



CHESTNUT
HILL
COLLEGE

2018-2019

Faculty Manual



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INTRODUCTION



Christopher Dougherty, Ph.D.
VICE PRESIDENT FOR ACADEMIC AFFAIRS
and DEAN OF THE FACULTY

August 21, 2018

Dear Colleague,

On behalf of the administration of Chestnut Hill College, we thank you for your valuable contributions to the College as a member of our faculty. This Faculty Manual provides an overview of policies and procedures specific to full-time faculty at Chestnut Hill College and serves as a reference for the benefits and responsibilities that govern all faculty who teach at Chestnut Hill College. Please note that, in addition to this Faculty Manual, full-time faculty are also expected to adhere to all policies and procedures articulated in the Employee Manual. Please note that deans, department chairs or any other supervisory or management personnel do not have the authority to alter any personnel policies, benefits or procedures as they are described in this Manual, or to make promises or commitments that conflict with, or are at variance with this Manual.

This Manual accurately reflects our current policies. Although we have tried to be comprehensive, the Manual cannot cover every situation that may arise. Chestnut Hill College has and reserves the right to adopt new procedures and policies, or modify, alter, change or cancel existing policies and procedures at any time. We expect that policies and procedures will evolve. This requires periodic review, revision and development of new policies and procedures.

This Faculty Manual is provided as a PDF document which was updated on August 21, 2018.

We look forward to working with you and wish you all the best for this coming academic year.

Sincerely,

A handwritten signature in blue ink, appearing to read "C. Dougherty".

Christopher Dougherty, Ph.D.
Vice President for Academic Affairs and Dean of the Faculty

MISSION STATEMENT

THE MISSION OF CHESTNUT HILL COLLEGE IS TO PROVIDE STUDENTS WITH HOLISTIC EDUCATION IN AN INCLUSIVE CATHOLIC COMMUNITY MARKED BY ACADEMIC EXCELLENCE, SHARED RESPONSIBILITY, PERSONAL AND PROFESSIONAL GROWTH, SERVICE TO ONE ANOTHER AND TO THE GLOBAL COMMUNITY, AND CONCERN FOR THE EARTH.

Chestnut Hill College, founded by the Sisters of Saint Joseph in 1924, is an independent, Catholic institution that fosters equality through education. Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of undergraduate, graduate, and continuing studies.

True to its Catholic heritage, Chestnut Hill College espouses the beliefs and values inherent in the Judeo-Christian tradition while it respects the contributions made by other faith traditions in the development of the whole person. The College nurtures a sense of integrity, spirituality, and social justice in all.

The College community dedicates itself to four purposes in fulfilling this mission. It seeks:

- to provide avenues for students to achieve academic excellence and to pursue research in their major field or in interdisciplinary studies. The College encourages students to explore and experience diverse curricula and to participate in exchange programs with other institutions of higher education.
- to initiate links between the world of learning and the world of work through curricular planning, technological opportunities, and career preparation. The College guides students in applying theoretical learning through experiential education designed collaboratively by faculty and students.
- to uphold an atmosphere of communal respect in which all may clarify and articulate personal values and beliefs while exploring the ethical and moral dimensions underlying all relationships. The College encourages inter-faith opportunities by acquainting all students with Catholicism, its theology and its Judeo-Christian roots, and by engaging in dialogue with women and men of other beliefs.
- to create local and global connections that enable students to respond to the needs of others through service-oriented enterprises. The College educates students to identify and to address issues of social justice and to work toward systemic change.

Approved by the Chestnut Hill College Board of Directors October 7, 2002.

CORE VALUES

We Value Personal and Professional Growth throughout the Community.

We Strive To Live This Value By:

- maintaining a lively forum for intellectual and artistic pursuits on campus;
- promoting intellectual sharing and development through inter-disciplinary programs and the encouragement of mentoring relationships;
- exploring avenues for growth and learning outside the campus boundaries.

We Value Academic Excellence.

We Strive To Live This Value By:

- offering a rigorous and challenging academic program with a global emphasis;
- expecting students to take active responsibility for their education;
- fostering close student-teacher bonds;
- on-going assessment of academic programs.

We Value Ethical Principles.

We Strive To Live This Value By:

- including ethics across the curriculum;
- practicing fairness to all;
- living according to ethical standards and codes of behavior;
- addressing appropriately breaches of ethical standards.

We Value Catholic Intellectual Tradition, History, and Legacy.

We Strive to Live This Value By:

- keeping alive the mission and charisma of the Sisters of Saint Joseph*;
- offering sacramental preparation through campus ministry;
- providing opportunities to participate in Catholic liturgy;
- inviting dialogue on issues pertaining to human dignity, social, and economic justice, and stewardship of the environment;
- promoting on-going interpretations of core theological values and contemporary needs.

We Value Spirituality.

We Strive To Live This Value By:

- embracing the ideal of spiritual growth and expression;
- exploring the spiritual domain of human existence and integrating this into the totality of our experience;
- seeking to explore and to understand the world's religious traditions.
- *We live and work so that all people may be united with God and with one another. The mission of unity rests on the charism of reconciliation.

We Value Service.

We Strive To Live This Value By:

- fostering an attitude of generosity in service;
- providing opportunities for experiential and holistic community service on campus and in the broader community.

We Value Concern for the Earth.

We Strive To Live This Value By:

- keeping informed and educated about environmental issues;
- being mindful of the impact that we, as individuals and as a community, have on the environment;
- continuing to work to preserve and enhance the natural environment of the campus;
- accepting our responsibility as stewards of the earth and its resources.

We Value Holistic Pursuit of Truth, Integrity, and Justice.

We Strive To Live This Value By:

- reflecting these virtues in our everyday lives;
- applying these virtues as guides to our decision-making individually and as a community.

We Value Inclusive Community.

We Strive To Live This Value By:

- affirming human dignity as an absolute value;
- celebrating one another's potential and achievements, both great and small;
- fostering a friendly and open atmosphere, where all are welcome;
- exhibiting respect for all members of the global community.



THE CHESTNUT HILL COLLEGE SEAL

The Chestnut Hill College seal, chosen May 1928, was adapted from the ancient family coat-of-arms of Henri de Maupas, Bishop of LePuy, France, where the founders of the College, the Sisters of Saint Joseph, were established in 1650.

To the Maupas shield, a gold griffin on a scarlet background, were added a silver carpenter's square, symbol of Saint Joseph, and a heraldic mount to symbolize the Holy Trinity.

In the upper left and right portion of the shield are the lilies to represent Our Lady and Saint Joseph, and, in the center, a book, traditional heraldic symbol of a seat of learning. On its open pages is the College motto: *Fides - Caritas - Scientia* (Faith - Charity - Knowledge).

The griffin is a fabulous heraldic animal, a combination of eagle and lion. In ecclesial heraldry, the eagle is the symbol of Saint John; the lion, a symbol of Saint Mark, thus the griffin symbolizes the divinity and humanity of Jesus Christ.

HISTORY OF CHESTNUT HILL COLLEGE

Located at the northwestern edge of Philadelphia on 75 acres overlooking the Wissahickon Creek, Chestnut Hill College opened in 1924 as a Catholic, four-year, liberal arts college for women. Founded as Mount Saint Joseph College by the Sisters of Saint Joseph, the College was renamed in 1938 as Chestnut Hill College.

Since its inception, the College has offered a rigorous liberal arts education that provides students with a broad background in the humanities, social sciences, and natural sciences. The goal of Chestnut Hill College has been to prepare students for life's challenges by helping them to grow intellectually, spiritually, emotionally, and socially.

In keeping with the spirit of the Sisters of Saint Joseph, the curriculum has been modified over time to meet the ever-changing needs of higher education and society. The College originally awarded only the Bachelor of Arts and Bachelor of Science degrees to young women of traditional college age. In 1972, a Continuing Education department extended opportunities for undergraduate study to mature women and men. With the addition of a coeducational graduate program in 1980, the College began to offer master's degrees and, in 1997, added its first doctoral program.

Academic changes also included expansion beyond the physical limits of the campus. As a member of SEPCHE (Southeastern Pennsylvania Consortium for Higher Education), Chestnut Hill pursues a collaborative approach to higher education with seven other local institutions. Through membership in the ACSSJ (Association of Colleges of Sisters of St. Joseph) Chestnut Hill is able to offer its students opportunities to enrich their educational experiences by studying at seven other colleges in the United States. Study-abroad programs further extend the reach of a Chestnut Hill education and help prepare students for life in a global society.

November 2001 proved to be an historic time for Chestnut Hill College. The announcement that men would be admitted to the traditional-age, full-time undergraduate program in fall 2003 marked the end of the 78-year-old College for Women. In choosing to pursue this new direction, the College makes a tradition of excellence and a history of success available to a wider audience.

On August 2, 2006, College President Carol Jean Vale, SSJ, Ph.D. announced one of the most transformational moments in the College's history, the acquisition of the SugarLoaf estate from the Albert M. Greenfield Foundation. The purchase of SugarLoaf Hill offered the College a once-in-a-lifetime opportunity to nearly double the size of its campus and allow for expansion to accommodate a growing student body. After extensive renovations, the Lodge opened in the fall of 2008 as a residence hall.

The \$6 million renovation and restoration of the Commonwealth Chateau, formerly the Greenfield Mansion, was completed in 2011. The three floors of the Chateau were reconfigured to provide space for classes, conferences, special event and meeting facilities. Long-term, the property will provide space for additional residential and academic buildings thereby avoiding additional construction on the existing campus while preserving the remaining open space.

In August 2007, College President Carol Jean Vale, SSJ, Ph.D., announced the College's reclassification from NCAA Division III to NCAA Division II and full membership in the Central Atlantic Collegiate Conference (CACC). Chestnut Hill College, a member of the NCAA Division III since 1996, has enjoyed unprecedented success in its athletics program since going coed in 2003.

The Chestnut Hill campus provides an atmosphere conducive to teaching, learning, and reflection for the entire college community. The decades of expansion in academic programs were matched by corresponding growth and change in the campus, which is listed on the National Register of Historic Places. For many years the main buildings were *St. Joseph Hall*, with its six-story Greco-Roman rotunda and French Gothic exterior, *Fournier Hall*, a jewel of Italian Romanesque architecture, and *Clement Hall*,

with its classrooms and modest athletic facilities, including a swimming pool. The additions of *Logue Library*, *Fontbonne Hall*, and *Barbara D'lorio Martino Hall* meet the needs of a growing college community. In the fall of 2006, Mary Jackson Fitzsimmons '35 Hall opened as a residence hall to help alleviate a housing shortage on the campus.

Each new structure was carefully designed to preserve the architectural integrity of the campus while addressing specific educational or student life needs. The last decade has seen an emphasis on providing the technology that is essential to today's students. Renovated science facilities and computer laboratories helped to create a teaching/learning environment appropriate for the 21st century. Martino Hall includes "smart" classrooms and seminar rooms that are part of the campus-wide network. Visitors to the grounds have long enjoyed the grotto with its charming fountain, the House of Loretto, and the elegant main chapel that was inspired by *Sainte Chapelle* in Paris.

More than 11,000 individuals have earned degrees from Chestnut Hill College since 1924. The list of accomplished graduates includes numerous representatives in medicine, law, research, education, business and social service workers. Alumni are also well known for their commitment to volunteerism in countless civic, cultural, educational, and religious organizations. Their spirit continues to animate the campus through the generous support of and dedication to their *alma mater* that they loyally demonstrate.

Faithful to its rich history, Chestnut Hill College will continue to meet the challenges of a changing society while maintaining its commitment to values-oriented education and its Catholic heritage. Future graduates of the College will continue to be people who use their education to transform the world as they join their predecessors in dedicating themselves to the College motto of *Fides, Caritas, Scientia*.

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CHESTNUT HILL COLLEGE

Subject: The Faculty

Index: F 101.1

Effective: 2002

Contact: VPAA

The faculty consists of the teaching staff and administrators who hold academic rank.

A full-time faculty member is one whose contract assigns the person to the rank of Instructor or above with a full teaching load or its equivalent.

Full-time faculty members, the Deans of the College and other members of the administration with academic rank are entitled to vote on academic policy when they are engaged in teaching.

Part-time faculty are employed on a semester basis, for a maximum of 10.5 semester hours.

CHESTNUT HILL COLLEGE

Subject: Contracts and Guidelines for Hiring of Full-Time Faculty

Index: F 101.2

Effective: 2002
(Revised August 2012; May 2016)

Contact: VPAA

Contracts for full-time faculty are written for one year and stipulate rank, salary, and tenure/non-tenure status. They are issued by the Vice President for Academic Affairs and Dean of the Faculty of the College.

All non-tenured full-time faculty are subject to annual evaluation by the Department Chair, the appropriate Dean and Vice President for Academic Affairs. The College has the option to offer a rolling additional year extended contract to full-time *non-tenure-track* faculty.

See separate policy (F101.3) for hiring Part-time Faculty.

Guidelines for Hiring of Full-time Faculty

Authority to hire full-time faculty is vested in the President. The Department Chair, in consultation with department members, identifies the need to fill a vacancy or to expand the faculty in the department. This need is presented in writing to the appropriate Dean, who in turn discusses it with the other Deans and the Vice President for Academic Affairs and Dean of the Faculty. The Vice President for Academic Affairs and Dean of the Faculty presents the case to the President.

Timeline

Requests for additional faculty members must be made as soon as possible during the year preceding the desired hiring. If information is available regarding the resignation or retirement of a current faculty member, a request for approval to fill that vacancy should be made as soon as this information is known.

The decision to hire new faculty or to fill vacancies will be made as part of the annual budget process and communicated to the Department Chair by the appropriate Dean.

Search Process

Once authorized to hire a full-time faculty member, the Department Chair reviews the search process with department faculty. The Department Chair, the Vice President for Academic Affairs and Dean of the Faculty and the appropriate Dean(s) discuss the formation and composition of a Search Committee. The final membership of the Search Committee and the designated Chair must be approved by the Vice President for Academic Affairs and Dean of the Faculty.

The Search Committee (or other appropriate group) identifies the desired qualifications for the position and discusses the identified qualifications with the appropriate Dean and the Vice President for Academic Affairs and Dean of the Faculty. Once finalized, a position description should be sent to the Human Resources Department for posting.

All job announcements will be placed by the Department of Human Resources and must be consistent with College Human Resource hiring policy and the College Mission and may include the following information as appropriate:

- description of the college as “a liberal arts college in the Catholic tradition”
- description of the position and qualifications desired

- starting date
- whether tenure or non-tenure track
- request for resume and three references
- due date for applications

Applications are addressed to the Chair of the Search Committee and submitted electronically through the College's Human Resources job portal. Ordinarily, three or four applicants are selected as candidates for the position. A telephone or videoconference conversation with the candidates should help to determine their seriousness about the position and their salary expectations. References for serious candidates are obtained and reviewed.

When all applications have been reviewed and preliminary information gathered, the Chair of the Search Committee meets with the appropriate Dean to review the recommendations of the Search Committee to determine which applicants should be invited to campus for an onsite interview.

The Chair of the Search Committee notifies non-finalists as soon as possible that they are no longer under consideration.

Campus Visits

The Chair of the Search Committee makes all arrangements for the campus visit. Prior to the visit, the following materials are sent: Mission Statement, catalog, departmental brochures, and any other relevant materials. The President and Vice President for Academic Affairs and Dean of the Faculty will receive candidate's dossiers at least a week prior to the interview.

The on-campus interview schedule ordinarily includes an open lecture to students and faculty, and an interview with the Search Committee. Additional faculty, staff and administrators, as well as students, should have an opportunity to interact in formal or informal ways with the candidate.

The Chair of the Search Committee will arrange interviews with the Vice President of Academic Affairs and Dean of the Faculty, and the appropriate Dean. The President only interviews finalists for the position, usually only one or two candidates. These interviews may take place during the first visit to campus or later in the process, but before a position is offered. A position will not be offered until an interview with the President and the Assistant to the President for Mission and Ministry has taken place.

Decision Process

As soon as possible after the conclusion of the campus visit, the Search Committee submits a recommendation for the position to the Vice President for Academic Affairs and Dean of the Faculty. A summary of strengths and weaknesses of each candidate should accompany this recommendation, along with reasons why a specific candidate should be offered the position. Rank and salary recommendation must be within the existing guidelines and approved budget.

The Vice President for Academic Affairs and Dean of the Faculty will discuss the information with the appropriate Dean and the President. The President makes the final hiring decision and communicates it to the Vice President for Academic Affairs and Dean of the Faculty.

The Vice President for Academic Affairs and Dean of the Faculty will contact the selected candidate by phone or e-mail to offer him/her the position. The candidate must accept the position within a desired timeline (usually two weeks). An official letter of offer is sent to the selected candidate by the Vice President for Academic Affairs and Dean of the Faculty. Once a signed copy of the letter of offer is returned, a contract is issued by the President.

After the selected candidate accepts the position, the Chair of the Search Committee informs the remaining candidates that the position has been filled.

If no suitable candidate accepts the offer or no suitable candidate is found, the authorization to re-open the search must be approved by the President.

At the conclusion of a search, all search materials must be delivered to the Human Resources Department. The Human Resources Department is responsible for maintaining complete records of the search, including dossiers, recommendations, and interview schedules, for a period of two years.

CHESTNUT HILL COLLEGE

Subject: Guidelines for Hiring of Part-Time Faculty

Index: F 101.3

Effective: 2002
(Revised August 2012)

Contact: VPAA

Approval for the hiring of part-time faculty is given by the appropriate Dean. Projected needs for the academic year should be presented at the time of budget preparation.

The Department Chair, in consultation with members of the department, develop a position description and necessary qualifications for the position. The Human Resources Department will post the position at local colleges and universities, the College website, and other viable networks. Resumes on file in the department office and in the appropriate Dean's Office may also be considered. Two or three applicants should be considered if available.

Once applicants have been identified, a telephone or videoconference conversation with the applicant should help to determine level of interest in the position and salary expectations. Following a successful initial conversation, an on-campus interview is arranged by the Department Chair; other faculty familiar with the course to be taught may be included. Also, in addition to an up-to-date curriculum vitae, an official transcript must be provided by the candidate and the candidate must approve a background check.

When the Department Chair has identified a qualified candidate for the position, a New Adjunct Hire Form must be completed and the resume and official transcript must be sent to the appropriate Dean for approval. A meeting with the Dean is scheduled prior to issuance of the contract unless other arrangements are mutually agreeable.

Contracts are issued to part-time faculty when enrollment for the course is sufficient. The contracts contain the sentence, "The College reserves the right to cancel any course for which there is insufficient enrollment at the time of the second class meeting."

The maximum teaching load for a part-time faculty member is a total of 10.5 credits per academic semester, regardless of whether the courses are taught in one, two or three of the Schools of the College.

All new part-time faculty must be observed and evaluated by the Department Chair or a Peer Evaluator during the first half of the course.

CHESTNUT HILL COLLEGE

Subject: Workload Policy

Index: F 101.4

Effective: 1998
(Revised June 2012)

Contact: VPAA

The usual teaching schedule for a full-time faculty member is 12 credit hours in the Fall and Spring Semesters of a traditional academic year. Faculty workload is thus defined on a semester basis, although **with the written approval of the appropriate Dean and the Vice President for Academic Affairs and Dean of the Faculty**, faculty members may choose to redistribute credits between two semesters and the summer of the same academic year, when it is advantageous to do so. Such redistribution might involve, for example, teaching 9 semester hours in the fall and 15 in the spring or 9 in each of the Fall and Spring semesters and 6 in the summer. Such redistribution should be planned in advance. Faculty members may not be required to teach more than 12 semester hours per semester.

As part of their regular teaching load, full-time faculty members may teach day or evening classes in Chestnut Hill College's School of Undergraduate Studies, School of Graduate Studies, or the School of Continuing & Professional Studies, according to need and expertise.

Priority for the teaching services of full-time faculty is as follows:

1. First priority is the teaching needs of The School of Undergraduate Studies (including both courses in the faculty member's discipline and interdisciplinary courses) and the School of Graduate Studies.
2. Teaching in the School of Continuing & Professional Studies in the Fall and Spring semesters of the traditional academic year may be planned as part of the regular teaching load of a full-time faculty member when the needs of The School of Undergraduate Studies and/or the School of Graduate Studies have been met.
3. Summer courses offered in the School of Continuing & Professional Studies or the School of Graduate Studies may be included as part of the twenty-four (24) credit required teaching load only if prior written approval is obtained from the appropriate Dean and the Vice President for Academic Affairs and Dean of the Faculty.
4. If a course scheduled as part of a full-time faculty member's regular teaching load is canceled due to insufficient enrollment or if a full time faculty member cannot fulfill her/his teaching obligations, there are several options. These options will be considered in consultation with the appropriate academic officer. The options are listed in order of priority:
 - A. The full-time faculty member will replace an adjunct faculty member if she/he is qualified to teach the course assigned to the adjunct faculty member, provided there is sufficient time to prepare for that course. If 'A' is not possible, 'B' will be considered.
 - B. The full-time faculty member may teach an appropriate course that has already been scheduled in the School of Continuing & Professional Studies, provided there is sufficient time to prepare that course. If neither 'A' nor 'B' is possible, 'C' will be considered.
 - C. The full-time faculty member may make individual mutually satisfactory arrangements with the Vice President for Academic Affairs and Dean of the Faculty to provide alternative service to the College. The service might consist, for example, of grant-writing, institutional research, consultation, faculty or staff development, extra academic advising, teaching a course at a SEPCHE college, or extraordinary committee service. At the end of the semester, a report will

be prepared and formally presented to the Administration. Ordinarily, a mutually agreeable resolution would be reached at Step 'C.'

If options 'A,' 'B' or 'C' cannot be agreed upon within three traditional academic year semesters, a faculty member may choose option 'D':

- D. To make a salary adjustment that reflects a financial reduction proportionate to the number of credit hours not taught, e.g., three credits equal one-eighth of the annual salary. Salary adjustment will be calculated on the base salary only. Fringe benefits will not be affected if a faculty member chooses this option.

CHESTNUT HILL COLLEGE

Subject: Termination of Contract and Dismissal

Index: F 101.5

Effective: 2002
(Revised August 2012)

Contact: President

A professor should give written notice as early as possible if he/she chooses to terminate his/her appointment at the end of the academic year. However, he/she must give written notice to terminate his/her appointment within thirty days after receipt of contract, though extensions may be granted upon petition.

Dismissal of a tenured appointee, or of a special or probationary appointee, before the end of a specified term may be effected by the College only for adequate cause. Adequate cause is defined in the contract and in the *AAUP Bulletin*, Winter, 1968, pp. 449–459, reproduced in *AAUP Policy Documents & Reports*, Tenth Edition, pages 24–28 and included as an addendum to this policy. Dismissal procedures are given below.

Permanent tenure is attained in the appropriate department.

Where termination of an appointment is based on financial exigency or bona fide discontinuance of a department, the procedures recommended in the *AAUP Bulletin*, 1968, p. 449, par. 4.c, apply, reproduced in *AAUP Policy Documents & Reports*, Tenth Edition, pages 24–28 and included as an addendum to this policy.

