as speakers and writers;
- Invoke multiple ways of understanding to organize and evaluate evidence, and to interpret and make sense of their experiences and the experiences of others;
- Apply their knowledge and learning to engage in informed debate and to analyze and solve problems.

(Approved by faculty vote, 22 January 2015)

1.4 The Honor Code

The Honor Code is housed in *The Compass Student Handbook and Resource Guide*.

Honor Code History and Philosophy

Allegheny's Honor Code is different from many other colleges because it is a student-run code, developed and upheld by the students themselves, rather than imposed by the administration.

A voluntary Honor Code was established in 1960, and by 1962 over two-thirds of the student body participated. The following year, the student body voted to make the Honor Code mandatory. This decision, also approved by the faculty and administration, first applied to the class that entered the College in 1964. Every three years since 1990, the Honor Committee conducts a student referendum to determine if the student body wishes to continue the student-run Honor Code.

The philosophy behind the Code is one of mutual benefit and trust, designed to promote independence and integrity in an atmosphere of academic self-responsibility. In return for trust, the Code grants such provisions as unproctored exams, among others. Students pledge to complete all academic work honestly and to encourage other students to do so as well.

The Honor Committee was created with two objectives. The first is to educate the student body and faculty on the importance of the Code and what it states, the second being to investigate possible violations. The Honor Committee is a fact gathering body, tasked with gathering information and deciding whether or not the Code was violated. The Honor Committee does not give sanctions to those found to violate the Code.

Academic Conduct

Any member of the College community may report an alleged violation of the Honor Code. Such reports shall be prepared in writing and directed to the Honor Committee. Such reports should be submitted as soon as possible after the alleged violation occurs using the online Honor Code form.

Allegheny College operates under the following Honor Code:

Honor Code

Honor Code Article I

Section 1

The Honor Code applies to all work evaluated for academic credit at Allegheny. All students who have enrolled in Allegheny College will be responsible to uphold the Honor Code during their time as students. Each student is responsible for maintaining honesty in one's own academic work and maintaining the integrity of the entire College community.

Section 2

The Allegheny College Honor Code is a social contract which requires student participation to function properly. Participation in the Honor Code entails students holding not only themselves accountable to abide by the Honor Code, but also holding each other accountable to abide by the Honor Code.

Section 3

Instructors are expected to explain their policies regarding authorized aid, unauthorized aid, plagiarism, and citation expectations for the course, and are expected to include this material in a formal syllabus for the course. However, it remains the student's responsibility to know and to understand course policies. Any course policy designated by the faculty cannot be stricter than the Honor Code itself.

Section 4

Ignorance of any part of the code is no excuse for violating it.

Honor Code Article II

Upon enrollment in the College, each student acknowledges the following: "I hereby recognize and pledge to fulfill my responsibilities, as defined in the Honor Code, and to maintain the integrity of both myself and the College community as a whole."

Honor Code Article III

Section 1

If one student observes another committing what appears to be an act of dishonesty in academic work, it is the observer's responsibility to inform the instructor. In a situation in which a student reports an Honor Code violation, anonymity will be offered to the student throughout most of the Honor Committee's process. However, should the case reach an Academic Integrity Board hearing, the reporting student may be required to appear as a witness. In all other cases, anonymity of the student making the report will be preserved.

Section 2

The following practices are considered to be violations of the Honor Code in all work evaluated for academic credit: any attempt to receive or give unauthorized assistance from written, printed, or recorded aids, from any person, or from another's work. Faculty should specify in the syllabus or assignment any technologies or other forms of assistance which are not authorized for use by students. Unless specifically authorized by the course instructor, any use of generative artificial intelligence or other forms of machine learning to complete assignments will be treated as unauthorized assistance and will be deemed to be a violation of the Honor Code.

Section 3

Plagiarism is defined as using the ideas or words of another without citing the sources from which the ideas or words are taken. In all work evaluated for academic credit, the following must be carefully observed:

A. Any sequence of words taken verbatim from a source not original to the student or taken from the student's previous work (See Section 4) must be enclosed in quotation marks, and followed by accurate in-text and bibliographic citations. Simple errors in style or formatting are not considered violations of the Honor Code.
    a. The instructor's expectations regarding citations for verbatim quotations should be made clear to students in a written capacity through either the syllabus or the assignment guidelines. If expectations regarding citations are unclear to the student, it is the responsibility of the student to consult the instructor prior to the due date of the assignment.
B. When interpreting or paraphrasing the ideas or words of another, quotation marks cannot be used. In these cases, the language and sentence structure must be that of the student and not of the original source author. The interpreted or paraphrased content must be followed by accurate in-text and bibliographic citations. Simple errors in style or formatting are not considered violations of the Honor Code.
    a. The instructor's expectations regarding citations for interpreted or paraphrased material should be made clear to students in a written capacity through either the syllabus or the assignment guidelines. If expectations regarding citations are unclear to the student, it is the responsibility of the student to consult the instructor prior to the due date of the assignment.
C. Information that comprises common knowledge will vary by course but does not need to be cited. It is at the discretion of the instructor to determine what information is encompassed by common knowledge for the course. If a student is unsure of what information is encompassed by common

knowledge, it is the responsibility of the student to consult the instructor prior to the due date of the assignment.

Section 4

No work submitted for one course may be submitted for another except with the explicit approval of both instructors. If this approval is received, students are required to cite themselves when appropriate. Students should clarify the self-citation style with their professor. In this case, the plagiarism expectations specified above in Article III, Section 3 also apply.

Honor Code Article IV

Section 1

Tests and examinations at Allegheny may or may not be proctored. For in-person exams, instructors may remain in the room or in a nearby room. Instructors must remain in the building to be available to answer questions that may arise during the course of the examination, and must communicate to students where they are located in the building. For take-home exams, instructors must communicate to students when they are available for questions.

Section 2

In-person examinations are to be taken in the building in which they are given. Students may take their exam anywhere within that building, with the exception of taking exams into locked rooms and restrooms without explicit instructor permission. It is the student's responsibility to ensure that the door to the room remains unlocked during the entire exam. Students may not leave the building unless explicitly permitted to do so by the instructor.

Section 3

For in-person examinations, regardless of where in the building the test or exam is taken, the student is responsible for obtaining any changes or corrections. Instructors are not under obligation to search out students to provide this information. Furthermore, the exam must be handed in at the time requested. For take-home exams, changes or corrections made to the exam by the instructor must be directly communicated to students.

Section 4 - Honor Code Signature

To acknowledge and uphold the expectations of the Honor Code, a student, when submitting any work evaluated for academic credit, should note "the work is mine unless otherwise cited" and sign or type their full name in signature. The lack of a pledge does not exempt any work from the Honor Code.

Honor Code Article V

Section 1 Conflicts of Interest

If a member of the Honor Committee has a conflict of interest with any of the participants in a case, that member must excuse themselves from all case proceedings. Voting in the Honor Committee shall require a majority of those members without a conflict of interest in the case.

If conflicts of interest result in the available membership of the Honor Committee being insufficient to conduct business, the administrative advisor shall consult with the Campus Life and Community Standards Committee to identify an appropriate pool of replacement student members for the duration of a given case.

Section 2 Timelines

A. There is no statute of limitations imposed on the reporting of suspected violations of the Honor Code. However, prompt reporting is in the best interests of all. In general, the Honor Committee would prefer that faculty report suspected violations no later than sixty days after the date that the final grade for the course was posted to a student's record. So long as the request is initiated within sixty days, the disposition of the case may exceed that timeframe.
B. The administrative advisor to the Honor Committee will communicate with accused students within five business days of the initial report. This communication will lay out the process that is to be followed.
C. The case chair assigned by the Honor Committee to a specific case will communicate with the accused student and the faculty member within five business days of being appointed as case chair.
D. Students and faculty are asked to respond to Honor Committee communications within five business days. So long as the communication is initiated within five days, the continued disposition of the case may exceed that timeframe.
E. If a faculty member fails to communicate with the Honor Committee in a timely manner, that may constitute grounds for the Honor Committee to find the student "not responsible."
F. If an essential witness fails to communicate with the Honor Committee in a timely manner, that may constitute grounds for the Honor Committee to find the student "not responsible."
G. If an accused student fails to communicate with the Honor Committee in a timely manner, the Honor Committee may continue the case without their active participation.
H. Cases submitted at the very end of a semester will generally not be addressed until the beginning of the next semester, except where such a delay would affect a student's ability to graduate on time.
I. These deadlines may be extended as needed by agreement of the Honor Committee chair and the administrative advisor to the Honor Committee. Extensions of deadlines must be communicated to relevant parties in a timely fashion.

Section 3 Preliminary Procedure

After a reported violation of the Honor Code is received, the Honor Committee shall appoint a Case Chair for the case. This Case Chair will make initial contact with the accused student, the faculty member, and any applicable witnesses. This contact is for the purpose of ascertaining the facts of the situation.

The student will be informed of the following as it applies to the Honor Committee procedures:

- specific Honor Code sections that have been allegedly violated;
- that the student is permitted and encouraged to be accompanied by another member of the College community as a Community Support Person at any and all meetings;
- that the student is permitted and encouraged to speak on their own behalf and to present a written statement that contains relevant information and facts;
- that they have the opportunity to accept responsibility for the allegation and pursue a mutual agreement resolution as outlined elsewhere in the Code;
- that the student can decline to answer a question which may result in self-incrimination. (The student who chooses this action does so with the full knowledge that all aspects of the student conduct process will continue.).

The student should also be informed of the following procedures should a mutual agreement fail to be reached or if they deny responsibility for the allegation:

- that if a Review Panel were to occur, the student is permitted and encouraged to bring relevant and necessary witnesses to the Review Panel meeting;
- that the student is permitted and encouraged to read the Honor Committee Report that is developed by the Review Panel. The report is generated only when a possible violation is forwarded to an Academic Integrity Board.

Section 4 Mutual Agreement

A violation of the Allegheny College Honor Code is both a violation of an agreed upon set of rules relating to academic integrity, but it is also an ethical transgression that does harm to the community of scholars and learners. Student responses to their own violations need to address both the policy violation and the ethical problem.

A student who admits their violation of the rules of academic integrity and takes responsibility for their actions and the harm they have caused may resolve their case through mutual agreement with the faculty member. This option is available at most for the first two violations of the Honor Code.

A. A student who admits that they violated the rules of academic integrity and takes responsibility for their actions will be asked to meet with the administrative advisor to the Honor Committee and then to complete a form answering the following questions. In each case the student should answer with honesty and self-reflection.
    i. What specifically happened and why?
    ii. What were the individual decisions that led to this violation and what different decisions could have been made?
    iii. Who has been affected by actions and how have they been affected?
    iv. What concrete practices can you put in place to ensure that no further violations of academic integrity occur?
B. If the Honor Committee case chair and the administrative advisor to the Honor Committee believe that the student has answered honestly and with self reflection, then the matter is mutually agreed and will be closed.

C. Students will generally be placed upon an Honor Code Warning for a first offense and an Honor Code Probation for a second offense. This will occur at the discretion of the administrative advisor to the Honor Committee.
D. No appeal to a mutual agreement is possible.
E. If a student ceases to communicate about the Mutual Agreement process, then after ten business days from the last communication, the administrative advisor to the Honor Committee may revert to the Academic Integrity Board process.
F. Faculty will assign any grade sanction and communicate the sanction to the student.

If a mutual agreement is not made, then the case will go to a hearing of the Academic Integrity Board. This will take place if the student appears to lack honesty and self reflection in their responses. A student must demonstrate their understanding of both their own actions and the reasons for them as well as the harm caused to other parties.

A case in which the student denies responsibility will go to a hearing of the Academic Integrity Board (currently Article VI).

The third and subsequent cases for an individual student will automatically go to a hearing of the Academic Integrity Board if so voted by the Honor Committee.

Section 5 Review Panel

If a student denies responsibility for the allegation, or if a mutual agreement cannot be reached, or if this the student's third or subsequent offense, a review panel will be appointed. This will consist of the previously appointed Case Chair and two other members of the Honor Committee.

Review Panel's Responsibilities

A. The Review Panel should interview the accuser(s) and the instructor of the course in question during the course of its investigation. Additionally, any prospective witnesses should be questioned.
B. The Review Panel shall inform the accused student(s) of the time and place of the meeting.
C. Review Panels should be recorded. This recording will be kept by the Honor Committee until the process is concluded and all right of appeal exhausted, after which it will be erased or destroyed. The recording is the property of Allegheny College. Additionally, notes will be taken during the Review Panel meeting and during any interviews conducted. Each party will review and sign the notes attributed to them.
D. Review Panels will be conducted in confidence, with only one person testifying at a time. When the Review Panel convenes, the Case Chair will proceed as follows:
    1. Review the applicable procedures.
    2. Read the accusation.
    3. Inform the accused of the Honor Committee's responsibilities and of the purpose of the Review Panel meeting.
    4. Ask the student whether they understand the purpose of the Review Panel, and for any opening remarks.

5. Ask for the accused's closing statement. Allow the student to read, correct, and sign the Review Panel notes, thereby verifying the accuracy.

After the inquiry is completed, the Review Panel will discuss all substantial facts. The Review Panel will then make a recommendation to the full Honor Committee using the "more likely than not" standard. Technical rules of evidence, such as may apply in civil or criminal courts of law, do not apply to the Review Panel meeting.

Section 6. Recommendation to an Academic Integrity Board

A. At its next meeting, the Honor Committee will make a decision regarding the recommendation of the Review Panel. A majority of the membership of the Honor Committee without a conflict of interest in a specific case will be required to forward a case to an Academic Integrity Board. The Honor Committee will consider all substantial facts and base their decision by using the "more likely than not" standard. The accused will be notified in writing of the Honor Committee's decision.
B. In the event the Honor Committee decides not to forward a case to an Academic Integrity Board - all materials concerning the case will be removed from the student's educational records.
C. The Honor Committee will notify the course instructor and the accuser of its decision and report the results to the administrative advisor to the Honor Committee.
D. If the case is forwarded to an Academic Integrity Board, an Honor Committee Report will be submitted to the administrative advisor to the Honor Committee by the Case Chair, along with the written and typed statements of the accused, accuser(s), and instructor. Additionally, the Case Chair or another member of the Review Panel will be required to attend the Academic Integrity Board hearing to present the facts and information gathered by the Panel.

Honor Code Article VI

Honor Code Hearing Process

A. The Honor Committee will inform the administrative advisor to the Honor Committee of its intention to refer the alleged violation of the Honor Code to an Academic Integrity Board. Within five business days, administrative advisor to the Honor Committee will inform the accused student of the following information regarding the hearing process:
    - time, date and place of the hearing;
    - specific Honor Code policies that have allegedly been violated;
    - that student complainants and respondents are permitted and encouraged to have a Community Support Person accompany them to the hearing. A Community Support Person is a current Allegheny College student or current employee chosen by a student to serve in an advisory capacity during a student's involvement in the Academic Integrity process. The primary role of the Community Support Person is to assist the student in preparing for meetings/hearings and to attend meetings/hearings as support for the student. The Community Support Person is not an advocate for the participant, does not represent the participant, speak on behalf of the participant, or examine/cross-examine other parties or witnesses, except as required by law in Title IX cases. The participant is

responsible for presenting their own information; and, therefore, Community Support Persons are not permitted to speak or participate directly in any meetings/hearings without approval.

- that the participant is permitted and encouraged to meet with a College staff member to discuss the hearing process and to be accorded reasonable access to the Honor Committee Report, which will be reviewed and retained electronically. File contents cannot be copied, photographed or otherwise duplicated
- that the participant is permitted and encouraged to speak on their own behalf, to present relevant information, and to present a written statement and any additional information to the Academic Integrity Board no later than 24 hours prior to the hearing;
- that the student is permitted and encouraged to bring relevant and necessary witnesses to the hearing.
- The committee will conduct a hearing to receive and consider relevant facts about the alleged violation, to discuss the alleged violation, to determine whether the Honor Code has been violated, and to determine sanctions, if appropriate.

B. A recording is made of the hearing and retained by the administrative advisor to the Honor Committee pending an appeal. No other recordings of the proceedings are permitted.
C. Only the Provost and the administrative advisor to the Honor Committee or their direct designees will have access to the recording. No recording devices other than the official recording may be used during the proceedings. A file containing all records pertinent to the alleged violation is maintained by the administrative advisor to the Honor Committee. The recording and file are the property of Allegheny College. No other materials or notes related to the hearing should leave the room at the conclusion of the proceedings.
D. During the hearing, members of the Academic Integrity Board, the Honor Committee representative, the accused student and Community Support Person will be present, along with the administrative advisor to the Honor Committee. The Academic Integrity Board will be chaired by a non-voting representative of the administrative advisor to the Honor Committee who is trained in current policy and process to answer procedural questions and advise regarding the adjudication process.
E. The committee will listen to all relevant information and facts from:
    - the accused student;
    - the Honor Committee representative;
    - any witnesses, including the course instructor or teaching assistants, if appropriate.
F. Any member of the College community may be called as a witness by any of the parties involved with the alleged violation. Witnesses are permitted in the hearing only while presenting their testimony and responding to questions. The committee may determine the relevance of information and reasonably limit the participation of the witness accordingly.
G. Technical rules of evidence, such as those that apply in civil or criminal courts of law, do not apply to the hearing. Participants in the hearing may address comments and questions only to the committee. The board chair has the authority to make procedural decisions regarding the hearing.
H. When the board has heard and received the relevant information and documents offered by the parties during the hearing, the board will adjourn the hearing and move to executive session when only board members and the board Chair may be present. In the executive session, the board will

deliberate and decide whether they believe the accused student is responsible for violating the Honor Code and, if so, will assign sanctions, if appropriate.

I. The committee's decision shall be made on the basis of whether it is more likely than not that the accused student violated the Honor Code. All decisions of the committee are by simple majority vote. In the case of a tie vote, the matter will be considered to be concluded with no finding of a violation of the Honor Code.
J. After a decision has been reached, the administrative advisor to the Honor Committee will notify the accused student of the decision in writing within five business days from the date of the hearing.
K. Any student failing to attend a scheduled hearing does so with the understanding that the hearing may be held in their absence.

Honor Code Article VII

Appeal to the Provost

A. The decision of the committee may be appealed to the Provost of the College by the accused student within five business days from the date of the letter notifying the student of the decision of the committee. Such appeals shall be in writing and delivered to the Provost, with a copy to the Dean for the Student Experience.
B. In the written appeal, it is the responsibility of the person presenting the appeal to demonstrate grounds for the appeal. The appeal must specify the reason(s) for the appeal. The student appealing may appeal on any or all of the following grounds:
    - New facts not available at the hearing. If the facts were known but withheld during the original hearing by the person presenting the appeal, those facts may not be brought forward as a ground for appeal.
    - A violation of the process as described in the student handbook is one that significantly and materially affected the student's ability to present complete information to the board.
    - The board's decision was unsupported by any substantial evidence at the hearing.
C. The Provost has ten business days from the filing of the appeal to reach a decision.
D. The Provost may uphold or overturn the decision of the committee, return a case to the committee for further processing, or adjust or affirm any sanctions.
E. The decision of the Provost is final.

Honor Code Article VIII

Section 1 Honor Code Amendments

The Honor Code may be amended by a three-fourths vote of the full membership of the Honor Committee in consultation with Faculty Council, Allegheny Student Government, the Campus Life and Community Standards Committee, and the College Faculty. The amended Honor Code will be the subject of the next referendum, and will take effect should the student body vote to approve the Honor Code.

Section 2 Honor Code Referendum

Since 1990, the Honor Committee has held a referendum of the student body to determine whether the Honor Code shall remain a part of the Allegheny community every three years. This referendum shall be held in the second semester of every third year. A majority of degree-seeking students in the first-year, sophomore and junior class standings, on campus and abroad, as of spring count in the year of the referendum, must vote to affirm the Code in order to keep the student-run Code.

(Spring 2024 Referendum)

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; the Associate Deans and Associate Provosts of the College; the Registrar's Office; and the Maytum Center for Student Success. The most recent organizational chart of the entire College is available as **Appendix A** of the *Employee Handbook.*

1.6.1 Chief of Staff

Position Summary
The Chief of Staff reports to the President and serves as a member of their senior staff and trusted advisor and contributes to strategic institutional discussions and planning. The Chief of Staff is a member of the President's Cabinet and reports to the President. They provide thoughtful partnership, input, and resources to the president and senior leadership team, in addition to serving as a liaison for the president with other administrative leaders and staff. The Chief of Staff plays an active role in moving the president's strategic priorities forward and also helps manage essential projects and initiatives across campus and with outside communities and agencies to ensure they are completed. The Chief of Staff will be a strategic and innovative thinker who must also be a collaborative leader within the president's executive team.

Supervisory Responsibility
Ombuds Office

Committees
Serve on College committees or task forces as designated by the president.

1.6.2 Provost and Dean of the College

Position Summary
The Provost and Dean of the College is the chief academic officer and a holder of faculty rank. The Provost and Dean of the College is a member of the President's Cabinet and reports to the President. As a member of the senior administrative team, the Provost and Dean of the College serves in an important College-wide leadership and policy-making role.

Supervisory Responsibility
Direct supervision of Associate Provost, Chief Information Officer, Registrar, Director of Faculty Development, Director of Faculty Diversity and Inclusion, Director of Undergraduate Research, Director of Interdisciplinary Studies, department and program chairs, and executive assistant in the Provost Office. Oversight supervision of faculty and academic building coordinators.