Termination of a tenured appointment or a non-tenured special appointment for medical reasons will be based on clear and convincing evidence which, if the faculty member so wishes, shall be reviewed by the Ad Hoc Appeals Committee referred to in paragraph 6 below.

Dismissal procedures will be in accord with the recommendation Number 5, *AAUP Bulletin*, Winter, 1968, pp. 449–450, reproduced in *AAUP Policy Documents & Reports*, Tenth Edition, pages 24–28 and included as an addendum to this policy. The committee referred to in paragraphs (b) and (c), p. 450 will be called the Ad Hoc Appeal Committee. The Committee will consist of two full professors, and three other professors, all elected by the faculty on two ballots. The first ballot will be considered a nominating ballot; the second, an election ballot. The first four full professors and the next six faculty members with the most votes will make up the nominees. From these, two full professors and three other professors will be elected to adjudicate the issue if all other attempts have failed to solve the problem. The committee, in consultation with the President and faculty member, will exercise its judgment as to whether the hearing should be public or private. If the proceedings are to be public, two students, the president of the student organization and the president of the junior class will be invited to join the committee.

Termination of Non-Tenured, Tenure-Track Faculty, Non-Tenure Track Full Time Faculty and Special Appointment Faculty

As recommended in the *AAUP Policy Documents and Reports* (Tenth Edition, page 54), notice of non-reappointment should be given in writing in accordance with the following standards:

- I. Not later than **March 1** of the first or second academic year of service, if the appointment expires at the end of the academic year.

2. Not later than **January 30** after two or more years of service at the institution, if the appointment terminates at the end of the academic year.

CHESTNUT HILL COLLEGE

Subject: Governance

Index: F 101.6

Effective: July 1994

Contact: President

The Board of Directors exercises legal control over the College's academic and business affairs and upholds its educational purposes. It is the highest authority and bears final responsibility for the well-being of the College.

Communications between the Board of Directors and the College, will be channeled through the President of the College, including any official of the College, any committee of the College, or any member of the faculty or alumni.

CHESTNUT HILL COLLEGE

Subject: Department Chair Selection

Index: F 101.7

Effective: April 23, 1998
(Revised August 2012)

Contact: VPAA

Department chairs will be appointed by the Vice President for Academic Affairs and Dean of the Faculty after consultation with all of the members of a department. Department chairs should have both the professional managerial and leadership expertise needed to lead the department. The chair is expected to create a positive, collaborative environment in the department, conducive to a high level of scholarship and outstanding teaching, in accordance with the expectations of the College. Appointed chairs are expected to serve unless there is compelling reason that he/she cannot. In most cases, the department chair will be selected from within the department, the Administration reserves the right to search and appoint a department chair from outside the department and/or the College.

Chairs will ordinarily serve a 5-year term, with the possibility of re-appointment.

An orientation for newly appointed department chairs will be provided by the Vice President for Academic Affairs and Dean of the Faculty with participation of experienced department chairs at the College.

Because of the Chair's workload, it is preferable that non-tenured faculty members not serve as chair, but because of the size of our faculty, this will not always be possible. If a non-tenured faculty member must serve as department chair, the Promotion and Tenure Committee should recognize the impact of this time commitment on his/her professional activity, teaching and service when evaluating him/her for tenure.

CHESTNUT HILL COLLEGE

Subject: Responsibilities of Department Chairs/Coordinators

Index: F 101.8

Effective: August 17, 2004
(Revised August 2009)

Contact: VPAA

Responsibilities of Department Chairs/Coordinators:

1. Leads and manages the program in accord with the Chestnut Hill College Mission and Core Values.
2. Consults with the Vice President for Academic Affairs and Dean of the Faculty and the Dean(s) of the relevant Schools regarding the authorization to fill any new or vacated full-time faculty/non-faculty positions within the department. Initiates recruitment efforts for new departmental faculty and non-faculty positions and makes recommendations to the VPAA and Dean of the Faculty and the Dean(s) of the relevant Schools regarding the appointment.
3. Hires, mentors, and evaluates adjunct faculty in all three Schools of the College (Undergraduate Studies/Continuing and Professional Studies/Graduate Studies) in accord with College procedures.
4. Coordinates with the College Registrar departmental/program teaching schedules and coordinates work with support staff.
5. Assists in the recruitment of students through participation at Open Houses, Information Sessions, and other activities as needed.
6. In collaboration with faculty, identifies proposed strategic and annual goals, plans, and policies of the department/program; provides leadership in department related conferences, speakers, programs, etc.; works with faculty in the formulation of departmental/program objectives, the development and improvement of curricula, and the conduct of departmental/program activities; reviews and maintains department files and reviews all course syllabi, monitors adjunct faculty, etc.; communicates the interests, views, and recommendations of department/program faculty to the appropriate Dean (s); and, where appropriate, other members of the College Administration.
7. Coordinates department meetings for which agendas and minutes are distributed to departmental faculty and to the VPAA and Dean of the Faculty and the relevant School Dean(s). Copies of approved minutes are to be forwarded to the College Archivist.
8. Develops annual evaluations of non-tenured faculty and recommendations for promotion of department faculty, granting of tenure, post-tenure review and sabbatical leave, and submits these documents to the VPAA and Dean of the Faculty with a copy to the Dean (s) of the appropriate School.
9. Submits to the VPAA and Dean of the Faculty [copy to the appropriate School Dean (s)] a proposed annual department budget including recommended new/replacement full-time positions, adjunct faculty, supplies and expenses, and capital equipment.
10. Collaborates with department faculty in the development of the requested annual budget and manages the approved department budget.
11. Participates in teaching, service activities, and research and scholarly activities.

CHESTNUT HILL COLLEGE

Subject: Emeritus/a Status

Index: F 101.9

Effective: May 1, 2004

Contact: VPAA

At the time of retirement of any full-time faculty member who has spent at least 15 years in full-time service at Chestnut Hill College and has displayed a distinguished record of service, research, and teaching, the Vice President for Academic Affairs and Dean of the Faculty will review her/his record and, if he/she qualifies, present her/his name to the President who will subsequently present the candidate's name to the Board of Directors for the honor of professor *emeritus/a*.

The Vice President for Academic Affairs and Dean of the Faculty will evaluate the candidate's record with the help of the Chair of the retiree's Department if necessary.

This honor will usually be conferred at the Honors Convocation.

CHESTNUT HILL COLLEGE

Subject: **Communications**

Index: **F 101.10**

Effective: **January 10, 2006**
 (Revised August 2012)

Contact: VPAA

The College provides faculty with a telephone equipped with voicemail and an e-mail address.

Faculty are expected to answer their phone, check their voicemail, and respond to messages in a timely manner.

Official communications to faculty are made by using e-mail addresses (@chc.edu) or through information provided through the faculty mailboxes located in the mailroom in Fournier Hall. Faculty are expected to check their e-mail messages at their @chc.edu address and to check their mailboxes routinely. Chestnut Hill College e-mail can be accessed through computers at the college and off-site by following the instructions located on the Library web pages.

Faculty are also strongly encouraged to enroll in Chestnut Hill College's emergency notification system. This can be done by following the directions on the College's web page. Enrollment will allow faculty to receive text, voice and e-mail messages in the event of an emergency impacting the College campus.

CHESTNUT HILL COLLEGE

Subject: Transitional Retirement Policy

Index: F 101.11

Effective: September 22, 2008
(Revised August 2010)

Contact: VPAA

Purpose

- To assist faculty in transitioning to retirement through a reduction in workload/compensation plan for no more than two to three years (dependent upon the agreement.)

Eligibility

- Full-time faculty (tenured and non-tenured) who are age 55 or over and who have been employed at Chestnut Hill College on a full-time basis for ten years or more.

Description

- Faculty will reduce their teaching load by one or two courses (or equivalent based on the 12 hour requirement each semester) and a corollary reduction in service requirements. Those faculty receiving release time for service as chair/program director must step down from that responsibility at the initiation of the Transitional Retirement period. Faculty with a Transitional Retirement contract are not eligible for Faculty Development Release Time nor may they be on overloads.
- During the Transitional Retirement period, the faculty member's salary will be reduced in accord with the reduction in workload. The health insurance premium will be continued to be paid in full; other benefits such as the contributions to TIAA-CREF and the value of the college-paid life insurance will be reduced by the reduction in salary.

Process

- Eligible faculty must submit a written request for a Transitional Retirement contract; the request must state the proposed reduction in workload/compensation and the final date of retirement from Chestnut Hill College.
- The request must be submitted no later than April 1st to the initial year of the Transitional Retirement period; it should be submitted to the Vice President for Academic Affairs and Dean of the Faculty.
- The Vice President for Academic Affairs and Dean of the Faculty will meet with the applicant to review the policy and plan by April 15th. The Vice President for Academic Affairs and Dean of the Faculty will submit a recommendation to the President who must approve any and all adjustments to contracts. If agreeable, the Vice President for Academic Affairs and Dean of the Faculty will provide the applicant with an adjusted contract by May 31st.
- The Transitional Retirement agreement will be presented in a contract and is not subject to renegotiation — it is final.

CHESTNUT HILL COLLEGE

Subject: Staff Teaching

Index: F 101.12

Effective: August 5, 2015

Contact: VPAA

(Effective for teaching assignments in the Spring 2016 semester)

Policy Statement

Many staff at Chestnut Hill College have talent and credentials that are or may be used more directly in teaching activities and would like the opportunity to teach at Chestnut Hill College. These interests and abilities must be balanced with their primary work responsibilities and within established teaching limits that foster the breadth and depth of our academic quality.

Purpose

This policy describes the conditions under which staff members of Chestnut Hill College may teach by providing conditions, general guidelines, limits on number of courses allowed so that the staff member is successful in performing his or her primary work responsibilities.

To Whom this Policy Applies

This policy applies to all full and part time regular staff.

Responsibility

This policy is overseen and enforced by the Human Resource Office and coordinated with Academic Affairs and the schools.

Teaching Outside of the Responsibilities of the Primary Job Description-

Staff may teach outside of the responsibilities on their staff job description. If staff members do teach, they must first and foremost fulfill their everyday work responsibilities and its schedule. Staff cannot use their teaching responsibilities as a reason for not meeting their normal job duties. Performance evaluation of the normal job will not include the teaching performed by the staff member, unless such teaching interferes with the performance of their job responsibilities.

As a general rule a staff member is only allowed to accept adjunct teaching assignment(s) outside of their regular work schedule within the limits outlined below. Any exception to this policy requires the review and approval of their supervisor, vice president and Human Resources. Any exception to this rule must involve a detailed explanation and an agreed upon schedule to ensure everyday responsibilities are addressed in the same work week as the additional teaching responsibilities.

Compensation for teaching outside of normal work responsibilities and schedule can be in addition to the salary paid for the staff member's regular position, but such compensation must be in line with the normal adjunct payment for courses in the program in which the member will be teaching.

Teaching Within the Responsibilities of the Primary Job Description

The job description of the staff member may include a teaching responsibility. The job description must clearly describe the courses that will be taught, when they will be taught, and the distribution of time and effort allotted to teaching as compared to the other duties of the staff member. Compensation for

teaching in this case will be included as part of the overall salary for the position (i.e., no additional compensation will be provided). The supervisor, chair/director, appropriate dean of the department or program in which the teaching will occur, and the Vice President for Academic Affairs and Dean of the Faculty must approve this teaching responsibility. Compensation will be determined by the Human Resources Office.

Human Resources will approve the entire position description of the job including the teaching responsibilities according to existing compensation and job approval policy and processes.

Limits on Total Number of Courses

In any circumstance, this policy prohibits a staff member from teaching more than two courses/sections (total six credits) per semester. For purposes of this policy, there are three semesters per year ~ fall, spring and summer. If a course is taught in an accelerated format, it will count as a course taken during the semester in which the accelerated course occurs. A supervisor or vice president can restrict the teaching to fewer courses/sections per term or per year based on the need for the staff member to meet his/her normal job duties.

CHESTNUT HILL COLLEGE

Subject: Vacation Leave for Faculty on 12 month Contracts

Index: F 101.13

Effective: August 5, 2015

Contact: VPFA/ VPAA

The following summarizes vacation leave guidelines for faculty members on twelve-month contracts. Vacation leave is provided to allow faculty on twelve-month contracts time off from work with pay for rest and personal convenience outside the holiday closures for the College.

Nine, ten and eleven-month faculty do not earn paid vacation or sick leave. By virtue of the less than twelve-month appointment, these faculty members have opportunities for time off built into their partial year contract.

Vacation Leave for Twelve-Month Faculty Members

- Twelve-month faculty members are entitled to 20 days of vacation leave per contract year.
- The amount of annual leave is adjusted proportionately for part-time employees in covered positions who work half-time (50% FTE) or more.
- The scheduling of an employee's annual leave shall be subject to the approval of his or her Department Chair or other individual designated by the Chair to authorize leave requests. In the case of chairs, the approval of the Vice President for Academic Affairs and Dean of the Faculty or his/her designee is required.
- Vacation leave must be utilized during the twelve-month contract period. No unused leave will be paid out at the end of the contract year or if a faculty member leaves his or her position prior to the end of the contract year.

CHESTNUT HILL COLLEGE

Subject: Faculty Evaluation/Post-Tenure Review

Index: F 201.1

Effective: September 1990
(Revised September 2013)

Contact: VPAA

TENURED FACULTY POST-TENURE REVIEW

For the College, the primary purpose of the evaluative procedure is to foster and maintain quality and effective performance and to increase institutional accountability. For tenured faculty members, post-tenure review provides tenured faculty members an opportunity to review their professional development and to see how it fits into the evolving nature of their departments and of the College as a whole.

How often is post-tenure review done?

Post-tenure review will be done for each tenured faculty member **every three years**.

Who does post-tenure review?

As is the case with tenure, the process should be a multi-level process and should include:

- Department Chair or senior member(s) of the faculty in cases where the chair is not tenured,
- Dean(s) of the School(s) in which the faculty member teaches,
- Vice President for Academic Affairs and Dean of the Faculty.

What will be reviewed?

Faculty members submit a self-evaluation which should include:

- Personal Statement of Goals and Objectives,
- A summary of student and peer course evaluations,
- A list of scholarly accomplishments,
- A summary of participation in college, community, regional and national activities, etc.,
- A statement of how prior review Goals and Objectives have been met.

The Statement of Goals and Objectives is the most important document. The statement should focus on the faculty member's accomplishments over the past three years and his/her plans for the next three years.

How will submitted materials be reviewed?

Post-tenure Review materials will be reviewed by the Department Chair, the appropriate Dean(s), the Vice President for Academic Affairs and Dean of the Faculty, who will evaluate the submitted materials and respond with commendations and recommendations. In case of appeal, the Promotion and Tenure Committee will review the faculty member's materials and the recommendation of the Administration. The Vice President for Academic Affairs and Dean of the Faculty reserves the right to require a review within the next one or two years and to make time and resources available to the faculty for remediation.

Policy to revoke tenure for repeated failure to remediate

The ultimate sanction for faculty who repeatedly fail to remediate deficiencies identified during the post-tenure process would be to revoke tenure. This is obviously a very serious step which would have

significant legal expenses and consequences for the college. Standard AAUP guidelines for this process would be followed as described in Section F 101.5 of the Faculty Handbook.

NON-TENURED FULL-TIME FACULTY

Non-tenured and tenure-track full-time faculty will be evaluated annually prior to renewal of contract and according to the schedule implicit in the standards for notification of faculty reappointments. The evaluation will be made by the appropriate Dean(s) and departments. The general tone of the evaluation will be conveyed to the faculty member being evaluated. The faculty member will be given a copy of any material placed in his/her file and given the opportunity for written response. **Tenure-track faculty will also be required to undergo third-year reviews as specified in F 201.2.**

NON-TENURE TRACK FULL-TIME FACULTY

Non-tenure track full-time faculty will be evaluated annually prior to renewal of their contract according to a schedule and process similar to that used to evaluate non-tenured full-time tenure-track faculty described above.

After 7 years, non-tenure track full-time faculty will generally be evaluated after every 3 years instead of annually. In that evaluation, faculty will reflect on all three years of their activities. However, the Administration reserves the right to initiate a review at any time.

Post-tenure Review Materials - Draft

I. Cover Letter

In the letter, please summarize significant accomplishments of the past three years in the categories *teaching, service and scholarship*. Describe briefly their relationship to the Mission of the College.

II. Template: Personal Objectives

Chestnut Hill College Post-Tenure Review

Name _____

Date of Review

In this section please list objectives previously submitted to the VPAA, and progress to date.

I. Faculty Responsibilities and Objectives Submitted to the VPAA _____ (date)

A. Teaching	Progress
Responsibilities:	
Objectives: (1)	
(2)	

(3)	
-----	--

B. Service Responsibilities:	
(1)	
(2)	
(etc.)	
Objectives	
(1)	
(2)	
(etc.)	

C. Scholarship and Professional Development	
(1)	
(2)	
(3)	

Additional Accomplishments and Contributions

Please list accomplishments beyond those that addressed your personal goals.

Teaching:

Service: **College**
 Department
 Other

Scholarship, Grants and Professional Development:

II. Course Evaluation Summary

Please summarize briefly what you have learned from course evaluations over the years to be reviewed, and what changes, if any, you will make in response.

III. Goals for the Next Three Years

Please list your goals for the next three years in each area.

Teaching

Service

Scholarship and Professional Development

IV. Attachments and Other Materials

Attachments

Please send these with your review materials:

- Updated CV
- One or two representative items, e.g., publication, syllabus, course materials

Also Available (but not attached)

- *Please list other available materials, e.g., syllabi, course evaluations, publications, conference programs, unsolicited notes from students*

CHESTNUT HILL COLLEGE

Subject: Pre-Tenure Review Process

Index: F 201.2

Effective: December 2000
(Revised April 2013)
(Revised September 2013)

Contact: VPAA

Rationale

In order to monitor faculty progress during the pre-tenure period, the review process outlined below will be utilized. Please note that this process requires the participation and cooperation of the faculty member, her/his faculty colleagues and administrators. This process provides for annual reviews in years one, two, four, and five and a more comprehensive review in the third year. This process does not in any way limit the College's authority to terminate employment during the pre-tenure period. All decisions on tenure are made by the Board of Directors upon the recommendation of the President and the Academic Committee of the Board.

Annual Reviews

Tenure-track faculty member must submit a written self-evaluation annually, which addresses the candidate's progress toward tenure. The period of review is defined as the previous calendar year or part thereof. Specifically, the evaluation must include comments on teaching, service and scholarship. Supporting data may include student evaluations, course syllabi, peer reviews from classroom visitations, and statements on innovative pedagogy, scholarly activities and service. **An evaluative statement from the Department Chair is required; a copy of this letter will be provided to the faculty member being reviewed. An additional copy will be placed in the faculty member's file.**

The self-evaluation should be submitted to the appropriate Dean no later than **January 15**. The appropriate Dean/s will develop a written commentary and provide the commentary no later than **March 1st**. A copy of the Dean/s commentary will be provided to the faculty member being reviewed. The candidate will make an appointment to be interviewed by the appropriate Dean; the interview must take place by **June 1st**. Under no circumstances should the faculty member consider the annual review to be binding or a commitment regarding any future action by the Administration. If any problem areas are identified that might lead to termination or denial of tenure, the Vice President for Academic Affairs and Dean of the Faculty will discuss them with the President. They will determine the employment status of the candidate. If a faculty member is to be dismissed, he/she must be notified in accord with the policies specified in the Faculty Manual.

Schedule for Annual Reviews

January 15	Submission of Self-Evaluation to appropriate Dean
By March 1	Submission of written commentary to the faculty member from the appropriate Dean
No later than June 1	Interview of Faculty by the appropriate Dean

Third Year Review

In the Spring semester of her/his third year at the college, the candidate must undergo a comprehensive review by faculty colleagues and administrators.

The candidate will prepare a Blackboard site containing a written self-evaluation that addresses the issues of teaching, service and scholarship. In addition, supporting data (student evaluations, course syllabi, peer reviews from classroom visitations, indications of scholarly activities and service work) must be included on this Blackboard site. (See Promotion/Tenure Guidelines in the Faculty Manual.) The candidate's Department Chair must be provided with access to the Blackboard site containing the candidate's written self-evaluation and supporting documents no later than **January 1**.

The Department Chair, after consultation with department faculty, will develop a written commentary on the candidate's progress toward tenure no later than **January 30**. This commentary will be directed to the Vice President for Academic Affairs and Dean of the Faculty, to the appropriate dean/s, and to the Promotion and Tenure Committee; a copy of this document will also be provided to the candidate who, at this time, will upload it to the Blackboard site.

On **January 30** the Vice President for Academic Affairs and Dean of the Faculty, the appropriate Dean/s, and members of the Promotion and Tenure Committee will be given access to the Blackboard site containing all of the materials listed above.

The Promotion and Tenure Committee will review the Pre-Tenure Review materials and develop an evaluative statement by **April 1**; the statement will be directed to the Vice President for Academic Affairs and Dean of the Faculty who will provide copies to the candidate and the appropriate Dean/s.

The Dean/s will review the materials and submit them with a written commentary to the Vice President for Academic Affairs and Dean of the Faculty no later than **April 15**. A copy of the commentary from the appropriate Dean/s will be provided to the faculty member being reviewed. The candidate will make an appointment to be interviewed by the Vice President for Academic Affairs and Dean of the Faculty and the Chair of the Promotion and Tenure Committee. That interview will take place no later than **May 15**.

A written statement summarizing the interview and evaluation will be sent to the candidate by the Vice President for Academic Affairs and Dean of the Faculty within ten days after the interview. A copy of this statement will be provided to the appropriate Dean/s. Under no circumstances should the candidate consider the results or any of the documents gathered as part of the Third-year Review process to be a commitment of employment on the part of the Promotion and Tenure Committee or the administration of the college. If any problem areas are identified that might lead to termination or denial of tenure, the

Vice President for Academic Affairs and Dean of the Faculty will discuss them with the President. They will determine the employment status of the candidate. If a faculty member is to be dismissed, he/she must be notified in accord with the policies specified in the Faculty Manual.

Schedule for Third Year Reviews	
September	Candidates for third year review will be notified by September 15 of the year prior to submitting that they are due to submit a third year review.
January 1	Electronic submission of Self-Evaluation to appropriate Chair.
January 30	Department Chair's written evaluative commentary and all materials are submitted electronically to the Vice President for Academic Affairs and Dean of the Faculty, to the appropriate Dean/s, and to the Promotion and Tenure Committee.
April 1	Promotion and Tenure Committee submits its review to the Vice President for Academic Affairs and Dean of the Faculty.
April 15	Appropriate Dean/s submits a written commentary to the Vice President for Academic Affairs and Dean of the Faculty.
No later than May 15	Interview with Vice President for Academic Affairs and Dean of the Faculty and Chair of the Promotion and Tenure Committee.
No later than ten days after interview	Vice President for Academic Affairs and Dean of the Faculty sends written evaluation to faculty member.

CHESTNUT HILL COLLEGE

Subject: Promotion and Tenure Policies and Guidelines

Index: F 201.3

Effective: April 2002
(Revised May 2013)

Contact: VPAA

TENURE

A tenured contract entitles the faculty member to renewal of his or her contract until he or she voluntarily retires, provided all conditions are met. Tenure provides the institution with a stable and confident faculty. Chestnut Hill College will strive to maintain or limit the total percentage of full-time faculty that are tenured or on tenure-track lines to a *maximum of 80%*.

Permanent tenure is attained in a specific department or departments. All tenured contracts must indicate that permanent tenure has been attained. The services of a faculty member with tenure can be terminated only for adequate cause. The phrase “adequate cause” means an extraordinary financial emergency; changes in the educational program of the College; incompetence in teaching; grave moral scandal; failure to maintain a standard of personal and/or professional conduct consistent with the mission, philosophy, and objectives of the College; or serious willful misconduct.

REQUIREMENTS FOR TENURE

A faculty member must not assume that tenure is automatically granted at the expiration of seven (7) years of service. Determination in this matter is by faculty recommendation through the Promotion and Tenure Committee to the President and the Board of Directors, who together make the final decision.

The Promotion and Tenure Committee is responsible for recommendation or non-recommendation of tenure based on an evaluation according to the tenure criteria.

TERMINAL DEGREE: Acquisition of the appropriate terminal degree or alternate agreements written into the terms of the candidate’s letter of appointment.

YEARS at Chestnut Hill College: Seven years as a full-time faculty member are ordinarily required to the granting of tenure, including full-time service at the rank of instructor or higher at any accredited institution of higher education. In this context, service includes service, teaching experience, and scholarship. Years of service are determined by the number of full-year contracts.

If the College decides to award tenure to a faculty member whose first full-time faculty appointment is at Chestnut Hill College, he/she will receive a contract marking the beginning of permanent tenure after seven continuous years of satisfactory service to the College. If tenure is awarded to a faculty member whose initial full-time faculty appointment preceded his/her appointment at Chestnut Hill College, he/she will receive a contract marking the beginning of permanent tenure after a number of years of satisfactory service to the College sufficient to complete a total of seven years as a full-time faculty member.

Service in administration is considered as an interruption of full-time teaching. If the teaching service of a full-time faculty member is interrupted for a period of time, an adequate evaluation period must be provided before consideration for tenure. The number of years should be agreed upon in writing with the returning faculty member; this might increase the total number of years beyond seven.

If a person with three or more years as a full-time faculty member is appointed to the faculty at Chestnut Hill College, it may be agreed upon in writing at the time of the appointment that the years of service required prior to tenure may be as many as four years at the College, even if this makes the total years of service exceed seven years. In cases where a faculty member's experience prior to appointment at Chestnut Hill College involved significantly different responsibilities or a significantly different institutional setting, the written agreement at the time of the appointment may allow for more than four years of service at the College prior to tenure, whatever the length of service elsewhere. If, at the time of initial appointment, there are questions about counting service which occurred many years in the past or service in a distinctly different area, the Vice President for Academic Affairs and Dean of the Faculty will consult with the Department prior to making a decision. The decision of the Vice President for Academic Affairs and Dean of the Faculty regarding credit for prior service will be final.

In cases where professional or personal circumstances exist which could limit a faculty members' academic productivity the College will make available to faculty a one-time only option to request, in writing to the Vice President for Academic Affairs, an extension of the traditional tenure clock for a defined period of at least 1 but not longer than 3 years. It should be noted that this does not require or involve a leave of absence. This request must be made prior to the start of the tenure review process. (Requests for an additional extension would be considered only under extremely extraordinary circumstances).

A faculty member who is in the process of doctoral study is not eligible for tenure consideration until he or she obtains the terminal degree. Such a faculty member who continues to meet the expectations and needs of the College and the academic department to which he/she is appointed will receive only annual contracts until the terminal degree has been earned. If the terminal degree is not completed by the end of the fifth annual contract, no further contracts will be offered. Upon completion of the degree, the faculty member and the Vice President for Academic Affairs and Dean of the Faculty will agree upon the number of years to be served before eligibility for tenure review. A written statement stipulating the terms of the agreement will be prepared by the Vice President for Academic Affairs and Dean of the Faculty, signed by both the faculty member and the Vice President for Academic Affairs and Dean of the Faculty, and placed in the faculty member's file.

Applications for tenure must be submitted to the Vice President for Academic Affairs and Dean of the Faculty by August 15 preceding the next to last year of full time teaching required prior to tenure consideration (the sixth year of service for those whose initial appointment is at Chestnut Hill College). Decisions about tenure will be made before the end of that year, allowing a full year's notice before the tenure decision becomes effective. If the faculty member is not to receive permanent tenure, then he/she will be so notified during his/her next to last year of service and will not be offered renewal of his/her contract.

TEACHING, SCHOLARSHIP, AND SERVICE: Applicants must demonstrate and document proficiency in the areas of teaching, scholarship, and service and provide evidence of potential for excellence in at least one area as described in the guidelines listed below.

DUTIES: Applicants must demonstrate satisfactory fulfillment of faculty professional duties and responsibilities as outlined in the Faculty Manual.

SERVE FUTURE COLLEGE NEEDS: An applicant must demonstrate how her/his academic background and interest will serve the future needs of the College. The tenure decision shall not be governed solely by individual qualifications. Appropriate weight shall also be given to such institutional considerations as the need to maintain a reasonable degree of academic flexibility.

PROMOTION

The opportunity to advance in rank challenges the faculty member to strive for excellence in fulfilling the duties of the profession, presents a scheduled structure for both summative and formative evaluation, and provides for public recognition of excellence.

REQUIREMENTS FOR RANK/PROMOTION

DEGREES:

Instructor: Master's degree required. When the terminal degree is achieved, the Instructor is advanced automatically to Assistant Professor at the beginning of the next academic year.

Assistant Professor, Associate Professor, Professor: Terminal degree required.

When unusual circumstances warrant, special agreements concerning the degree required may be written into the terms of the candidate's letter of appointment at the time of hiring.

YEARS OF SERVICE: Ordinarily, the attainment of permanent tenure precedes or is concurrent with promotion to the rank of Associate Professor.

An applicant for tenure is expected to have demonstrated proficiency in teaching, scholarship, and service between the time of her/his faculty appointment at Chestnut Hill College and the time of the tenure review.

For promotion from Assistant Professor to Associate Professor, a minimum of six years of full-time teaching experience, three of which must be full-time teaching at Chestnut Hill College as an Assistant Professor is required.

For promotion from Associate Professor to Full Professor, a minimum of twelve years of full-time teaching experience, five of which must be full-time teaching at Chestnut Hill College as an Associate Professor, is required.

TEACHING, SCHOLARSHIP, AND SERVICE: From Assistant to Associate Professor: excellence in at least one of the three areas and evidence of potential for excellence in at least one other area. From Associate to full Professor: excellence in at least two of the three areas. These criteria are described in the guidelines below. All candidates for full professor must submit peer-reviewed publications as a demonstration of proficiency in scholarship.

PROMOTION AND/OR TENURE APPLICATION PROCESS

CALENDAR: Applications for tenure must be submitted by August 15 preceding the next to last year of service required prior to tenure. Applications for promotion must also be submitted by August 15 preceding the last year of service required for the rank or any subsequent year. The candidate will prepare a Blackboard site and make the application materials available to the members of the Promotion and Tenure Committee and the Vice President for Academic Affairs and Dean of the Faculty. It is the responsibility of the applicant for tenure and/or promotion to ensure that his or her application and all supporting materials are submitted on time.

The Promotion and Tenure Committee is a service committee to the President and makes recommendations to the President concerning promotion and/or tenure decisions. In evaluating applications for promotion and/or tenure, the Promotion and Tenure Committee observes strict

confidentiality. Promotion and/or tenure decisions are made by the Board of Directors, following the recommendation of the President.

The President will meet with the Committee at the first Committee meeting each fall to discuss the format required for reporting promotion and tenure recommendations.

The Promotion and Tenure Committee evaluates applications for promotion and/or tenure according to the guidelines presented in the Faculty Manual.

During the deliberations of the Promotion and Tenure Committee, an applicant may receive a written request from the Committee for clarification of some aspect of the application. Responses to such requests should be presented in writing to the chair of the committee.

The Vice President for Academic Affairs and Dean of the Faculty will meet with the Committee by the end of October to share information relevant to the evaluation of the application(s), will review the application materials, and will make a recommendation concerning promotion and/or tenure to the President by the end of the fall semester.

Promotion and Tenure Committee recommendations for promotion are made by a simple majority, but recommendations for tenure require at least a five-to-two vote.

The Committee will meet with the President to present their recommendations for promotion and tenure one month prior to the meeting of the Board of Directors at which promotion and tenure decisions are addressed. This meeting will ordinarily be either the last meeting of the Board of Directors in the fall semester or the first meeting in the spring semester. The exact time line will depend on the number of applications in a given year.

The Committee will also provide a detailed written report specifying reasons for recommending a candidate for promotion and/or tenure and demonstrating that the candidate has met the criteria outlined in the Faculty Manual (see Appendix A for *Criteria for Promotion and Tenure: Teaching – Scholarship – Service Summary*). In the event that an applicant is not recommended, the Committee will provide the President with two written reports, one prepared by those representing the majority opinion, the other by those representing the minority opinion (if any). Recommendations delineating areas that need to be strengthened before applying again for promotion will be prepared, submitted with the report, and shared with the applicant at the appropriate time. No names of Committee members are to be attached to the reports or recommendations. These reports from the Committee to the President, which may be reviewed by counsel, will become a permanent part of the Promotion and Tenure Committee files.

Within one week following the Committee's presentation of their recommendation(s) to the President, the Vice President for Academic Affairs and Dean of the Faculty will notify the applicant of the Committee's recommendation in a letter to the applicant indicating that the applicant either has or has not been recommended by the Committee for tenure or promotion, giving no reasons for recommendation or refusal. In the case that the applicant has been denied promotion or tenure by a vote of one less than the number needed to approve, the applicant will be informed of the Committee vote count and the fact that the final decision rests with the Board of Directors. Under these circumstances, the applicant has a right to appeal. The appeal process is delineated below.

In order to provide formative as well as a summative evaluation, all applicants for promotion and/or tenure will receive an explanation from the Vice President for Academic Affairs and Dean of the Faculty and the Chair of the Promotion and Tenure Committee of how their application materials were evaluated. This communication will be scheduled by the Vice President for Academic Affairs and Dean of

the Faculty as soon as possible after sending the notification letter to the candidate. The explanation provided will be limited to the Committee's report to the President.

If the President decides not to accept the recommendation of the Promotion and Tenure Committee, the President will meet with the Committee to discuss this decision prior to presenting a recommendation to the Board of Directors.

The President will advise the candidate shortly after the first meeting of the Board of Directors in the spring semester as to whether or not promotion and/or tenure has been awarded.

APPEAL PROCESS: An applicant who has not been recommended by the Committee for tenure and/or promotion has the right to appeal the Committee recommendation only if she/he has been denied a recommendation for promotion and/or tenure by a vote of one less than the number needed to approve. In such a case, she/he has an automatic right of appeal if she/he can offer appropriate evidence questioning the validity or the substance of the Committee's evaluation. Promotion and/or tenure decisions by the Board of Directors are final.

Within one week of having received the letter, an applicant who has been denied promotion or tenure by a vote of one less than the number needed to approve and who wishes to appeal the recommendation of the Promotion and Tenure Committee must notify the President in writing of his/her intent to appeal. A formal written appeal must be submitted to the President within ten days of receiving notification from the Vice President for Academic Affairs and Dean of the Faculty. The President will review the appeal in light of the prescribed procedures and criteria for promotion and tenure. S/he will also review the appeal with the appropriate academic officers of the College and with the applicant if necessary. Prior to the next regularly scheduled meeting of the Board of Directors, the President will inform the applicant in writing of the result of the appeal.

CRITERIA FOR PROMOTION AND TENURE

The following criteria and guidelines govern the evaluation of the qualifications of an applicant for promotion and/or tenure by the Promotion and Tenure Committee. The Board of Directors in consultation with the President makes the final decision with regard to granting tenure and/or promoting an applicant, after consideration of these criteria and guidelines as well as the recommendation of the Promotion and Tenure Committee.

In addition to meeting requirements for years of service and professional degrees, the applicant must submit evidence of accomplishments in three areas: teaching, scholarship, and service. These criteria and guidelines recognize and celebrate the diversity of talents among the faculty and are structured to recognize creativity and excellence in a variety of scholarly enterprises.

To be considered for *Tenure* the applicant shall demonstrate *proficiency* in *all three* areas and *potential for excellence* in at least one area.

To be considered for promotion to *Associate Professor* the applicant shall demonstrate *proficiency* in *all three* areas, *excellence* in at least *one* area, and *Potential for Excellence* in at least one other area. To be considered for promotion to *Professor* the applicant shall demonstrate *proficiency* in *all three* areas and *excellence* in at least *two* areas. Faculty of Chestnut Hill College's doctoral programs must choose scholarship as an area of excellence in applying for promotion to *Professor*.

In all three areas, the Promotion and Tenure Committee will evaluate both the quantity and the quality of the evidence submitted by the applicant. Consideration will be given to the fit between current accomplishments and the evaluations and plans submitted as part of past applications.

Applicants may consult with the Vice President for Academic Affairs and Dean of the Faculty in choosing a professional from another institution to provide an evaluation of the scholarship included in the application materials.

GUIDELINES

The following guidelines are intended both to assist the candidate for promotion and/or tenure in compiling application materials and to articulate the standards of evaluation to be used by the Committee. Evidence presented as part of a candidate's application should be accompanied by a narrative explaining how the evidence meets the criteria. This narrative should explain any unique features of the candidate's field or any circumstances that may affect her/his fulfillment of the criteria. The narrative for tenure should address the candidate's potential contribution to the future of Chestnut Hill College and role in the Department to which the candidate is applying for tenure; the narrative for promotion should address past and present professional activities. Evidence for tenure and the first promotion should be new, that is, it should describe professional activities since day of hire. Evidence presented for subsequent academic advancement should show accomplishments since the last promotion or additional accomplishments since the last unsuccessful application for promotion.

Each application for tenure or promotion must contain a current curriculum vita. This curriculum vita should cover the entire academic career of the applicant. However, the applicant should separate what has been accomplished since coming to Chestnut Hill College (in each category—teaching, scholarship, service) and what had been accomplished before coming to Chestnut Hill College.

The applicant is responsible to make certain that all pertinent materials are included in the application at the time of its submission.

LETTERS OF RECOMMENDATION/EVALUATION

Each applicant should request letters of recommendation/evaluation. The letters should be sent to the Vice President for Academic Affairs and Dean of the Faculty. Prior to the submission of the materials to the Promotion/Tenure Committee, the Vice President for Academic Affairs and Dean of the Faculty will notify the candidate of all letters received. The candidate has the prerogative to invite a variety of people to write letters that are to be included in the application materials. This prerogative does not provide opportunity for the candidate to read the letters, which are submitted in confidence.

A. Types of Letters

1. Letters of Recommendation clearly support the candidate's application for promotion and/or tenure.
2. Letters of Evaluation describe the candidate's performance in a specific situation without explicitly recommending the candidate for promotion and/or tenure.

B. Appropriate Writers

I. Chestnut Hill College

- Department Chair (required for promotion and/or tenure)
- Other members of the Department. In cases of an application for *tenure*, letters are required from the tenured members of the candidate's department or the tenured members of the candidate's department can submit a joint statement of recommendation.
- Chairs of Committees on which the candidate has served
- Colleagues who have sat on committees on which the candidate has served
- Faculty who have team taught with the candidate

- Faculty who have collaborated with the candidate on projects or grants
- Students, either those currently enrolled or graduates

2. Outside of Chestnut Hill College

- Colleagues from other academic or professional institutions
- Editors who have worked with the candidate
- Reviewers who have discussed the candidate's work
- Colleagues from professional organizations in the candidate's discipline
- Persons who can speak to the candidate's service to the broader community

C. Special Considerations

- If the candidate is the Department Chair, a letter from a senior member of the department, or from the Chair of another relevant department, would be appropriate.
- In most cases, members of the College Administration and of the Promotion and Tenure Committee reviewing the application should not be asked to write on behalf of the candidate. Exceptions may be made on an individual basis; in these cases, a letter of evaluation would be appropriate.

Candidates are encouraged to seek letters from as many of these sources as apply.

TEACHING

Since Chestnut Hill College is primarily a teaching institution, demonstrated *proficiency* in teaching is essential for tenure and continued growth in teaching is necessary for promotion. The mission statement challenges the faculty to provide a holistic education, to foster equality through education, to work to achieve academic excellence, to participate in linking the world of learning to the world of work, and to contribute to an atmosphere of communal respect conducive to the exploration of personal values and beliefs.

Proficiency in Teaching is demonstrated by abilities in areas such as creating a classroom environment in which the faculty member can effectively and creatively impart knowledge to students, helping students learn from each other, motivating students to learn and think independently, presenting the latest thinking in her/his field, and encouraging students to participate, if practical, in ongoing research.

Every applicant for promotion and/or tenure shall submit:

- A statement of the candidate's philosophy of education, articulating in some detail the relationship between the candidate's teaching goals and classroom methods
- Sample materials used in courses, including syllabi, examinations, special assignments
- Samples of student work which demonstrate the candidate's feedback and guidance
- Original student evaluations, with an analysis of aggregate trends in these evaluations for a sufficient number of classes since the candidate's last promotion to demonstrate teaching quality.
- Peer evaluations of teaching from faculty at Chestnut Hill College and/or other institutions

The applicant is advised to address the following questions:

- How have the students used the knowledge they have gained from taking my courses?
- How have I updated my teaching materials over the years?
- How have I sought and used peer evaluation of my teaching?
- How have I improved as a teacher over the past several years?

- What experiences have been instrumental to my development as a teacher?
- How have I fulfilled plans for improving/developing my teaching skills which were included in previous promotion and/or tenure applications?
- What are my plans for improving and/or developing my teaching skills over the next five years?

Excellence in Teaching is demonstrated by outstanding teaching accomplishment which is recognized both within the College community and in the wider professional community.

Evidence of *Excellence in Teaching* may include:

Strongest evidence: Teaching awards
 Course materials which demonstrate continuing significant development/refinement of content and methodology in light of developments in the field and/or changes in student profile
 Student evaluations that consistently attest to exceptional teaching Evaluations of teaching effectiveness by peers in the applicant's discipline, from Chestnut Hill College, and from other colleges or universities

Other evidence: Invitations to present papers on teaching at regional or national conferences
 A philosophy of teaching that demonstrates a sophisticated integration of information from diverse sources as well as a consistent pattern of development of teaching methodology
 Letters from former students that indicate the effect that the applicant's teaching and/or advising has had in the students' lives

SCHOLARSHIP

Scholarship is an important criterion for promotion and tenure because without scholarship, teaching excellence is impossible. The mission statement calls for academic excellence, professional growth, and links to the world of work, all of which require that faculty keep abreast of and participate in current scholarship.

Types of Scholarship:

Scholarship has been described by the Carnegie Commission (Boyer, 1990) in four realms: scholarship of teaching and learning, scholarship of discovery, scholarship of application, and scholarship of integration.

Scholarship of Teaching and Learning — Developing pedagogy, advancing learning for and with students and educators, enticing future scholars

- Development of new courses, especially those that extend outside one's expertise
- Directing/supervising student research

Scholarship of Discovery—Advancing specialized, discipline-based knowledge

- Classic discipline-specific research

Scholarship of Integration—Making connections across disciplines, overcoming fragmentation, altering contexts in which people view knowledge, educating non-specialists; classic liberal learning

- Collaboration with faculty across disciplines
- Cross-curricular initiatives
- Publishing in the popular press to explain scholarly material to a new, and perhaps less informed audience

Scholarship of Engagement (Application)—Working for and with communities to address problems (civic engagement, social responsibility, interaction of theory and practice)

- Development of new programs within the college or community at large

For further detail on the range of scholarship and ways of providing evidence and assessment for scholarship, candidates are advised to consult two publications of the Carnegie Foundation for the Advancement of Teaching: Ernest L. Boyer, *Scholarship Reconsidered* (San Francisco: Jossey-Bass, 1990) and Charles E. Gossick, Mary Taylor Huber, and Gene I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate* (San Francisco: Jossey-Bass, 1997). In each of these areas of scholarship, careful assessment of the candidate's work is essential. To support an application for promotion and/or tenure, scholarship in any of these areas must relate to the intellectual/academic life of the faculty member. Copies of *Scholarship Reconsidered* and *Scholarship Assessed* can be found on reserve in Logue Library.

PROFICIENCY in SCHOLARSHIP is demonstrated by keeping abreast of developments in one's discipline, incorporating these developments in one's teaching, and contributing to scholarship in one's discipline and/or in a related field of study. All candidates for full professor must submit peer-reviewed publications as a demonstration of proficiency in scholarship.

EXCELLENCE in SCHOLARSHIP is demonstrated by expertise in one's academic discipline which is recognized both by the Chestnut Hill College community and by the wider professional community. Evidence of this recognition must include presentation to appropriate audiences.

Every applicant for promotion and/or tenure shall submit electronically to a special shell in Blackboard:

- A statement of the candidate's philosophy of scholarship
- Evidence of scholarship
- Evaluations of scholarly potential from peers at CHC and/or from other institutions
- Evidence of consistent involvement in the candidate's profession

Evidence of SCHOLARSHIP includes:

Publications:

Books
Articles in peer-reviewed professional journals, including e-journals
Book chapters
Essays in anthologies
Proceedings of conference
National media
Publications used in college libraries
Magazine and newspaper articles
Reviews of manuscripts, books, research proposals (one's own and others')
Non-peer-reviewed publications
Editorship of journals
Book Reviews
Publication in local journals
Field work documentation

Performances and Exhibits:

Juried performances
Non-juried performances
Juried art exhibits
Non-juried art exhibits
Museum exhibits

Commissions
Curating

Multimedia:

Multimedia presentations (audio, video)
Computer programs and applications

Presentations:

Peer-reviewed conferences
Professional lectures
Invited lectures
Public lectures
Colloquia
Non-peer-reviewed presentations
Radio and television interviews
In-service presentations for groups of professionals in the candidate's field

Grants:

Funded grants
Non-funded grants
Grant reviews

Other scholarly activities:

Attendance at professional conferences
Membership in professional organizations
Professional reading
Hosting major scholarly conferences
Consulting/Expert witness
Foreign professional travel
Off-campus study programs

Recognition of scholarship:

Honors and awards
Grant awards related to one's scholarship
Citations of one's work in published work of others
Invitations to participate in national seminars or institutes
Positive reviews of scholarly work by members of the professional community
Elected office in professional organizations

An article will be considered a publication when it has been accepted for publication and evidence of such is provided in the materials submitted for review. A book will be considered a publication when it has been published.

SERVICE

The mission of Chestnut Hill College is to provide a holistic education in a community of persons committed to service to one another, to the global community, and to the earth. SERVICE is an important criterion for promotion and tenure because faculty members are an influential part of the college community. It is crucial that they serve as role models for the kind of educated person the college wishes to graduate.

Proficiency in Service is demonstrated by consistent active participation in activities beyond teaching and scholarship which contribute to the common good of Chestnut Hill College and/or of the wider community.