Committees
Administrative liaison with the Faculty Council and the Faculty Review Committee; serving on or appointing designee for Academic Standards and Awards Committee, Assessment Committee, Curriculum Committee, and Finance and Facilities Committee.

1.6.3 Vice President for Institutional Advancement

Position Summary
The Vice President for Institutional Advancement will advise and support the President and Board of Trustees in all matters of fundraising and alumni relations while providing leadership for the development, execution, and on-going assessment of an integrated plan for fundraising and alumni relations. The Vice President for Institutional Advancement is a member of the President's Cabinet and reports to the President. The Vice President will mentor and assess the advancement team, improving quality and effectiveness, while continuing to enhance its culture of collaboration and collegiality. The Vice President will integrate best practices to improve both results and performance within all areas of

advancement on the Allegheny College campus, especially in programs such as principal and major gifts, donor recognition, stewardship, and alumni engagement.

Supervisory Responsibility
The Vice President for Institutional Advancement is responsible for the direct supervision of eight administrative employees including: the Associate Vice President for Institutional Advancement; Sr Director of Advancement for Leadership Giving; Sr Director for Advancement Operations; Director of Foundation and Corporate Relations; Sr Director for Alumni Engagement and Annual Fund: Executive Director of Economic, Civic, and Community Engagement; Executive Director for Career Education; and Assistant to the Vice President.

1.6.4 Vice President for Enrollment Management

Position Summary
The Vice President will serve as the chief enrollment officer and will have oversight of institutional marketing and communications for the College. The Vice President is responsible for the overall leadership in the Offices of Admissions, Financial Aid, and Marketing and Communications. The Vice President for Institutional Advancement is a member of the President's Cabinet and reports to the President. The Vice President is an active partner in college-wide planning and policy discussions and provides leadership in the design and implementation of marketing, recruitment and enrollment practices that seek well-prepared students, promote retention to graduation, and advance the mission and goals of Allegheny College.

Supervisory Responsibility
Directly supervise admission, financial aid, and marketing and communications directors. Indirectly oversee the duties of the admission, financial aid, and marketing and communications staff members. Responsibilities include interviewing, hiring and training employees; planning, assigning, and directing work; appraising performance; addressing concerns and resolving staff issues.

1.6.5 Vice President for Student Life and Dean of Students

Position Summary
The Vice President for Student Life and Dean of Students is the College's chief student affairs officer and works collaboratively with the senior administration, faculty, staff and students to provide a comprehensive living/learning environment that challenges students to be engaged citizens, creates a campus environment respectful of differences and prepares students for a lifetime of contribution to society. The Vice President for Student Life and Dean of Students is a member of the President's Cabinet and reports to the President. The VP/Dean of Students provides support to the Academic and Student Affairs Committee of the Board of Trustees.

Supervisory Responsibility
The VP/Dean of Students provides direct overall supervision to the following:

- Associate Dean of Students for Case Management, Wellness Education
- Associate Dean of Students for Student Engagement

- Associate Dean of Students / Director of Student Involvement
- Associate Dean of Students / Director of Residence Life
- Assistant Dean of Students for Wellness and Community Standards / Director of Student Conduct
- Assistant Dean of Students / Director of Spiritual and Religious Life
- Director of the Counseling and Personal Development Center
- Director of Public Safety
- Director of Student Health Center
- Assistant to the VP / Dean of Students

Committees
Co-chair of the Campus Life and Community Standards Committee.
Academic Awards and Standards and Exemptions Committee.

1.6.6 Dean for Student Success

Position Summary
Provide leadership and strategic direction in matters relating to student success at Allegheny College, including but not limited to student on-boarding, retention, advising, and learning support. Partner closely with the Vice President for Student Life and Dean of Students on matters relating to student success. Advise the President and senior leadership team on matters relating to student success. Supervise the Office of Student Success, including but not limited to new student orientation, class deans (jointly with Student Life), academic advising, learning support services, and international education. Provide support and content for strategic communications related to student success.

Supervisory Responsibility

- Responsible for direct supervision and performance evaluations for the Associate Dean for Student Success.
- Jointly responsible with the Vice President for Student Life and Dean of Students for direct supervision and performance evaluations for the First Year Class Dean and Co-Director of Allegheny Bound Student Orientation; the Second Year Class Dean and Director of Transfer Advising; the Junior/Senior Class Dean and Liaison to Alumni Affairs and Career Education and an Executive Assistant.
- Responsible for supporting supervisory direct reports as they manage the daily operations of their areas.

1.6.7 Dean for Institutional Diversity

Position Summary
The Dean of Institutional Diversity guides and focuses efforts to conceptualize, define, assess, and cultivate diversity as an educational resource and as a strategic priority for the College. The Dean for Institutional Diversity is a member of the President's Cabinet and reports to the President. They collaborate with campus-wide constituencies to establish and maintain policies supportive of diverse students, faculty, and staff.

Supervisory Responsibility
This position oversees the Center for Inclusion, Diversity, Equity, Access and Social Justice (IDEAS), the Assistant Dean for Institutional Diversity, and the Office of Spiritual and Religious Life, and manages its exempt and non-exempt employees.

Committees
Co-Chair of the College's Council on Diversity and Equity

1.6.8 Director of Athletics and Recreation

Position Summary
This is a supervisory position, responsible for leading the Athletics and Recreation Department and implementing all NCAA and President's Athletic Conference (PAC) policies and procedures. The Director of Athletics and Recreation is a member of the President's Cabinet and reports to the President.Nurtures effective communication and partnerships throughout campus by conferring with campus leadership on the integration of essential departmental functions and services.

Supervisory Responsibility
Responsible for the supervision of the following positions:

- Full time head coaches
- Full time administrative staff
- Full time, part time, and volunteer assistant coaches

Committees
Retention Council

1.6.9 Director of Human Resources, Payroll and Title IX Deputy

Position Summary
The Director of Human Resources is responsible for policy development and management of the Human Resources function for Allegheny College. The Director of Human Resources is a member of the President's Cabinet and reports to the President. Manage and supervise human resources activities related to employment, recruitment, employee relations, compensation, benefits, payroll, training, safety, performance evaluation, job descriptions, and policy development, and legal compliance. Perform a variety of analytical, research, and routine activities in human resources and benefits administration. Assist the President with correspondence, problem solving, special reports and projects as assigned.

Supervisory Responsibility

- Supervise three full-time employees: Assistant Director of Human Resources, Payroll Manager and HR Generalist

Committees
Facilities and Finance Committee--Co-chair Fiduciary Committee of FFC

(Revised 11 November 2021)

1.7 Faculty Handbook Update Procedure

The Faculty Handbook currently contains three categories of material, and the procedures for updates are different for each category. The categories are as follows: Faculty Council Materials, Committee Materials, and Human Resources Materials. For changes to be made in the Faculty Council Materials and Committee Materials categories, changes must be brought to the Faculty for an approval by vote, for the Faculty Handbook in its current form as a standalone document and for the Faculty Handbook section of the proposed College Handbook. For Human Resources Materials in the current Faculty Handbook, changes must be brought to the Faculty as an FYI but do not require a vote. In the proposed College Handbook, the Human Resources Materials will be in the General Employee Handbook section and changes to that section should still be brought to the Faculty as an FYI.

1. Faculty Council Materials
2. Committee Materials
3. Human Resources Materials

Faculty Council Materials
Faculty Council is responsible for bringing the majority of Faculty Handbook changes to Faculty Meetings for a vote. This includes two items in the Introduction, Section 1.1: Allegheny College Mission Statement and Section 1.2: Statement of Community and the following sections in their entirety: Section 2: Organization of the Faculty, Section 3: Standing Committees of the Faculty, Section 4: Standing Committees of the College, and Section 5: Faculty Appointments. Some of these sections also require a vote in other college constituencies and in those cases, the representative bodies associated with those constituencies (i.e. ASG and SAC/AAC) will be responsible for bringing those items for a vote. In order for Faculty Handbook language in these sections to be changed, Faculty Council needs to bring the changes to Faculty Meetings for a first and second reading and approved by a majority vote.

Committee Materials
Academic Support Committee, Academic Standards and Awrds Committee, Assessment Committee, and Campus Life and Community Standards are responsible for bringing changes to some sections of the Faculty Handbook to Faculty Meetings for a vote. In order for Faculty Handbook language in these sections to be changed, the responsible committee needs to bring the changes to Faculty Meetings for a first and second reading and approval by a majority vote.

- Academic Support Committee is responsible for Section 7: Faculty Support Services.
- Academic Awards and Standards Committee is responsible for Section 8: Academic Regulations except Section 8.2: Academic Honor System, Sections 9.2: Tests, Papers, and Examinations Policy, Section 9.4: Grade Reports, Section 9.9: Classroom Attendance Policy, Section 10.2: Phi Beta Kappa, Section 10.3: Valedictorian Selection, and Section 10.4: Teaching Awards.
- Assessment Committee is responsible for Section 1.3: Allegheny's Institutional Learning Outcomes and Section 9.1: Syllabus Policy.

- Campus Life and Community Standards is responsible for Section 1.4: The Honor Code, Section 8.2: Academic Honor System, and Section 9.8: Recording Policy.

Human Resources Materials

Materials in the Human Resources sections of the current Faculty Handbook and in the General Employee Handbook section of the proposed College Handbook can be changed by Human Resources employees and Cabinet members after they have been brought to the Faculty at a Faculty Meeting as an FYI. Human Resources materials include Section 1.5: History, 1.6: Allegheny Organization, Section 6: Employee Benefits, and Section 11: General College Policies.

(11 November 2021)

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. The last meeting of the year is held after the last day of final exams preceding Commencement. The remaining meetings, of which there are five or six each semester, will begin at 4:30 p.m. on Thursdays. All full-time faculty members are expected to attend and must be physically present to vote. Part-time faculty may attend faculty meetings but may not vote.

Meetings will be limited to 90 minutes, but can be extended (twice at most) by a ten-minute increment if the majority of the voting members in attendance choose to do so. At the scheduled end time, any voting member can bring a motion to extend the meeting ten minutes beyond its intended close; a second is required, as is a supporting majority to continue business. No debate will be allowed pertaining to this motion. If the motion fails, the moderator will declare the meeting adjourned. If the motion passes, business will continue until adjourned or until a second vote to extend.

The Moderator, charged with setting meeting agendas and guiding the body on the appointed timetable, will attempt to limit critical reports that require significant interrogation or discussion to one per meeting. An annual schedule of recurring reports will establish a timeline for presentations in order to aid advance planning and distribution of business. The faculty Moderator and Secretary will share expectations with agenda participants to facilitate and speed the summary of items distributed for review in advance of the meeting.

Minutes of faculty meetings are posted electronically in advance of the next meeting in order to allow review. 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

(Revised 11 November 2021, 13 April 2023, 16 November 2023)

2.2 Faculty Moderator

The Moderator of the Faculty will be a faculty member elected for a three-year term by a vote of the Faculty. According to the College Bylaws, Article XII, Section 2, "The President shall preside at all meetings of the Faculty unless the President designates another to do so." The Moderator is presumed to be the President's faculty designee and will therefore preside at all faculty meetings. All full-time faculty members, except members of elected service positions and the Chair of IRB, are eligible to serve as Moderator. 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. Faculty completing three consecutive years of service as Faculty Moderator will not normally be appointed to a committee for two years.

Once elected, the Moderator will be responsible for establishing a schedule for presentations at Faculty Meetings by standing committees, the President, and other administrators. The Moderator will be

responsible for working with these groups and individuals to determine and distribute in a timely fashion the agenda for each meeting.

2.2.1 Adding Agenda Items

If an individual faculty member wishes to add an item to the Faculty meeting agenda, they must first go through the relevant committee or Faculty Councl. If the committee or Council decline to take the item forward, and if the faculty member still wishes it to be discussed by the full Faculty, they must submit the item in writing to the Moderator prior to the meeting in which the items will be presented for consideration, confirming that they have already consulted with the relevant committee and/or Faculty Council. In the event that the Moderator determines that the individual has followed the aforementioned procedures, the Moderator will follow the procedures below, and will ensure any relevant materials are available for review.

If a faculty member has brought an item to the Moderator ahead of the meeting, the Moderator will ask at the beginning of the Faculty meeting if there are motions from the floor to add new items to the agenda. At this moment, individuals who have prepared an agenda item in consultation with the Moderator can present their item for consideration by the Faculty.

If a member of the Faculty proposes adding an item to the agenda and this motion is seconded, the Moderator will facilitate a vote by paper ballot. If the motion is supported by at least two-thirds of the Faculty in attendance, the item will be added to the agenda.

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 they believe will enrich the quality of the discussion. All remarks made during debate will be addressed to the Moderator.

(Fall 2021, Revised 13 April 2023)

2.3 Secretary of the Faculty

The Secretary of the Faculty will be a Faculty member nominated by the Faculty Council and approved by the Faculty. In nominating a Secretary, the Council will take into account seniority and/or record of contributions to the College. An individual may decline Council's nomination, but an individual who is nominated by Council and affirmed by a vote of the Faculty is expected to serve. Faculty completing three consecutive years of service as Secretary of the Faculty will not normally be appointed to a committee for two years.

The Secretary represents the Faculty at the Commencement Ceremony by participating in the awarding of degrees and affixing their 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.

(*Fall 2002, Revised Fall 2021, 13 April 2023)*

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 3.1 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 endows members of the Facuty with rights but also imposes responsibilities. Among the most important are 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 eligible for appointment thereafter. Additional information on committees and their membership is available on-line at the College Committees webpage.

2.5.1 General Rules

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.

At the end of each semester in which a Faculty member served on a nominated standing committee, they will earn 5 Committee Service Points (CSP). At the end of each semester in which a Faculty member serves on an elected standing committee or as the Faculty Moderator or as the Secretary of the Faculty, they will earn 6 CSP. At the end of each semester every Faculty member will lose 3 CSP (balanced by any they gained) to a minimum of 0 CSP. Following the receipt of the Annual Committee Activities report, Faculty Council will award faculty for each semester they served as chair of that committee with 1 CSP.

Faculty Council will consider institutional needs and current faculty member accumulated CSP to determine appointments to standing committees. Generally, Faculty Council will prioritize nominating faculty members with 0 accumulated CSP at the time of nomination. A record of all CSP will be kept up to date and maintained by Faculty Council and will be shared with the faculty body at the time committee service preferences are requested. Faculty should expect to be relieved of service from a nominated standing committee position following the completion of a semester in which their accumulated CSP is greater than or equal to 12 unless otherwise negotiated with Faculty Council. Faculty who are elected to a standing committee (Faculty Review Committee, Faculty Council) are expected to complete a three year appointment regardless of their accumulated CSP. 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.

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 5.2.39). 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.

2.5.2 Faculty Election Procedures

There are several elected positions in faculty governance, namely Faculty Council, Faculty Review Committee, and Faculty Moderator. All of these will follow the same election procedures unless otherwise noted in their descriptions.

2.5.2a Procedure Overview

Elections for the positions noted above will be overseen by the current members of Faculty Council. Elections should adheare to the following steps:

1. **Eligibility and Opt-out Form:** Contact the members of the faclty eligible for election, as determined by Faculty Council and the Provost Office. (See eligibility requirements in Section 2.4.2c below). Provide eligible faculty members the option to opt-out of appearing on the first round ballot by responding to Faculty Council within one week of notification.

2. **First Round Ballot:** After the eligible faculty members have had the week-long period to respond, Faculty Council will send out an electronic ballot for the first round of voting. This ballott will include all eligible faculty how have not opted out. Full-time faculty can vote for any number of candidates. The first round ballot will remain open for responses for one week.
3. **Second Round Ballot:** Based on the results of the initial round of voting, Faculty Council will prepare a final ballot listing a number of candidates equal to twice the number of vacancies to be filled through the election. In the cases of ties on the first round ballot, additional candidates may be added to the second round ballot. These candidates will be the top vote earners from the first round ballot. The second round ballot will be sent to all full-time faculty, who can then vote for any number of candidates. The second round ballot will remain open for responses for one week.
4. **Results:** Faculty Council will notify the top vote earners of their election and then notify the entire faculty of the election results. If there is a tie such that a winner cannot be determined, see the procedures for ties in Section 2.5.2b below.

2.5.2b Resolving Ties on Second Round Ballot

In the case where more than one candidate receives the exact same number of votes and that results in having more top voting earners than open positions, a runoff election will occur. Examples where this might happen would be a tie between two or more candidates who have the most votes when there is only one open position, or when there is a tie for second place when there are two open positions.

In the event of a tie such as noted above, Faculty Council will prepare a ballot consisting of only the tied candidates. The ballot will be distributed to all full-time faculty members who will be able to vote for exactly one candidate. The top vote earners will be elected to any remaining positions after resolving the Second Round Ballot.

2.5.2c Eligibility

Generally, all full-time faculty will be eligible for election with the following exceptions:

i. Faculty currently serving on an elected faculty position.
ii. Faculty currently serving as the Chair of the Institutional Reveiw Board.
iii. Faculty who have completed a full three-year term on an elected position and the final day of that term is within three years of the first round of election.
iv. Other eligibility criteria as dictated by the position/committee description.

2.5.2d Affiliation

If faculty are appointed in departments that have a traditional academic division affiliation (Humanities, Natural Sciences, Social Sciences), they will normally be considered to be of that division, though they may elect to identify with another division for the purposes of committee assignments. If faculty are appointed in multiple departments with different divisional affiliations, they must choose which division they will represent. If faculty are formally appointed in departments without divisional representation (e.g., interdivisional departments), they must 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 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. In order to declare a divisional affiliation other than the default affiliation determine by departmental appointment, Faculty should send a brief memo identifying their divisional affiliation. If approved by Faculty Council, all such declarations will be honored for the purposes of committee assignments. 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.

2.5.3 Committee Composition

When not specified, faculty membrship on standing committees should, whenever possible, reflect the diversity of perspective, experience, and expertise of members of the College. In cases where divisional representation is specific, 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.

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

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

Faculty terms on standing committees begin at the start of the semester in which their appointment begins and end at the start of the semester after the final semester of their appointment. While committee terms do run through the summer months, committee members should only be expected to respond to essential business and may do so electronically. Non-essential business should be delayed until the start of the new semester.

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 their 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.

2.5.4 Committee Operations

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.

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

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.

Each standing committee of the Faculty shall maintain a transition file that is accessible only to current committee members and which contains the following items: a report of the work the committee has completed in previous years; a progress report of the committee's current work; a record of agendas and meeting minutes; relevant correspondences between the committee and members of the College community related to the committee's work; memoranda explaining the rationales for significant committee decisions; relevant documents and reports that the committee references to accomplish their work; and a signed, written statement that verifies that the out-going and in-coming chair have a completed a transition process at the end of the appropriate academic semester. The in-coming committee Chair shall send the statement verifying the transition between the in-coming and out-going chair to Faculty Council. Faculty Council shall be responsible for verifying that all standing committees have completed this transition.

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.

2.5.4a Committee Records and Reports

Unless otherwise stated, the reporting frequency and procedures are:

i. An agenda will be established for each meeting and distributed to Committee members in advance of the meeting.
ii. The Committee will keep minutes of the meeting. Minutes will be submitted electronically to the Merrick Archives to be posted on the committee website for distribution to the college community.
iii. An annual report will be filed with Faculty Council by September 15 and presented in a fall faculty meeting attachment.
iv. An annual agenda to outline anticipated committee business for the year will be filed with Faculty Council prior to the September faculty meeting.

2.5.5 Task Forces and Summer Working Groups

Often it will be necessary or convenient for temporary committees to be created by the President, Provost, or Faculty Council. Task forces are a means to achieve a strategic goal that cannot be accomplished, or accomplished as efficiently, within the existing committee structure. They should assist the administration in developing and/or implementing College policies or procedures as part of wider strategic plans or initiatives. They should have finite terms, typically at least one semester to a year, and should involve significant time commitment with regular meetings. Summer working groups, which involve monetary compensation, are created by the President or Provost and operate during the summer months.

For service on a Taskforce created by Faculty Council or with Faculty Council's consultation, a number of CSP may be awarded to faculty members serving on those committees during a given semester. The number of CSP awarded will be determined by Faculty Council commensurate with the CSP system.

Any faculty member may submit a request to Faculty Council for CSP based on service during a given semester. Any such request must be submitted by the end of the semester following the semester when the service work was completed. Faculty Council's decision on whether to award service points and how many points to award is final.

(*Revised 28 January 2016, 28 April 2018, 14 November 2019, 11 November 2021, 17 March 2022, 13 April 2023*)

2.6 Departments, Programs, and Chairs

Within and across the College, departments and programs are organized around a discipline or the intersection of multiple disciplines. The essential function of these units is to draw experts together in areas of scholarly pursuit, fostering collaboration and advocacy. In designing curriculum, in clarifying policies and standards for students, and in representing needs and concerns to the administration of the College, departments and programs are critical to the delivery of the curriculum. So, too, are these disciplinary and interdisciplinary hubs vital centers for scholarship, service, and interaction with the world beyond our campus.

Colleagues within these areas may share modes of instruction, research or performance paradigms, equipment needs, or other matters of mutual concern. They might just as easily debate any or all of the above. In either case, departments and programs serve as venues in which faculty can pursue alignment with peers to advance their work and the interests of their students within Allegheny's liberal arts context.