Every applicant for promotion and/or tenure shall submit:

- A statement of the candidate's philosophy of service
- Details of the candidate's contributions to the common good at Chestnut Hill beyond teaching and scholarship. These contributions should include consistent participation in College committees, in recruitment and retention activities, and in the administrative work required in the candidate's department (such as moderating student professional organizations, ordering equipment or supplies for the department, supervising laboratories or performance space, assisting other department faculty with field trips associated with their courses, and the like)
- Samples from service activities, where appropriate, such as policies written, programs and flyers for events, brochures designed, etc.
- Peer and other evaluations of service activities, from members of the Chestnut Hill College community and/or others

The applicant is advised to address the following questions:

- How have I been involved in civic, religious, and/or community activities and/or volunteer activities, in harmony with the mission of Chestnut Hill College?
- How have I fulfilled the plans for service which were included in previous applications, if applicable?
- What plans have I for service during the next five years?

EXCELLENCE in SERVICE is demonstrated by leadership and significant accomplishment in serving the common good of Chestnut Hill College and/or the wider community, other than through teaching and scholarship, which is recognized by the Chestnut Hill College community and/or the wider community.

Evidence of **EXCELLENCE in SERVICE** may include:

Leadership in the department, especially serving as department chair

- Consistent leadership on Chestnut Hill College committees, including consistent service on committees and consistent service as chair and/or secretary.
- Leadership in major projects, such as curriculum revision, policy articulation, volunteer service projects, community celebrations, volunteer services to students with special needs, conferences, workshops, displays and exhibits, campus ministry, recruitment, fund raising, extracurricular student activities.
- Leadership and/or significant accomplishment in projects for the good of the community beyond Chestnut Hill College, which are in harmony with the mission of Chestnut Hill College and which enhance the reputation of the College.

CHESTNUT HILL COLLEGE

Subject: Promotion in Academic Rank of Administrators

Index: F 201.4

Effective: March 2013

Contact: VPAA

Those serving in administrative positions, and who have previously held tenured faculty positions at Chestnut Hill College, may apply for promotion in academic rank, provided the additional work involved in meeting the requirements for promotion does not compromise the primary work of administration. Since the candidate's last promotion, years of service in administration and/or on the faculty must meet or exceed the number of years required for promotion in academic rank as stipulated in the Promotion and Tenure Policy in *The Faculty Manual*. Further, the candidate must provide evidence that he/she meets the requirements for competency and/or excellence in teaching, service, and scholarship as outlined in the Promotion and Tenure Policy within the following parameters.

TEACHING

Administrators necessarily have limited time to assume additional responsibilities in the classroom; however, those applying for promotion must provide data about classes taught since leaving the full time faculty to accept administrative responsibilities. These include, but are not limited to: an itemized list of classes and the semester in which each was taught; an analysis of course evaluations; copies of all course evaluations, and if possible, letters from several graduates or unsolicited letters from current students. Peers (administrators inside the College or professors from outside the College) must be invited to observe and evaluate the candidate's teaching. Consistent participation in teaching is expected of one applying for promotion (i.e., minimally, one course annually). Exceptions to the one course annually might include the first year of transition to administrative status, the year prior to critical accreditations, etc.

SERVICE

Administrators regularly serve on committees as *ex officio* members, therefore, such committee membership is constitutive to responsibilities associated with their jobs. Administrators applying for promotion must demonstrate competence and/or excellence in their service on these committees. Administrators might also participate in the development of new programs to benefit the College or serve voluntarily on an *ad hoc* or standing committee of the College. Evaluation of such service will be documented by the administrator's direct supervisor. Additional service can include, but is not limited to: service on the Board of Directors or as an officer of a professional organization; service on the Board of Directors or Advisory Committees of not-for-profit organizations; service to the City, State or Federal Departments of Education; for a member of a religious congregation, a diocesan priest, or an Associate of a religious congregation, service on Congregational or diocesan committees and/or task force membership may be evaluated as service, etc., in the case of these external committees. In the case of these external committees, letters testifying to quality of service must be provided by the Chair or by fellow committee members.

SCHOLARSHIP

Guidelines for scholarship as they appear in the Promotion and Tenure Policy in *The Faculty Manual* will be applied to faculty and administrators.

ADDITIONAL CRITERIA

Those who accept an appointment as an administrator are expected to fulfill conscientiously and thoroughly all responsibilities as outlined in the administrator's job description. A letter from the administrator's direct supervisor and at least one other letter from a Chestnut Hill College colleague or supervisor affirming proficiency in executing the duties of the administrative position must be included in the candidate's materials for promotion.

EVALUATION PROCESS

Applications for the promotion of Administrators will be reviewed by three qualified members of the Academic Committee of the Board of Directors as well as at least one tenured outside evaluator with the rank of Full or Associate Professor in the candidate's field. This evaluator, selected with the assistance of the faculty Chair of the Department to which the administrator belongs and the Vice President for Academic Affairs, will submit a written evaluation of the candidate with his/her recommendation for promotion.

If the membership of the Academic Committee of the Board does not include three qualified academics to review the materials, more than one outside evaluator will be asked to serve following the selection process indicated in the preceding paragraph.

Members of the sub-committee will be invited to serve by the Chair of the Board of Directors in consultation with the President. Upon completion of the evaluation, the sub-committee will make a recommendation to the President. The President and the sub-committee will make a presentation to the full Academic Committee and the Academic Committee Chair will present the findings of the Committee to the Board of Directors for a vote.

TIMELINE

The timelines for submission of materials, review by the Academic Committee of the Board of Directors, and presentation to the Board of Directors will follow those outlined in the Faculty Promotion and Tenure Policy.

CHESTNUT HILL COLLEGE

Subject: Sabbaticals

Index: F 301.1

Effective: April 21, 1993
(Revised May 2013: May 2016)

Contact: VPAA

PURPOSE

Chestnut Hill College makes provisions for sabbatical leaves in order to foster professional growth.

ELIGIBILITY

After six years of service, a tenured faculty member is eligible to apply for a sabbatical leave. The application for sabbatical leave must include a detailed description of a project of research, writing, study, or other creative endeavors, which will enable professional growth. A statement from the applicant's department chair describing the impact on the department and the department's plans for course coverage should also be included with the application. Financial information should be included (e.g., will the faculty position require the hiring of a full-time faculty member or adjuncts, etc.).

A faculty member is eligible to apply for a sabbatical leave every seven years although exceptions may be recommended to the President when circumstances warrant a shorter time between sabbatical leaves.

EVALUATION OF APPLICATIONS

Criteria which are considered during the evaluation of the application include:

- Appropriateness of the project
- Department needs
- College needs
- Financial resources

If choices must be made among candidates who meet the above criteria, productivity of past sabbaticals, number of past sabbaticals, length of time since last sabbatical, years of service, and urgency of need of the applicant should be considered. The applicant should be informed of criteria applied in the disposition of the application.

SABBATICAL

Sabbatical leaves are granted for one year with half salary or one semester with full salary. Other arrangements may need to be negotiated with the President. For faculty members on sabbatical leave with partial compensation, the College will make benefits contributions on the basis of full compensation, if the faculty member will do likewise. A description of the agreement should be included in the proposal.

OBLIGATIONS OF THE FACULTY MEMBER ON SABBATICAL

- Faculty members are expected to return to the College for at least one year following his/her sabbatical leave unless other arrangements are mutually agreed upon.
- Faculty members on sabbatical leave will not engage in full-time employment as faculty members at other colleges. Full time employment at another college or institution requires a request of a leave of absence rather than a sabbatical. Faculty members may accept employment, for instance as part of grant funding or in other appropriate

circumstances, but such cases should be described in the application for sabbatical.

- It is understood that faculty members on sabbatical leave do not participate in academic and service obligations at Chestnut Hill College during the length of the leave.
- Upon return from sabbatical, the faculty member will submit a written report describing the activities of the sabbatical to the Vice President for Academic Affairs and Dean of the Faculty within the semester of his/her return. The faculty member will also prepare a colloquium/presentation for the faculty and give a presentation to the Academic Committee of the Board.

APPLICATION PROCESS

- Six months in advance of formal application date, the faculty member informs the Vice President for Academic Affairs and Dean of the Faculty of his/her intent to apply for a sabbatical. An outline of proposed budget, a letter from the chair of the department, and a statement indicating how the leave will benefit the College must be included as part of the application.
- A formal application must be submitted to the Vice President for Academic Affairs and Dean of the Faculty by **September 15** of the year preceding the sabbatical. The application should include the length of the time requested, a detailed outline of the project, a statement describing the significance of the project in relation to the Mission of the College, a letter from the department chair describing the impact on the department, if the sabbatical is granted, dates and short summary of last sabbatical, and an updated curriculum vitae.
- Applications are reviewed and approved by the Academic Committee of the Board.

CHESTNUT HILL COLLEGE

Subject: Faculty Development Release Time

Index: F 301.2

Effective: December 11, 2001
(Revised August 2012)

Contact: VPAA

To provide faculty time to pursue research to develop new programs of benefit to the College, prepare scholarly articles and manuscripts for publication, and to prepare conference papers, exhibits, recitals for public presentation, Chestnut Hill College will provide release time within the limits of the budget. Faculty Development Release Time may follow the models outlined below, depending upon the scope of the project to be undertaken.

- I. Fall or Spring — one course or two course release
- II. Fall — one course release
Spring — one course release
Summer with stipend
- III. Spring — one course release
Summer with stipend
Fall — one course release
- IV. Summer with stipend
Fall — two course release
- V. Spring — two course release
Summer with stipend
- VI. Summer only with stipend
(No courses may be taught during this time.)

Summer and Fall/Spring or Spring or Fall Combination Only

When release time includes the summer, it is expected that during the summer months a faculty member will teach no more than one course, at Chestnut Hill College or elsewhere and will not engage in other employment. A stipend of \$2500 will be provided upon the demonstrable completion of the project. The faculty member will be expected to submit the article, conference paper, completed manuscript of a book, etc. to the Vice President for Academic Affairs and Dean of the Faculty before the stipend can be paid. No more than four summer stipends will be available each year.

No faculty member may request stipends for consecutive summers. In the event there is a special circumstance and the full quota of stipends have not been awarded, a faculty member may ask to be considered for additional paid release time by submitting a written proposal to the Vice President for Academic Affairs and Dean of the Faculty.

Faculty may use their annual allowance for travel and/or supplemental Faculty Development Funds as approved by the Faculty Development Committee to support the costs associated with their research

during the approved time frame. No additional institutional funds will be provided. Faculty are encouraged to apply for grants if summer research requires travel or the expenditure of additional funds.

A faculty member is eligible to receive a Faculty Development Release Time grant after one year of teaching at Chestnut Hill College. Therefore, new faculty can apply to this program during their first year of service as a full-time faculty member for a grant which would reduce their second year course load. Faculty may apply as often as there are projects to develop, but priority will be given to those faculty who have not had release time.

Application for Faculty Development Release Time should be made by **November 1st** preceding the fiscal year in which the faculty member is requesting Faculty Development Time. A proposal briefly explaining the nature, scope, duration, and anticipated outcomes of the project is to be submitted to the Vice President for Academic Affairs and Dean of the Faculty, who will consult with the Faculty Development Committee and then recommend to the President those faculty to be considered for Faculty Development Time. The Vice President for Academic Affairs and Dean of the Faculty will notify the faculty members of the decision by February 15th.

Progress reports are to be submitted each semester to the Vice President for Academic Affairs and Dean of the Faculty. The completed project is to be submitted to the Vice President for Academic Affairs and Dean of the Faculty at the conclusion of the Development Time.

During the academic year following the release time, faculty will participate in a panel discussion or other improvised format to share the results of her/his project with the College Community.

Development Time may not constitute an overload nor cause a course to become an overload.

Group Course Release Time Grants for College-Initiated Projects

A group of faculty who are working on a College-initiated project, such as development of a new major or new degree program, can also apply for a Group Course Release Time grant. While applications for these grants can be submitted at the same time as the individual Faculty Development Release Time grants, the Vice President for Academic Affairs and Dean of the Faculty will accept and consider applications for Group Course Release Time grants off-cycle, depending on the nature and time-line of the project on which the group of faculty are working.

CHESTNUT HILL COLLEGE

Subject: Faculty Colloquia

Index: F 301.3

Effective: July 1992

Contact: VPAA

The Faculty Colloquia is a series of professional gatherings presented annually through the Office of the Vice President for Academic Affairs and Dean of the Faculty. Speakers are solicited from among the faculty and/or from the academic community. All full-time faculty are urged to attend; guests are welcome. Students may be invited with the approval of the speaker.

CHESTNUT HILL COLLEGE

Subject: Faculty Grievance Policy

Index: F 301.4

Effective: May 1, 2006

Contact: VPAA

PURPOSE OF THIS POLICY

Chestnut Hill College is committed to providing fair and equitable treatment for all within the framework of College policy. This Faculty Grievance Policy seeks to provide a process for the just resolution of differences that is non-adversarial and private. Recognizing the rights and responsibilities of faculty, especially the right of self-governance and of participation in College governance, this Faculty Grievance Policy provides for a committee of elected faculty to address faculty grievances.

SCOPE OF THIS POLICY

This policy applies to all members of the Faculty Senate, all full-time and part-time faculty members.

DEFINITION OF A GRIEVANCE

In the context of this policy, a grievance shall ordinarily consist in the reported violation of established college values, policy, or practice by one faculty member to the detriment of another faculty member. This Policy is not intended to replace the College policy and procedures related to discrimination on the basis of sex, race, age, national origin, or other forms of discrimination prohibited by state or federal law. If the complaint involves such allegations of discrimination and/or harassment, the Faculty Grievance Policy shall not be used to address the complaint.

A dispute consists of any disagreement or difference between faculty members that creates a work environment detrimental to one or both members' effective functioning as a member of the college community. A dispute may not be submitted to the grievance process unless it involves the violation of established college values, policy, or practice. [Other disputes should be resolved by using the steps described below in this policy as preliminary actions.]

RIGHTS AND OBLIGATIONS IN THE GRIEVANCE PROCESS

This policy is not intended to limit the right of faculty members to seek legal counsel independently of this grievance process. Inasmuch as this process is intended to precede and avoid legal action, this grievance policy is [inapplicable if either party engages legal counsel] to be implemented without any of the parties having counsel appear for them during this process.

All who participate in the grievance process at any stage are obliged to respect the confidentiality of the proceedings. They are authorized to discuss the grievance with only those persons who have a genuine need to know. This obligation of confidentiality applies to the party who submits the grievance as well as others involved in the process. A breach of this duty of confidentiality may be considered by the Grievance Committee and addressed in its report.

It is the responsibility of the party who submits a written grievance to provide objective documentation/evidence of policy violation. The written grievance and its supporting documentation shall be promptly made available to the individual against whom the grievance is filed, if by doing so, the Grievance Committee is not violating any federal or state law regarding the confidentiality of records. It is the responsibility of the Grievance Committee to review the evidence thoroughly and objectively. The

Committee may, if necessary, request additional documentation from the party who submits the grievance and from other appropriate [parties] individuals.

All documentation and information related to the grievance process is confidential. The Grievance Committee may request of the appropriate college officer relevant confidential information, and that officer shall decide if the request can be met lawfully. The grievance process does not entitle the party who submits a grievance access to any confidential information.

PRELIMINARY ACTION TO RESOLVE A GRIEVANCE

All private and informal methods of resolution should be exhausted before a formal grievance is submitted. The faculty member should first try to resolve the matter directly with the person(s) involved, utilizing the assistance of the Department Chair, the Dean of the Faculty, and/or others as appropriate.

Informal resolution should be sought first at the lowest management level possessing the appropriate authority, and only later at higher levels of college administration. [If informal resolution is sought with the College President, her decision is final and no subsequent submission to the Grievance Committee is permitted.]

If the matter is not resolved informally to the satisfaction of the faculty member, he/she is encouraged to submit the grievance to nonbinding mediation.

If mediation does not resolve the matter to the satisfaction of the faculty member, then a formal grievance may be submitted in writing to the President of the Faculty Senate, according to the norms provided by this policy.

Before any other action, the Senate President shall encourage the faculty member to submit the grievance to mediation, if that has not already been done, and shall inform the faculty member about [available] potential mediation resources. The party who submits a grievance is not required to engage in mediation. If the complaining faculty member decides to pursue mediation, the Senate President will appoint a neutral mediator who meets with the parties within 30 days. The *neutral mediator* is a third party not directly involved with the disputed issues of the grievance who is acceptable to the disputants. The Senate President will first try to select the mediator from a faculty or staff member of the College.

If mediation results in a mutually acceptable outcome [and occurs after the submission of a formal grievance,] it should result in a written report of the outcome, to be signed by the parties terminating the Grievance process and appropriately filed.

COMPOSITION AND ELECTION OF THE GRIEVANCE COMMITTEE

A committee shall be established to be known as the Grievance Committee.

A Grievance Committee shall be constituted separately for each grievance. The President of the Faculty Senate, in consultation with the Executive Board of the Faculty Senate, arranges the formation of a committee in such a way as to maximize fairness and objectivity for both the party who submits the grievance and the party against whom the grievance is directed.

Membership shall consist of one full-time faculty member: one member of the Faculty Senate Executive Board, one member of the Faculty Development Committee, one member of the School of Undergraduate Studies Academic Standards and Policies Committee, and one Department Chair. Each of these bodies shall decide on the best way to select delegates who, on the basis of his/her relationship to the parties involved in the grievance, can be impartial and objective. If the committee is unable to

provide an appropriate delegate, then the Faculty Senate President **may** arrange for an appropriate delegate to be selected from a different elected faculty committee.

The Chair of the Grievance Committee is elected by the members of the Grievance Committee. The chair should be well respected in the academic community and seen as one who acts with objectivity.

THE GRIEVANCE PROCESS

A. CONTENT OF THE WRITTEN GRIEVANCE STATEMENT

The written documentation should consist of:

- A detailed description of the grievance, including reference to the policy that appears to have been violated, the party against whom the grievance is directed, the remedy that is being sought, and documented evidence of the alleged policy violation.
- A chronology of the steps taken to resolve the grievance thus far.
- A statement of permission to the Grievance Committee to consult about the grievance with the party against whom the grievance is directed, the Dean of the Faculty, those college officers/faculty involved in the formation of the Grievance Committee, and other college officials as necessary. This statement may include specific exceptions if the complainant deems this necessary to safeguard objectivity.

B. SUBMISSION OF THE GRIEVANCE STATEMENT

For the Grievance Process, calendar days are counted only within the limits of the official fall and spring semesters.

A grievance must be submitted between the beginning of the fall semester and April 1. A Grievance Committee shall not be obligated to sit during the period from June 1 to the beginning of the fall semester. Consequently, grievances submitted late are unlikely to be resolved in the current year.

A grievance must be submitted within 60 calendar days of the occurrence giving rise to the grievance or of the date when the party submitting the grievance learned of the occurrence. If the 60 days expire between June 1 and the beginning of the fall semester, the grievance must be submitted by September 30.

A grievance must be submitted in sufficient time for a remedy to be enacted while the faculty member is employed by Chestnut Hill College. If the faculty member ceases to be employed by the College, the grievance shall be marked "Closed."

The grievance must be submitted in writing to the President of the Faculty Senate, who shall immediately inform the Vice President for Academic Affairs and Dean of the Faculty. The President of the Faculty shall within three days inform the party against whom the grievance is directed of the general nature of the grievance. The Senate President shall promptly provide the person against whom the grievance is directed with a copy of the grievance materials once they are received. The Senate President shall then oversee the formation of the Grievance Committee.

The membership of the Grievance Committee shall be finalized within 30 calendar days of receipt of the grievance materials by the Senate President, and the Grievance Committee shall schedule its initial meeting at the earliest possible time thereafter.

All appropriate and relevant documentation should be submitted at the time of the original submission of the grievance, if possible. Additional materials in support of the grievance may be submitted no later than 30 days after the original submission, or at any time as requested by the

Grievance Committee.

C. COMMITTEE RESPONSES/ACTIONS

The Grievance Committee shall review the documentation supplied by the person submitting the grievance and may request additional information from the party who submitted the grievance and/or other involved parties. [The Committee may request to meet with the party who submitted the grievance, the party against whom the grievance is directed, and/or other appropriate persons.]

Note: The Committee should not meet with one party if the other party is not present.

Within 30 calendar days of the first meeting of the Grievance Committee, the Committee shall respond in writing to the party who submitted the grievance. The Committee's response shall state the Committee's decision regarding the disposition of the grievance. The disposition may be one of the following:

- To conduct a formal hearing of the grievance.
- To refuse further consideration of the grievance.
- If the Committee refuses further consideration of the grievance, the Committee shall provide a reason for the decision.
- To defer decision to a later date.
- The deferral of a decisions requires a reason that is recognized as compelling by both parties. Further scheduling of Committee action shall be determined by mutual agreement among the parties involved in the grievance.

If the grievance claims "inadequate consideration" by a faculty body, the function of the Grievance Committee is to determine whether or not adequate consideration was given by the appropriate faculty body and, if not, to request reconsideration by that body. Adequate consideration should be evaluated on procedural rather than substantive issues. The Grievance Committee should not substitute its own judgment for that of the faculty body involved.

D. FORMAL HEARING

If the Grievance Committee decides to conduct a formal hearing, the hearing must be scheduled within 30 calendar days of the communication and all parties involved will be notified in writing of the decision to hold a hearing.

The Grievance Committee will serve as the hearing panel. If not all members can attend, the President of the Senate may appoint at least three members to the Committee to serve as the hearing panel.

The party who submitted the grievance and the party against whom the grievance is directed and their witnesses shall attend the hearing, along with any other individuals whom the Grievance Committee asks to attend. The Grievance committee, in consultation with all involved parties, shall decide whether or not the hearing will be open to other members of the College community. The Grievance Committee may request anyone who has relevant information to testify. However, the Grievance Committee has no power to compel such testimony. Each party is required to make available to the other party and to members of the Grievance Committee a copy of all of the documentary material each party will rely upon at the hearing. The documents must be distributed at least 5 days before the scheduled hearing.

The Chair of the Grievance Committee shall preside at the hearing, which shall be conducted according to the following process:

- a. The party submitting the grievance shall present her/his case.

- b. Relevant supporting testimony and documentation shall be heard and accepted.
- c. The party against whom the grievance is directed shall present her/his response.
- d. Relevant testimony supporting this response shall be heard.
- e. At the request of either party involved in the grievance, a recess shall be called to allow an opportunity to prepare a response.
- f. The party who submitted the grievance shall respond to the testimony of the party against whom the grievance is directed.
- g. The party against whom the grievance is directed shall respond to the testimony of the party who submitted the grievance.
- h. Opportunity shall then be provided for questions from the members of the Grievance Committee [and the parties involved in the grievance.]
- i. The presenters shall leave the hearing room while the Grievance Committee deliberates in private about what, if any, remedy to recommend. The Grievance Committee will reach a decision by simple majority vote. The Grievance Committee report shall be communicated in writing to the parties involved in the grievance within 10 calendar days.

The deliberations of the Grievance Committee are always confidential. Other aspects of the formal hearing may be held in confidence at the request of either party involved in the grievance.

E. COMMITTEE RECOMMENDATION/REPORT

The report of the Grievance Committee is developed collaboratively by Grievance Committee members. Every effort is made to reach consensus; however, disagreement may be resolved by a simple majority vote. The report is submitted in writing within 10 calendar days to the parties to the grievance; the President of Faculty Senate and the Vice President for Academic Affairs and Dean of the Faculty, who will communicate the information to the College President and to other members of the College administration as appropriate and/or necessary.

The Grievance Committee report shall include any significant findings and recommendation(s) about a remedy, if appropriate. A copy of the report shall be provided to the parties as a confidential document, the content of which they are prohibited from disseminating to other faculty or sharing publicly. This report shall serve as a recommendation only and cannot be construed as an official decision of the College. [It is, however, final, unless overruled by the College President or the College Board of Directors.] It is expected that the recommendation of the Grievance Committee shall be given substantial weight in formulating the official decision. The report shall be forwarded promptly to the College President.

The College President or the College Board of Directors may accept the recommendation(s) of the report or overrule the Grievance Committee's report. The College President shall communicate to the Chair of the Grievance Committee within 21 calendar days of receipt of the Committee's report either her/his acceptance of or her/his intention to [consider] over[ruling] the Committee's report. The College President or the College Board of Directors may overrule the Grievance Committee report only after the Grievance Committee has been informed of the objection(s) to the original report. The Grievance Committee shall then issue a second report including addressing the objections within 10 days. The College President and/or the College Board of Directors will then review the second report. The final decision by the College President, if different from the decision reached in the original report, should include a statement addressing the original report. The second report of the Grievance Committee and the final decision of the College President shall each be promptly made available to the parties. If the recommendation of the Grievance Committee, as accepted by the College President, or the decision/recommendation of the College President require action by the College Board of Directors, then the action of the College Board of Directors shall be final. In all other cases, the decision of the College President shall be final.

The Grievance Committee will suggest to the Faculty Senate appropriate changes in the grievance policy/procedure as needed, based on their experience with the policy.

If there has been grievance activity, the Grievance Committee will report to the College community, as do all committees to which faculty are elected, at the end of the spring semester, stating the general nature of the grievances filed and their disposition, without identifying the parties to the grievances. This report can be omitted if there is no way to report the general nature of the grievance without violating privacy or confidentiality.

CHESTNUT HILL COLLEGE

Subject: Alternate Course Formats

Index: F 401.1

Effective: February 1999

Contact: VPAA

A. Independent Study

A course may be offered as an independent study if one of the following apply:

1. A student needs the course to fulfill degree requirements and it will not be offered before the student's anticipated graduation;
2. A student needs to take a required course out of sequence;
3. A student wishes to do advanced study and/or supplementary research.

Some considerations regarding independent study:

1. The department must consider whether or not the student capable of doing independent work;
2. Taking a course out of sequence is to be approved only in case of emergency;
3. Faculty are not required to offer independent study as a substitute for a regular course simply because of low enrollment;
4. The department agrees that the course work can be done on an independent basis;
5. Ordinarily the student must be carrying a full course load, with only one (1) independent course allowed in anyone semester.

A student requesting an independent study must first consult with the appropriate faculty member. After a mutual commitment has been reached, the student must seek approval from the appropriate Dean prior to registration. (A form for this purpose may be obtained in Appendix G of this manual and in the offices of the Deans.)

The faculty member who works with a student on an independent study basis is paid 50% of the current per credit tuition provided the Independent Study is in addition to the full-time teaching load.

B. Hybrid Courses

See Appendix B for *General Guidelines for Hybrid Courses at Chestnut Hill College (2018 Working Guidelines)*.

C. Alternative Assessment Formats

There are several alternate ways by which matriculated, full-time students may earn credit for courses at Chestnut Hill College; namely, through challenge examinations and portfolio assessment. Application for each of these experiences must be approved by the appropriate Dean, after consultation with the department involved. The deadline for such application will be the same as the deadline for dropping or adding courses.

The department reserves the right to designate which courses are appropriate for challenge examinations and portfolio assessment. In each case, an evaluation equivalent to a B is required for credit to be given.

1. Challenge Examinations

A matriculated, full-time student who, by virtue of academic or professional background, can demonstrate mastery of certain courses, may choose to challenge the course and obtain academic credit. A student may not challenge a course previously failed.

All challenge examinations must be completed prior to registration for the final fifteen (15) credits required for the degree.

The instructor involved:

- a. Meets with the student requesting the exam to provide guidelines;
- b. Administers and evaluates the exam;
- c. Submits the grade to the Registrar's office;
- d. Is paid 50% of the fee.

2. Portfolio Assessment

A matriculated, full-time student may present, in a portfolio, a compilation of data organized in approved format to demonstrate college-level knowledge sufficient to be awarded credit for a course in the current college catalog.

A faculty member from the appropriate department will review the student's application to determine if the project fulfills the goals of the course in question.

A complete description of the process involved in proposing, fulfilling, and submitting a portfolio may be found in the Office of Student Success.

3. The faculty member who oversees a portfolio assessment is paid 50% of the fee.

CHESTNUT HILL COLLEGE

Subject: New Undergraduate Degree Program Process

Index: F 401.2

Effective: December 1999
(Revised August 2009)

Contact: VPAA

1. ORIGIN OF THE PROPOSAL

While the idea for the new degree may originate with any member of the college community, the proposal is developed by an existing academic department or a group of existing academic departments. The faculty group developing a degree proposal should try to consult and/or include in their working group any faculty member with interest or relevant expertise. If the working group is diverse, the degree proposal must include a clear identification of the department which will house the new degree. See Appendix C for *Checklist for Developing and Seeking Approval for a New Undergraduate Degree Program*.

2. ANNOUNCEMENT OF INTENT TO DEVELOP A PROPOSAL

Once the appropriate group of faculty has sufficiently articulated the idea for a new degree to communicate it in a general way, the chair of the faculty group discusses the idea with the appropriate Dean, who will arrange for an initial review by the Administration. At the same time, all full-time faculty will be informed in writing of the intent to develop a proposal and invited to comment and/or participate in the development process if they have interest or relevant expertise.

3. DEVELOPMENT OF THE PROPOSAL

If the Administration and Faculty are favorable to the idea of the new degree, the faculty of the appropriate department(s), together with any other faculty with interest and/or relevant expertise, develop a detailed draft of the degree proposal, which should include:

- a. Name of the degree
- b. Rationale for the degree, including how it fits the mission of Chestnut Hill College and how it is distinct from already existing degree programs at Chestnut Hill College
- c. Structure of the degree requirements
- d. Documentation supporting the professional quality of the degree structure proposed
- e. Faculty needed
- f. Student interest and degree marketability
- g. Competitive programs
- h. New resources needed
- i. Impact on other programs and on resources at Chestnut Hill College
- j. Projected time line for completing the approval process

4. CONSULTATION OF THE FACULTY

The proposal is distributed to all full-time faculty for comments and suggestions. The proposal is then revised as appropriate.

5. RESPONSIBILITY FOR THE APPROVAL PROCESS

The responsibility for evaluating the professional quality of the proposed degree rests with professionals in the relevant field(s), from the Chestnut Hill College faculty and/or from the broader community. The responsibility for evaluating the appropriateness of the proposed degree in the light

of the mission of Chestnut Hill College, the general requirements of the curriculum, and the potential impact of the new degree on existing programs and resources rests with the Administration in consultation with the faculty.

6. THE APPROVAL PROCESS

The proposal is then presented for approval in the following sequence. Objections which arise in the course of this sequence must be addressed before the process can be continued. The working group will decide upon a presenter from among its members who will introduce the proposal at each stage. When the proposal is considered at a meeting, the members of the working group should be available to answer questions.

7. By the time a proposal is presented to the Administration, to the appropriate Academic committee of the Faculty Senate, and to the Faculty Senate for approval, its professional quality should be well documented. The purpose of the Administration and the Faculty Senate in the approval process is to evaluate the appropriateness of the proposed degree in the light of the mission of Chestnut Hill College, the general requirements of the curriculum, and the potential impact of the new degree on existing programs and resources.

a. ADMINISTRATION

The working group of faculty submits the proposal to the appropriate Dean, who presents it first to the Vice President for Academic Affairs and then to the Administration for review.

b. FACULTY

The appropriate Dean then submits the proposal to the Academic Committee or the School of Continuing and Professional Studies Academic Committee (as appropriate) for review. Proposals which are submitted to the School of Continuing and Professional Studies Academic Committee are reviewed and then submitted by the chair of that committee to the Academic Committee. The chair of the Academic Committee then submits the proposal to the Executive Board of the Faculty Senate for discussion at a Faculty Senate meeting, followed by a vote. The results of the voting are sent to the appropriate Dean.

c. BOARD OF DIRECTORS

The appropriate Dean presents the results of the Faculty voting to the Vice President for Academic Affairs and to the Administration. The Vice President for Academic Affairs then presents the degree proposal to the Academic Committee of the Board of Directors.

8. IMPLEMENTATION

Once the proposal has received full approval, the department within which it is housed arranges to include it in the next appropriate college catalog; to offer the courses needed in an appropriate sequence; to plan for any needed faculty, resources, field experiences, and the like; and in conjunction with the Office of Institutional Advancement, to publicize the new degree.

CHESTNUT HILL COLLEGE

Subject: Syllabus Guidelines

Index: F 401.3

Effective: 1999
(Revised January 2010)

Contact: VPAA

To be used in all courses effective July 1, 2010

Every faculty member should present to his/her students a comprehensive course syllabus for each course he/she is teaching. The syllabus is an official document of the College and a tool for resolving disputes that may arise between a teacher and a student or students in terms of expectations. An electronic version of each syllabus should be provided to the Department Chair and to the office of the Dean of the school in which the course is taught by the first day of class. These archived syllabi may be provided to other institutions upon request. Adjustments made to syllabi over the course of the semester must be communicated in writing to students, with copies provided to the Department Chair and Dean [e.g. via email or Blackboard].

Course requirements and classroom policies should be stated clearly in the syllabus. These may vary from course to course, but must be consistent with Chestnut Hill College Policies. *Chestnut Hill College Policies, found in the catalog, should be referenced for: Attendance, Academic Integrity, Disabilities/Special Accommodations, Final Examinations, etc.*

Each syllabus should contain the following information (see Appendix D for *How to Create a Syllabus in Microsoft Word*):

1. Official name and number of the course; School, Session/Semester, Year, Day and Time.
2. Name of the instructor with academic credentials.
3. Telephone number(s), fax numbers and the CHC e-mail address where students can reach the instructor.
4. Time schedule for availability outside of the scheduled class time. Please arrange with your students to be available to them for consultation.
5. Course description as found in the catalog and goals and objectives of the course, which should include connections to the Mission and Core Values of the College and Chestnut Hill College Student Learning Outcomes.
6. A substantial outline of the course:

Detail content for each class meeting with dates, including in-class activities and all other assignments completing PDE required instructional hours.

- List knowledge/skills students will have as a result of taking the course and how this will be evaluated.

SUS: Note which Student Learning Outcomes will be addressed in the course and how progress will be evaluated.

- Required use of technology [Blackboard, Turnitin.com, etc.]
- Grading policies; Explain how will you determine the final grade and how/where students may access their grade/status and track their progress throughout the semester. [for example, the grade book function in Blackboard or my.chc.edu, conversations with you, etc.]

- Participation and how it will contribute to the final grade; this should include Electronic Participation if required
- Written work including rubrics, dates and deadlines, quality, format and writing guides (e.g. MLA, APA)
- Presentations, projects, etc., including rubrics, dates and deadlines
- Examinations, tests, quizzes. * Include the date of the final exam session*

7. Expectations of the students:

- Attendance, Lateness, Leaving Early, etc. (be clear and specific)
- Academic Integrity
- Classroom Behavior (etiquette, cell phones, etc.)

8. Name of text/s (title, author, publisher, copyright date and ISBN number) and other required readings

List of recommended readings

CHESTNUT HILL COLLEGE

Subject: Course Scheduling Policy

Index: F 401.4

Effective: September 2001
(Revised August 2009)

Contact: VPAA

Priority in scheduling courses will be given to the needs of the students. Full professors and faculty who have completed 25 years of service will have the privilege of selecting days and times when they will teach. All other faculty members may state their preference for teaching times. These requests will be honored if it is possible to do so without compromising the overall integrity of the master schedule.

The College Registrar has the responsibility to prepare the master schedule and has full authority to make final decisions about the course scheduling (i.e., cognizant of student needs, s/he will decide the days and the times at which courses will be taught).

No faculty member may change the officially scheduled time, day, or duration of a class without the written approval of the appropriate Dean, the Vice President for Academic Affairs and Dean of the Faculty, and the Registrar (in that order). Requests for changes must be made in writing and approved at least one week prior to the requested change.

All classes must meet on the day on which the final examination is scheduled. If no examination is given, it is expected that the class will meet for the regularly scheduled time block, (e.g., 50 minutes for classes that meet 3 days a week; 75 minutes for classes that meet 2 days a week, etc.)

Only those courses in which there is limited seating because of the availability of equipment (technology and science labs) or classroom size (science labs, art studio, etc.) will have an automatic cap on the number of students who may register for the course. In accordance with the availability of space and the nature of the course to be taught, other caps will be set by the Registrar in collaboration with the appropriate academic administrators.

CHESTNUT HILL COLLEGE

Subject: Grade Appeal Policy

Index: F 401.5

Effective: April 1999
(Revised August 2009)

Contact: VPAA and Dean
of Appropriate
School

The following are the grade appeal policies for each of the three schools:

SCHOOL OF UNDERGRADUATE STUDIES

A student who wishes to appeal a grade should proceed with the following steps, keep a written record of the relevant dates, and consult the catalog of the school in which the course was taken.

NOTE: In cases where the appeal decision will determine whether or not the student may register for the next sequential course, the process may be expedited appropriately. In such cases, the student should arrange the schedule of deadlines with the appropriate Dean at the time of initiating the appeal.

1. The student should contact the instructor within thirty days after receiving the official grade report.
2. The student is encouraged to try to resolve the issue through conversation with the instructor who has given the grade.
3. If the issue cannot be resolved by conversation, the student may submit a written appeal to the instructor, along with any relevant materials (papers, tests, assignments, etc.), within ten days of the meeting with the faculty member. The instructor should respond within one week of receiving the request with a written statement to the student detailing the reasons for the grade. *If the course instructor is also the Department Chair/ Coordinator, a copy of the letter must also be sent to the Dean of the School of Undergraduate Studies.*
4. If the issue remains unresolved after written appeal to the instructor, the student may, within ten days of receiving the instructor's written response, appeal in writing to the chair of the appropriate department, stating the reasons for the disagreement and presenting evidence in support of the appeal. The chair will respond in writing within two weeks of receiving the written appeal from the student. If the written appeal is received by the chair between June 1 and the beginning of the Fall semester, this deadline is postponed to September 15. *If the course instructor is also the Department Chair/ Coordinator the Dean of the School of Undergraduate Studies will receive the appeal. In this case steps 4 and 5 are eliminated.*
5. If the issue remains unresolved by the response of the chair, the student may, within ten days of receiving the chair's response, appeal in writing to the appropriate Dean.
6. The Dean will form an *ad hoc* committee to review the issue. This committee will consist of the Dean and three faculty members chosen in the best interest of the matter at hand (consisting of the Dean and three faculty members other than the instructor or department chair/coordinator). The *ad hoc* committee will convene as soon as possible. The Dean will forward all relevant materials to the *ad hoc* committee in sufficient time for them to be reviewed prior to the meeting. The student and the instructor will present their arguments before the *ad hoc* committee in one another's presence and will both answer questions from the committee. The committee will then review the evidence in private and reach a decision.

7. The committee will immediately communicate its decision to the appropriate Dean, who will notify the student of this final decision in writing.

SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES

A student who wishes to appeal a grade should proceed with the following steps, keep a written record of the relevant dates, and consult the catalog of the school in which the course was taken.

1. A student must appeal a final course grade before the end of the session immediately following the session in which the grade was assigned. The student must initiate the process by first appealing in writing (e-mail is not acceptable) to the instructor who has given the grade, providing the instructor with any relevant material/evidence in support of the appeal. If requested by the student, the instructor should provide within one week of the request a written statement to the student detailing the reasons for the grade.
2. If consultation with the instructor does not lead to a resolution satisfactory to the student, the student may, within five days of the instructor's response, appeal in writing (e-mail is not acceptable) to the Chair of the appropriate department or program stating the reasons for the disagreement and presenting evidence in support of appeal (course syllabus, copies of assignments and exams, etc.). *If the course instructor is also the Department Chair/ Coordinator the Dean of the School of Continuing and Professional Studies will receive the appeal. In this case step 2 can be eliminated.*
3. If the decision of the Chair remains unsatisfactory to the student, the student may, within five days of the Chair's written response, request that the Dean of the School of Continuing & Professional Studies form an *ad hoc* committee (consisting of the Dean and three faculty members other than the instructor and department Chair) to review the issue. As part of the request, the student must supply 4 copies of relevant supporting documentation arranged in chronological order. The *ad hoc* committee will convene as soon as possible. The Dean of the School of Continuing and Professional Studies will forward all relevant material to the *ad hoc* committee in sufficient time for it to be reviewed prior to the meeting. The student and instructor will present their arguments before the *ad hoc* committee in one another's presence. The student and instructor will answer questions from the committee. The *ad hoc* committee, deliberating in private, will review the evidence and reach a decision.
4. The Dean of the School of Continuing and Professional Studies will notify the student of the final decision.

SCHOOL OF GRADUATE STUDIES

Procedure for Student, Instructor, Program Coordinator and/or Department Chair, Dean.

1. The Student: A student may appeal a final course grade by February 15th for Fall Term grades, June 15th for Spring Term grades, and September 15th for Summer Term grades. The student must initiate the process by appealing **in writing** to the instructor who had given the grade. The appeal must include a copy of the syllabus and any material that the student believes is relevant to the appeal. *A copy of this letter must also be sent to the Program Coordinator and/or Department Chair or the Dean of the School of Graduate Studies if the Coordinator/Chair is also the course instructor.*
2. The Instructor: Within 30 days of receipt of the student's letter of appeal, the instructor will provide a written response detailing the reasons for the grade issued. A copy of this letter is sent to the student, Program Coordinator and/or Department Chair. *A copy of this letter must also be sent to the Program Coordinator and/or Department Chair or the Dean of the School of Graduate Studies if the Coordinator/Chair is also the course instructor*

3. The Student: If written correspondence between the student and the instructor does not lead to a resolution satisfactory to the student, the student may within 30 days of receipt of the instructor's appeal in writing to the Program Coordinator or Department Chair, stating the reasons for the disagreement and presenting evidence in support of the appeal. **If the Coordinator/Chair is the instructor, the Dean of the School of Graduate Studies will receive the appeal. In this case; steps 4 and 5 are eliminated.**
4. The Program Coordinator and/or Department Chair: Within 30 days of receipt of the student's second letter of appeal, the Program Coordinator or Department Chair responds to the instructor and student regarding the appeal. The Coordinator or Chair responds in writing to the student and instructor, stating his/her decision to support or not support the appeal. (Note: If the written appeal is received by the Coordinator/Chair between the end of spring term and the beginning of the fall term, the procedure may have to be postponed until later in the fall term.)
5. The Student/Instructor: If the issue remains unresolved by the response of the Coordinator/Chair, the student or instructor may appeal in writing to the Dean of the School of Graduate Studies within FIFTEEN DAYS of receipt of the letter from the Coordinator/Chair.
6. The Dean: The Dean of the School of Graduate Studies reviews the appeal, consulting with the instructor and the Department Chair/Program Coordinator as necessary. Resolution is attempted, which may involve a meeting of the Dean, instructor, student and Department Chair/Program Coordinator.
7. If resolution is not possible, the Dean of the School of Graduate Studies notifies the student and instructor and an ad hoc committee will be formed. The ad hoc committee will consist of three faculty members chosen in the best interest of the matter at hand to review the issue (consisting of the Dean and three faculty members other than the instructor or department chair/coordinator). At least one week prior to the scheduled meeting of the ad hoc committee, the student must forward to the Dean five hard copies of all materials and correspondence compiled in Steps 1-6.
8. The Ad Hoc Committee: The meeting of the ad hoc committee is attended by the Dean, student and instructor. No other parties may attend the meeting. Minutes will be kept by the Dean but a verbatim transcript will not be prepared. The Dean facilitates the meeting but does not participate in the decision of the committee. The student and the instructor present their arguments before the ad hoc committee in one another's presence. The student and the instructor answer questions from the committee. The ad hoc committee, deliberating in private, reviews the evidence and reaches a decision. The Dean of the School of Graduate Studies notifies the student, instructor and department chair/coordinator in writing of the final decision.

CHESTNUT HILL COLLEGE

Subject: Course Overload Policy for Full-Time Faculty

Index: F401.6

**Effective: September 2001
Revised August 2012
Revised September 2013**

Contact: VPAA

Rationale: Full time faculty members are, by virtue of their appointment and contractual obligations, expected to teach and advise, engage in scholarship and provide service to the College. In recognition of the demands these responsibilities place on faculty member's time and energy, the College has established the following policy regarding the teaching of overloads.

Overloads are approved to meet curricular requirements and/or student needs. A full-time faculty member may not teach more than one course over the normal load during a regular semester. Any exceptions to the one course overload must be approved by the Department Chair/Coordinator and the Dean of the School in which the overload is occurring. Requests for overloads are ordinarily submitted by the Department Chair/Coordinator at the same time that courses are submitted for the upcoming semester.

1. Payment for a course taught as an overload will be made at the end of the semester or accelerated session in which the overload occurs. If a faculty member has received an overload and then has a course canceled in the same academic year, the faculty member will need to add a course in the same academic year or refund the amount of the overload.
2. A faculty member who has been approved to teach an overload will receive and sign a contract stipulating the number of credits approved, the title of the course, the semester in which it is being taught, and the salary.
3. All course overloads must be approved in writing by the appropriate Program Coordinator/Department Chair and Dean, that is, by the Dean in whose school the FT faculty member holds an appointment and the Dean in whose school the FT faculty member is teaching the overload.
4. A full-time faculty member may not teach more than ONE course in any given semester at another institution. To teach at another institution or to engage in academic work outside of the College, a full-time faculty member must have the written approval of the President on a semester-by-semester basis.
5. A full-time faculty member may not receive release time for faculty development, program development, or special projects and teach an overload in place of the course reduction.
6. Release time for Chairing a Department or for an administrative responsibility, such as directing a center or a specific project, counts as credit toward the total number of contract credits that a faculty member must teach each year. For example, if a faculty member is teaching nine credits in a semester and is a Department Chair, the release time as Chair brings the total credit commitment to twelve. In extraordinary circumstances, it may be necessary for a department chair or center director to request an overload. Under such circumstances, only one overload may be taught.

7. During the summer semesters, those on twelve month contracts continue to follow the policy as stated above, i.e., one overload per semester.
8. Full-time faculty teaching in the Doctor of Psychology program will be approved for an overload only with the approval of the Program/Department Chair and Dean of the School of Graduate Studies. Permission to teach an overload is intended to be an infrequent exception.
9. Interpretations of the policy are the responsibility of the School Deans.