Practically speaking, departments and programs are also facilitators of majors and minors as well as advising within those courses of study. They introduce course descriptions and program requirements through the Curriculum Committee, and they schedule course offerings in consultation with the Registrar. Departments are also imparted with great responsibility in recommending faculty candidates for hire, renewal, tenure, and promotion. To these ends a great deal of work is organized at the department level.

2.6.1 Department Chairs

The Chair of a department is the chief academic and administrative officer for that department and is accountable directly to the Provost. They are responsible for the proper functioning of the department 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 up to 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. Chairs serve at the pleasure of the Provost, who will evaluate each 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 they believe 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.

2.6.2 Department Chair Responsibilities

Outlined below is a list of the specific duties of the department Chair. 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.

a. *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.
b. *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). They oversee department policies and practices, guide planning, and serve 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.
c. *Personnel:* The Chair has oversight responsibility for department staff, including 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; they 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.

d. *Handling and Keeping of RSE Narratives:* All narratives will be sent to the Chair of the faculty member's home department. If a tenure committee has been formed for a candidate, the Department Chair will be responsible for sharing RSEs with the tenure committee. 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:
    i. The instructor has left the college and is not expected to return, or
    ii. The instructor has achieved the rank of full professor and at least five years have elapsed since the course was taught.
e. *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. If a promotion or tenure committee has been formed for a candidate, the promotion or tenure committee will be responsible for coordinating and authoring committee evaluations.
f. *Departmental Meetings:* Chairs are responsible for calling regular department meetings; a minimum of three meetings per semester is required. The Chair ensures that agendas are made available to department members and that department business is recorded as appropriate.
g. *Course Scheduling:* The Chair 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.
h. *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 credits may be delegated, primary oversight belongs to the Chair.
i. *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.
j. *Budget:* The Chair is responsible for planning and maintaining the department operations budget.
k. *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 by tenured faculty. If a tenure committee has been formed for a candidate, the tenure committee will be responsibility for determining classroom obervation policies for that candidate. 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.

2.6.3 Classroom Observation Minimum Expectations

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:

a. *Frequency.*Every tenure-track colleague must be observed teaching by at least one tenured colleague each semester, for formative or summative purposes. Every NTTR faculty member must be observed teaching by at least one tenured colleague each semester during their first six years of service. Teaching observation during the first semester of employment may be for formative purposes only. Following their sixth year of service, NTTR faculty should be observed teaching at least once by a tenured colleague in the period prior to their contract renewal. The Department Chair or Tenure Committee Chair is responsible for creating a schedule of observations and communicating that schedule with both the observed faculty member and the observing faculty members.
b. *Sequence.* Classroom observations should happen on two sequential classes or as close together in the calendar as circumstances allow;
c. *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 minimize clasroom disruption;
d. *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 being observed can inform the observer about the course in general, what they are trying to accomplish in these particular class meetings, and what they would like the observer to look for. After the classroom visits, the observing faculty member should describe what they observed in the areas the observed faculty member designated beforehand and in other areas where the observer discerned noteworthy strengths and challenges.
e. *Submission of report.* A written report of classroom observations must be submitted to the Department Chair or Tenure Committee Chair by the last day of classes of the semester in which the observation took place. The Chair will then electronically submit the observation(s) to the Provost Office by the end of the semester.

Adjustments to the frequency and submission of reports may be made in exceptional circumstances at the discretion of the Provost in consultation with the tenure-track or NTTR faculty member and the Department Chair or Tenure Committee Chair.

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 their designee 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 when available.

(Spring 2002, Revised Spring 2004, Spring 2011. 2 March 2012, 14 November 2019, 11 November 2021, 27 April 2023)

2.7 Faculty Input into the Reappointment of the Provost

The Provost 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 their 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 they do not wish to be considered for reappointment.

(*Created 9 March 2012, Revised 13 April 2023*)

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

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

(Created 9 March 2012, Revised Spring 2019, 13 April 2023)

Section 3: Standing Committees of the Faculty

Faculty members of standing committees of the Faculty 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. With rare exceptions, Faculty members are not asked to serve on committees during their first two years at the College, but are expected to be available thereafter. Standing committees of the Faculty can also include ex officio members who hold administrative positions at the College that intersect with the committee's work. These ex officio members have the right to attend all committee meetings, including executive sessions in which only committee members meet. In some cases, ex officio members have voting rights on committees. In other cases, ex officio members are non-voting members of committees who retain the right to attend and participate in meetings. Ex officio members of committees have voting rights on committees unless committees specify otherwise. Additional information on committees and their membership is available through the College website.

(Revised 13 April 2023)

Committee on Committees for Faculty Governance

3.1 Faculty Council

3.1.1 Purpose:

a. To be a representative for faculty and for the integrity of and support for the curriculum.
b. To advise the President and the Provost in the development of College policies.
c. To serve as the Committee on Committees.
d. To consider and deal appropriately with issues brought to it by any member of the College community.

3.1.2 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 concerns submitted by any member of the Faculty. Faculty Council will add items to their agenda when any member of the Faculty brings issues to them. After appropriate deliberations, Council may present such concerns 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 each August on an annual staffing plan for the next fiscal year and any subsequent revisions.
d. To recommend changes in the committee structure to the Faculty.
e. To nominate faculty for membership to the Standing Committees.
f. To administer the elections for Faculty Council and the Faculty Review Committee.
g. To appoint *ad hoc* committees, task forces, and/or working groups and to inform the Faculty of the responsibility and personnel of these committees.
h. To appoint an Academic Review Task Force, charged with the responsibility of assessing departments and programs and making recommendations about strategic investments every five years on a timeline that enables an academic review to be completed at least one year prior to the commencement of the Middle States accreditation process.
i. To advocate for matters of faculty concern that have gone through the shared governance system and raise issues that concern the faculty at large at each meeting of the Board of Trustees, and to solicit responses, input, and updates regarding such matters as they are available.
j. To accept and file annual reports from all Faculty Committees.
k. To verify that a current version of the College Bylaws is available on the College's website and assist in communicating to the College community regarding any changes that occur to the College Bylaws.
l. To arrange financial training in collaboration with the Chief Financial Officer and FFC on an annual basis.
m. To advise the President on honorary degrees.
n. To appoint two Allegheny faculty representatives to the GLCAAcademic Council, with one representative being a member of Council. As a member of the Great Lakes College Association, Allegheny sends two representatives to the GLCAAcademic Council, which typically meets once per year. The representatives should serve three-year, staggered terms when possible and represent two different divisions of the College.
o. To devise a process for selection of faculty members to serve on Board of Trustee committees.

3.1.3 Procedures:

a. Either the President of the College, the Provost, or the Chair of the Faculty Council may convene Council. If the Chair of Faculty Council is incapacitated or resigns, members of Facility Council will select an Acting Chair who may also convene meetings until a permanent chair is named. The Chair or Acting Chair of Council also has the discretion to call a meeting in executive session attended only by members of Faculty Council.
b. An agenda will be established for each meeting and distributed to Council members in advance of the meeting.
c. The Council will keep minutes of their 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. 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 and provide additional updates via email when appropriate.
e. The Council will place its annual report in D-space at the end of each academic year.

3.1.4 Membership:

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 Faculty for three-year, staggered terms. Any full-time continuing 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.

The Chair will be an elected member of the Council selected by the Council for a one-year term. If a Chair is unable to complete their term, an Acting Chair may be selected by the Council temporarily or for the remainder of the one-year term.

(Revised 18 November 2021, 21 April 2022, 13 April 2023, 4 April 2024)

Committees on Faculty Review, Curriculum, Assessment, and Research

3.2 Faculty Review Committee

3.2.1 Purpose:

a. To make recommendations to the President in matters of tenure, promotion and appealed NTTR appointments in accordance with the faculty appointment guidelines and promotion guidelines approved by the Faculty and the Board of Trustees.

3.2.2 Functions:

The specific functions of the Faculty Review Committee 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.

3.2.3 Procedures:

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

3.2.4 Membership:

The Committee will be composed of the following:

a. Six tenured faculty members, elected from and by the full-time Faculty for three-year, staggered terms; two from the natural sciences, two from the social sciences, two from the humanities; but no more than one member from any one department.
b. Faculty members on the Committee shall select the Chair from among themselves for a one-year term.
c. The Provost, as an ex officio, non-voting member

(Revised 18 November 2021, 13 April 2023)

3.3 Curriculum Committee

3.3.1 Purpose:

Many matters pertaining to the academic operation of the College, including 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. To consider and formulate the College's educational priorities and educational goals.
2. To recommend ways and means by which these priorities and goals should be reflected in the academic program.

3.3.2 Functions:

The specific functions of the Curriculum Committee 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 review the curriculum, including the Distribution Requirements, periodically and systematically, with Committee decisions and recommendations subject to Faculty approval.
g. To create a subcommittee of the Curriculum Committee tasked with considering exemptions from curricular requirements. Its decisions are individual and are not considered as establishing precedent. This subcommittee has two specific areas of responsibility:
    i. To consider, evaluate, and approve Student-Designed programs and
    ii. To consider, evaluate, and approve the use of ineligible courses to fulfill a College Distribution Requirement.
h. To provide advice and support to the Provost in implementing the above responsibilities.

3.3.3 Procedures:

a. 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.

3.3.4 Membership:

The Committee will be composed of the following:

a. Four faculty members, with at least one member each from the natural sciences, social sciences, and humanities nominated by the Faculty Council and elected by the Faculty for three-year, staggered terms as voting members.
b. Four students appointed by the Allegheny Student Government for two-year terms as voting members.
c. The Provost or designee and the Registrar or designee as ex officio, voting members.
d. The Director of the Library, the Associate Dean for Student Success and the Director of Community Engaged Programs or their designees as ex officio and/or consulting non-voting members.
e. The Director of the FS Program as Consultant to the Committee on matters relating to the FS Program.
f. The Chair will be a faculty member selected by the Committee for a one-year term who will determine the agenda in consultation with the Registrar or Registrar's designee ..
g. Subcommittees created by the Curriculum Committee for considering exemptions from curricular requirements (see Curriculum Committee Functions, item 3.3.2g) are 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 18 November 2021, 21 April 2022, 13 April 2023)

3.4 Curricular Assessment Committee

3.4.1 Purpose:

The principal function of the Curricular Assessment Committee is to serve as the primary oversight body for the College's assessment of student learning in the Academic Curriculum. As such, the Curricular Assessment Committee is responsible for oversight of five primary assessment mechanisms:

a. To monitor the ongoing development of the Departmental and Program Self-Study process.
b. To review and approve annual assessment plans and reports from academic programs.
c. To evaluate the Distribution Requirements' (DR) effectiveness in helping students achieve the associated DR learning outcomes.
d. To provide guidance to the Office of Institutional Effectiveness in the ongoing development of the Senior Project Assessment.
e. To monitor and report 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 assessments, and serves as a resource to facilitate communication among the faculty and administration about assessment-related initiatives and projects.

3.4.2 Functions:

The specific functions of the Curricular Assessment Committee are:

a. To assist academic programs in the prioritization of assessment activities during the construction of their annual assessment plans.
b. To provide guidance to Academic Programs on developing program and course learning outcomes.
c. To consult with the Institutional Effectiveness Committee on college survey instruments, identifying areas of importance for Institutional Learning Outcomes.
d. In consultation with the Associate Provost for Institutional Effectiveness, Strategic Planning and Assessment, to formulate recommendations on assessment initiatives, including those from external accreditation agencies.
e. In consultation with the Associate Provost for Institutional Effectivenss, Strategic Planning and Assessment, work to identify priorities for situating Allegheny's assessment practices and results with respect to relevant comparison groups and information.
f. To provide advice to Programs on the range of assessment data available for inclusion in their assessment cycle 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. To provide advice and guidance to the Associate Provost for Institutional Effectiveness, Strategic Planning and Assessment on structuring and supporting programs' annual assessment activities. In particular, the Committee will review annual assessment plans and assessment reports to evaluate the effectiveness of the assessment process. In its review, the Committee will pay particular attention to the effectiveness of the assessment 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 assessment process more effective or efficient as a mechanism for assessing programs and supporting ongoing program improvement.

h. To provide advice and guidance to the Associate Provost for Institutional Effectiveness, Strategic Planning, and Assessment on structuring and supporting program self-studies.
i. To assess the Distribution Requirements on a five-year cycle, reporting findings to the Institutional Effectiveness Committee and Provost each year. During the first four years of each cycle, two categories will be assessed each year. In the fifth year, the Committee will lead the assessment of the Distribution Requirements as a whole, including their relationship to assisting students with achieving the Institutional Learning Outcomes.
j. Every fifth year, to 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 Institutional Learning Outcomes, seek opportunities to improve the effectiveness and efficiency of the College's assessment processes, and report the findings to the Faculty.

3.4.3 Procedures:

a. Meetings of the Committee will normally be open to all members of the College Community.
b. The Committee will report to the Provost at least once per semester.
c. An annual report in the form of an Executive Summary will be filed with the Faculty Council and the Institutional Effectiveness Committee; it will also be deposited in D-space.

3.4.4 Membership:

a. The Committee membership, selected to represent broadly the campus community, will be composed of the following voting members:
    i. The Associate Provost for Institutional Effectiveness, Strategic Planning and Assessment;
    ii. Three faculty members, with at least one member each from the traditional divisions (natural sciences, social sciences, and humanities, as selected by individual Faculty members on the committee preference form) nominated by the Faculty Council and approved by the faculty for three-year staggered terms
b. 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 Associate Provost for Institutional Effectiveness, Strategic Planning and Assessment..

(Revised 18 November 2021, 13 April 2023, 16 November 2023, 15 February 2024)

3.5 Academic Support Committee

3.5.1 Purpose:

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 allocates resources to support teaching, professional development, and faculty research. The Committee also serves as a focal point for consideration of issues related to these matters.

3.5.2 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 specific functions of the Academic Support Committee 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 provide guidance 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 provide guidance on library resources that support teaching and faculty research.
e. To oversee the Karl W. Weiss '87 Faculty Lecture Series, including recruiting speakers, scheduling the talks, advertising and implementation of public lectures.

3.5.4 Membership:

The Committee will be composed of the following:

a. Three faculty members, with at least one member each from the natural sciences, social sciences, and humanities nominated by Faculty Council and approved by the Faculty for three-year staggered terms.
b. The Chair will be an elected faculty member chosen by the Committee for a one-year term.
c. The Director of Faculty Development, and a representative from the library appointed by the Provost as ex officio, non-voting members.

(Revised 18 November 2021, 13 April 2023)

3.6 Institutional Review Board

3.6.1 Purpose:

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.

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

3.6.3 Projects Requiring IRB Review:

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

3.6.4 Procedures for Obtaining IRB Approval for 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 Chair 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.

3.6.5 Record Keeping:

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.
f. Sub-boards authorized by the IRB are obligated to provide the chair of the IRB with:
    i. An annual list of members
    ii. 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
    iii. The names of the researchers and advisors as well as the date of receipt and approval.
g. The IRB will provide reports as required by either the College or state and federal regulations.

3.6.6 Membership:

The Board will be composed of the following:

a. A minimum of five persons, at least three of whom are Allegheny College faculty and one of whom is the Chair, 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. The Chair will be appointed by Faculty Council after consultation with the Provost. Because of the expertise required for understanding Office of Human Research Protection (OHRP) of the U.S. Department of Health and Human Services (DHHS) policies, appointments will typically be

for 5 years with an option to renew, ideally with some overlap between incoming and outgoing Chair. The renewal term may be for a period of 1 to 5 years. The Chair appointment will count as a standing committee appointment and include a stipend for summer work. The extended term will be followed by a standard 2-year hiatus from committee service. Because of the serious legal and institutional duties of the IRB, if the Chair does not meet the obligations of the position, Council, in consultation with the Provost, may replace the Chair.

d. IRB members should serve staggered three year terms; members may be re-appointed at the conclusion of their term
e. The IRB may, at its discretion, appoint consultants to the IRB to address specific concerns requiring specialized knowledge
f. The Provost will appoint a Human Protections Administrator who is an ex-officio member of the committee.

(Revised 18 November 2021, 13 April 2023)

3.7 Animal Research Committee

3.7.1 Purpose:

a. To insure the welfare of animals used in teaching and research that originates at the College.
b. To conduct initial and continuing review of all research and classroom projects involving animals carried out by members of the college community.
c. To review research proposals initiated by faculty members in connection with their respective academic pursuits

3.7.2 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.

3.7.3 Functions:

The specific responsibilities of the ARC are:

a. To conduct both initial and continuing review of all research and classroom projects directly involving the use of animals 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.

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

3.7.5 Membership:

The Committee will be composed of the following:

a. Two faculty members nominated by Faculty Council, approved by the faculty, and appointed by the Provost 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; the non-chair faculty member serves a three-year term and the Chair's term is outlined below.
b. The College's principal animal caretaker, appointed by the Provost;
c. The Chair will be appointed by Faculty Council after consultation with the Provost. Because of the expertise required for understanding animal research policies, appointments will typically be for 5 years with an option to renew, ideally with some overlap between incoming and outgoing Chair. The renewal term may be for a period of 1 to 5 years. The Chair appointment will count as a standing committee appointment and include a stipend for summer work. The extended term will be followed by a standard 2-year hiatus from committee service. Because of the serious legal and institutional duties of the ARC, if the Chair does not meet the obligations of the position, Council, in consultation with the Provost, may replace the Chair.
d. At least one member of the Meadville community, appointed by the Provost, who does not use laboratory animals in any way and whose only affiliation with the College is membership on the ARC.
e. A licensed veterinarian appointed by the Provost.

(Revised 18 November 2021, 13 April 2023, 19 October 2023)

Committees on Student Success

3.8 Academic Standards and Awards Committee

3.8.1 Purpose:

a. The principal function of this committee is to make certain that students meet the academic requirements established by the faculty.

3.8.2 Functions:

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 suspension or dismissal and to determine which will be suspended or 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. Its decisions are individual and are not considered as establishing precedent. This subcommittee has one specific areas of responsibility: To adjust a student's academic program and requirements (such as waivers of 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 for Student Life, as a review board in the selection of student recipients of various College awards for superior performance in scholarship and general merit.
h. To solicit, vet, and recommend eligible candidates for honorary degrees to the President.
i. To provide advice and support to the Dean for Student Experience and the Provost in mplementing the above responsibilities.
j. To recommend to the Faculty the Academic Calendar and the course scheduling grid.

3.8.3 Procedures:

a. Student members will not attend or participate in any meeting where the academic record or performance of an individual student is discussed.
b. In cases of academic suspension, 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 Provost's designee may be substituted.

3.8.4 Membership:

The Committee will be composed of the following:

a. Four faculty members, with at least one each from the natural sciences, social sciences, and humanities nominated by the Faculty Council and approved by the Faculty for three-year, staggered terms,
b. Two students appointed by the Allegheny Student Government each year for up to a two-year term.
c. The Chair will be a Faculty member selected by the Committee for a one-year term.
d. The Provost or Provostos designee, as ex officio, voting members.
e. The Dean for the Student Experience, as an ex officio, voting member.
f. The Registrar and Associate Dean of Records and Associate Registrar as ex officio, non-voting member.
g. The Allegheny Student Government Director of Educational Affairs and other non-voting consultants as determined by the Committee.
h. The Dean's Exemption Committee is chaired by the Registrar or Registrar's designee. Voting members include at least three faculty members from the Academic Standards and Awards Committee. Non-voting consultants may be included as appropriate.

(Revised 18 November 2021, Updated 21 April 2022, 13 April 2023, 4 April 2024, 5 December 2024)

Section 4: Standing Committees of the College

4.1 President's Cabinet

The President's Cabinet is the primary policy-making body of the College and includes the President; Provost and Dean of the Faculty; Vice President for Institutional Advancement; Vice President for Enrollment Management; Dean for the Student Experience; Dean of Diversity, Equity, and Inclusion; Chief Financial Office and Vice-President for Finance and Administration; Director of Athletics and Recreation; and Director of Human Resources. The Chair of Faculty Council also participates in Cabinet meetings but is not a member of the President's Cabinet because Faculty Council is a Standing Committee that does not report to the President. The President's Cabinet reviews all major financial, administrative, academic, and programmatic issues. Additional information about the senior leadership of the College and the current membership of the President's Cabinet can be found online at the President's Cabinet website.

(*Revised 22 April 2021, 13 April 2023*)

4.2 Student Enrichment Committee

4.2.1 Purpose

The purpose of the Student Enrichment Committee is to support efforts to create a vibrant and inclusive student community, to serve as the basic needs committee for the campus, and to support retention efforts for Allegheny College students. The committee also serves as a forum for Allegheny Student Government to bring forth issues of general concern from the student body. Meetings of the Committee will normally be open to all members of the College community.

4.2.2. Functions

Specific responsibilities of the Student Enrichment Committee (SEC) are to:

a. Advise the Dean for the Student Experience and the President's Cabinet on issues related to creating a vibrant and inclusive student community, campus basic needs, and retention efforts for Allegheny College students.
b. Make recommendations to the Faculty on student conduct policies that have academic implications (including sanctions) and on policies related to creating a vibrant and inclusive student community, campus basic needs, and retention efforts for Allegheny College students.
c. Make recommendations to other governance committees as appropriate on issues within their purview related to creating a vibrant and inclusive student community, campus basic needs, and retention efforts for Allegheny College students.
d. Serve as a point of contact for Allegheny Student Government regarding matters of general interest to the student body.

e. Serve as the committee that supports campus efforts to increase access and education around basic needs; recommend actions, policies and/or procedures if or when needed; and provide the space for communication by and from basic needs focused team members.
f. Consult with the administrators of the Academic Integrity and Student Conduct Codes on the operation of those conduct systems, including participating in the periodic review of both policies.
g. Coordinate with the Office of Student Life to review policies, programs, and services that regulate and support student life on campus; and recommend appropriate changes to the *The Compass: Student Handbook and Resources Guide* as needed.
h. To serve, in conjunction with the office of the Dean of Student and Community Development, as a review board in the selection of student recipients of various College awards for superior performance in scholarship and general merit.
i. Provide representation to the Allegheny Experience Committee of the Board of Trustees.

4.2.3. Membership, Membership Selection, Terms of Office and Chair Selection.

The Committee will be composed of the following:

a. Two faculty members, nominated by Faculty Council and approved by Faculty vote, to serve three-year staggered terms. These appointees should be knowledgeable about and involved in the non-academic experience of students. One faculty member, preferably one with tenure and experience on the committee, will be selected by the committee to serve as Co-Chair of the committee.
b. The Dean for the Student Experience or their designee, who serves as Co-Chair of the committee.
c. Two students appointed by the Allegheny Student Government each year for up to a two-year term as voting members. Ideally, student members should represent the diversity of the student body.
d. Two non-instructional employees: one appointed by the Dean for Inclusive Excellence, and one by the Director of Athletics, as voting members. These appointees should be knowledgeable about and involved in the non-academic experience of students.
e. One representative from the Staff Advisory Committee (SAC) as a voting member.
f. One representative from the Administrative Advisory Committee (AAC) as a voting member.
g. *Ex officio*, non-voting consultants may be invited to participate in committee meetings as necessary and appropriate.

(Revised 11 April 2019, 13 April 2023, 13 March 2025)

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.

4.3.1 Purpose

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 President's Cabinet, 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 Vice President for Institutional Effectiveness.

4.3.2. 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:
    i. Social climate surveys
    ii. Bias reports
    iii. Student conduct reports
    iv. Employee and student exit interviews and reasons for leaving the College
    v. 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 Dean of Diversity, Equity, and Inclusion.
f. To provide representation to the Diversity, Equity, and Inclusion Committee of the Board of Trustees.

4.3.3. Membership, Membership Selection, Terms of Office and Chair Selection

The council will be composed of the following:

a. The Dean of Diversity, Equity, and Inclusion.
b. Three 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 Dean of Diversity, Equity, and Inclusion 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, 13 April 2023)

4.4 Finance and Facilities

4.4.1. Functions

The principal functions of the Finance and Facilities 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
    i. the size of the College
    ii. the level of tuition and fees
    iii. the size and distribution, over broad categories, of the College budget
    iv. needs and priorities for new construction, renovation, and deferred maintenance on the campus
    v. long-range financial and facilities planning.
d. To recommend priorities for broad financial aggregates and ratios.
e. To hear and deal with related issues brought to the Committee by any member of the College Community.
f. To provide representation to the Advancing Allegheny Committee of the Board of Trustees.

4.4.2. 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 who request it in advance of the meeting.
b. The Committee 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 Co-Chairs 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.

4.4.3. Membership, Membership Selection, Terms of Office, and Chair Selection

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

1. Four faculty members nominated by the Faculty Council and approved by the Faculty for three-year, staggered terms;
2. Two non-instructional non-exempt employee representatives appointed by the Staff Advisory Council (SAC) and two non-instructional exempt employee representatives appointed by the Administrative Advisory Council (AAC) for four-year staggered terms.
3. Four students nominated by the Allegheny Student Government and confirmed by the President of the College for two-year staggered terms;
4. The CFO/VP for Finance and Administration, and the Provost ex officio. Both are non-voting members.
5. The Director of Human Resources, the Director of Physical Plant, and the ASG Director of Finance will serve as non-voting consultants to the committee.
6. The Co-Chairs of the Committee will be the CFO/VP for Finance and Administration and a faculty member of the Committee selected for a one-year term.

(Revised, Spring 2022, 13 April 2023)

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 President's Cabinet. Information about the AAC can be found online at the Administrative Advisory Committee. .

4.6 Staff Advisory

The Staff Advisory Committee (SAC) is elected to communicate the interests, opinions and concerns of the non-exempt (hourly) employees to the President's Cabinet. Information about the SAC can be found online at the Staff Advisory Committee.

(Revised 13 April 2023)

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. Two faculty members serve as Faculty Athletic Representatives to the athletic department and relevant NCAA conferences. Because of the expertise required for understanding PAC 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. FARs will earn Committee Service Points (CSP) in a manner consistent with other committee service. 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, 21 April 2022, 13 April 2023)

4.9 Safety Committee

4.9.1 Purpose:

The Allegheny College Safety Committee supports the overall college mission "to prepare young adults for successful and meaningful lives in a diverse, interconnected world" by providing a safe and healthy place to live, work, and learn. In partnership with the College administration, faculty and students, the Safety Committee strives to reduce environmental, health, and safety risks through programs that promote stewardship for the College's human and environmental resources. The most up to date information regarding the committee can be found on the committee website. https://sites.allegheny.edu/safety/

4.9.2 Functions:
The specific duties of the Safety Committee are:

a. Promoting safety awareness throughout the College.
b. Organizing and providing safety training programs for employees and students.
c. Assisting in safety inspections of buildings, grounds, and work sites on a periodic basis as dictated by the College's inspection program.
d. Promptly reviewing all safety-related incidents, injuries, accidents and illnesses. Including investigation, recommending appropriate corrective action, follow-up and compliance.
e. Periodically evaluating Safety Committee by-laws, structure, and operations, and recommending any changes.
f. Coordinating with offices and departments to monitor completion and compliance of all training and inspections as well as an overall awareness of safety on campus to meet these objectives as a unified college body. Safety at Allegheny College is a campus wide initiative involving everyone.

4.9.3 Procedures:

a. In order to be legally certified, the Safety Committee is required to have more employee (non-supervisory) representatives than employer (supervisory) representatives as voting members, to have representation from particularly high-risk areas, and to achieve a quorum each month. Thus, alternate members must be designated to meet these requirements if some members are

unavailable for any given meeting. Members designated as alternates are voting members of the committee only when they are filling in for voting members of the Safety Committee.

b. The election of the committee Chair and Vice-Chair will be held during the monthly committee meeting the month before the incumbent's term expires. If the Chair or Vice-Chair leave office before the term expires, an election will be held during the next scheduled Safety Committee meeting. The elected officer will serve for the remainder of the term.
c. Consultants serve on the Safety Committee as non-voting members.
d. The Safety Committee is governed specifically by its own bylaws which can be found here: https://sites.allegheny.edu/safety/committee-by-laws/

4.9.4 Membership:

The Safety Committee will be composed of at least four committee members (voting members) at all times. Employee representatives will serve a continuous term of at least one year. Employer representatives can be appointed by the CFO or can be rotated onto the committee as business needs dictate. To ensure at least one experienced representative serves on the committee at all times, it may be advisable to stagger the terms of the members. Committee membership, voting members, and bylaws will be maintained on the Safety Committee website.

a. The committee will be composed of the following.
    i. One faculty member from the laboratory sciences, nominated by Faculty Council, will serve as a voting member of the committee.
    ii. Up to two individuals contracted by the college, with expertise in safety compliance, will serve as Ex-officio members.
    iii. One representative each from Physical Plant, Athletics, Public Safety, Human Resources, Information Technology Services, Student Life, Conferences and Events, Finance, and Theater. These members can be appointed by the head of their respective departments.
b. A Chair and Vice-Chair will be elected from among the voting committee members to one-year terms.
c. The President of the College, or a designated representative of the office, will determine voting members of the Safety Committee from among the representatives listed above in order to meet state guidelines at the start of each year and ensure that information is posted publicly.

(17 March 2022, Revised 13 April 2023)

4.10 Health Professions Faculty Advisors

The functions of the Health Professions Faculty Advisors are to advise the Maytum Center for Student Success and members of the faculty on issues related to Allegheny's health professions programs.

Responsibilities and duties include working with professional staff to counsel students concerning career opportunities in the health field; to advise students about undergraduate liberal arts curricula suitable for graduate health education; to assist students in compiling dossiers and obtaining graduate placement; 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; to consult with current students to ensure that their needs and viewpoints are represented in health professions advising; to represent Allegheny College at admissions events, orientation, and appropriate professional institutions and association meetings; and to provide counsel, guidance, and support to the Senior Assistant Dean of Student Success for Health Professions Advising, and the Dean for Student Success. Limited work may be required during the summer months, which should be primarily confined to attending admissions events and participating in orientation as needed.

In order to assist students in compiling their application dossiers, the Health Professions Faculty Advisors, the Senior Assistant Dean of Student Success for Health Professions Advising, and the Dean for Student Success or their designee will constitute the Health Professions Advisory Committee for the purpose of completing committee letters of recommendation. The Senior Assistant Dean of Student Success for Health Professions Advising will convene and chair the Health Professions Advisory Committee.

Because of the expertise required for understanding health professions advising and to provide continuity in advisement, appointments will typically be for 5 years with an option to renew, ideally with some overlap between incoming and outgoing advisors. The Provost will appoint two (2) Health Professions Faculty Advisors after consultation with the Dean for Student Success and with Faculty Council. Any full-time faculty member is eligible. Because of existing medical school preferences, at least one (1) Health Professions Faculty Advisor should be from the following STEM fields (Biology, Biochemistry, Chemistry, Neuroscience, and Physics). The other Health Professions Faculty Advisor should be from a program outside those fields, with a preference for departmental alignment with pre-health students. Health Professions Faculty Advisors will earn Committee Service Points (CSP) in a manner consistent with other committee service..

(21 April 2022, Revised 13 April 2023)

4.11 Institutional Effectiveness Committee

4.11.1 Purpose

The Institutional Effectiveness Committee (IEC) is a standing committee of the College tasked with consulting on and recommending policies and practices pertaining to the use of assessment data across the institution.

4.11.2 Functions

The Institutional Effectiveness Committee will:

a. Make recommendations to the Associate Provost for Institutional Effectiveness, Strategic Planning and Assessment; Faculty Council; President's Cabinet; and/or other Committees of the Faculty or College regarding assessment and continual improvement.
b. Advise on the assessment cycle for the institution, ensuring that all programs, including curricular, co-curricular, and administrative, are regularly engaged in the process of continual improvement, including updating policies and procedures when necessary.

c. Manage the assessment of general education programs annually, including the SWS, DR, Junior Seminar, and SPA (create plans, provide resources, summarize and analyze data). Facilitate the timely access to data collected in these processes.
d. Consult on the administration (timing, frequency, selecting participants, etc.) of all of the campus-wide surveys, including but not limited to National Survey of Student Engagement, First Destination Survey, and alumni surveys.
e. Institute annual professional development workshops for the members of the three assessment committees. Facilitate training in assessment in coordination with Director of Faculty Development, and designees of the Dean for the Student Experience and the Provost.
f. Investigate and recommend to appropriate offices ways to improve the culture of continual improvement across campus, including strengthening our informational infrastructure.

4.11.3 Membership

The committee shall be constituted by:

a. the Associate Provost for Institutional Effectiveness, Strategic Planning, and Assessment (Chair and ex officio)
b. two faculty nominated by Faculty Council, who will act as liaisons to the Curricular Assessment Committee, serving three-year terms.
c. two staff from the Student Experience division, appointed by the Dean for the Student Experience, serving two-year terms.
d. two administrative personnel, appointed by the Vice President of Finance and Administration. Terms of service shall be set by the divisions according to their standard practices.

(Created 16 November 2023)

4.12 Faculty Advisor to the Retention Intervention Team

The functions of the Faculty Advisor to the Retention Intervention Team (RIT) are to represent the faculty in the work of the Retention Intervention Team and to provide advice to the chair(s) of the team. Responsibilities and duties involve collaborating closely with professional staff to help devise intervention strategies to aid students in their retention and persistence through to graduation. This involves attending the weekly meetings of the RIT, which occur during the semesters. Limited work may be required during the summer months, which should be primarily confined to debriefing the work of the prior year and preparing for the work of the upcoming year. Access to confidential student information will be part of the position and such information should be used appropriately. Faculty Council will appoint one (1) Faculty Advisor to the Retention Intervention Team after consultation with the Dean for the Student Experience and the Provost. This will typically be a three-year term but could be extended by mutual agreement. Any full-time faculty member is eligible. The Faculty Advisor to the Retention Intervention Team will earn Committee Service Points (CSP) in a manner consistent with other committee service.

(Created 13 March 2025)

4.13 Faculty Service on Conduct Boards

All faculty are encouraged to be trained and available for service on either Academic Integrity Boards, which hear cases of alleged violations of the Honor Code, or Community Standards Boards, which hear cases of alleged non-academic student misconduct. Faculty service on these boards is a critical element of the faculty role in upholding academic and non-academic standards for students. In assembling hearing boards, attempts will be made to balance workload across eligible Board members. Training for Boards will be expected every three years for interested faculty. Faculty will earn Committee Service Points (CSP) for this function for each year in which either they complete the training or in which they serve on an Academic Integrity Board or Community Standards Board. Specifically, faculty will be awarded one CSP for completing the training and one CSP for each hearing board that they serve upon. Limited work may be required during the summer months.

(Created 13 March 2025)

Section 5: Faculty Appointments

5.1 Procedures for Recruiting Full-Time Faculty

Introduction

These procedures 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 throughout the process. Against these goals of quality, opportunity, and equity will be judged all requests for exceptions. All such requests must be directed to the Provost and Dean of the Faculty (hereafter referred to as "Provost").

In addition to these procedures, the Provost Office keeps a set of search guidelines that is shared with search committees within the Faculty Search Resource Materials. These guidelines will be reviewed at the end of each academic year by the Provost, the Dean for Diversity, Equity, and Inclusion, the Director of Faculty Development, and the Director of Human Resources or designee. All Department Chairs or Search Chairs who led searches during the academic year will submit feedback about the search guidelines in a manner determined by the Provost.

5.1.1. Identifying A Vacancy

5.1.1a Resignations and Retirements

When a faculty member expresses an intent to resign or retire, the department or program chairperson (hereafter referred to as "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 Department Chair wishes to prevent a resignation by means of a counter-offer, contact the Provost immediately to discuss how to proceed.) The Department Chair will next contact the Provost requesting permission to recruit a replacement. The Department Chair must be prepared to explain the need for maintaining the faculty line within the department. Should a question arise concerning the continued need for the faculty line, the Provost shall discuss it with the Department Chair, members of the department or program (hereafter referred to as "Department"), and the appropriate governance structure.

5.1.1b New Faculty Line

When a department or program desires an additional faculty line, it submits a written request with supporting documentation as early as possible. The documentation includes the Position Description detailed below and clearly articulates the need for the faculty line from an institutional perspective. In particular, the request must describe how the requested faculty line will further programmatic objectives and support the mission and strategic priorities of the College. The request must also include enrollment data and a description of programmatic history and goals.The Provost shall discuss requests for new faculty lines with the appropriate governance structure.

5.1.2. Writing the Position Description or Job Ad

A detailed job ad will be developed by the department or program as a whole. When teaching in additional departments or programs is contemplated, the appropriate Chair(s) must be consulted about required experience and teaching expectations. The description must 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 certain cases, an appropriate terminal professional degree is commonly expected. The Department Chair determines the appropriate terminal degree and provides a rationale. In all instances, the job description must distinguish clearly required credentials and experience from 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 Department Chair will request a copy of the latest job ad template from Human Resources and follow that template. The job ad must be approved by the Provost before any further steps in the search process are undertaken.

5.1.3. Planning The Search

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

5.1.3a 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 and diverse pool of qualified applicants. Departments are encouraged to work with the Dean of Diversity, Equity, and Inclusion in creating and sharing position announcements.

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.

5.1.3b The Search Committee

In its initial meetings, the department will 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 will 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 Department Chair and approved by the Provost.

All members of approved search committees must attend a scheduled Search and Selection Committee workshop hosted by the Provost Office. During this workshop, the Provost and the Dean of Diversity, Equity, and Inclusion will review the legal aspects of faculty searches and relevant materials, such as how to avoid cognitive errors, bias research, and Allegheny data points.

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) are charged with assessing an applicant's potential to contribute to teaching and learning in a liberal arts context. Particular attention will 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 are not 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.

The search committee will evaluate the candidates and offer a recommendation to the Provost, who makes the final decision about which candidate to hire.

5.1.3c Summary: The Search Plan

The following items, described above, must be sent to the Provost for approval before the job may be posted or shared:

i. Job notice for posting;
ii. Advertising list and groups;
iii. Search committee membership; and
iv. Preliminary interviewing plans.

5.1.4. Keeping Records

As soon as the search plan is approved, Human Resources will create a folder in an approved electronic repository to store the files. Electronic copies of the approved job ad will also be stored in the repository, as well as copies of the ads as they appeared in print or electronic form. 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 Department Chair and Search Chair will consult with Human Resources and the Provost Office regarding electronic file management.

Human Resources will prepare a form email for acknowledging receipt of an application. This email should be sent out the day the application is received. An email from the Search Chair should be used at the end of the search to notify all candidates except finalists that the search has concluded. Paper letters or phone calls from the Search or Department Chair should be used to notify any candidates who were brought to campus for an interview.

5.1.5. Screening Applications

Prior to beginning the selection process, the Search or Department Chair will review the applicant pool to determine historically underrepresented 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 Dean of Diversity, Equity, and Inclusion 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 must adhere closely to the qualifications outlined in the notice of vacancy. Although screening procedures may vary from committee to committee, the Search 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 Recruitment Tracking Report.

All members of the search committee should be encouraged to review the Faculty Search Resource Materials shared by the Provost's Office about cognitive errors and gender bias. These materials contain many best practices that must be kept in mind and followed throughout the selection process. 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.

5.1.6. Initial interviews

A subcommittee of department members forms to determine a pool of applicants for consideration. The full committee then narrows this list to a dozen or so candidates, called the short list.

The next step will be to conduct preliminary remote interviews with all short-listed candidates. A team of at least two search committee members will conduct all initial interviews, which follow a prepared set of questions
that has been approved beforehand by the committee.

Interviewers will 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.

After teleconference interviews are completed, the interviewers will share candidate responses to the set of questions as well as observations about the candidates with the full search committee. Together, the committee will then develop a diverse pool of five or six candidates who will be considered for interviews on campus. These five or six candidates **will not be ranked.**

The Search Chair will 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.

5.1.7. On-Campus Interview

The Search Chair must 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 Search Chair should call the candidates to establish the dates. The Search Chair is responsible for all arrangements except where explicitly stated in the paragraphs that follow.

5.1.7a Travel Arrangements

The candidate is responsible for booking their own travel. When confirmation of a candidate's travel plans is received, the Search 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 meal and lodging arrangements that meed candidate needs and preferences..

5.1.7b Interview Schedule and Participants

Each on-campus interview involves 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; a 30-minute meeting with the Dean of Diversity, Equity, and Inclusion; a 30-minute meeting with the Director of Faculty Development; 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; employees who are not continuing may participate only with the approval of the Provost. Once the Search Chair has assembled the schedule, a copy of it will 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.

5.1.7c Interview Content

During these interviews, the candidate must 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 will 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.

Questions asked during employment interviews should be directly related to determining the candidate's qualifications for the appointment. Inquiries regarding race, religion, ethnic background, national origin, marital status, dependents, or age are inappropriate and possibly prejudicial.

At the end of the on-campus visit, the Search Chair will ask whether the candidate remains interested in the opening, offer to provide additional information, inform each candidate regarding the number of other candidates still to be interviewed, and give some general estimate of when they may expect to hear from the College. The candidate will be told that if they are faced with a job offer decision prior to hearing from the College, the candidate should call the Search Chair or the Provost to inquire about their standing.

5.1.7d Candidate Reimbursement Process

Before the candidate leaves, the Search Chair will furnish the candidate with the candidate travel expense form so that their costs may be reimbursed by the College. This form when completed should be signed by the Department Chair and forwarded directly to the Provost Office.

5.1.8. Recommending Candidates

Soon after the final candidate has left campus, the Search 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, 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 can sucessfully fulfill the duties of the position, the Search Chair will immediately contact the Provost so that additional on-campus interviews can be arranged. Otherwise, the committee will indicate which of the interviewed candidates are "acceptable" and which are "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 Chair together will decide who will receive an offer. When agreement is reached all around, the Provost or designee will telephone the candidate to offer them the position.

5.1.9. Notification of Unsuccessful Candidates

When an oral acceptance has been received from a candidate, the Provost will notify the Search Chair and prepare a letter of appointment. The Provost Office will notify the Search Chair when a signed letter of appointment has been returned so that the Search Chair will notify the rest of the candidates via email that the position has been filled. These notifications may only be sent out after a signed letter of appointment has been returned to the College; for candidates who were brought to campus a more personal letter or a phone call may be used. 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 must be cast in deliberately vague terms. These letters may talk about the identification of other candidates whose credentials and experience appear to better suit the College's particular needs.