CHESTNUT HILL COLLEGE

Subject: Course Approval Policy

Index: F 401.7

Effective: October 11, 2005
(Revised August 2012)

**Contact: VPAA and Dean
of Appropriate
School**

Proposals for new courses are developed by faculty (using forms provided by the Dean and sent to the Department Chair). In order to expedite the approval of new courses, proposals will be sent by the Department Chair to the Dean of the appropriate school for review and approval. Four criteria (budget support; unique aspect of the course, consistency with the college's mission and values, appropriateness of the course in the department/program curriculum) are used in evaluating new course proposals. New course proposals should include a recommendation for level within the curriculum which will serve as a guide for assigning a course prefix and course number. Upon approval by the Dean, the proposal is sent to the appropriate curriculum or academic committee for approval and determination of the course's place in the curriculum — ways of knowing, writing intensive, fundamental requirement, etc. It should be noted that in order to assure adequate time for review, revision and approval, the proposal for a new course to be offered in SUS should be submitted to the appropriate committee one year in advance of the semester when the course will first be taught.

CHESTNUT HILL COLLEGE

Subject: Class Size Policy

Policy: F 401.8

Effective: May 15, 2008

Contact: VPAA

Determining the number of students in a course involves a collaboration between Faculty and Administrators that considers:

- Pedagogic needs;
- Level of individualized instruction required;
- Physical and technical requirements; and
- Financial impact

If a faculty member or Department Chair believes that there is a need to change the existing cap that is listed for a course, a rationale must be submitted to the Dean of the appropriate school at least 90 days prior to the beginning of the course. The Dean will review the rationale with the Department Chair and, if needed, consult with the VPAA/Dean of the Faculty, and develop a recommendation for consideration by the Vice President for Academic Affairs and Dean of the Faculty. The Vice President for Academic Affairs and Dean of the Faculty will inform the Department Chair and Dean of the decision; if approved the Vice President for Academic Affairs and Dean of the Faculty will direct the Registrar to make the necessary adjustments.

CHESTNUT HILL COLLEGE

Subject: Hold Harmless Agreement

Index: F 501.1

Effective: August 1991

Contact: President

A company cannot refuse an internship or employment to an individual who chooses not to sign a Hold Harmless Agreement. The company that insures the College recommends that neither a student nor a representative of the College should sign one. However, since all Chestnut Hill College faculty and students are covered by the College's liability insurance, the insurers would issue a Certificate of Liability if it is demanded, but that would be done on an individual basis.

CHESTNUT HILL COLLEGE

Subject: English Fluency in Higher Education Act

Index: F 501.2

Effective: August 1991
(Revised August 2009)

Contact: President

The English Fluency in Higher Education Act, Act 76, of 1990 requires institutions of higher education to certify annually to the Department of Education that faculty members hired since September 7, 1990 are fluent in the English language.

The Act defines instructional faculty as “every member of an institution of higher education, other than visiting faculty but including graduate assistants, who teach one or more undergraduate courses . . . “ Fluency is to be determined “using varied and appropriate criteria, such as personal interviews, peer, alumni and student observations and evaluations, publications, professional presentations, tests or any other appropriate criteria which effectively evaluates such fluency.”

To comply with Act 76, the Dean of the School of Undergraduate Studies, Dean of the School of Continuing and Professional Studies, and Dean of the School of Graduate Studies will make the evaluation and record the results in the personnel file of each newly hired instructional faculty member for whom English is not the first language. The President will verify to the Pennsylvania Department of Education annually that all instructional faculty are fluent in the English language.

CHESTNUT HILL COLLEGE

Subject: Logue Library

Index: F 601.1

Effective: 2002
(Revised August 2009)

Contact: Dean of Library
Information Resources
and Academic Computing

Built in 1961, Logue Library is named for Sister Maria Kostka Logue, the first Academic Dean and second President of the College. It is situated at the east end of the campus. The Alumnae reference room and the carrels on four floors accommodate approximately 150 persons. In addition, there are three seminar rooms and the Gruber Theatre which seats 272.

The main library collection is cataloged according to the Library of Congress classification system, while the Curriculum Library — a collection of educational materials and children's literature for the use of Education majors — is arranged according to the Dewey Decimal System. The other special collections in the library are the Morton Rare Book Collection, the Montani Collection of Church Music and the Irish Collection.

Faculty members have unrestricted borrowing privileges but are requested to return all borrowed items at the end of each semester. Each faculty member's library card is kept on file in the library. This constitutes the I.D. necessary for borrowing. The Librarian reserves the right to recall a book from a faculty member if it is needed by another patron.

Inter-library loan service may be requested online using the link on the Library Home Page (www.chc.edu/library).

Copy machines and a microfilm/fiche reader/printer are available in the library. The on line catalog and subscription databases can be accessed from the Home Page as well. These are available at any workstation on the campus LAN. Passwords for remote access are available in the library. Gruber Theatre, carrels and seminar rooms may be reserved upon request. Use is scheduled in order of requests.

Requests for acquisition of library materials may be submitted at any time using the link on the Home Page. The Librarian will make every effort to work with budgetary constraints to make suggested purchases. When the requested books are ready for use, the faculty member will be notified of their availability.

Faculty members may request library orientation sessions for their classes. Doing so at least one week prior to the date of the sessions provides opportunity to confer with the Librarian about the unique research needs of the class and allows opportunity for preparation of materials tailored to these students. The Librarian requests faculty to accompany students to these sessions.

Any member of the faculty may put materials on reserve for class use. These materials should be given to the Circulation Librarian at least three days before the beginning of the semester or before the assignment is given to students. Please remind students they need to have a valid ID with a library bar code to use any reserve materials. Reserve materials are for library use only during the day; commuters may check them out for overnight use at 5:00 p.m. while residents may borrow them beginning at 9:30 p.m. Reserve materials must be returned by 9:00 a.m. the following morning. If these regulations are

inconvenient for the students of a class, the faculty member may make other arrangements with the Circulation Librarian.

The library is a member of the Tri-State College Library Cooperative, a consortium of 37 area college libraries. Faculty, staff and students may borrow books directly from member libraries on presentation of a letter of introduction from Logue Library. Access to materials in the SEPCHE libraries is available to all upon presentation of a CHC ID.

Library hours are posted on the library website, www.chc.edu/library.

CHESTNUT HILL COLLEGE

Subject: Study Abroad and Study Tours

Index: F 601.2

Effective: August 17, 2004
(Revised August 2012)

Contact: VPAA

Chestnut Hill College supports Study Abroad/Study Tours opportunities as valuable learning experiences for its students.

STUDY ABROAD

Chestnut Hill College has affiliation agreements with Regent's College (London) and the University of Paris (Sorbonne) through which there are limited opportunities for students in the School of Undergraduate Studies to study for a semester at one of these institutions. The agreement with Regent's College permits up to two Chestnut Hill College students to study for one semester at the London campus; the selection of the two students is competitive and is determined by the Study Abroad Committee. The agreement with the University of Paris (Sorbonne) does not limit the number of students but students who are planning to attend must be approved by the Study Abroad Committee. Information on the specific arrangements for each of these affiliations is available from the Vice President for Academic Affairs and Dean of the Faculty; information on financial aid is available from the Director of Financial Aid.

In addition, students, with prior approval, may undertake studies at institutions with which Chestnut Hill College does not have a formal agreement. In such instances, approval of the academic advisor, Director of Global Education, and the Dean of the appropriate School must be acquired at least three months prior to the beginning of the planned study.

All students who plan to study abroad must have a clearance from the Business Office.

STUDY TOURS

Definition: Study Tours are learning experiences that involve more than one day off campus; they may be associated with credit courses or made available on a non-credit basis. Faculty who are interested in leading a Study Tour program as a component in a course or as a non-credit learning experience must acquire approval at least six months from the start date and before announcing the Study Tours availability to students.

In the application for approval, the applicant must provide the following information:

Name of Trip:

Dates:

School/Department:

Organizer(s):

Course (if applicable):

Syllabus (credit or non-credit):

Sites to be visited:

Faculty:

Number of Students (credit and non-credit):

External travel agency (if any):
Cost charged to each participant:
Estimated Revenue Generated (Tuition and non-tuition):
Costs (Detail on all salaries and other costs incurred):
Additional comments (if any):

Approvals: The proposed Study Tour must be approved by the Department Chair, the appropriate Dean, the Vice President for Academic Affairs and Dean of the Faculty and the Senior Vice President for Financial Affairs.

No student (active or inactive) may register for a Study Tour if their account indicates a previous balance owed the College.

Upon approval of a Study Tour, the Coordinator of the Tour must gather a list of all attendees including students, parents and any accompanying faculty members, with their home address and phone number along with the name, address and phone number of an emergency contact person. This list will be filed with the Office of Academic Affairs. A copy should also be kept with the Coordinator of the Tour while traveling abroad.

Each of the students and their parents must sign a medical authorization form which authorizes the Coordinator of the Tour to make medical decisions for the students who are under the age of 18 and for any student over the age of 18 who is unable to make a decision e.g. they are in a coma.

If any of the students are on prescription medication or have allergies which could cause a problem for them or have a medical condition which requires daily care, e.g. diabetes, they should disclose that information to the Coordinator of the Tour before the trip and they should provide the Coordinator with the name and contact information for his/her physician.

CHESTNUT HILL COLLEGE

Subject: Academic Freedom Policy

Index: F 701.1

Effective: February 19, 2013

Contact: VPAA

Founded by the Sisters of Saint Joseph of Philadelphia, Chestnut Hill College is a Catholic Liberal Arts institution dedicated to providing men and women with a “holistic education in an inclusive Catholic community.”

The college subscribes to the observations about academic freedom found in *Ex Corde Ecclesiae*, the Apostolic Constitution on Catholic Universities, and to the 1940 and 1970 statements and interpretive comments of the American Association of University Professors, which declare that “the common good depends upon the free search for truth and its free exposition.”

The college’s stated mission “to uphold an atmosphere of communal respect in which all may clarify and articulate personal values and beliefs while exploring the ethical and moral dimensions underlying all relationships” is further consonant with the 1994 policy of the AAUP “to foster an atmosphere that is respectful of and welcoming to all persons.”

Where faculty is concerned, academic freedom, presupposes personal integrity and scholarly competence. Faculty members are entitled to freedom in research, teaching and extramural activities; this is not, however, a license to introduce controversial material which has no relation to the subject being taught or researched. While it is expected that faculty members will respect the Mission of the College, academic freedom protects their right to express, clarify and interpret positions within their discipline, including those identified as the individual viewpoints of the faculty member which may diverge from those of the institution.

“Teaching” in this policy refers to all the ways in which faculty members discuss their subject matter so as to foster learning. “Teaching” is, therefore, not limited to ordinary course loads or activities which take place within the traditional classroom. “Teaching” includes, but is not limited to, instructional courses, distance-learning courses, student conferences, academic presentations to colleagues or students, clinical instruction, scholarly publications, supervision of internships, service learning experiences and civic-engagement activities.

SECTION II: Faculty Senate

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CHESTNUT HILL COLLEGE

FACULTY SENATE

Bylaws

Revised November 2013.

PREAMBLE

The faculty of Chestnut Hill College, striving to create an environment that promotes excellence in higher education, academic freedom, and the general welfare of the college community, form a Faculty Senate governed by the following Bylaws. The faculty, through the Faculty Senate, shares* with the administration the responsibility for developing and implementing curriculum and for reviewing and revising academic policies, academic standards, processes and criteria for faculty promotion, and areas for faculty development. Faculty may originate and propose amendments to the Bylaws to facilitate effective accomplishment of their duties. The Faculty Senate functions at the pleasure of the Board of Directors. These Bylaws and subsequent amendments passed by the Senate must be ratified by the Board of Directors.

*Faculty, Administration, and Board of Directors collaborate in the governance of the college. Because of their academic expertise, the faculty's role in governance focuses most directly on the educational experience. The faculty has primary responsibility for curricular content, for methods of instruction, and for academic standards and criteria. The Administration and the Board of Directors have primary responsibility for the institution's fidelity to the tradition of the Catholic Church and to the tradition and mission of the College, for insuring the publication of clear policies and procedures for the institution, for financial stability, for compliance with legal and professional requirements, and for appropriate personnel policies. This distribution of responsibility means, for example, that it is appropriate that the content and standards for new academic proposals be determined by the faculty, but the Board of Directors may decline to implement academically excellent proposals for reasons related to the mission of the College, established policy, finances, law, or professional regulations.

ARTICLE I. PURPOSE

The purpose of the Faculty Senate shall be to provide an opportunity for faculty self-governance, to serve as the official voice of the faculty as a whole, to facilitate communication among the faculty and from the faculty to the administration, and to provide a vehicle for handling faculty concerns.

ARTICLE II. FUNCTIONS

SECTION 1. The Faculty Senate shall provide input to the Administration on matters in which faculty have primary responsibility, for example, curriculum, academic standards, faculty development.

SECTION 2. The Faculty Senate shall serve as the channel through which the Board of Directors, the President of the College, any Administrative Officer or any official representative of the student body shall obtain a representative faculty view on any subject affecting College policy. Communication between the Board of Directors and the Senate will be through the President of the College.

SECTION 3. The Faculty Senate shall provide a forum for the formulation and expression of faculty opinion and for orderly and constructive comment on any matter of concern to the faculty. To encourage free expression and exchange of ideas, opinions expressed by faculty members at Faculty Senate meetings are held in strict confidentiality, except as may be otherwise required by law. Each faculty member is obligated to every other faculty member not to reveal opinions expressed at a Faculty Senate meeting to anyone who is not a member of the Faculty Senate. The communication of faculty

opinion to the appropriate Vice President is delegated to and is the responsibility of the Senate President and the Executive Board.

SECTION 4. The Faculty Senate shall determine the number, composition, and purpose of each Faculty Senate committee.

SECTION 5. Should a member of a Faculty Senate committee need to be replaced, the Executive Board will meet with the President and the Vice-President of Academic Affairs to fill the vacancy.

SECTION 6. The Faculty Senate through the Executive Board may make recommendations to the administration regarding issues of concern to the faculty.

SECTION 7. The Faculty Senate will decide what modification of *Robert's Rules of Order* will be used for Faculty Senate meetings.

SECTION 8. Annual dues will be collected from each member of the Faculty Senate. The amount of such dues will be decided by the Senate.

ARTICLE III. MEMBERSHIP

All full-time faculty in all ranks are by virtue of their faculty status members of the Faculty Senate. All members can vote and be voted for in Faculty Senate elections and can vote at Faculty Senate plenary meetings. Administration, staff and part-time faculty may be invited to attend plenary meetings and submit topics for consideration, but not vote or be voted for. Regardless of faculty status, members of the Administration are not considered members of the Faculty Senate.

ARTICLE IV. MEETINGS

SECTION 1. The full Faculty Senate meets at least twice in the fall semester and twice in the spring semester.

SECTION 2. Meetings shall be conducted according to an agreed upon modification of *Robert's Rules of Order*.

SECTION 3. 30% of the members of the Faculty Senate shall constitute a quorum. Faculty members on sabbatical or on leave of absence do not count toward the quorum, except through written request by the member to the President of the Senate.

ARTICLE V. SENATE COMMITTEES –Entire section removed (found in procedural manual)

ARTICLE V. VOTING

SECTION 1. Issues requiring a vote must be included in the written agenda distributed to each Senate member prior to the Faculty Senate meeting.

SECTION 1. A quorum of affirmative votes is needed to pass a resolution.

ARTICLE VII. EXECUTIVE BOARD OF THE FACULTY SENATE

SECTION I. MEMBERSHIP

SECTION 1a. NUMBER AND TERM The Faculty Senate has an Executive Board of six members, elected by all full-time faculty:

Ideally one representative from each of the three curriculum areas:

Humanities/Religious Studies
Natural Sciences/Physical Education
Social Sciences/Business/Education

Ideally one representative from each of the following ranks:

Full Professor
Associate Professor
Assistant Professor/Instructor

In the event that no person of a needed category stands for an election, that election is held at large. The members of the Executive Board serve three-year terms; terms expire in three-year cycles.

SECTION 2. DUTIES OF THE EXECUTIVE BOARD

SECTION 2a. OFFICERS Each year the entire faculty elects, from among the elected members of the Executive Board, a Senate Vice-President/President-Elect. The Executive Board then designates a Senate Secretary, a Senate Treasurer, and a Senate Tracker. The four officers of the Executive Board serve for one-year terms.

SECTION 2b. The Executive Board serves as a channel for faculty concerns. The Executive Board will refer items to the appropriate committee. Items that do not fall within the jurisdiction of any existing committee are discussed by the Executive Board and passed on to the appropriate body for action. All actions of the Board are reported to the faculty in the minutes of the Board.

SECTION 2c. The Executive Board determines the agenda and meeting schedule for Faculty Senate meetings. Agenda items may be submitted to the Executive Board by any member of the full-time faculty.

SECTION 2d. The Faculty Senate Treasurer oversees the budget of the Faculty Senate.

SECTION 2e. The Executive Board coordinates the work of the various Faculty Senate committees.

SECTION 2f. The Executive Board represents the Faculty Senate to the President of the College and other members of the College Administration, when needed. When the President of the College requests faculty representation to the Board of Directors, the Executive Board will determine who could best represent the interests of the faculty.

SECTION 2g. The Executive Board collaborates with the President of the College in appointing faculty members to all standing committees of the College on which slots are designated for such appointments. In filling faculty appointment slots, consideration should be given to adequate representation.

SECTION 3. DUTIES OF THE SENATE PRESIDENT

The Senate President:

3a. When requested, represents the faculty to the President of the College and Board of Directors. At times additional representation as determined by the Executive Board may be warranted.

3b. The Senate President chairs meetings of the Faculty Senate and of the Executive Board.

3c. The Senate President meets as needed with the Vice President for Academic Affairs to discuss matters of mutual concern and, when necessary, with the President of the College.

3d. The Senate President presents to the faculty a yearly report of the Senate's activities.

SECTION 4. DUTIES OF THE SENATE VICE-PRESIDENT/ SENATE PRESIDENT-ELECT

The Senate Vice-President/Senate President-Elect:

4a. Assumes the responsibilities of the Senate President in the Senate President's absence.

4b. Collaborates with the Vice President for Academic Affairs to set the agenda for Faculty/Administration meetings.

SECTION 5. DUTIES OF THE SENATE SECRETARY

The Senate Secretary:

5a. Records minutes of Faculty Senate Executive Board meetings and distributes them to all full-time faculty; records minutes of Faculty Senate meetings and presents them at the next Faculty Senate meeting.

5b. Sends notices of open meetings and distributes agenda.

5c. Issues notices and conducts correspondence when requested to do so by the Senate President or Senate Vice-President/Senate President-Elect.

5d. Creates an organized annual file including all documents of the Faculty Senate and records of all actions of the Faculty Senate: minutes of Faculty Senate Executive Board meetings, minutes of Faculty Senate meetings, minutes of Faculty Senate Committees, correspondence, ballots, decisions, vote tallies, and current Bylaws. Annual files are kept on the Faculty Senate Executive Board Blackboard site.

5e. Forwards copies of Faculty Senate Executive Board minutes to the Chestnut Hill College Archives at the end of the academic year. Minutes of Faculty Senate meetings are confidential and are not forwarded to the Archives.

SECTION 6. DUTIES OF THE SENATE TREASURER

The Senate Treasurer: (former 6a and 6b eliminated)

6a. Collects annual dues from members.

6b. Monitors monies dispersed by the Faculty Life Committee.

SECTION 7. DUTIES OF THE TRACKER

The Tracker keeps a record of concerns submitted by faculty members, brings them to the attention of the Executive Board so they may be directed to the appropriate office or person, and reports on any responses or actions taken to the entire Senate.

SECTION 8. DUTIES OF THE BLACKBOARD MANAGER

The Blackboard manager organizes the Faculty Senate shell on Blackboard, posts documents and sends messages as needed, and oversees the balloting process for committee elections and for proposals. If deemed necessary, two faculty members may share this responsibility.

ARTICLE VIII. AMENDMENTS TO THE BYLAWS

SECTION 1. Amendments may be proposed in writing by any member of the Faculty Senate to the Executive Board.

SECTION 2. The Executive Board will forward the proposed amendment plus the section of the current bylaws to be amended to the membership and to the Administration through the Vice President for Academic Affairs.

SECTION 3. At least ten days prior to the date on which ballots will be due, the Faculty Senate will meet and discuss the proposal. The proposal will be discussed first at a Faculty Senate meeting and then at a Faculty Administration meeting. Voting will take place after the Faculty Administration meeting.

SECTION 4. Voting will take place by electronic ballot. ***This sentence amended August 2009***

SECTION 5. In order for an amendment to pass, a simple majority of those eligible to vote must vote in favor of the adoption of the proposed amendment.

SECTION 6. The passed amendment will be forwarded for ratification to Administration through the Vice President for Academic Affairs and the Board of Directors through the President of the College.

Chestnut Hill College

FACULTY SENATE Procedures Manual

Approved: May 2002, except as noted below.

The *Procedures Manual* is not part of the Bylaws proper and can be changed without recourse to the formal Bylaws amendment process. If changes involve the college community or an area of Administrative jurisdiction, they must be approved by the Administration. The *Manual* is reviewed by the Executive Board each year and adjusted as needed. The Executive Board presents any proposal for change at a Faculty Senate meeting for approval by voice vote.

OFFICERS

The President and Vice-President/President-Elect are elected by the Senate for one-year terms. At the end of their one year term, the President Elect becomes President and the faculty vote and elect a new President Elect for a one year term. The Secretary and the Treasurer are elected by the Executive Board for one year terms. The Executive Board also selects one Executive Board member to be the Tracker of Faculty Concerns for a one-year term and two faculty members who may or may not be members of the Executive Board to be co-managers of the Faculty Senate Shell on Blackboard.com for a term of at least two years.

The Tracker keeps a record of concerns submitted by faculty members, brings them to the attention of the Executive Board so they may be directed to the appropriate office or person, and reports on any responses or actions taken to the entire Senate.

The Blackboard.com co-managers organize the Faculty Senate Shell on Blackboard.com, post documents and send messages as needed, and conduct the balloting process for committee elections and for proposals. One of the co-managers may be designated the election manager, or the two may share that responsibility.

This section on OFFICERS added November 2006

PROCEDURE FOR SETTING THE MEETING SCHEDULE

FACULTY SENATE AND FACULTY/ADMINISTRATION MEETINGS

Faculty Senate Meetings are ordinarily scheduled shortly before Faculty/Administration meetings. Senate meetings are the appropriate forum for the formulation and expression of faculty opinion, which may influence college policy. Faculty/Administration meetings are the appropriate forum for discussion prior to voting which affects college policy. At Faculty Senate meetings, faculty discuss issues among themselves. Discussion involving both faculty and administration takes place at Faculty/Administration meetings. When a topic which has been discussed previously at a Faculty Senate meeting is presented for consideration at a Faculty/Administration meeting, the faculty member presenting the topic will begin with a brief summary of the Faculty Senate discussion.