5.1.10 Hiring and After

It is important that contact be maintained with the new faculty member over the months prior to their arrival on campus. Not only does it keep the new faculty member's interest and enthusiasm high, but also it can greatly ease their adjustment to the College and community and avert minor problems in the fall. The Director of Faculty Development will also write to new faculty in August informing them of the fall

orientation program. The Department Chair should stay in touch regarding plans, syllabi, textbook orders, and the like for the courses to be taught by the new faculty member.

5.1.11. Concluding The Search

After the last rejection letter has been sent, the Search Chair will do the following: 1) complete a Search Log & Recruitment Tracking Report (the appropriate form is contained in the Faculty Search Resource Materials shared by the Provost's Office); and 2) follow the procedure for digital storage of search materials available in the Faculty Resource Materials shared by the Provost Office..

5.1.12. 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 they will be the individual selected.

If possible, job announcements for the late-opening vacancy should be sent to universities and professional registers as under normal recruitment procedures. The job description must be posted on the Allegheny web page..

For temporary hires, care will 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 may be possible to bring in one candidate at a time for an on-campus interview, or even to conduct only remote interviews.

5.1.13. Part-Time Openings

For full-time one-semester sabbatical replacements or part-time openings, recruitment is usually local rather than national. The job description must be posted and announced internally by the Office of Human Resources, neighboring institutions may be contacted. Care must 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. Part-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.

5.1.14. 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 Faculty." 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 Chair will first confirm with the Provost that a tenure-track line is open in the department. Next, the Department Chair will indicate to the Provost that at least a two-thirds majority of the tenured and tenure-track faculty in the department have indicated, through a paper ballot, that a colleague not currently on the tenure track is an ideal match for the open position. Faculty whose relation to the candidate would in any way suggest a conflict of interest will not participate in this process at any point. 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:

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

The Provost will consider the conversion 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 conversion material from the Department Chair and the candidate as follows:

Submitted by the Department Chair to the Provost Office:

a. Unless otherwise approved by the Provost, all available quantitative RSEs. The quantitative summaries of RSEs will be generated by the Associate Provost and sent to the candidate, the Department Chair, and the Provost.
b. All classroom observations.
c. Letter of evaluation from the department, signed by all tenured members.

The Provost Office will upload these to the candidate's conversion packet through the online portal.

Submitted by the candidate electronically through the online portal:

a. Self-evaluation and updated cv (will require a digital signature via the online portal).
b. Writing sample, available publications, or other examples of professional development
c. Outside letters of recommendation (optional)

It is the responsibility of the candidate to add these materials and submit their review packet.

Please note: Individual tenured faculty in the department who do not agree with the request may submit to the Provost a separate letter, signed by the author, explaining their position. The Provost Office will upload these to the candidate's packet through the online portal.

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 and place that memo into the conversion packet, for review by the Faculty Review 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.

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 materials in the conversion packet, such as quantitative RSEs, classroom observations, and self-evaluations, will be maintained for inclusion in future reviews..

(*Revised 15 November 2012, 16 February 2015, 12 March 2020, 6 May 2021, 16 February 2023*)

5.2 Faculty Appointments

Introduction

5.2.1 Faculty Status and Faculty Rank

The Faculty is composed of the President, the Provost, the Associate Provosts and Associate Deans, 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. Among the Faculty, some hold Faculty Status but do not hold Faculty Rank (e.g. the President) and are considered administrators. Those with Faculty Status and Rank (i.e. Instructor, Assistant Professor, Associate Professor, or Professor) may be relieved from teaching responsibilities to serve as a full-time administrator on the President's Cabinet for a defined period. During this time, their primary responsibility is administrative.

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 expectation and privilege to serve on standing committees in the governance structure of the Faculty or College, and to serve as Faculty Moderator or Faculty Secretary. 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.

Those with Faculty Status and/or rank who serve on the President's Cabinet shall not vote in faculty meetings; their voting rights shall be restored as soon as they leave their Cabinet position. Only non-Cabinet faculty members may vote at Faculty meetings and in Faculty elections, and 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.

When appointed to administrative roles, faculty letters of appointment will clearly state what departmental functions the faculty member will retain for the duration of their administrative service, and will maintain their existing clocks towards promotion and sabbatical. Final decisions for these situations will rest with the Provost in consultation with Faculty Council, the Department Chair, and the faculty member.

5.2.2 Community of Scholars

Allegheny College is a community of scholars dedicated to serve, with respect and concern, the intellectual, moral, and social 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.

5.2.3 Academic Freedom

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 principles of the AAUP 1940 Statement of Principles on 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.

5.2.4 Reappointment

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), areas of study, and the College as a whole. Through normal college communication channels, the individual should be aware of that context. The Department Chair will discuss fully with each individual 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.

5.2.5 Overview of Standards for Faculty

The College seeks for its faculty those 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.

5.2.6 College Support for Faculty

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 research, scholarship and creative activity relevant to a faculty member's area of expertise.

5.2.7 Evaluation of Faculty

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, scholarship, creative activity, and contributions to the learning community.

5.2.8 Tenure Committee and Promotion Committee

Faculty at Allegheny College are typically evaluated for tenure or promotion by their department. In cases where there are fewer than three faculty members of sufficient rank in a department, a Tenure Committee may be formed. In cases where there are fewer than two faculty members of sufficient rank in a department, a Promotion Committee may be formed. Tenure Committees for tenure track candidates and Promotion Committees for tenured candidates are evaluative committees formed outside of a department through a Memorandum of Understanding (MoU). The Tenure Committee members and Promotion Committee members will be named as an Addendum to the Tenure MoU or Promotion MoU so that candidates know which faculty members are on their committee and so that, if a named member of the Tenure Committee or Promotion Committee is unable to continue to serve, they can be replaced without rewriting the MoU. Tenure Committees can be constructed under two conditions: 1) as the evaluating "department" for tenure-track candidates in a department with fewer than three tenured faculty members and 2) in exceptional circumstances as deemed by the Provost.

Promotion Committees can be constructed under two conditions: 1) for candidates who seek to be promoted and do not have two members in their department of sufficient rank, and 2) in exceptional circumstances as deemed by the Provost. The candidate or the Department Chair of hire can initiate the process to name a Tenure Committee or Promotion Committee.

5.2.9 Tenure Committee and Promotion Committee Membership

Tenure Committees will consist of three tenured faculty members who share pedagogical and/or research interests with the candidate. Members of the Tenure Committees will be named by the Provost in consultation with the faculty member and the Department Chair of hire. The faculty member will provide a list of potential committee members, the Department Chair of hire will provide a list of potential committee members, and the final decision to appoint a Tenure Committee and its composition, including the Committee Chair, rests with the Provost after consulting with the Department Chair of hire and the candidate. The Provost should select a Promotion Committee composition that can adequately speak to the candidate's qualities related to the criteria outlined in 5.2.13-5.2.24. It is recommended, as applicable, that at least one member of the department of hire serve on the Tenure Committee. In some instances, the number of members of a department with tenure status may increase after a Tenure Committee has been established for a candidate's evaluation process. In such instances, the Tenure Committee will remain intact and it will be expected that newly tenured members of the department will be added to the Tenure

Committee. In exceptional circumstances, adding a newly tenured department member to the Tenure Committee may not be appropriate. The final decision to add a newly tenured department member to a Tenure Committee will be made with the Provost in consultation with the Department Chair and tenure candidate.

If a Promotion Committee needs to be convened for a tenured member of the faculty, it will follow a similar process. The faculty member will provide a list of potential committee members. If applicable, the Department Chair of hire will provide a list of potential committee members. The final decision to appoint a Promotion Committee and its composition, including the Promotion Committee Chair, rests with the Provost after consulting with the Department Chair of hire and the candidate. The Provost should select a Promotion Committee composition that can adequately speak to the candidate's qualities related to the criteria outlined in 5.2.13-5.2.24. It is recommended, as applicable, that at least one member of the department of hire serve on the Promotion Committee.

Tenure Committees and Promotion Committees will serve as the "department" and be responsible for evaluating and working with faculty members to understand what is needed to meet the expectations for two-year appointment, pre-tenure, tenure, and promotion based on the terms established in the Faculty Handbook. The Tenure Committee Chair will serve as the "Chair" as outlined in Section 5.2 of the Faculty Handbook. The Tenure Committee Chair also will work closely with the Department Chair of hire (if they are not the same person) to ensure that teaching assignments, space, other resources, and mentoring (departmental and institutional) are aligned to support the faculty member in their work.

5.2.10 Tenure Committee Procedures

If the Tenure Committee is convened in the first year of a candidate's appointment, the Chair of the Tenure Committee will serve as the Chair for the Second Year Appointment as outlined in the Faculty Handbook Section 5.2.28-32 with the Tenure Committee serving as the tenured members of the department. The Tenure Committee Chair will be responsible for creating a policy for teaching observations, arranging a schedule for teaching observations, and ensuring that the teaching observations are added to the candidate's review packet. Prior to review, the Tenure Committee Chair will work with the candidate to make sure that all the materials are in the portal and avoid duplication, and following the dates and deadlines outlined in the Faculty Handbook, will convene the committee members to review the second appointment review packet and discuss the candidate's self evaluation. The Tenure Committee Chair will draft the "departmental evaluation" and make a clear positive or negative recommendation that is supported by evidence in the packet. As relevant, the department of hire can contribute a letter to the file based on the candidate's contribution to departmental activities (e.g. departmental meetings and admissions events).

If the Tenure Committee is convened after the second year appointment review, the Tenure Committee Chair will serve as the Chair for the pre-tenure review and follow the steps as outlined in the Faculty Handbook Section 5.2.33-5.2.37 with the Tenure Committee serving as the tenured members of the department. The Tenure Committee Chair should follow the guidelines as described under the two-year appointment above, including submitting teaching observations and the "department" evaluation letter, as well as the additional processes as outlined in the Faculty Handbook Section 5.2.30. As relevant, the

department of hire can contribute a letter to the file based on the candidate's contribution to departmental activities.

The Tenure Committee Chair will serve as the Chair for the tenure review and follow the steps as outlined in the Faculty Handbook Section 5.2.39-5.2.46. If the Tenure Committee is convened after the pre-tenure review, the Tenure Committee Chair will serve as the Chair for the candidate's tenure review with the Tenure Committee serving as the tenured members of the "department." At the time of tenure review, the Tenure Committee Chair will be responsible for making sure the candidate's teaching observations and the "department" evaluation letter are submitted to the review packet in the Provost Office. Members of the department of hire who are not on the tenure committee will also be interviewed by the tenure subcommittee and may serve as faculty in the candidate member's cognate area as outlined in the Faculty Handbook Section 5.2.42. Candidates can also choose additional cognate area faculty to be interviewed. As relevant, the department of hire can contribute a letter to the file based on the candidate's contribution to departmental activities.

5.2.11 Promotion Committee Procedures

In the case of promotion to full professor, the Promotion Committee Chair will serve as the "Department" Chair and the Promotion Committee will serve as the senior members of the candidate's "department." The Promotion Committee will follow the guidelines as outlined in Section 5.3 of the Faculty Handbook.

5.2.12 Replacement of Tenure Committee Members

If a member or members of a Tenure Committee need(s) to be replaced, then the Tenure Committee Chair, members of the Tenure Committee, and/or the Provost are responsible for initiating this process. The Provost will ask the candidate and Tenure Committee Chair (or Department Chair of hire in the case that the Tenure Committee Chair leaves the college) for their list of potential members, and the decision to name the new tenure committee member will rest with the Provost after consulting with the Tenure Committee Chair and the candidate. A similar process for replacing member(s) of a Promotion Committee.

5.2.13 Criteria for Evaluation

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, scholarship and creative activity; and maintaining a learning community. Faculty are expected to demonstrate how they contribute to the institutional mission and learning objectives, including toward supporting a diverse, equitable, and inclusive campus as described in the Statement of Community and Tenets of Inclusive Excellence. These are interdependent and all relate finally to teaching, the Faculty's primary responsibility.

5.2.14 Criteria: Teaching

Allegheny College seeks to employ faculty who demonstrate both outstanding ability and creativity in teaching and contribute significantly to the intellectual activity of their discipline, to the College mission,

to institutional learning objectives, and to diversity, equity, and inclusion. Effective teaching communicates to the student the value of learning. In addition to demonstrating expertise in their 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.

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.

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, scholarship, and creative activities. It is essential that our students understand not only the values and methodologies of a discipline but also its unanswered questions. Ongoing research, scholarship, and creative activities enable the Faculty to teach by example, to teach creatively, and to demonstrate enthusiasm for and commitment to the intellectual life. It is in these ways that Faculty transmit their enthusiasm for and their understanding of the liberal arts to our students.

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.

Advising of students, both formal and informal, is considered an integral part of teaching at Allegheny. Faculty should be sensitive to diversity, equity, and inclusion and to student circumstances and should create productive learning environments 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 creative values inherent in the academic disciplines are manifested in the life of the College.

The faculty member under review must present a record of effectiveness in teaching. 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 (see below). Accordingly, variance in candidate portfolios may also be expected.

5.2.15 Evaluation of Teaching

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:
    i. Introduce into their courses as appropriate and help students to evaluate relevant and/or current literature, scholarship, and creative works.
    ii. Demonstrate an ongoing concern for problems of practitioners in their field(s) and for finding innovative solutions to these problems.
    iii. Teach their discipline within a liberal arts context, enhancing students' and peers' awareness of the place of their field of specialization within the larger body of human knowledge.
    iv. Demonstrate a willingness and ability to explore new areas of inquiry. (See also *Criteria: Research, Scholarship, and Creative Activity*.)
b. Designing and organizing courses that are academically sound, advance departmental and/or institutional learning objectives, and are organized clearly and logically (as documented in course syllabi) 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:
    i. Communicate effectively and clearly.
    ii. Demonstrate commitment to teaching and learning.
    iii. Encourage students to think critically and independently and to participate actively.
    iv. Challenge and motivate students to engage with the course material.
d. Maintaining standards and evaluating students. In order to help students realize their potential, faculty members should do the following:
    i. Mentor students to strive for high standards of performance.
    ii. Devise appropriate and challenging assignments and examinations
    iii. Demonstrate personal and professional integrity, including in the evaluation of assignments and examinations.
e. Advising and aiding students. In order to advise students effectively and to create productive learning environments outside classroom, faculty members should do the following:
    i. Be available for student consultation.
    ii. Participate in or organize co-curricular activities as appropriate.
    iii. Be sensitive to diversity, equity, and inclusion and to students' contingent circumstances.

5.2.16 Self-evaluation of Teaching

The teaching portion of the self-evaluation should employ the criteria and standards discussed above and should thoughtfully discuss and indicate the faculty member's strengths and weaknesses. Faculty members are expected to provide evidence to support the evaluation of their teaching. The following is a

partial, although non-exhaustive, list of some sources of evidence that can be used to demonstrate excellence in teaching.

a. Assessments by tenured colleagues based on classroom observations; records of advising and mentoring, including of senior projects; and enrollment and grading patterns.
    i. 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 (see Section 2.6.3).
    ii. 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.
b. Assessments by colleagues within the discipline (these may include outside specialists where appropriate) and by other members of the professional staff of the College as 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, and student comprehensive projects.
c. Assessments by students, including Reports of Student Experience (RSEs), letters from students and alumni, and interviews with students.
d. Evidence of pedagogical development, such as discussion of syllabi and other instructional materials and approaches; new course development and course redesign; and professional development activities and efforts aimed at improvement of teaching. Faculty are encouraged to discuss how their course content, classroom environment, and/or mentorship advances diversity, equity, and inclusion at the College.

5.2.17 Criteria: Research, Scholarship, and Creative Activity

Research, scholarship, and creative activity is defined here as a systematic and extended effort to enhance understanding and competence in areas of academic responsibility and interest. It constitutes an ongoing conversation that is sometimes individual and other times collaborative, with academic peers, students, and/or community members. The results or findings and the processes by which such results or findings are determined are essential to maintaining the intellectual vitality and growth of the individual teacher/scholars who make up the Faculty as well as the vitality and growth of the communities of which they are a part. Research, scholarship, and creative activity and its public presentation of to peers – academic, student, and community – are thus essential for that dialectical process which marks scholarly advancement and achievement.

5.2.18 Evaluation of Research, Scholarship, and Creative Activity

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. The College will do what it can to encourage and facilitate such quality work. The department and the candidate bear primary responsibility for demonstrating how the quality and/or quantity of the research, scholarship, and/or creative activity constitute excellence.

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, artistic and creative projects and products, the scholarship of teaching and learning, and the development or improvement of analytical tools. Regardless of the form this takes and whether it is individual or collaborative, the paramount criteria of excellence must be clearly documented in the portfolio at the time of review.

5.2.19 Self-evaluation of Research, Scholarship, and Creative Activity

The research, scholarship, and creative activity portion of the self-evaluation should employ the criteria and standards discussed above and should thoughtfully discuss the arc and rationale of the candidate's program(s) of work as well as future avenues of inquiry. Faculty members are expected to provide evidence to support the evaluation of their activity in this area.

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. These may include:

a. 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; public productions, exhibitions, and performances; electronic productions including computer programs, internet and other technology-based materials; and communication within academic circles, professional associations, and broader communities, including those which are non-academic.
b. 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 their field(s). When appropriate, candidates are also encouraged to discuss how their professional activity supports diversity, equity, and inclusion at Allegheny and within their broader discipline.
c. The College recognizes that the evaluation of some research, scholarly, and creative activities 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.

5.2.20 Criteria: Maintaining a Learning Community

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 importance of responsibility in shared governance.

All new members of the Faculty shall complete a training session on the College Bylaws and Faculty Handbook as part of the orientation process for new faculty. Such training sessions shall be open to all members of the Faculty who wish to participate of their own volition but are required for new members of the Faculty. This training shall be facilitated by the Director of Faculty Development.

5.2.21 Contributions to the Campus Community

Some of the ways faculty members may contribute to building and maintaining the academic community at the College include: participating in departmental and faculty meetings and in ceremonial occasions; undertaking administrative tasks for the department; serving on ad hoc and standing committees and working groups; providing advice and support to members of the administration; and advising student groups.

The faculty member should communicate frequently with their Department Chair concerning work towards maintaining the learning community. Faculty work on committees is too important to go unrecognized, and the Chair must know what the faculty member is doing both to help assure equity in workload. While other activities, such as those detailed below, may also constitute contributions to the broader learning community, they do not substitute for expected contributions to the College community.

5.2.22 Contributions to Loccal and Regional Communities

Additionally, faculty members may demonstrate contributions to a learning community by participating or sharing knowledge in the broader local and regional community. The College values thoughtful engagement with community partners which may take diverse forms and be documented in multiple ways.

5.2.23 Contributions to Professional Communities

Faculty also may demonstrate contributions to a learning community by, among other activities, participating in professional organizations or societies, including serving in positions of leadership such as an officer in a national organization, mentoring colleagues at other institutions, editing a disciplinary journal, or conducting peer-review of academic works for journals, conferences, granting agencies, or other programs.

5.2.24 Self-evaluation of Maintaining a Learning Community

The portion of the self-evaluation discussing contributions to maintaining a learning community should employ the criteria and standards discussed above and should thoughtfully discuss how the candidate's involvement meaningfully relates to their teaching and/or research, scholarship, and creative activity; how it substantively engages with the needs of community partners; and/or how it may advance diversity, equity, and inclusion at the College or in the broader community. Documentation in the portfolio in support of these outcomes may include items such as:

a. Letters from committee Chairs and community partners
b. Outcomes of grants, reports, presentations, projects, or other endeavors with community partners
c. Evidence of leadership or major contributions to professional organizations, associations, or societies
d. Media coverage

5.2.25 Teaching and Research in More Than One Field

Faculty may have a formal affiliation or joint appointment in more than one department or program; joint appointment or formal affiliation is defined by the appointment letter or by a Memorandum of Understanding (see Section 5.4), respectively. Joint appointments will have letters from each of the department(s)/program(s) due at the same date and time, and signed in the same manner, as specified for department evaluations in the appropriate sections of the Faculty Handbook. The Chair and tenured members of a formally affiliated department or program may submit a letter of evaluation for any of the review stages; such letters need to be signed in the same manner as specified for department evaluations and submitted electronically to the Provost Office by the date and time that the review packet closes to additions by the candidate (unless specified differently in a Memorandum of Understanding). The Provost Office will upload this to the candidate's review packet. Note that the Chair and tenured faculty of affiliated departments or programs do not have access to the candidate's digital review packet, but can ask the candidate for relevant information (e.g., self-evaluation, current institutional c.v.).

5.2.26 Progression of Full-Time, Tenure-Track Faculty Appointments

All faculty are expected to provide the Provost and their Department Chair a written "Annual Activities Report" (AAR). Each spring about a month before the end of the semester, the Provost's office will remind faculty members of this expectation, provide the format, the process for submitting the report, and deadline for the report. AARs will be added to the faculty files to be accessible during review of faculty members 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. The same applies for all dates for all reviews. In the event of extraordinary extenuating circumstances, such as the death of an immediate family member, candidates should consult with the Provost and the Chair of the Faculty Review Committee about potentially amending submission deadlines.

Appointment	**Appointment Length**	**Notification Deadline**
initial	two academic years	...

second	two academic years, or termination of employment	November 1 of the second year of employment
pre-tenure	three academic years, or terminal one academic year	December 15 of the fourth year of employment
tenure	tenure awarded, or terminal one academic year	December 15 of the seventh year of employment

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 employment.

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.

5.2.27 Professional Growth

As the progression of appointments indicates, the normal probationary period for full-time faculty stretches over seven years of active employment. 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 required terminal degree by the time of pre-tenure review will normally be terminated in their fourth year of employment. During the probationary period, work assignments of the faculty member may be adjusted by the Department Chair 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 employment 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 they have completed three full years of teaching at Allegheny.

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.

5.2.28 The Second Appointment

In February of the candidate's first year of employment on the tenure-track appointment, the Provost Office will initiate the second appointment review packet for the candidate. At this time, the Provost Office will add the available quantitative RSEs, classroom observations, and the Annual Activities Report (AAR) for year one to the second appointment review packet through the online portal. By the end of every semester of employment, the Department Chair or Tenure Committee Chair will electronically submit at least one classroom observation completed by tenured faculty up to that date to the Provost Office. Classroom observations will not be accepted after 5:00 PM on September 10 of the year of review. The Provost Office will upload these to the candidate's review packet. It is the responsibility of the Department Chair or Tenure Committee Chair, in communication with the candidate, to ensure that all classroom observations are provided to the Provost Office, without duplication.

5.2.29 Second Appointment Self-Evaluation and Review Packet

By 5 p.m. on September 15 of the second year of the tenure-track appointment the candidate must submit their second-appointment review packet through the online portal. The packet must contain material added by the Provost Office (as listed in the preceding paragraph) and the following items added by the candidate: a current institutional curriculum vitae (c.v.), a self-evaluation covering the period since the start date, and other supporting material deemed appropriate by the candidate (such as additional teaching materials from year one, copies of relevant scholarly work since start date). The c.v. and self-evaluation will require a digital signature via the online portal. It is the responsibility of the candidate to add these materials and to digitally submit their review packet. Candidates whose masterials are not uploaded by the deadline must contact the Provost within 24 hours and provide documentation of an extraordinary event. Failure to meet the deadline or provide acceptable documentation will result in the termination of the tenure-track appointment after the third year of appointment.

The self-evaluation should employ the criteria and standards discussed in Paragraphs 5.2.13 through 5.2.24 and should indicate the faculty member's strengths and weaknesses. The institutional c.v. is an expanded curriculum vitae that lists all professional activities as a member of the Allegheny College faculty. It can be organized around teaching, professional development, and service and might list any or all of the following items: education and background, positions held, courses taught, courses developed, curricular innovation, work on senior projects, responsibilities for advising majors and non-majors, teaching development activities, other teaching activities, publications and presentations, grants written and/or funded, service to professional organizations, other professional activities, department service, committee service, and other service.

5.2.30 Second Appointment Evaluation by the Department or Tenure Committee

The Department Chair or Tenure Committee Chairperson shall convene the tenured members of the department or Tenure Committee to review the second appointment review packet 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. When for some reason in a particular case any tenured member of the department would like to consider a candidate's narrative evaluations, they may do so by obtaining them from that person's Department Chair. 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 Department Chair or Tenure Committee 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 or Tenure Committee. If one departmental or Tenure Committee evaluation is not possible, then several may be submitted provided that the author(s) sign the document(s). Departmental or Tenure Committee 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 or Tenure Committee evaluation(s) must be submitted by the Department Chair or Tenure Committee Chair by 5 p.m. on October 1 electronically to the Provost Office with signatures of all relevant department members and the candidate (the candidate's signature denotes that they have read the document, it does not imply agreement). The Provost Office will add the department or Tenure Committee evaluation(s) to the second-appointment review packet via the online portal by October 2. The candidate will receive notification of this addition to their review packet. The candidate will then have until 5 p.m. on October 9 to submit a document in response to the department or Tenure Committee evaluation(s) via the online portal, should they choose to do so.

5.2.31 Second Appointment Evaluation by the Provost

The Provost reviews the second appointment review packet and delivers a recommendation to the President by 5 p.m. on October 15, with copies to the candidate and Department Chair or Tenure Committee Chair. This recommendation notes agreement with the departmental or Tenure Committee 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 submitted in writing to the President by 5 p.m. on October 24 with a copy sent to the Provost Office. At a later time the candidate meets with the Provost to discuss the recommendation. At that meeting the candidate signs and dates the Provost's recommendation and retains a copy of the recommendation. Signing does not imply agreement. The Provost's recommendation, once signed by the candidate, and any response to the Provost's recommendation, will be uploaded by the Provost Office to the second appointment review packet.

5.2.32 Second Appointment Evaluation by the President

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 or Tenure Committee's recommendation, the reasons for that decision will be communicated to the Department Chair or Tenure Committee Chair orally and in confidence. The candidate will be notified by November 1.

5.2.33 The Pre-Tenure Appointment

In February of the candidate's third year of employment, the Provost Office will initiate the pre-tenure review packet for the candidate. At this time, the Provost Office will add to the pre-tenure review packet the candidate's complete second-appointment review packet (merged as a single document) along with available quantitative Reports of Student Experience (RSEs), classroom observations, and annual activities reports since the second-appointment review packet. Quantitative summaries of RSEs will be generated by the Registrar and sent by July 1 (following the third year of employment) to the candidate, the Department Chair or Tenure Committee Chair, and the Provost. The Provost Office will add these summaries to the pre-tenure review packet. 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. In instances of Conversion to the Tenure Track, if there was no formal Second Appointment Review, then the Conversion Review packet will be uploaded by the Provost Office instead of the second-appointment review packet. Note: during the transition from paper review files to the online review system standard documents (e.g., department/Tenure Committee evaluation(s), self evaluation, Provost recommendation to the President regarding reappointment, RSEs, annual activities reports, classroom observations) are compiled and uploaded by the Provost Office; any other materials are uploaded by the candidate.

By the end of every semester of employment, the Department Chair or Tenure Committee Chair will electronically submit at least one classroom observation completed by tenured faculty for the candidate's years of employment since the second-appointment review packet to the Provost Office (normally years two and three). Classroom observations will not be accepted after 5:00 PM on September 10 of the year of review. The Profost Office will upload these to the candidate's review packet. It is the responsibility of the Department Chair or Tenure Committee Chair, in communication with the candidate, to ensure that all classroom observations are provided to the Provost Office, without duplication.

5.2.34 Pre-Tenure Self-Evaluation and Review Packet

By 5 p.m. on September 15 of the fourth year of employment the candidate must submit their pre-tenure review packet through the online portal. The packet must contain material added by the Provost Office (as listed in the preceding paragraph) and the following items added by the candidate: a current institutional c.v., a self-evaluation covering the period since the start date, and other supporting material deemed appropriate by the candidate (such as additional teaching materials, copies of relevant scholarly work since the second appointment review). The c.v. and self-evaluation will require a digital signature via the online portal. It is the responsibility of the candidate to add these materials and to submit their review packet. The candidate can continue to add material to the pre-tenure review packet through 5 p.m. on September 15, at which point the review packet will close to all additions except the departmental evaluation(s) and, if applicable, the candidate's response to the departmental (or Tenure Committee when applicable) evaluations(s).

5.2.35 Pre-Tenure Evaluation by the Department or Tenure Committee

The departmental or Tenure Committee evaluation should follow the guidelines as described under the two-year appointment. The department's or Tenure Committee's review of the packet should begin with the self-evaluation. The department or Tenure Committee 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 or Tenure Committee evaluation should make a clear positive or negative recommendation that is supported by the evidence in the packet.

The department or Tenure Committee evaluation(s) must be submitted by the Chair by 5 p.m. on October 15 electronically to the Provost Office with signatures of all relevant department or Tenure Committee members and the candidate (the candidate's signature denotes that they have read the document, it does not imply agreement). The Provost Office will add the department or Tenure Committee evaluation(s) to the pre-tenure review packet via the online portal by 5 p.m. on October 16. The candidate will receive notification of this addition to their review packet. The candidate will have until 5 p.m. on October 23—that is, seven calendar days after they are to have received the evaluation(s)—to submit a document in response to the department or Tenure Committee evaluation(s) via the online portal, should they choose to do so.

5.2.36 Pre-Tenure Evaluation by the Faculty Review Committee

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, are members of the Tenure Committee, 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. The President will receive the Committee's recommendation by December 1. After receiving the recommendations of the Faculty Review Committee and the Provost and after reviewing the review packet, 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 Chair or Tenure Committee Chair by the Provost and the Chair 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 provided to the candidate electronically by the Faculty Review Committee with a copy to the Department Chair or Tenure Committee Chair and the Provost Office. At the Provost's discretion, the Provost may provide a separate memorandum to the candidate and Department Chair or Tenure Committee Chair reflecting on these Discussion Points. The candidate should retain these documents for their next review.

5.2.37 Pre-Tenure Evaluation by the President

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 employment, 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.

5.2.38 The Fifth and Sixth Years of Service

During the three years before the final tenure decision, the members of the department or Tenure Committee 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 Chair or Tenure Committee Chair a brief self-evaluation by April 15 of the fifth year of employment. If such a self-evaluation is submitted, the Department Chair or Tenure Committee Chair shall convene the tenured members of the department or Tenure Committee as described in Section 5.2.8 to draft a departmental or Tenure Committee evaluation. If the tenured members of the department or Tenure Committee cannot agree on a common evaluation, several may be submitted provided that the author(s) sign the document(s). The departmental or Tenure Committee evaluation together with the self-evaluation are due in the Office of the Provost by May 1 of the fifth year of employment. The departmental or Tenure Committee 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 Section 5.2.35.

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

5.2.39 Tenure

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 (see Sections 5.2.51-5.2.54 below). 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.

5.2.40 Tenure Review Packet

In February of the candidate's sixth year of employment, the Provost Office will initiate the tenure review packet for the candidate. At this time, the Provost Office will add to the tenure review packet the candidate's complete pre-tenure review packet (merged as a single document) along with available quantitative Reports of Student Experience (RSEs), classroom observations, FRC discussion points from the pre-tenure review, and annual activities reports since the pre-tenure review packet (normally material for years four through six). Quantitative summaries of RSEs will be generated by the Registrar and sent by July 1 to the candidate, the Department Chair or Tenure Committee Chair, and the Provost. The

Provost Office will add these summaries to the tenure review packet. The Provost Office will share the alumni letters with the candidate in September. The tenure review packet materials will include all annual evaluations and recommendations, plus any supporting materials, since the start date.

By the end of every semester of employment, the Department Chair or Tenure Committee Chair will electronically submit at least one classroom observation completed by tenured faculty for the candidate's years of employment since the pre-tenure review packet to the Provost Office (normally years four through six). Classroom observations will not be accepted after 5:00 PM on September 10 of the year of review. The Provost Office will upload these to the candidate's review packet. It is the responsibility of the Department Chair or Tenure Committee Chair, in communication with the candidate, to ensure that all classroom observations are provided to the Provost Office, without duplication.

5.2.41 Tenure Self-Evaluation and Review Packet

By 5 p.m. on September 15 of the seventh year of employment, the candidate must submit a current institutional c.v. and a self-evaluation covering the period since the start date (following guidelines described above and including a statement of future research and teaching plans) to their tenure review packet through the online portal. The c.v. and self-evaluation will require a digital signature via the online portal. By 5 p.m. on September 15 it is the responsibility of the candidate to submit all remaining supporting materials to their tenure review packet through the online portal. The completed packet must contain material added by the Provost Office (as listed in the preceding paragraphs) and the following items added by the candidate: a current institutional c.v., a self-evaluation (as noted above), and other material deemed appropriate by the candidate (such as additional teaching materials and copies of relevant scholarly work since the pre-tenure review). It is the responsibility of the candidate to add these materials and to digitally submit their review packet. Candidates whose materials are not uploaded by the deadline must contact the Provost within 24 hours and provide documentation of an extraordinary event.

Because the Faculty Review Committee begins its review during the spring of the sixth year of employment, the candidate is urged to bring the review packet up to date as early in the process as possible. Candidates will submit their institutional c.v. and any other materials deemed appropriate by the candidate through the online portal by April 15. This preliminary packet will be shared with FRC and the FRC tenure subcommittee. The Provost Office will add RSE summaries, RSEs, pre-tenure FRC discussion points, pre-tenure review materials, Annual Activities Reports, and classroom observations to the packet via the online portfolio. The candidate can continue to add material to their tenure review packet, after May 1 and up through 5 p.m. on September 15, at which point the packet will close to all additions except the alumni letters (to be added by the Provost Office), departmental or Tenure Committee evaluation(s), the tenure subcommittee report, and if applicable, the candidate's responses to the department or Tenure Committee evaluation(s) or the subcommittee report. The tenure review packet closes to all material by 5 p.m. on October 9. Only the President, at the President's own discretion, may consider additional information regarding the candidate after October 9.

5.2.42 The Tenure Subcommittee

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 historical divisions of the College (humanities, natural sciences, and social sciences), 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. This conversation also typically includes a discussion of the candidates' goals and trajectory in the three areas of evaluation. The subcommittee will review carefully all of the accumulated materials; interview each member of the department individually as well as any faculty members 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 submitted electronically by 5 p.m. on October 1 of the candidate's seventh year of employment to the Provost Office with signatures of all three members of the tenure subcommittee and the candidate (the candidate's signature denotes that they have read the document, it does not imply agreement).The subcommittee report will be shared electronically with the candidate by the Provost Office by 5 p.m. October 2. 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 will receive notification of this addition to their review packet. The candidate will have until 5 p.m. October 9--that is, seven calendar days after they are to have received the report--to read the report and to provide a written response to the report, should they choose to do so.

5.2.43 Student Input to the Faculty Review Packet

In keeping with a subsection of 5.2.16c ("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.

5.2.43a Quantitative evidence

Quantitative summaries of RSEs since the pre-tenure review will be generated by the Registrar and sent by July 1 (following the sixth year of employment) to the candidate, the Department Chair, and the Provost. If a tenure committee has been formed for a candidate, the Department Chair will be responsible for sharing RSEs with the tenure committee. The quantitative summaries of RSEs will be added to the tenure review packet by the Provost Office as described above. 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 Department 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.

5.2.43b Student Interviews

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 the candidates and their Department Chairs or Tenure Committee 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 candidates and received grades of no lower than 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 or Tenure Committee. Selected seniors should 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. By March 22, the Department Chair or Tenure Committee Chair should submit a second list of seven or eight names to the Chair of the subcommittee using similar distribution criteria. At their discretion, candidate's (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.

5.2.43c Alumni Letters

For the evaluation by alumni, by the end of February of the year in which the the candidate submits their materials, the Registrar will generate and send to the candidate 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 the candidate 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 those individuals. This request should be made by the end of February.

A form letter will be drafted by the Provost which will ask each alumni to address the candidate's performance in teaching and advising. The Provost will send this letter to all alumni whose names appear on the lists. Alumni letters will be submitted in a secure manner and tracked by the Provost Office. Alumni will be instructed to write their letter to avoid identifying themselves, to the best extent possible.

The Provost Office will accept alumni letters through September 1. 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, notifying the Provost Office if they do so. The remaining letters will be added by the Provost Office to the candidate's tenure review packet by 5 p.m. October 3 (after the tenure review packet closes to departmental or Tenure Committee review). The alumni letters will be part of the candidate's review packet 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.

5.2.44 Tenure Evaluation by the Department or Tenure Committee

The department or Tenure Committee evaluation(s) must be submitted by the Department Chair or Tenure Committee Chair by 5 p.m. on October 1 electronically to the Provost Office with signatures of all relevant department or Tenure Committee members and the candidate (the candidate's signature denotes that they have read the document, it does not imply agreement). The Provost Office will add the department or Tenure Committee evaluation(s) to the tenure review packet via the online portal by 5 p.m. on October 2. The candidate will receive notification of this addition to their review packet. The candidate will then have until 5 p.m. on October 9—that is, seven calendar days after they are to have received the evaluation(s)—to submit a document in response to the department or Tenure Committee evaluation(s) via the online portal, should they choose to do so.

The department or Tenure Committee is reminded that tenure is the single most important personnel decision made by the College. The departmental or Tenure Committee evaluation(s) should follow the guidelines described above. The department's or Tenure Committee's review of the packet should begin with the self-evaluation. When writing the departmental or Tenure Committee evaluation(s), the department or Tenure Committee 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 or Tenure Committee evaluation should make a clear positive or negative recommendation that is supported by evidence in the packet. If one departmental evaluation is not possible, then several may be submitted by the Chair of the home department or Tenure Committee to the Provost Office following the due date and guidelines described above.

5.2.45 Tenure Evaluation by the Faculty Review Committee

The Provost will arrange for the Faculty Review Committee to review all of the materials submitted and accumulated (as described 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 or on the Tenure Committee for the candidate must recuse themselves from all FRC review of materials, discussion, and vote regarding that candidate. 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. The President will receive the Committee's recommendation by December 1. After receiving the recommendations of the Faculty Review Committee and the Provost and after reviewing the packet, 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 Chair and/or Tenure Committee Chair by the Provost and the Chair 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 provided to the candidate electronically by the Faculty Review Committee with a copy to the Department Chair and/or Tenure Committee Chair and the Provost Office. At the Provost's discretion, the Provost may provide a separate memorandum to the candidate and Department Chair and/or Tenure Committee Chair reflecting on these Discussion Points. The candidate should retain these documents for their next review.

5.2.46 Tenure Evaluation by the President

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 employment 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.

5.2.47 Appeal Procedures

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.

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 Tenure Committee, 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.

5.2.48 Early Tenure Decisions

A Department Chair 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.

In such exceptional cases, the normal procedures described above in Faculty Handbook Sections 5.2.39-5.2.46 will be followed, essentially, although the time frame for conducting these procedures may be shortened by the Provost. A Chair proposing an early tenure decision will ask the Provost for permission to do so. The Provost will indicate whether it is permissible and outline the timeframe and deadlines that will have to be followed.

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.

5.2.49 Linkage of Tenure and Promotion

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).

5.2.50 Review of Tenured Faculty

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.

The tenured faculty consultation is convened by written request of the faculty member, the Department Chair, 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 their future plans. If the

Department Chair 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 Chair, the meeting shall be composed of the Chair, a faculty member with the rank of full professor chosen by the Chair, 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 Chair and Provost. The self-evaluation may refer to recent Annual Activities Reports (AARs) submitted to the Provost. During the month after receiving this document, the Chair 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 Chair, which generally shall occur no later than six weeks following receipt of the self-evaluation. The Chair 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 Chair 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.

5.2.51 Faculty Termination

There are three mechanisms by which a faculty term appointment can be terminated before it expires. These mechanisms include: termination for cause, termination due to program discontinuance, or termination due to a declaration of financial exigency by the Board of Trustees. A tenured faculty member terminated by any of these mechanisms 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 termination. The decision of the Board of Trustees on the appeal shall be final.

5.2.52 Termination for Cause

Termination for cause includes: serious health conditions, substantial decline in professional performance, or more severe cases when fundamental tenets of what it means to be a faculty member are violated.

5.2.52a Serious Health Condition

In cases involving a serious health condition that fundamentally impacts a faculty member's ability to carry out their daily work, any decision to terminate shall be based on evidence submitted to the Provost. If there is objection by the faculty member concerning such a decision it may be processed in the form described in 5.2.52d below. Faculty members whose appointments are terminated for a serious health condition shall receive six months' salary over the six months following the date of termination of their employment, after this date, 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.

5.2.52b 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 5.2.50 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 Chair 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 5.2.52d below.

5.2.52c Sever Cases

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 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.

5.2.52d Termination for Cause Procedures

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 an 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, 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.

5.2.53 Termination due to Program Discontinuance

Termination of tenured positions due to program discontinuance shall be based primarily on educational considerations and such action shall be taken only after consultation of the President and Provost with Faculty Council. Program discontinuance is subject to final approval by the Board of Trustees. Tenured faculty members terminated by the President due to discontinuance of programs, and non-tenured faculty members dismissed prior to the end of their contracts, 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. Tenured faculty members whose appointments are terminated because of program discontinuance shall receive the equivalent of one year's salary over the twelve months following the date of termination of their employment.

5.2.54 Termination due to Financial Exigency

The Board of Trustees reserves the right to terminate any faculty positoin, tenured or non-tenured, for reason 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.

(Revised May 2022, January 2023, 4 April 2024)

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. 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, strength in all three areas is expected. Criteria relevant to the assessment of a candidate's record of teaching, research, scholarship and creative activities; and maintaining a learning community are those described in 5.2.13-5.2.24.

5.3.1 Timeline for Promotion to Professor

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 strongly encouraged to discuss the timeliness of their promotion cases with departmental colleagues and the Provost.