FACULTY SENATE COMMITTEE MEETINGS

Early in the fall semester the Faculty Senate Executive Board schedules brief meetings of the Promotion and Tenure Committee and the standing committees of the College which meet regularly to (a) elect a chair and a secretary and (b) collect scheduling information from members. The chairs of these committees then meet with the President of the Faculty Senate to set the master committee meeting calendar for the semester.

MEETINGS OF THE FACULTY SENATE EXECUTIVE BOARD WITH THE ADMINISTRATION

The Executive Board meets with the Administration regularly, ordinarily shortly after the Faculty/Administration meeting, to discuss matters of mutual interest and concern. Both the Executive Board and the Administration submit items for the agenda. The Senate Secretary takes minutes, submits them for review to all who were present at the meeting, and then distributes them to all who were present at the meeting.

PROCEDURE FOR OBTAINING WRITTEN RESPONSE FROM EACH FACULTY MEMBER

Should the Administration ask the Senate for written comments on an issue from all faculty members, the Executive Board of the Faculty Senate will collect and collate those comments and summarize the faculty's various points of view without attribution.

PROCEDURE FOR MOVING AN ITEM THROUGH THE FACULTY SENATE (see chart at the end of this section)

SUBMISSION

A faculty member or an Administrator or a Faculty Senate or Standing Committee may submit items for consideration by the Faculty Senate. These items should be submitted to the Faculty Senate Executive Board for review.

ACTION OF THE FACULTY SENATE EXECUTIVE BOARD

The Faculty Senate Executive Board will decide among the following dispositions for each item. The item may be:

- (1) referred to an appropriate person or committee for the development of a proposal. Once a proposal is developed, it is submitted to the Executive Board for further disposition. When there is no appropriate person or committee for referral, the Executive Board may retain the item and develop a proposal.
- (2) referred to a particular Administrative officer or group of the college for action.
- (3) put on the agenda of a Faculty Senate meeting for discussion.

Care should be taken to insure that Faculty Senate agenda items concern the formulation of a faculty position and not merely communication of information to the faculty. Information is appropriately communicated to the faculty by the Administration at Faculty/Administration meetings.

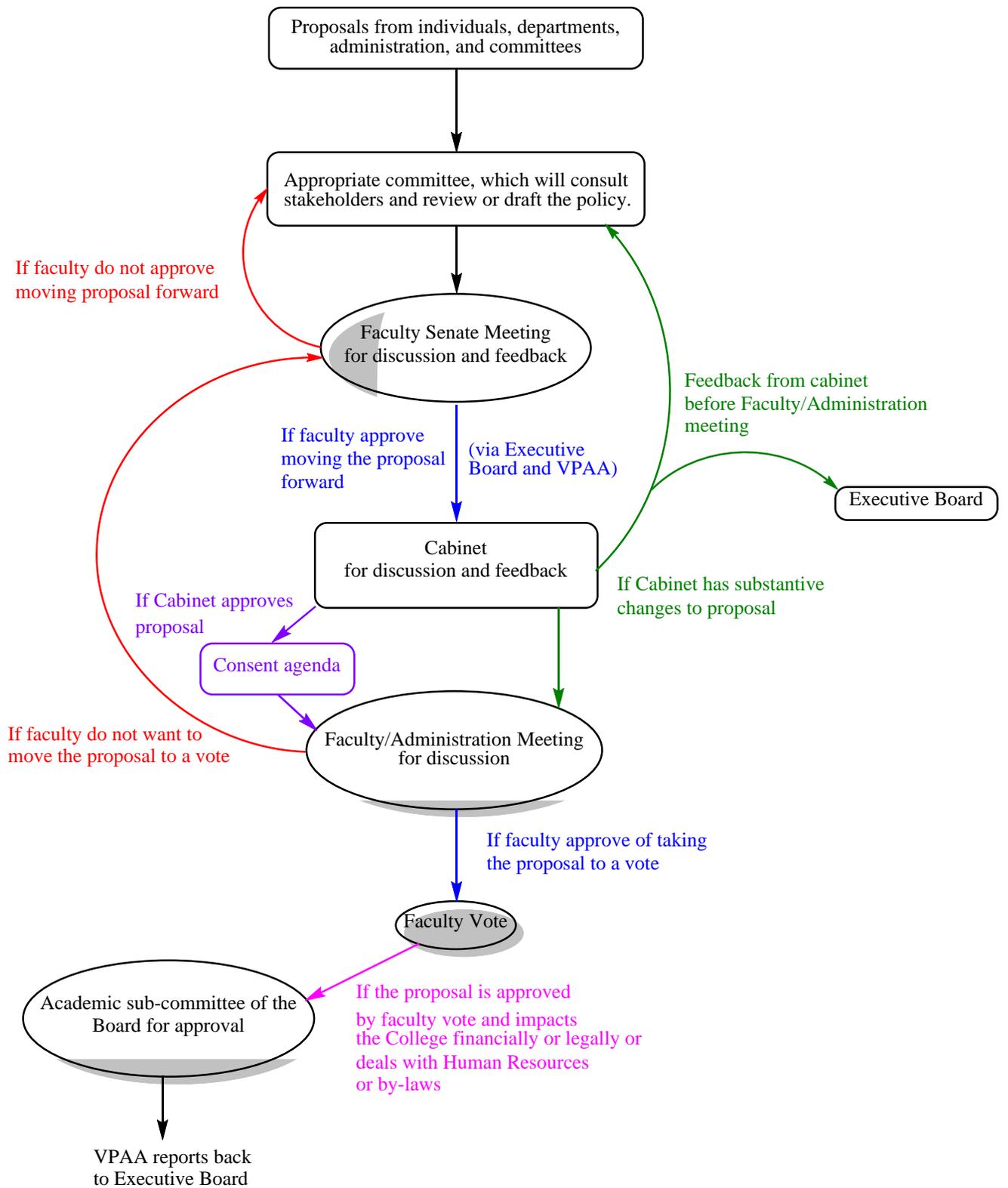
Members of the Administration or their designees may be invited by the Executive Board to a Faculty Senate meeting to respond to questions, but may not remain during the discussion.

ACTION OF THE FACULTY SENATE

The Faculty Senate is the forum in which faculty deliberate and discuss proposals. At the end of a Faculty Senate discussion a hand vote is taken to decide among three dispositions of the proposal discussed:

- (1) to refer the proposal to the Administration to be brought to a Faculty/Administration meeting for discussion followed by a ballot by mail if appropriate.
- (2) to present a summary of the discussion or some specified response to the Administrator, faculty member, or committee that submitted the proposal.

- (3) to continue the discussion at another Faculty Senate meeting.
- (4) to refer the proposal back to the Administrator, faculty member, or committee that developed it for revision. The revised proposal should be submitted to the Executive Board for further disposition. At any time after a second Faculty Senate discussion, the person, group, or committee presenting the proposal has the option to request that the proposal be referred to a Faculty/Administration meeting for a full faculty vote.
- (5) to decline to respond. The Administrator, faculty member, or committee presenting the proposal has the option to request that it be referred to a Faculty/Administration meeting for a full faculty vote.



*Ovals indicate decision points

PROCEDURE FOR BALLOTS

Faculty votes on significant issues are conducted through Blackboard. At least one work-week (Monday through Friday) is allowed for ballot returns. *This paragraph amended November 2005*

PROCEDURE FOR COMMITTEE ELECTIONS

The process of electing faculty members to committees ordinarily begins in February to allow for the completion of all elections by the end of the spring semester.

Balloting is conducted through Blackboard. *This paragraph amended November 2005*

Elections are conducted by the co-managers of the Faculty Senate Shell on Blackboard. *This paragraph amended November 2005*

Self-nomination forms and ballots include a listing of continuing committee members, the number of openings to be filled, and the term of each opening.

A simple majority vote consists of one more than half of the votes cast.

An absolute majority vote consists of two-thirds of the votes cast.

Abstentions are not counted in the total number of votes but must be reported.

Procedures should specify whether the required majority is determined by comparison with the number of votes actually cast or the number of eligible voters.

Faculty qualification for election to committees is determined by their rank and tenure in the year in which the election takes place. *This paragraph added Fall 2006*

Elections are held in two rounds. *This section amended August 2009*

- Round I: Promotion and Tenure, Faculty Senate Executive Board, School of Undergraduate Studies Curriculum Committee, ACCELERATED Curriculum Committee, Graduate Curriculum and Academic Policies and Standards Committee.
- Round II: President-Elect of the Faculty Senate, Undergraduate Academic Standards and Policies Committee, Faculty Development Committee, Lecture Committee, School of Undergraduate Studies Admissions Committee, Library and Information Literacy Committee, Assessment Support Committee, and Pre-Professional Committee.

Steps in each round of the election process:

- Step 1: Self-Nomination Ballot I. All full-time faculty members are given the opportunity to self-nominate for committees other than Promotion and Tenure. It is the responsibility of all tenured associate and full professors to be available for service on the Promotion and Tenure Committee unless personally excused by the President of the College.
- Step 2: Self-Nomination Ballot II: Ordinarily a sufficient number of self-nominees is two candidates for each open committee seat. In the event of an insufficient number of self-nominees, a second call for self-nomination will go to the faculty. Should this procedure not produce a sufficient pool of nominees, the open seats will be filled from those who nominated themselves for election to that committee. If the number of nominees is not greater than the number of seats to be filled, the nominees will be considered elected.
- Step 3: Nomination Ballot: From the list of all self-nominees, each faculty member votes for two individuals to stand for election for each open seat on a committee. If there is an insufficient number of self-nominees to permit two to be chosen for each open seat, then the Election Committee, in consultation with the Executive Board, will decide how to proceed. Typically, if

the number of self-nominees is less than or equal to twice the number of open seats on a committee, then the nomination ballot will be skipped and all self-nominees will appear on the election ballot. A faculty member who receives an absolute majority of votes of those eligible to vote on the nomination ballot is considered elected.

- Step 4: Election Ballot: If one or two committee seats are open, the Election Ballot will list between 3 and 5 nominees from Step 3 with the highest number of nominations, using any clear cutoff point to select the nominees. If three committee seats are open, the Election Ballot will list between 4 and 6 nominees from Step 3 with the highest number of nominations, using any clear cutoff point to select the nominees. If there is no clear cutoff point between 3 (or 4) and 5 (or 6), then 5 (or 6) will be listed. If there are insufficient nominees to provide the requisite number for the Election Ballot, the Election Ballot will list all the nominees. Each faculty member votes for one individual to fill each open seat on a committee. Individuals who receive a relative majority of the votes cast will be elected to the committee.

This paragraph amended March 2007

- Step 5. Run-Off Election Ballot: If a tie results from Step 4, then the tie will be broken in a run-off election, normally held one week following the date the election ballot is due.

After elections are completed, the co-managers of the Faculty Senate Shell on Blackboard.com distribute to all members of the faculty and Administration a list of those who will serve on the committees for the following academic year. This list includes both continuing members and those newly elected, together with the years of their terms. If the names of committee members who are not faculty members are not known, appropriate placeholders are included, such as “two students from the Student Academic Committee.”

This paragraph amended November 2005

Full-time faculty appointments to the Faculty Development, School of Undergraduate Studies Curriculum Committee, and Undergraduate Academic Standards and Policies Committees are made by consensus between the President of the College and the Executive Board of the Faculty Senate. Appointments are made after the elections are complete.

This paragraph amended August 2009

Newly elected officers of the Faculty Senate hold their offices starting on the June 1 following their election.

If a committee member must be replaced after being elected, the faculty member with the next highest number of votes in the most recent election for that committee will be asked to take the vacant committee seat. If that faculty member cannot do so, the faculty member with the next highest number of votes will be asked, and so on. If the voting list from the most recent election for the relevant committee does not identify a replacement, the Senate Executive Board will decide how to proceed.

If a faculty member withdraws her/his name from nomination after a committee election ballot has begun, the election will be determined on the basis of the votes for the remaining nominees.

Two preceding paragraphs added March 2007

PROCEDURE FOR VOTING ON PROPOSALS

DISTRIBUTION OF THE BALLOT

It is the responsibility of the individual, committee, department, or program that originated the proposal to develop and distribute the ballot.

Ballots should:

This list amended November 2005

1. State the question in affirmative terms (e.g., “I support establishment of Program X.”).
2. Include at least three options for the voter: Agree, Disagree, Abstain.
3. State clearly the date on which the ballots are due.

Directions for paper balloting deleted November 2005.

PROCEDURE FOR ANNOUNCING BALLOT RESULTS

1. Immediately after a ballot is complete, one of the co-managers of the Faculty Senate Shell on Blackboard.com contacts the originator of the proposal and the Vice President for Academic Affairs and notifies them of the results of the voting. Ordinarily this is done by e-mail.
This paragraph amended November 2005
2. The results of the vote are announced at the next meeting of the Faculty Senate Executive Board and recorded in the minutes of that Executive Board meeting. The results of the vote are also announced at the next Faculty Senate Meeting.
3. Ballots must be kept on file for ten years.
4. The Faculty Senate Secretary forwards to the Archives at the end of each academic year a summary of the voting results for the year and one copy of each ballot.

IMPLEMENTATION OF THE VOTE RESULTS

1. The originator of the proposal is responsible to take whatever action is necessary to implement approved proposals.
2. When a vote results in a change or addition to the Faculty Manual, the Senate President is responsible to work with the Vice-President for Academic Affairs to ensure that the Faculty Manual is duly updated and the change is communicated to the appropriate constituencies.

GUIDELINES FOR COMMITTEES TO WHICH FACULTY ARE ELECTED

Approved: May 2002, except as noted below.

The following guidelines govern the operation of committees to which faculty are elected. Exceptions to these guidelines are included in the committee description, either in the *Faculty Senate Bylaws* or in the *Faculty Manual*.

COMMITTEE ELECTIONS: The process for electing faculty members to committees is described in detail in the *Faculty Senate Procedures Manual*.

APPOINTMENTS: Full-time faculty appointments to the Faculty Development, School of Undergraduate Studies Curriculum Committee, and School of Undergraduate Studies Academic Standards and Policies Committees are made by consensus between the President of the College and the Executive Board of the Faculty Senate. Appointments are made after the elections are complete.

This paragraph amended August 2009

TERMS: Terms are staggered so that, as far as possible, replacement of members is evenly distributed over time. For example, half of the two-year terms should end in the same year, while one-third of the three-year terms should end in the same year. When different groups are represented on a committee, the rotation of members of the same group should be staggered. In the case of a newly formed committee, the committee decides at the end of its first year which members will rotate off at the end of the first full term and which will continue for an additional year to establish the staggered terms.

EX OFFICIO MEMBERS: *Ex officio* members vote, but do not hold office on committees.

OFFICERS: Every committee shall have two officers: a chair and a secretary. If possible, the responsibilities of the officers should not rotate.

CONSULTATION OF STUDENTS: Committees which do not include students among their members consult students when student input and perspective is relevant to the committee's work.

DECISION-MAKING: Faculty committees are not decision-making bodies. Rather, they make recommendations, ordinarily to the Faculty Senate and the Administration.

MEETINGS: Committees meet regularly only during the contract year unless otherwise noted in the *Faculty Manual*. Faculty may be invited to attend meetings before the beginning or after the close of a semester.

MEETING TIMES: Committee meeting times are established at the beginning of the semester and are published with the list of committees for the year.

HANDOUTS, DRAFTS, BALLOTS, PROPOSALS, ETC.: All paperwork produced by any committee should be clearly marked on every page with the date, a descriptive title, and the name of the committee.

AGENDA: Committees set an agenda for the year and address agenda items which emerge as the year progresses. The agenda for each meeting is sent to members sufficiently far in advance of the meeting to allow for adequate preparation.

MINUTES: Minutes are kept for each meeting. Copies of minutes are forwarded to the Vice President for Academic Affairs, the College Archivist, and the Secretary of the Faculty Senate either on a regular basis or at the end of the academic year.

PROGRESS REPORT: Committee chairs or secretaries submit a written report on the work of the committee for the year to the Secretary of the Faculty Senate at the last Faculty Senate meeting of the year and give copies to the Vice President for Academic Affairs and the College Archivist before the end of the semester. Time permitting, these reports are also presented at the last Faculty Meeting. If minutes have not been forwarded regularly to the Senate Secretary, the Vice President for Academic Affairs, and the College Archivist, they should accompany this report.

PROCEDURAL RULES: Faculty Senate meetings will be conducted according to the following procedural rules, which are partly adapted from *Robert's Rules of Order*. Faculty Senate committees are encouraged to consider using these rules to the extent that their committee work makes them appropriate. Committee work can usually be done most effectively in a relatively informal way, and formal voting is not usually necessary.

1. The agenda for the meeting is distributed to the members in advance of the meeting.
2. Minutes are recorded at each meeting, approved at the following meeting, and filed. Minutes of Faculty Senate meetings are read at the next meeting, rather than distributed, to insure confidentiality. Approved minutes of Faculty Senate Executive Board meetings are distributed to all full-time faculty members.
3. Time limits are established and announced in advance for all meetings. Meetings end on time unless the members vote to extend the meeting.
4. Members initiate action by making motions, which must be seconded by another member to qualify for discussion. The chair should restate the motion to be sure that it is clear.
5. The discussion should be addressed exclusively to the current motion. Members who speak to a different topic are declared out of order by the chair.
6. Members must wait to be recognized by the chair before speaking.
7. The member who makes a motion is allowed to speak first. A motion may be amended only with the approval of the member who initiated it. A motion may be withdrawn only by the member who initiated it.
8. Before anyone speaks for a second time, everyone should have a first chance to speak.
9. Remarks should be limited to approximately one minute.
10. Discussion is closed by calling the question. To call the question, the chair asks "are you ready to vote?" Adequate time should be allowed for discussion, but questions should be called in a timely manner.
11. The number of affirmative votes required and the manner of voting is decided by the members present if it is not specified in the bylaws of the group. A simple majority is presumed sufficient in the absence of any proposal to the contrary.

DEVELOPMENT AND EVALUATION OF PROPOSALS: When a committee *develops* a proposal, the members are responsible to do any required research, to consult members of the College community in areas affected by the proposal, and to develop as far as possible a proposal which has the support of the entire committee. The proposal is then forwarded to the Faculty Senate and the Administration.

When a committee *reviews* a proposal submitted by a group or an individual, the primary research and development responsibility lies with the originator(s) of the proposal. Ordinarily, the originator(s) of submitted proposals is/are invited to a meeting of the committee to present the proposal and answer questions for clarification. The originator(s) may also be invited to subsequent meetings, if such presence would facilitate the discussion of the proposal. The committee is responsible to review the proposal, do

any research necessary to evaluate it, and make recommendations to the originator(s). Recommendations from the committee to the originator(s) may be:

1. that the originator(s) forward the proposal as submitted, with the support of the committee, to the Faculty Senate and the Administration.
2. that the originator(s) of the proposal revise it in specified ways and resubmit it to the committee. Note that revising the proposal is the responsibility of its originator(s).
3. that the committee does not support the proposal and does not see a way to revise it so that it would have the support of the committee.

Any of the above recommendations should be accompanied by the committee's evaluation of the proposal, specifying strengths and weaknesses, noting connections to other proposals or structures in the college, and detailing the reasons for the recommendation.

In cases where the originator(s) is/are not willing or able to revise a proposal so that it gains the support of the committee, the originator(s) is/are, of course, free to submit the proposal directly to Faculty Senate.

COMMITTEES

Faculty members at Chestnut Hill College may serve on various committees, including:

STANDING COMMITTEES: Committees to which Faculty are Elected

This section amended August 2014

1. Accelerated Curriculum Committee
2. Assessment Support Committee
3. Faculty Development Committee
4. Faculty Senate Executive Board
5. Graduate Curriculum and Academic Standards and Policies Committee
6. Library and Information Literacy Committee
7. Promotion and Tenure Committee
8. School of Undergraduate Studies Admissions Committee
9. School of Undergraduate Studies Curriculum Committee
10. Undergraduate Academic Standards and Policies Committee

VOLUNTEER SENATE COMMITTEES

1. Elections Committee
2. Faculty Life Committee

APPOINTED OR VOLUNTEER COMMITTEES

1. Articulation Committee
2. Chemical Safety Committee
3. Committee on Disabilities
4. Data Standards Committee
5. Greater Expectations Committee
6. Institutional Review Board
7. Prior Learning Assessment Committee
8. Retention Committee

9. Strategic Planning Committee
10. Veterans Committee

COMMITTEES OF VARIOUS PROGRAMS, for example:

1. Interdisciplinary Honors Program Committee
2. Lindback Award Committee

Faculty become members of committees by election, appointment, invitation, volunteering, or *ex officio*, depending upon the membership guidelines of the committee. The Faculty Senate conducts the election of faculty to committees in accordance with the *Bylaws* and the *Procedures Manual*.

SECTION III: Committees

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ELECTED AND/OR APPOINTED COMMITTEES

The **ACCELERATED CURRICULUM COMMITTEE** reviews proposals for new ACCELERATED programs and proposals for all changes to existing programs and courses; these programs include majors, minors, the core curriculum, certificate programs, and any interdisciplinary programs. Proposals for new courses are reviewed in collaboration with the Office of Academic Affairs. The Committee makes recommendations to the Faculty Senate and the Administration.

Membership:

- Dean of the School of continuing and Professional Studies, *ex officio*.
- Director of ACCELERATED Program, *ex officio*
- Three full-time faculty members elected by the Faculty Senate.
- Three adjunct faculty members who have taught more than five sessions in the ACCELERATED Division, appointed by the Dean of the ACCELERATED Division.
- One ACCELERATED student with junior or senior status, appointed by the Dean of the ACCELERATED Division

Term: Faculty serve two-year terms, staggered so that in alternate years (1) two full-time and one adjunct faculty are replaced and (2) one full-time and two adjunct faculty members are replaced. Student representative ordinarily serves until graduation.

Meetings: At least monthly.

ASSESSMENT SUPPORT COMMITTEE coordinates assessment activities across the campus and advises the Administration and the College Community on matters concerning assessment. The committee is responsible:

1. To promote awareness of professional assessment standards,
2. To recommend campus assessment policies and the campus assessment calendar,
3. To plan assessment activities as needed (surveys, interviews, evaluations, reviews, etc.), and
4. To provide for the implementation of assessment plans, including follow-up to the results obtained from assessment activities.

Ordinarily the Assessment Committee serves as a coordinating committee and appoints subcommittees consisting of some of its members and others with relevant experience and expertise to conduct substantive assessment projects.

Membership:

- Vice President for Academic Affairs, *ex officio*
- Director of Institutional Research, *ex officio*
- Chair of Assessment Support, *ex officio*
- Four full-time faculty members, two elected by the Faculty Senate and two appointed by consensus of the President of the College and the Executive Board of the Faculty Senate
- One Student Life staff member, appointed by the Vice President for Student Life

Term: Elected and appointed members serve three-year terms

Meetings: At least monthly during the academic year, and as needed.

This section amended August 2012

The **FACULTY DEVELOPMENT COMMITTEE** promotes the professional development of all faculty in the areas of teaching, service, and scholarship. The responsibilities of the committee include:

1. Maintaining a monitoring system, with emphasis on assisting non-tenured faculty members.

Committee members will not necessarily serve as mentors.