5.3.2 Process for Promotion to Professor

Decisions on promotion follow the process below.

a. Nominations for promotion to full professor may be initiated by a Department Chair, 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. Any requests to form a Promotion Committee, provided conditions outlined in 5.2.17 are met, should be made to the office of the Provost by 5 p.m. on October 15.
b. In January the Provost Office will initiate the promotion review file. At this time, the Provost Office will add to the promotion review file available quantitative RSE summaries, classroom observations, and annual activities reports since the tenure review file. By January 15 of the year of review the Department Chair or the Promotion Committee Chair should electronically submit classroom observations for the candidate's year of service since the tenure review to the Provost Office. Any classroom observations completed after January 15 should be sent electronically by the Department Chair or the Promotion Committee Chair to the Provost Office as soon as they are available, but before February 10 of the year of review. The Provost Office will upload these to the candidate's review file. It is the responsibility of the Department Chair or the Promotion Committee Chair, in communication with the candidate, to ensure that all classroom observations are provided to the Provost Office, without duplication.
c. By 5 p.m. on February 15, every candidate for promotion must submit the following materials to the promotion review file via the online portal:
    i. a reflective self-assessment of activity since review for tenure. The self-evaluation should explicitly narrate the arc of activity since tenure in relation to the three categories of evaluation and include evidence of effective teaching and advising; professional growth in research, scholarship, and creative activity; and service to and leadership of the College community. Candidates with partial administrative appointments must

demonstrate evidence of some effectiveness across all three criteria. The document need to be digitally signed via the online portal.

ii. an updated and signed institutional curriculum vitae digitally signed via the online portal.

iii. copies of significant work completed since the last performance or promotion review. The candidate may include additional materials in the promotion review file documenting their 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.

d. The Provost will solicit from each respective department or Promotion Committee 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 electronically to the Provost Office 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 by the Provost Office. This/these view(s) will be shared electronically with the candidate by the Provost Office by 5 p.m. on March 2. The candidate has until 5 p.m. March 7 to read the departmental or Promotion Committee letter(s) and submit a note of clarification regarding the view(s) and any item(s) in the review file via the online portal.

e. The Provost may upload other material related to the three areas of evaluation to the promotion file, before the file closes for additions from the candidate, and will advise the candidate if they do so.

f. All materials, with the exception of items uploaded by the Provost Office, the written views of senior Department or Promotion Committee members, and if applicable the candidate's note of clarification regarding the views(s) of senior department members, must be submitted by the candidate to the promotion review file via the online portal no later than 5 p.m. on February 15 in the academic year in which the decision is made.

g. The Provost Office will arrange for the Faculty Review Committee to review all of the materials submitted. 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.

h. The Provost and the chairperson of the Faculty Review Committee will discuss with each candidate and respective Department Chair or Promotion Committee Chair, 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 provided to the candidate electronically by the Faculty Review Committee with a copy to the Department Chair or Promotion Committee Chair and the Provost Office. At the Provost's discretion, the Provost may provide a separate memorandum to the candidate and Department Chair or Promotion Committee Chair reflecting on these Discussion Points. The candidate should retain these documents for their records.

i. 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 their reasons for denying or affirming promotion.

j. 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, 2022, Spring, 2023)

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. The Provost will compose the MoU in regular consultation with the faculty member 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 after each evaluation review or, for tenured faculty, after a specified period described in the MoU.

(*23 January 2014; Revised 26 January 2023*)

5.5 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; some are appointed for fixed terms; some are occupied by faculty appointed for indefinite duration, normally meaning until retirement. This approach 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.

5.5.1 Purpose of Named Professorships

The purpose ascribed to many of the named/endowed professorships is 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. The policies detailed here have evolved from discussions involving the President, Provost, Faculty Council, and The Committee on the Allegheny Experience of the Board.

5.5.2 Categories of Named Professorships

The College has established two categories of named professorships. The first is comprised of a total of seven professorships (two for fields within the natural sciences, two for fields within the social sciences, two for fields within the arts and humanities, and one for fields recognized as interdisciplinary). Professorships in this first category are specifically designed for the targeted advancement of scholarship, broadly understood to include scholarship in specific academic fields, scholarship of teaching and learning, and scholarship related to community service. 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.

5.5.3 Division-Wide Teacher-Scholar Appointments

Two named professorships will be bestowed upon faculty in each of three established areas of academic study (natural sciences, social sciences, and arts and humanities). One named professorship will be bestowed upon a faculty member in an interdisciplinary area of study. All seven of these professorships fall under guidelines below. The National Endowment for the Humanities (NEH) Chair constitutes one of the professorships in 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.

5.5.4 Term Length for Named Professorships

Appointments will be for three-year terms and 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.

5.5.5 Appointment Process for Named Professorships

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 to not only 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.

5.5.6 Eligibility for Named Professorships

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.

5.5.7 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.

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

5.5.8 Support for Named Professorships

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 annually).

(Revised 26 January 2023)

5.6 Full-Time Non-Tenure-Track Renewable (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. 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 which are outlined in 5.2.29. Such works are encouraged, though non-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.

5.6.1 NTTR Appointments

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 above Assistant Professor rank 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 eligible 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.

NTTR faculty are not typically expected to serve as readers on Senior Projects. However, there are circumstances in which NTTR faculty may reasonably be asked to serve in this capacity; for example,

when NTTR faculty contribute specific areas of expertise or when department/program senior project loads warrant having additional faculty to distribute that load. The chair of the NTTR faculty member's department or program is responsible for determining whether an NTTR faculty member should serve as a reader for senior projects. Any NTTR faculty member serving as a reader will earn Senior Project Points (SPP) for their work. The points will be awarded and accrue according to the practice established in section 7.11.

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.

5.6.2 NTTR Renewal Process

Renewable NTTR faculty will be hired on an initial two-year contract; thereafter contracts will be for three years. Determination of renewal of full-time NTTR faculty will occur in the spring of the final year of the contract. All renewals begin with a consultation between the Provost and the Department Chair during the semester before renewal to determine staffing needs. If the Provost concludes that staffing needs warrant the candidate's continued employment, the Provost will initiate the NTTR review file in September of the candidate's final year of the contract. After the second three-year renewal, ordinarily in the eighth year, the NTTR faculty may request to follow an expedited review process. Otherwise they will follow the full NTTR review process outlined below.

a. 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. The Provost Office will add these summaries to the NTTR review packet by 5 p.m. on February 15 of the final year of the contract. The Chair of the home department should electronically submit classroom observations completed up to that date to the Provost Office by February 15 of the final year of the contract. The Provost Office will upload these to the candidate's review file.
b. By February 15, the faculty member must submit a self-evaluation covering the period since the last review and a current institutional c.v. to the review file. Both the self-evaluation and the c.v. will require a digital signature via the online portal. The self-evaluation should focus on teaching first and service to the department and College second. Criteria for teaching excellence are described in Section 5.2.18-5.2.25; criteria for maintaining a learning community are described in section 5-2-30-5.2.35. 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. It is the responsibility of the candidate to add these materials and to digitally submit their review file.
c. The department evaluation(s) must be submitted by the Chair by 5 p.m. on March 1 electronically to the Provost Office with signatures of all relevant department members and the candidate (the candidate's signature denotes that they have read the document, it does not imply agreement). The department evaluation(s) should follow the guidelines described in Section 5.2.44. The

department evaluation(s) will be added to the NTTR review file by the Provost's Office by 5 p.m. on March 2.

d. 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.

5.6.2a Expedited Reviews Only

e. The candidate must submit an updated institutional c.v. to the review file by November 15. The Department Chair should make any previous departmental evaluation letters available to tenured members of the department for review. The Department Chair will also make any classroom observation reports of the candidate available for review by the tenured members of the department to consider. The Department Chair will then consult with the tenured members of the department to determine whether to initiate the expedited process by December 15. In the case that the candidate has an appointment in multiple departments, a unanimous vote from all tenured members of the relevant departments is required. The results of this decision should be reported to the Provost Office and the candidate within 24 hours of the vote. If there is a unanimous decision to follow the expedited process, the chair need only submit a letter of endorsement, accompanied by a rationale to the Provost Office electronically 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. The department letter of endorsement and rationale will be added to the NTTR review file by the Provost's Office by 5 p.m. on February 2. 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 NTTR review process is initiated as described above.

f. The Provost reviews the institutional c.v. and letter of endorsement from the Department Chair which have been submitted and provides a recommendation to the President by March 15. 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.

5.6.3 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 Faculty Review Committee (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.

5.6.4 Appeals

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 5.2.47 will be followed in such an appeal.

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

(*Revised 12 March 2020, 6 May 2021, 21 April 2022, Spring 2023*)

5.7 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*.

5.7.1 Eligibility

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

a. If the adjunct faculty member has a terminal degree, he or she may be eligible after teaching four courses at Allegheny.
b. 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.

5.7.2 Application Process

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 their 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 FS Leadership Team.

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.

(Revised Spring 2023)

5.8 Professor of Practice

Professors of Practice (POP) appointments are made mainly on the basis of professional experiences rather than on scholarly credentials. The main responsibility of faculty holding this position is teaching in their area of professional expertise. Additional responsibilities may include managing and coordinating aspects of professionally related experiential learning activities, outreach to relevant audiences, and other duties as identified by department/program of hire and approved by the Provost. Attendance at relevant sessions of new faculty orientation is required for all new POP hires. POP appointments may, under certain circumstances, include expectations to participate in department and College activities, but do not require research/scholarship or College service activities. They are not typically expected to serve as readers on Senior Projects nor will they earn Senior Project Points.

POP appointments do not have rank. Such appointments may be made for a period of two to five years, may be full time or less than full time, and are renewable. Teaching effort for a POP is calculated at 9 hours of effort per 4 hours per course per week (9 hr/wk= 4*(2.25 hours effort for teaching).[1] Requests for new POP appointments must be made by the department/program chair in consultation with full-time faculty members and must be approved by the Provost. Plans for recruiting and hiring the position must be approved by the Provost. After the full-time tenured members of the department/program review and arrive at a recommendation of acceptable candidates for the POP positions, the department/program chair and Provost will discuss and come to agreement on who will receive the offer.

POP appointments are hired on an initial 2-year appointment and thereafter are reviewed at the midpoint of their appointment, if relevant. After consulting the tenured members of the department/program, the chair/program director summarizes the department consensus and sends the written review of the POP to the Provost by 5:00 p.m. on March 1. Reviews must summarize evidence on the quality of the faculty member's teaching and other responsibilities as detailed in the letter of appointment.

Professors of Practice are non-voting members of the faculty; they are not eligible for sabbatical or scholarly leaves.

POP Renewal Process

All renewals begin with a consultation between the chair/program director and Provost no later than November 1 for appointments ending the following fall semester and February 1 for appointments ending in the following spring semester. If the Provost concludes that there is a staffing need for the position, within 30 days of approval to proceed, the department/program chair after consultation with tenured members of the department/program will submit to the Provost a final recommendation on renewing the occupant of the POP position. The candidate will be notified if their appointment will be renewed by the last day of classes of the academic semester prior to the end of the appointment.

Created 2-15-2024

[1] According to the IRS an adjunct faculty instructional hour is equivalent to 2.25 hours of work effort. This is consistent with the Department of Education guidelines on student effort of 2 hours for 1 hour of class time and ORSP calculating of work effort for instructional employees of at least 2 hours of effort per hour of instruction. Considering a full time faculty member teaches three four-credit courses per semester, this formula results in 67.5% of work week effort for teaching. For the IRS guidance, see https://www.govinfo.gov/content/pkg/FR-2014-02-12/pdf/2014-03082.pdf.

Section 6: General 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

The Employment 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: *Benefits Section*
    - Life Insurance
    - Medical Group Insurance
    - Long-Term Disability
    - Short-Term Disability
- Voluntary Insurance Offerings: vision, dental *Benefits Section*
- Section 125 Flexible Spending Accounts (FSA's) *Benefits Section*
- Retirement Plan *Benefits Section*
- Tuition Remission/Tuition Exchange *Benefits Section*
- Retiree Benefits* *Benefits Section*
- Statutory Benefits: *Benefits Section*
    - Social Security/Medicare
    - Worker's Compensation
    - Unemployment Insurance
- Domestic Partner Benefits *Benefits Section*
- Facilities and Services *Facilities and Services Secton*
- Leaves of Absence** *Benefits Section*

Employment Section of the Employment 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 6.2)
- Emeritus/Emerita Status for Faculty (Faculty Handbook Section 6.3)

**See also:

- Pre-Tenure and Sabbatical Leaves (Faculty Handbook Section 7.7)

6.2 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.

(*Created Fall 2008, Added to handbook 21 February 2013*)

6.3 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.

Upon returning from the trip, a detailed travel expense report, 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 the *Employee Handbook*, Employee Travel and Entertainment Expense Guidelines. Specific guidelines for travel expenses and a link to the form for reimbursement are available at this link.

7.2 Library Services

Please visit Library Services 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.

7.3 Instructional Technology

Please visit Allegheny's Instructional Technology site for up-to-date information and details about instructional technology services.

7.4 The Maytum Center for Student Success

Located in Pelletier Library, the Maytum Center for Student Success provides a variety of support services for students and resources for faculty. Center for Student Success 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 Center for Student Success, as is the Navigator program; please visit the Center for Student Success website to learn more about services available to students. As of Spring 2016, the Center for Student Success is a nationally certified tutoring center.

In addition, the Directors of Speech and Writing in the Center for Student Success 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 Center for Student Success 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 Center for Student Success 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 Center for Student Success 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. Center for Student Success, 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 Center for Student Success staff member, please select "FYI ONLY: *Please take no action at this time. I am working with the stu*dent." 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 Center for Student Success can help your students, please contact a member of the Center for Student Success staff at 814-332-2898.

7.5 Printing Services

Allegheny's Printing Services, now part of Gator Post and Print 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.

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 note 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.

(*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 Self-Service 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 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 a 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 a pre-tenure leave is 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.

Pre-Tenure and Sabbatical Leave Applications

All pre-tenure and sabbatical leave applications should be submitted via the Pre-Tenure/Sabbatical Leave Request form, which requires faculty to upload a completed Leave Application. Department chairs will also need to submit a letter of support indicating how the department intends to cover the applicant's absence. All submission forms and additional instructions can be found on the Sabbatical/Pre-Tenure Leave Application page.

The Leave Application requires the following information:

1. Project Narrative. A brief statement (at most 1 single-spaced page) that clearly defines the project and summarizes the project's rationale, relevance to the faculty member's professional development, potential outcomes, and broader impact. The statement should be directed at a general academic audience, avoiding jargon and explaining the project and its context as clearly as possible.
2. Prior Pre-Tenure or Sabbatical Leaves. A listing of previous pre-tenure or sabbatical leaves and a brief description of outcomes resulting from these leaves.
3. Additional Information. Any other details that may assist the ASC in evaluating the request.

Applications for pre-tenure and sabbatical leaves are due by 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.

Recipient Responsibilities

Faculty are required to submit a sabbatical/pre-tenure leave report using the form on the Academic Support Committee page. This report should be a 1-2 page summary of the faculty member's sabbatical/pre-tenure leave goals, activities, challenges, and outcomes. The faculty member should also briefly describe how their sabbatical/pre-tenure leave work connects to their professional trajectory, the College, or the broader community. Reports should be written for a general audience.

For fall one-semester leaves, reports are due by March 31. For spring one-semester leaves and for two semester (fall/spring) leaves, reports are due by October 31.

(*Revised 21 April 2022, 19 October 2023*)

7.8 Guidelines for Applying for Academic Support Committee Grants

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.

Application Deadlines

1. November 1 is the first deadline for ASC grant applications, including pre-tenure and sabbatical leave funding requests. Requests received after that date will be considered during the February review.
2. February 15 is the second and final deadline for ASC grant applications, including pre-tenure and sabbatical leave funding requests. Requests received after that date will be considered only if funds are still available.

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 and acquisition of documents necessary for the development or completion of a project when other sources of funds are not available.
3. The development of workshops, conferences or seminars related to teaching or scholarship.

4. Necessary supplies or small equipment purchases that cannot be obtained through other sources of funding such as departmental budget or grants.
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 Director of Faculty Development 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 have already 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 Office, 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

All ASC grant applications should be submitted via the ASC Funding Request form, which requires faculty to upload a completed ASC Funding application. This form and other instructions can be found on the ASC Grant Applications page.

The ASC Funding Application requires the following information:

1. Project Narrative. A brief statement (at most 1 single-spaced page) that clearly defines the project and summarizes the project's rationale, relevance to the faculty member's professional development, potential outcomes, and broader impact. The statement should be directed at a

general academic audience, avoiding jargon and explaining the project and its context as clearly as possible.

2. Itemized Budget. A budget of all anticipated expenses, divided into appropriate categories. 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. Additional Sources of Funding. A list of other sources from which the applicant has requested funding and the likely date of notification from those sources. The Directory of Faculty Development should be informed immediately if alternate sources of funding are obtained.
4. Prior ASC Funding Outcomes. A list of previous Academic Support Committee grants and a brief description of outcomes resulting from the funded work.
5. Additional Information. Any other details that may assist the Committee in evaluating the request.

Recipient Responsibilities

1. 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.
2. Receipts for reimbursements or receipts indicating how a funding advance was spent must be submitted to the Director of Faculty Development. See the Faculty Funding page for additional information.
3. If a faculty member does not intend to use all of the approved funds, the Director of Faculty Development should be notified as soon as possible.
4. Short reports that summarize the outcome of ASC funding are required and should be submitted using the form on the Academic Support Committee page.
    1. Reports must be submitted by June 30 of the fiscal year in which the funding is received.
    2. Failure to submit ASC funding reports could negatively affect future funding decisions by the Committee.
5. Support from the Allegheny College Academic Support Committee should be acknowledged in publications.

(Revised 24 October 2013, 21 April 2022, 19 October 2023)

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.

Requests for Supplemental Research Funds should be submitted via the online application form found on the Academic Support Committee page. These requests are evaluated by the same standards that apply to standard ASC funding applications. Faculty should therefore consult the funding guidelines and recipient responsibilities described in Section 7.8 when applying for SRF funding.

The Director of Faculty Development, 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 standard 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 Director of Faculty Development before completing an application to ensure that funds are still available to support an SRF request.

(Revised 21 April 2022)

7.10 Institutional Mentors

The Institutional Mentoring Program provides new tenure-track faculty and tenure-track faculty who have passed their pre-tenure review with the opportunity to work with a senior faculty member outside of their department in a mentoring relationship. This program is overseen by the Director of Faculty Development (DFD), who is responsible for identifying potential mentors, inviting tenured faculty to serve as mentors, connecting mentors and mentees, providing guidance on the mentor-mentee relationship, requesting mentor stipends from the Provost's assistant, and assessing the mentoring program.

The nature of the mentoring will be exclusively formative; no classroom observations, documents, or actions connected to this relationship will be used in the evaluation of the mentee. The mentor and mentee will not be required to share any details of the mentoring work with anyone, including members of the mentee's department, members of the Faculty Review Committee, or the Provost. No details beyond the number of meetings each semester should be shared with the DFD.

All institutional mentors receive a stipend from the Provost's office for this work.

Mentor Requirements
Faculty who serve as institutional mentors must:

- Be tenured in a department or program different from their mentee(s),
- Have considerable institutional experience, and
- Want to mentor.

New Tenure-Track Faculty
All new tenure-track faculty are assigned an institutional mentor at the beginning of their first year at Allegheny. Institutional mentors are expected to work with mentees for two consecutive years and typically have up to three mentees from the same cohort of new faculty. Institutional mentors meet with

their mentees periodically each semester, offering confidential, formative feedback about teaching and professional development in a fashion and at a frequency determined by the mentor and mentee(s).

Post-Pre-Tenure Review Faculty
After successful completion of their pre-tenure review, faculty may be assigned an institutional mentor for up to two years. This assignment can be made at the Provost's request via communication with the DFD or at the faculty member's request in response to an offer from the DFD. Details about candidates' mentoring assignments will not be considered in the tenure review process.

Mentors and Faculty Reviews
Given the formative, confidential, and supportive nature of this relationship, institutional mentors will not participate in the summative evaluation of their mentees. Mentors who serve on the Faculty Review Committee (FRC) must recuse themselves from deliberations whenever one of their mentees is up for discussion for pre-tenure review. FRC members must recuse themselves during tenure review cases if the candidate is currently the FRC member's institutional mentee or has been such a mentee within the past two years.

Mentoring Expectations

- Mentors should meet with their mentees three to four times per semester.
- Mentors with multiple mentees can meet with their mentees collectively, but will have at least one individual meeting with each mentor per semester.
- The specific mentoring activities are determined by the mentee/mentor pair.
- At the end of each semester during the mentoring arrangement, the mentor will communicate to the Director of Faculty Development the number of times they met with each of their mentees.
    - Mentor stipends will be processed after this information is shared with the DFD.
    - No other details of the mentoring work should be shared with the DFD.

(Revised 19 October 2023)

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, readers from departments other than the department in which the seminar is taught may receive the usual points awarded 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 will be awarded for each of the student's attempts.
4. For departmental projects, the first reader typically receives three points and the second reader one point. Alternative arrangements may be made in writing, by mutual agreement with the Department Chair and participating faculty, though the total points awarded for the project must not exceed four.
5. For double-major projects, the primary reader from each department or program typically receives two points. Alternative arrangements may be made in writing by mutual agreement with the relevant Department Chairs and participating faculty, 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 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 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. All senior project points are earned via successful completion of the Senior Project Assessment (SPA) form; faculty submit an SPA form for each Senior Project on which they serve as a reader. The senior project points, as indicated on the SPA form, are tracked by the Provost Office, which provides a compilation of points earned and used to Chairs no later than September 15 each year. Chairs are responsible for providing this information to individual faculty members, who are responsible for identifying numerical inaccuracies in existing records and working with the Provost Office to correct them. No adjustments will be made for senior projects completed more than one year prior to the most recent distribution of data.

(Revised 7 December 2023)

Section 8: Academic Regulations

8.1 Faculty Advising at Allegheny College

Advising is a multi-faceted, professional activity based on research, standards, and best practices. Effective 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. While students are responsible for all decisions that they make at Allegheny, and should understand that not all things are possible, and that choices carry with them consequences; advisors are responsible for encouraging students to be responsible for their own education and for providing them with the guidance and structure to do so. Put simply, advising is a vitally important professional responsibility for all full-time faculty at Allegheny College.

8.1.1 Allegheny College Advising Mission Statement:

Advising at Allegheny College holistically empowers students to seek coherence and meaning in their liberal arts educational experience, to develop agency in their individual educational journeys, and to build lasting connections to support their growth and success.

8.1.2 Student Learning Outcomes

Allegheny students should:

Know: Program requirements; graduation requirements and intent of the FS program (NB: or its successor program, if approved) and the Distribution Requirements (DR) in helping students achieve outcomes of College mission statement; availability of resources

Do: Articulate educational and early career goals; use campus resources; develop a social/support network

Value: Liberal arts education; multiple ways of knowing; importance of lifelong learning; role of advising in shaping educational plans; relationships with advisors

As a result of advising, students will:

a. Articulate educational and early career goals through the iterative formation of an educational plan that integrates curricular and co-curricular experiences
b. Use campus resources to support achievement of educational goals
c. Assume responsibility for meeting academic requirements
d. Develop the skills for lifelong learning, growth, and resilience in the face of challenges

e. Recognize how engagement with multiple ways of knowing contributes to a liberal arts education Demonstrate personal and civic responsibility in local and/or global contexts
f. Develop a social network and support system that includes peers, faculty, staff, and/or community members as advisors

8.1.3 Advisor Learning Outcomes:

Allegheny advisors should:

Know: Accurate information about college requirements, policies, procedures, and resources

Do: Build students' understanding of curriculum; practice ethical/legal standards by respecting student confidentiality and diversity; regularly participate in development opportunities to remain current in advising practices and college policies/procedures

Value: Liberal arts education; multiple ways of knowing; importance of lifelong learning; role of advising in shaping educational plans; relationships with students

Advisors will:

a. Provide accurate information about academic requirements, policies, and procedures to facilitate advisees' decision-making and goal-setting
b. Connect students with campus resources relevant to their individual needs and goals
c. Articulate the value of a liberal arts education
d. Establish respectful and inclusive communications as part of coaching/mentoring advising relationships
e. Encourage academic, personal, and civic responsibility
f. Maintain and expand their knowledge and skills related to advising

(Revised 13 April 2023)

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 Chair. 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. With the exception of performances or community events that are expected outcomes of a course and are posted on the syllabus on the first day of the course, activities scheduled outside of regular class times should in most cases be optional. If they

must be required or graded activities, students' other schedule obligations must be accommodated by, for example, scheduling multiple iterations of the event if possible or providing an alternative assignment for students who are unable to attend. Students' other schedule obligations include but are not limited to: other classes, athletic events and practices, student organization meetings, and employment. Faculty members are urged to avoid scheduling special meetings that will conflict with such activities as public lectures or music rehearsals. Faculty should inform their Department Chair and arrange for classes to be covered if illness or other special circumstances prevent them from meeting a class.

(Revised 13 April 2023)

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.

8.4.1 Permission of Instructor

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.

8.4.2 Class Rosters

Class lists for the current semester are available to instructors on *Self-Service* 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 Center for Student Success 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.

(Revised Spring 2023)

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.

8.5.1 Procedure

a. The Registrar's Office maintains a list of candidates for graduation. After the conclusion of the drop period for fall semester, the Registrar's Office prepares a list of all students likely to be able to graduate at the conclusion of spring semester. This list will be shared via Google Doc with all faculty advisors, who will check their advisees to see if the students on the list are on track to graduate and to see if any student has been inadvertently omitted. Faculty should report any changes in a student's graduation status to the Registrar's Office. Students approved for degree conferral are eligible to receive a diploma provided they have satisfied all program requirements once final grades are posted and they have settled their accounts satisfactorily with respective campus offices.
b. After the spring semester drop deadline, the Registrar will share with faculty as part of the agenda for a regular faculty meeting, the list of candidates eligible for degree conferral. Faculty will review the list and inform the Registrar of any errors. The corrected list will then become the approved candidate roster. During the faculty meeting, the Registrar will request Power to Act; conferring candidates' degrees and Latin Honors once final grades are posted. The only students appearing on the list will be those anticipated to complete all degree requirements by the end of May. The list of graduation candidates whose degree will not be conferred will be shared with faculty upon request.
c. The Registrar's Office will confer degrees and Latin Honors after final grades post in May for May graduates and in August for September graduates. Final lists will be presented to faculty at the first or second faculty meeting of the fall semester as a FYI along with final Latin Honors.

(Revised 19 February 2016, 26 April 2018, 4 October 2018, Spring 2023, 7 December 2023)

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.

8.6.1 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.

8.6.2 Participation Criteria Policy

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

a. Students must not have participated in a previous Commencement ceremony nor had their names published in a previous Commencement program.
b. 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.
c. Students must belong to one of the categories below:
    i. 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.
    ii. 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.
    iii. 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.
d. Students must comply with all published procedures and deadlines related to participation in the Commencement exercise.

8.6.3 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 and Awards Committee. Changes are subject to a vote of the Faculty.

(19 February 2015, Revised Spring 2023)

8.7 The Academic Calendar

8.7.1 Semester Weeks

Each semester will consist of 15 weeks.

8.1.2 Final Examinations

There will be 4 days allotted for final examinations. The final examination period will be preceded by two days without classes (a weekend in the fall semester and weekdays in the spring semester).

A typical exam schedule is:

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

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 must make allowances per the policy on Principles Governing Exceptions to Final Examination Schedules in the *Academic Bulletin*..

8.7.3 Calendar Guidelines

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

FALL CALENDAR GUIDELINES

a. Matriculation will be on a Monday falling between 8/22 and 8/28 inclusive.
b. The first day of classes will be the Tuesday after Matriculation.
c. Classes will not meet on Labor Day.
d. Fall Break will be Thursday and Friday of the second week in October.
e. The Fall programming day ("Gator Day") will be the first Tuesday after November 1.
f. There will be no classes the Wednesday, Thursday, and Friday of Thanksgiving week.
g. The last day of Fall classes will be a Friday falling between 12/3 and 12/8 inclusive.

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

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. Declaration Day will be the first Monday in April. Classes will not meet.
d. Recharge Recess will be the second Thursday and Friday in April. Classes will not meet.
e. Spring Break will begin on the seventh Saturday after classes start.
f. 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.
g. Cook-Lahti Scholars Symposium and Honors Convocation will be held the Tuesday following the last day of classes.
h. Finals will begin on the Thursday following the last day of classes. Finals will be held on Thursday, Friday, Monday, and Tuesday.
i. 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
    i. Classes will begin the Monday immediately following Commencement.
    ii. There will be no classes on Memorial Day, unless this is impractical, as in the case of a travel seminar.
    iii. The last day of classes will be the fourth Monday after the start of the session.
    iv. As appropriate, time for final examinations shall be built into this schedule by course instructors.
c. Summer Term II
    i. Classes will begin the Tuesday following the last day of Summer Term I
    ii. 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.
    iii. 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.
    iv. As appropriate, time for final examinations shall be built into this schedule by course instructors.
d. Summer Enrichment Sessions
    i. These terms will float within the "Summer Semester" and will usually last for two weeks.

ii. Students who have matriculated at Allegheny College are ineligible to register for classes during Summer Enrichment Sessions.

See Appendix I for the Academic Calendars.

"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, 24 February 2022, Spring 2023, 7 December 2023)

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 Self-Service, 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.

8.9.1 Add/Drop Procedures

To add or drop any class, students must adjust their schedules in *Self-Service* (if it is open to do so) by the deadlines published in the on-line Academic Calendar. 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.

8.9.2 Credit/No Credit

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. The Credit/No Credit Form is located on the Registration Forms Online page on the Registrar's website. 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*.

Starting Fall 2024:
First time and transfer students in their first year of study at Allegheny College who wish to take a 14-week course on the Credit/No Credit basis must obtain their advisor's approval and submit the appropriate request to the Registrar's Office by the first day of the tenth week of the semester. Students who wish to do so in a 7-week course have through the first four weeks of the course.

8.9.3 Withdrawal after the Add/Drop Period

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, Spring 2023)

8.10 Student Withdrawals

Student Withdrawal Policies are housed in the *Academic Bulletin*.

Withdrawal From Course

Withdrawing From a Course in Course Registration.

Withdrawal from All Classes

Leaves of Absence and Withdrawal From the College.

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
    1. current students and employees of Allegheny College to support the operations of the College and for course planning,
    2. former students who are requesting syllabi for courses in which they were officially enrolled,
    3. accrediting agencies as needed to support the College's accreditation
    4. other higher education institutions and external agencies with legitimate need to know
    5. 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. 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).
    1. 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.
    2. FS courses should include learning outcomes that are aligned with the FS global expectations and course-specific learning outcomes.

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.

4. Senior Project Syllabus

All departments and programs that offer a major must include on their website (or otherwise make broadly visible and distribute to students enrolled in that program's senior project) the following:

1. Senior Project Syllabus (Note: a syllabus can, in many cases, cover all the information below)
    1. Shared syllabus used by all program faculty OR
    2. A template on which all program faculty base their senior project syllabi, providing clear guidelines within which faculty have some freedom to tailor a syllabus to a specific student project but still ensuring consistency of the senior project experience
2. Senior Project Learning Outcomes
    1. These should be identifiable as separate statements, perhaps listed as "Students who successfully complete XXXX 610/620 will be able to..." or something similar.
    2. Learning Outcomes should be measurable and at least some should align with the outcomes identified on the Senior Project Assessment. Alignment can be addressed in disciplinary language, but project readers should be able to identify the connection.
3. Senior Project Expectations, which can take any/all of the forms below:
    1. Information about Comp proposals
    2. Style guides & required table of contents items (sections)
    3. Registrations & timelines (i.e. take 600 in fall; take 600 concurrently with 580, etc.)
    4. Identifying faculty reader responsibilities
    5. Deadlines
    6. Other department/discipline specific information that is not a learning outcome or evaluation criterion
4. Evaluation Criteria
    1. This can be in the form of percentages/total points or a general rubric (grid) that has language identifying what meets expectations, exceeds expectations, etc.
        1. Specific wording can vary by department/program.
        2. Language for evaluation criteria can often be directly related to the program's stated learning outcomes.
    2. Evaluation criteria should identify the program's expected balance between oral and written components of the senior project.
    3. Faculty within a program may vary in how they address grading and can do so on individual syllabi; however, *there should be evidence that all program faculty agree what constitutes a great paper, a good paper, etc. (or an A paper, a B paper, etc.)*. This is akin

to the expectation that all program faculty have a shared understanding of how they assess learning outcomes on the Senior Project Assessment.

(*Approved 7 September 2017, Revised 20 May 2022*)

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
FS	Failed, Stopped Attending	
FN	Failed, Never Attended	

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. Faculty submit midterm and final grades to the Registrar's Office via Self-Service. Final grades are to be submitted for all courses. Midterm grades are to be submitted for all courses except Module courses, short courses, summer courses, Music ensembles and lessons, internships and internship seminars, independent studies and group studies, and senior projects. Official midterm and final course grades are reported to students by the Registrar's Office, not by individual faculty.

   The midterm grade is an advisory grade only and is not recorded on a student's academic transcript. It is not used to determine enrollment status, academic standing, eligibility for financial aid, or athletic eligibility. To allow for action prior to the deadline for a Student-Initiated Withdrawal, the deadline to submit midterm grades is the first day of the ninth week of the semester.

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 *Self-Service*. 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 Self-Service 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 Awards and Standards Committee (see Section 3.1 above). Only the four faculty members of the Academic Awards and Standards 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 and Awards Committee. Changes are subject to a vote of the Faculty.

(*11 April 2019, 25 April 2024. 3 April 2025*)

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.

Allegheny 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, 814-332-2851, scronin@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-For-Profit 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.

(*4 October 2018*)

9.9 Class Attendance Policy

The Class 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 11.1 below) 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.

(*Created 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 initially proposed to the Academic Standards and Awards Committee, who shall solicit nominees and vet the nominations according to the criteria described below. The Academic Standards and Awards Committee shall forward eligible proposals, along with the committee's recommendations, to the President, who will consider the nominees and consult with Faculty Council before presenting selected nominations to the faculty for a vote. For this specific purpose, there will only be one reading and vote before the Faculty. Honorary degree candidates must be approved by the Board of Trustees as a final step.

Criteria relevant to the selection process may include one or more of the following:

1. Reflect the mission of Allegheny College;
2. Distinguished contributions to intellectual, artistic, scientific, business, or professional fields or public service;
3. Significant humanitarian, altruistic, or philanthropic service;
4. Long-standing commitment and service to the local or regional community;
5. Abiding and constructive interest in Allegheny College.

Names of potential candidates for honorary degrees are solicited from members of the faculty, administration, student body, alumni, and trustees.

Every effort should be made to ensure that individual nominations and discussions of nominees be confidential throughout the process. The formal invitation to any honorary degree candidate shall come from the President, and so the nomination should not be discussed with any candidate in advance. No publicity shall be issued regarding nominees until final approval by the Board of Trustees.

(Revised 17 January 2012, 4 April 2024, 13 March 2025)

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 General College Policies Housed in the Employment Handbook

The policies listed below are housed in the *Employment Handbook*

- Background Check Policy *Employment Section*
- Consenual Relationship *General Information Section*
- Substance Abuse Policy *General Information Section*
- Employee Consulting and Other Employment *Employee Section*
- Financial Disclosure *General Information Section*
- Financial Internal Controls *General Information Section*
- Leave Policies *Benefits Section*
- Nepotism *Employment Section*
- Parking, Keys, and Employee IDs *Employment Section*
- Solicitation and Distribution *General Information Section*
- Code of Conduct *General Information Section*
- Remote and Adjusted Work Hours Policy & Guidelines *Employment Section*
- Travel Policy *General Information Section*

11.2 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 Registrar.

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 107 privacy rights of students. Students are notified of their FERPA rights annually by publication of Allegheny's FERPA policy in the *Academic Bulletin*.

11.3 Harassment, Discrimination and Sexual Misconduct Policy and Procedures: Including Sexual Violence, intimate Partner Violence, and Stalking

The Harassment, Discrimination and Sexual Misconduct Policy and Procedures: Including Sexual Violence, Intimate Partner Violence, and Stalking is housed in the *Title IX website*.

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. In addition, faculty should be aware of Allegheny's policy regarding consensual relationships, which can be found in *General Information Section* of the *Employment Handbook*.

11.4 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.

11.5 Guidelines and Procedures Regarding Disability Accommodation for Students

Procedures for Requesting Accommodation for Disability

Implementation of an Approved Accommodation

Appeals

11.6 Allegheny College Student Conduct System

Allegheny's Student Conduct Code governs both academic (the Honor Code) and nonacademic 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*.

11.7 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)

11.8 Events Involving Candidates for Political Office

Events Involving Candidates for Political Office is housed in *The Compass Student Handbook and Resource Guide.*

11.9 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*)

Section 12: Research Policies

12.1 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. 109 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)

12.2 Financial Disclosure Policy

The Financial Disclosure Policy for All Investigators Conducting Research Funded by Federal Grants

The Financial Disclosure Policy is housed in the Employment Handbook. *General Information Section*

12.3 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 Intellectual Property Created at Allegheny College policy is housed in the Employment Handbook. *General Information Section*

12.4 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 69 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. Misconduct may include the following:

The NSF defines misconduct in scientific research as:

1. fabrication, falsification, plagiarism, or other serious deviation from accepted practices in proposing, carrying out, or reporting results from activities funded by NSF; or
2. 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.

12.5 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

1. This institution will comply with all applicable provisions of the Animal Welfare Act and other Federal statutes and regulations relating to animals.
2. This institution is guided by the "U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training."
3. 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.
4. 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.
5. 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)

12.6 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. Additional information is available on the Allegheny College IRB website.

Appendix

Academic Calendar

2025-2026 Academic Calendar

Fall 2025 Academic Calendar

Monday	August 25	Matriculation
Tuesday	August 26	First Day of Class
Monday	September 1	Labor Day - no classes; offices closed
Friday	September 5 at 5:00 p.m.	Deadline for declaring CR/NC for 14-week and “Module A” 7-week courses for **continuing students**
Monday	September 8 at Noon	Deadline for Overload Forms for 14-week and “Module A” 7-week courses
Tuesday	September 9 at 5:00 p.m.	Deadline for Adding or Dropping for 14-week and “Module A” 7-week courses for **all students**
Friday	September 19 at 5:00 p.m.	Deadline for declaring CR/NC for “Module A” 7-week courses for **first-time and transfer students in their first year at Allegheny**
Monday	September 22 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a “Module A” 7-week course **for all students**
Wednesday	September 24	Last day to submit work for an “Incomplete” from Spring Semester
Friday	October 3	Final grades due from faculty for previous semester “Incompletes”

Thursday - Sunday	October 9 - 12	Fall Break - no classes
Monday	October 13	Spring 2026 Schedule of Classes Opens
Tuesday	October 14	Last Day of “Module A” 7-week Classes
Thursday	October 16	First Day of “Module B: 7-week Classes
Monday	October 20	Mid-Term Grades Due
Friday	October 24 at 5:00 p.m.	Deadline for declaring CR/NC for “Module B” 7-week courses for **continuing students**
Monday	October 27 at 5:00 p.m.	Deadline for declaring CR/NC for a 14-week course for **first-time and transfer students in their first year at Allegheny**
Monday	October 27 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a 14-week course for **all students**
Thursday	October 30 at 5:00 p.m.	Deadline for Adding or Dropping for “Module B” 7-week courses for **all students**
Tuesday	November 4	All College Programming Day - no classes
Friday	November 7 at 5:00 p.m.	Deadline for declaring CR/NC for “Module B” 7-week courses for **first-time and transfer students in their first year at Allegheny**
Monday and Wednesday	November 10 and 12 November 17 and 19	Spring 2026 Pre-Registration
Thursday	November 13 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) for a “module B” 7-week course
Wednesday - Sunday	November 26 - 30	Thanksgiving Break - no classes
Monday - Friday	December 1 - 5	RSEs

Friday	December 5	Last Day of Class
Monday - Thursday	December 8 - 11	Exams
Tuesday	December 16 at 9:00 a.m.	Grades Due

Spring 2026 Academic Calendar

Monday	January 12	First Day of Class
Monday	January 19	MLK Day - no classes; offices closed
Friday	January 23 at Noon	Deadline for Overload Form for 14-week and “Module A” 7-week courses
Friday	January 23 at 5:00 p.m.	Deadline for declaring CR/NC for 14-week and “Module A” 7-week courses for **continuing students**
Monday	January 26 at 5:00 p.m.	Deadline for Adding or Dropping 14-week and “Module A” 7-week courses for **all students**
Friday	February 6 at 5:00 p.m.	Deadline for declaring Cr/NC for “Module A” 7-week course for **first-time and transfer students in their first year at Allegheny**
Friday	February 6 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a “Module A” 7-week course for **all students**
Tuesday	February 10	Last day to submit work for an “Incomplete” course from Fall Semester
Friday	February 20	Final grades due from faculty for previous semester “Incompletes”
Monday	February 23	Fall 2026 Schedule of Classes Opens

Thursday	February 26	Last Day of “Module A” 7-week Classes
Saturday - Sunday	February 28 - March 8	Spring Break - no classes
Monday	March 9	First Day of “Module B” 7-week Classes
Monday	March 16	Mid Term Grades Due
Friday	March 20 at 5:00 p.m.	Deadline for declaring CR/NC for “Module B 7-week course for **continuing students**
Monday	March 23 at 5:00 p.m.	Deadline for declaring CR/NC for 14-week course for **first-time and transfer students in their first year at Allegheny**
Monday	March 23 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a 14-week course for **all students**
Monday	March 23 at 5:00 p.m.	Deadline for Adding or Dropping a “Module B” 7-week course for **all students**
Friday	April 3 at 5:00 p.m.	Deadline for declaring CR/NC for a Module B” 7-week course for **first-time and transfer students in their first year at Allegheny**
Friday	April 3 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a “Module B” 7-week course for **all students**
Monday	April 6	Declaration Day - no classes
Thursday - Friday	April 9 - 10	Recharge Recess - no classes
Monday - Friday	April 13 - 17	Fall 2026 Pre-Registration
Monday - Friday	April 20 -24	RSEs
Monday	April 27	Last Day of Classes
Tuesday	April 28	Cook-Lahti Scholars Symposium; Honors

		Convocation
Wednesday	April 29	Study Day
Thursday - Friday Monday - Tuesday	April 30 - May 1 May 4 - 5	Exams
Saturday	May 9	Commencement
Monday	May 11 at Noon	Grades Due

Summer 2026 Academic Calendar

Monday	May 11	First Day of **Summer Term I** (used for GL Travel Seminars) Last day to add/drop a class for **Summer Term I**
Monday	May 25	Memorial Day - no classes (unless this is impractical as in the case of a travel seminar)
Monday	June 8	Last Day of **Summer Term I** Time for final examinations shall be built in to this term by instructors
Tuesday	June 9	First Day of **Summer Term II** (used for internships, independent studies, etc.) Last day to add/drop a class for **Summer Term II**
Friday	June 19	Juneteenth - no classes
Monday	July 6	Independence day - no classes
Wednesday	July 29	Last Day of **Summer Term II** Time for final examinations shall be built in to this term by instructors
Monday	August 3	Grades Due