2. Providing professional development materials to all faculty upon request. These materials might include: information on preparing a dossier, suggestions for evaluation of teaching, guidelines for letters of recommendation; and bibliographies of current articles and books.
3. Organizing programs for faculty development.
4. Awarding faculty development grants for travel from available committee funds.
5. Assisting the Promotion and Tenure Committee and the Vice-President for Academic Affairs in the development of policies and procedures for annual and pre-tenure reviews.
6. Providing consultation to the Vice President for Academic Affairs for Faculty Development Release Time

Membership:

- Vice President for Academic Affairs, *ex officio*.
- Five full-time faculty members elected by the Faculty Senate, of whom at least three must be tenured.
- Two full-time faculty members appointed by consensus of the President of the College and the Executive Board of the Faculty Senate, of whom at least one must be tenured

Term: Faculty serve two year terms

Meetings: At least monthly

The **FACULTY SENATE EXECUTIVE BOARD** serves as a channel for faculty concerns. The Executive Board will refer items to the appropriate committee. Items that do not fall within the jurisdiction of any existing committee are discussed by the Executive Board and passed on to the appropriate body for action. All actions of the Board are reported to the faculty in the minutes of the Board.

1. The Executive Board determines the agenda and meeting schedule for Faculty Senate meetings. Agenda items may be submitted to the Executive Board by any member of the full-time faculty.
2. The Executive Board approves the Faculty Senate budget.
3. The Executive Board coordinates the work of the various Faculty Senate committees.
4. The Executive Board represents the Faculty Senate to the President of the College and other members of the College Administration, when needed. When the President of the College requests faculty representation to the Board of Directors, the Executive Board will determine who could best represent the interests of the faculty.
5. The Executive Board collaborates with the President of the College in appointing faculty members to all standing committees of the College on which slots are designated for such appointments. In filling faculty appointment slots, consideration should be given to adequate representation.

Membership:

- The Faculty Senate has an Executive Board of six members, elected by all full-time faculty:
- One representative from each of the three curriculum areas:
 - Humanities/Religious Studies
 - Natural Sciences/Physical Education
 - Social Sciences/Business/Education
- One representative from each of the following ranks:
 - Full Professor
 - Associate Professor
 - Assistant Professor/Instructor

Term: The members of the Executive Board serve three-year terms; terms expire in three-year cycles. Each year, the entire faculty elects from among the elected members of the Executive Board, a Senate President and a Senate Vice-President. The Executive Board then elects a Senate Secretary and a Senate Treasurer. The four officers of the Executive Board serve for one-year terms.

In the event that no person of a needed category stands for an election, that election is held at large.

This paragraph amended Spring 2009.

Meetings: Executive Board meetings determined by the Executive Board. The Executive Board meets with the Cabinet twice a semester.

The **GRADUATE CURRICULUM AND ACADEMIC STANDARDS AND POLICIES COMMITTEE** reviews proposals for new Graduate programs and reviews all proposed changes to existing programs and courses; these programs include degree programs, certificate programs, specializations, and any other organized offerings in the Graduate School. Proposals for new courses are reviewed in collaboration with the Office of Academic Affairs. The Committee also reviews proposals affecting the academic standards, policies, and practices related to all Graduate programs. This Committee makes recommendations to the Faculty Senate and the Administration.

This paragraph amended August, 2009.

Membership:

- Dean of the School of Graduate Studies, *ex officio*.
- Chairs of Graduate Programs, *ex officio*.
 - Clinical Psychology
 - Education
 - Holistic Spirituality
 - Instructional Technology
 - Administration of Human Services
- Coordinators of Graduate Programs which do not have chairs, *ex officio*.
 - Counseling Psychology
- Two full-time faculty members elected by the Faculty Senate, who have taught or will teach a graduate course in at least one semester in the academic year prior to the election or in one semester during the two-year committee term.

This section amended August 2012

Term: Elected faculty serve two years

Meetings: At least monthly

LIBRARY AND INFORMATION LITERACY COMMITTEE advises the Dean of the Library, Information Services, and Academic Computing on matters of general policy and service needs; serves as a means of communication between the Logue Library and the Chestnut Hill College community, and promotes and supports the development of information literacy in the three Schools of the College.

Membership:

- Dean for Library and Information Resources, *ex officio*
- Two full-time faculty members who teach undergraduates elected by the Faculty Senate from those who teach undergraduates
- One full-time faculty member elected by the Faculty Senate from those who have taught or will teach a graduate course in at least one semester in the academic year prior to the election or in one semester during the two-year committee term.

- One adjunct faculty member in the School of Continuing and Professional Studies appointed by the Dean of the School of Continuing and Professional Studies
- Three full-time faculty members appointed by consensus of the President of the College and the Faculty Senate Executive Board.

Term: Faculty serve two-year terms

Meetings: Twice a semester

This section amended August, 2009.

The **PROMOTION/TENURE COMMITTEE** is a service committee to the President of the College. This committee evaluates applications for promotion and/or tenure and makes recommendations to the President about such applications; and reviews policy and procedure for promotion and tenure and proposes adjustments as needed. Issues which are not related to individual applications and which require faculty consultation will be brought to the Faculty Senate for discussion and recommendation. Because of the importance of this Committee in providing the College with qualified faculty, it is the responsibility of all tenured full and associate professors to be available for service on this Committee unless excused personally by the President.

Membership:

- Five full-time tenured faculty members elected by the Faculty Senate from the rank of full and associate professors, at least two of whom must be full professors.
- Two full-time tenured faculty members appointed by the President of the College from the rank of full and associate professors, at least one of whom must be a full professor.

Term: Elected faculty serve three year terms

Appointed faculty serve two year terms

No Member of the committee shall be re-elected at the end of a full three year term until one year shall have elapsed.

Meetings: As often as needed; weekly when there are many applications to be evaluated.

THE SCHOOL OF UNDERGRADUATE STUDIES ADMISSIONS COMMITTEE reviews the applications to Chestnut Hill College of prospective students for the School of Undergraduate Studies for whom the Director of Admissions requests consultation, and makes recommendations to the Director of Admissions regarding admission. The overall goal of the Admissions Committee is to admit to the School of Undergraduate Studies the most qualified applicants with potential for success in college. The committee's responsibilities include: to review admissions standards and criteria; to analyze, research, and revise SAT and GPA guidelines for regular and conditional admissions; to participate in the interview process of scholarship candidates and generate recommendations regarding scholarship distribution; to work in conjunction with the Director of the Action for Advancement Program to review and analyze the outcomes of the Summer Success program and make recommendations for modification; to work with other college constituencies, including the Offices of Student Life, Financial Aid, and the Dean of the School of Undergraduate Studies, on issues related to recruitment and admission.

This section amended August, 2009.

Membership:

- Director of Admissions, *ex officio*.
- School of Undergraduate Studies Academic Advisor, *ex officio*

- Director of Teaching and Learning Services, *ex officio* (Director of International Student Services, *ex officio*).
- Three full-time faculty members elected by the Faculty Senate.

This section amended August 2012.

Term: Faculty serve five year terms

Meetings: Weekly during the fall and spring semesters. As needed during the summer

THE SCHOOL OF UNDERGRADUATE STUDIES CURRICULUM COMMITTEE reviews proposals for new School of Undergraduate Studies programs and proposals for all changes to existing programs and courses; these programs include majors, minors, the core curriculum, certificate programs, and other programs such as the Interdisciplinary Honors Program. Proposals for new courses are reviewed and approved by the Academic Dean. The Dean may choose to consult with the Curriculum Committee. This Committee reviews and approves courses proposed to fulfill the *Writing Intensive* requirement, according to the guidelines established by the faculty. The Curriculum Committee makes recommendations to the Faculty Senate and the Administration.

This section amended November, 2013.

Membership:

- Dean of the School of Undergraduate Studies, *ex officio*.
- Four full-time faculty members elected by the Faculty Senate.
- Two full-time faculty members appointed by consensus of the President of the College and the Executive Board of the Faculty Senate.

Term: Faculty serve two-year terms.

Meetings: At least monthly

UNDERGRADUATE STUDIES ACADEMIC STANDARDS AND POLICIES COMMITTEE reviews proposals affecting academic standards, policies, and practices related to all School of Undergraduate Studies academic programs, including Assessment, Program Review, grading standards, graduation requirements, catalog revisions, and the like. The Committee makes recommendations to the Faculty Senate and the Administration.

This section amended August, 2009.

Membership:

- Dean of the School of Undergraduate Studies, *ex officio*.
- Dean of the School of continuing and Professional Studies, *ex officio*.
- Academic Advising, *ex officio*, ***Amended Spring 2007.***
- Two full-time faculty members elected by the Faculty Senate.
- Two full-time faculty members appointed by consensus of the President of the College and the Faculty Senate Executive Board.
- One adjunct faculty member who has taught in the ACCELERATED Division for more than five sessions, appointed by the Dean of the ACCELERATED Division

Term: Faculty serve two year terms

Meetings: At least monthly

VOLUNTEER COMMITTEES

The **ELECTION COMMITTEE** is responsible for overseeing the election of faculty members to all committees requiring elected faculty representation. The committee follows the election guidelines in the Faculty Senate *Procedures Manual*. The committee reports election results and any issues that arise concerning elections to the Faculty Senate Executive Board.

This paragraph amended November 2005.

Membership:

- Variable number of volunteers from among the full-time faculty. Senate Vice President/Senate President-Elect, serves as chair.

Term: Faculty serve one year

Meetings: As needed, before, during, and after the time of faculty elections.

The **FACULTY LIFE COMMITTEE** is responsible for making an official faculty response to significant situations and events, such as the birth of a child, death of a relative, illness of a member of the College community, completion of a degree, publication of a book, reception of an award, and the like. This committee also finds ways to promote faculty social life, such as providing refreshments at Faculty Senate meetings and arranging socials at the end of semesters. The Faculty Life Committee coordinates plans for expenditures with and accesses funds through the Senate Treasurer.

Membership:

- Variable number of volunteers from among the full-time faculty

Term: Faculty serve one year

Meetings: As needed

VOLUNTEER OR APPOINTED COMMITTEES

ARTICULATION COMMITTEE

The **Articulation Committee** develops procedures and standards for 1) Dual Admission, 2) Core-to-Core and 3) Program-to-Program agreements with other accredited colleges and universities. These agreements can address the needs of students seeking admission to the School of Undergraduate Studies, the School of Continuing and Professional Studies and the School of Graduate Studies; in addition, agreements may assist Chestnut Hill College students who are seeking to pursue Graduate work at another institution. The committee recommends agreements and standards to the President; and reviews existing standards if core and/or program curricula change.

Membership:

- Vice President of Academic Affairs and Dean of the Faculty, *ex officio*
- Vice President for Enrollment Management, *ex officio*
- Vice President of Financial Affairs, *ex officio*
- Dean, School of Undergraduate Studies, *ex officio, co-chairs*
- Dean, School of Continuing and Professional Studies, *ex officio, co-chairs*
- Dean of Graduate Studies, *ex officio*
- One representative from the Office of Academic Advising, *ex officio*
- Coordinator of Transfer, *ex officio*
- Director of International Admissions, *ex officio*
- Three (3) faculty representing each of the Schools, *ex officio*

- Others with particular expertise may be invited to participate in a meeting as needed, *ex officio*

Term: Three years
Meetings: As needed

CHEMICAL SAFETY COMMITTEE

The **CHEMICAL SAFETY COMMITTEE** promotes the safe and ethical use and storage of chemicals on Campus. The responsibilities of the committee include:

- Maintaining a monitoring system, with key decision-makers from across the College community in order to quickly and appropriately address ongoing or emergent issues related to chemical safety.
- Providing a single point of contact to the whole College community for chemical safety information and materials upon request. These materials might include: information, guidelines or recommendations on proper acquisition, use, storage or disposal of chemicals.
- Assisting the College community with compliance with all local, state and federal requirements for chemical safety.
- Providing consultation to the Vice President for Academic Affairs and Dean of the Faculty for chemical safety issues

Membership:

- Vice President for Academic Affairs and Dean of the Faculty, *ex officio*,
- Senior Staff Members from each of the following areas, all are permanent members
 - Security
 - Housekeeping
 - Maintenance
 - Facilities
- One Faculty member from each of the following areas
 - Chemistry
 - Biology
 - Art

Term: Two years
Meetings: At least once a semester and as needed

DATA STANDARDS COMMITTEE

The **Data Standards Committee** endeavors to:

- define data elements consistently across all of the College's data systems
- identify the authoritative electronic sources and owners of each data element
- determine the sensitivity of information
- establish an electronic mechanism to move data elements from one system to another in an automated manner

Membership:

- Vice President for Informational Technology and Chief Information Officer, *ex officio*
- Dean for Library and Information Resources, *ex officio*
- Dean of Student Life, *ex officio*
- Manager of Administrative Software, *ex officio*
- Registrar, *ex officio*
- Controller, *ex officio*

- Bursar, *ex officio*
- Director of Advancement Services, *ex officio*
- Director of Human Resources, *ex officio*
- Director of Institutional Research, *ex officio*
- Director of Technology for College Enrollment and Financial Aid Advisor, *ex officio*
- Associate Director of Financial Aid, *ex officio*

Term: To be determined

Meetings: As needed

DISABILITIES COMMITTEE

The **Committee on Disabilities** reviews student accommodation cases on an as needed basis and cases involving unique requests and or diagnoses. It also suggests faculty and staff training as well as the development of processes that are needed on campus. It then recommends these suggestions/programs to the relevant department.

Membership:

- Director of the Disabilities Resource Center (chair, *ex officio*)
- Director of Student Learning Services, *ex officio*
- Dean, School of Undergraduate Studies, *ex officio*
- Dean, School of Continuing & Professional Studies, *ex officio*
- Dean, School of Graduate Studies, *ex officio*
- Adjunct Faculty, Coordinator for Accommodations, *ex officio*
- Three (3) Faculty Representatives (Appointed)

Term: To be determined

Meetings: Once per month or as needed

FACULTY TECHNOLOGY ADVISORY COMMITTEE

The **Faculty Technology Advisory Committee** is initiated to provide advice and counsel in 3 areas:

- Where is the technology in teaching / learning going?
- What is working and what is not working at Chestnut Hill College?
- What should be the priorities going forward?

Membership:

- Vice President of Information Technology, *ex officio*
- Director of Technical Services, *ex officio*
- Blackboard manager, *ex officio*
- e-Razer Manager, *ex officio*
- 1 Faculty member each from
 - Communications
 - English
 - Hybrid management
 - Computers and Informational Sciences
- 2 Faculty members

Term: To be determined

Meetings: as needed

GREATER EXPECTATIONS COMMITTEE

The **Greater Expectations Committee** was founded in 2006 with the mandate to study curricular and co-curricular programs in the School of Undergraduate Studies. The GE committee monitors and supports the implementation of CHC's Student Learning Outcomes in academic, athletic and student life planning, programming and assessment. This includes:

- Maintaining collaboration among Co-curricular constituencies
- Supporting use of the Student Learning Outcomes across campus
- Developing programming among Academics, Student Life and Athletics
 - Career Development [FYI, Senior Seminar for example]
 - Living/Learning Communities
 - E-portfolios – continues work begun w/ Personal Learning Plan, co-curricular transcript and iPlan
 - Ongoing developing and assessment of the First Year Initiative
 - Other initiatives to support student success and retention in all four years

Membership:

- Dean, School of Undergraduate Studies, *ex officio*
- Dean of Student Life, *ex officio*
- Student Government VP for Academics
- Student Government VP for Student Life
- One representative from the Career Development Staff
- One representative from the Office of Academic Advising/Athletic Staff
- One Student Athlete (appointed by athletics)
- One of either the ILA or Global Studies coordinators
- Three Faculty members (volunteer)

Term: To be determined

Meetings: Every 2-3 weeks

INSTITUTE for FORGIVENESS and RECONCILIATION PLANNING COMMITTEE

The Planning Committee of the Institute for Forgiveness and Reconciliation (IFR) serves along with the Institute Director in the development, implementation and evaluation of programs and initiatives, designed to help achieve the goals for which the Institute exists. Through the Institute's three overlapping components of 1) Research and Scholarship, 2) Formation, Education & Skill Development, 3) Outreach and Service, the college has committed itself to work for the healing of divisions wherever they exist by promoting peace-building alternatives to violence and retaliation.

Membership: The IFR Planning Committee consists of interested members of the administration, faculty and college-wide staff with invited alums of all three schools to:

- Complement the multidisciplinary and cross-curricular nature of the IFR;
- Envision needs and design diverse ways, within and beyond the College community, to help promote a radical "cultural shift" from fear, grudges and violence to understanding, forgiveness and reconciliation;
- Serve as collaborative, cross-disciplinary, sources of influence and expertise to assist the Institute Director in college-wide promotion of IFR's mission, as central to the mission of Chestnut Hill College and its SSJ legacy.

Term: Members of the IFR Committee serve in a consultative and active role as long as they are able

Meetings: three times each semester from 4:30-6:00pm to meet diverse schedules of active members

INSTITUTIONAL REVIEW BOARD

The **Institutional Review Board (IRB)** exists to safeguard the rights and welfare of all human beings (i.e. human subjects) that participate in research projects conducted under the aegis of Chestnut Hill College. The responsibility lies both with the College and the investigator. The College and the investigator(s) have a duty to protect research participants as well as to comply with the specific requirements established by sponsors of research projects. Guidelines are based on the standards established by the Declaration of Helsinki Recommendations Guiding Doctors in Clinical Research (1964, 1975); U.S. Department of Health and Welfare Guidelines (1971, 1974); The Nuremberg Code (1947); The Belmont Report (1979); and the Ethical Principles in the Conduct of Research With Human Participants (American Psychological Association, 1982). The IRB of Chestnut Hill College has the responsibility to review protocols and to represent the best ethical concerns for safeguarding the rights and welfare of all human subjects used in research protocols.

Data collection and analysis may begin only after the IRB has approved the project and a copy of the approval has been placed in the student's academic file. The Chair of the IRB will receive the IRB's decision and will communicate this decision to the investigator(s) as soon as possible.

Membership: The IRB consists of 8 members

- One member is a college administrator, *ex officio*
- Seven members are voting members
 - Members are appointed by the President of the College in consultation with the IRB.
 - One member must be a member of the Department of Professional Psychology
 - One member must be from either biology or medicine
 - One member must be from the ethics profession (including moral theologians)
 - One member must be chosen from outside the college community
 - Of the seven voting members, two should be people not involved in scientific research.
 - One member may satisfy more than one of these requirements.

Term: Members of the Board will serve three years on a rotating basis.
Meetings: as needed

Meetings: As needed

INTERNATIONAL EDUCATION COMMITTEE (IEC)

The International Education Committee (IEC) serves as a college wide forum for action and dialogue in issues pertinent to international education and the internationalization of the College community. The IEC is responsible for advancing Chestnut Hill College's international education and exchange efforts. These efforts include international student outreach; support of campus activities that emphasize international concepts and issues; international student enrollment support; intercultural exchange; study abroad; supporting the internationalization of the curriculum and faculty exchange. The committee will review and recommend policies and procedures ensuring that the College maximizes its resources. The overall goal is to ensure coordinated active involvement in the College's international agenda.

Goals:

- Serve as a college wide forum for dialogue and action in international education
- Discuss overseas partnerships and review curriculums and course descriptions
- Examine requests for faculty exchange; potential study abroad scholarships
- Advocate for the continued internationalization of the College's curriculum
- Insure coordinated active campus wide involvement in the College's international agenda

Representation:

The IEC will be comprised of faculty, staff and administrators from various areas of the campus: Student Life, Athletics, Office of International Students Services, International Business, Language and Culture, Graduate Admissions, SCPS, English, Biochemistry, etc.

Term: To be determined

Meetings: As needed

LEGACY AND MISSION COMMITTEE

The purpose of the Mission and Legacy Committee is to assist members of our College Community in appropriating the mission and values of Chestnut Hill College and the Sisters of Saint Joseph by developing sound, cohesive, replicable programs that will provide information and education with regard to the spiritual heritage of our founders.

Membership:

Include: Assistant to the President for Mission and Ministry, *ex officio*
Appointed members

Term: To be determined

Meetings: Monthly with additional subcommittee meetings as well

RETENTION COMMITTEE

The Retention Committee supports the mission of Chestnut Hill College by providing student-centered, campus-wide leadership to advocate, develop, implement, and assess strategic retention efforts in order to facilitate student success.

Committee Activities

- Develop a student-centered strategic retention plan to establish, assess, and/or implement strategies that will meet the college's retention goals.
- Identify data needs, and oversee its collection, analysis, and maintenance for systematic use in the decision-making of retention initiatives.
- Monitor best practices in retention and make recommendations for implementation of select initiatives as appropriate.
- Explore, identify, and implement innovative ideas to enhance the quality of the students' overall college experience.
- Collaborate and coordinate with offices across campus to advocate and promote a student-centered environment and policies.
- Systematically identify and evaluate criteria for students considered to be at risk of transferring, and develop an early alert system to address any potential barriers to the individual student's success.
- Engage the entire College community in the retention effort by disseminating data and initiatives to convey the importance of retention, and an understanding that each member of the campus community has a significant impact on student success.
- Recommend appropriate and achievable retention goals.

Membership

- Director of Student Success (chair, *ex officio*)
 - Vice President for Enrollment Management, *ex officio*
-

- Dean, School of Undergraduate Studies, *ex officio*, *co-chairs*
- Dean of Student Life, *ex officio*
- Executive Director of Student Financial Aid, *ex officio*
- Director of Institutional Research, *ex officio*
- Registrar, *ex officio*
- Director of the Center for Teaching and Learning Services, *ex officio*
- Director of Residence Life, *ex officio*
- Director of SUS Admissions, *ex officio*
- Director of Enrollment Technology, *ex officio*
- One representative from the Office of Student Success, *ex officio*
- One representative from the Athletic Office, *ex officio*
- Two (2) faculty representing each of the Schools
- Others with particular expertise may be invited to participate in a meeting as needed

Term: To be determined

Meetings: Bi-weekly

SUSTAINABILITY COMMITTEE

The Goal of the **Green Sustainability Task Force** (Green Team) is to assist the CHC community in living its vision of Care for Creation in concrete ways.

Objectives: To initiate one campaign a year to deepen that goal.
 To hold an annual Urban Sustainability Conference.
 To celebrate Earth Day, April 22 with concrete projects
 To provide education and service opportunities in the area of ecological awareness.

Membership:

The "Green Team" consists of members of Administration, Faculty, Staff and Student Body.

The Task Force is led by the Director of the Earth Center.

Term: No term is designated

Meetings: Once a month as needed

VETERANS COMMITTEE

The **Veterans Committee** was established to review services and programs that are needed to assist veterans and their family members to successfully achieve their academic goals.

Membership: by invitation based on background/experience or current involvement with veteran students.

- Dean of the School of Continuing and Professional Studies, *ex officio*
- Director of the Accelerated Degree Program, *ex officio*
- Assistant to the Registrar (SCPS) and VA Certifying Official, *ex officio*
- Director of Career Development, *ex officio*
- Registrar, *ex officio*
- Director of the Counseling Center, *ex officio*
- Bursar, *ex officio*
- 2 faculty (Human Services and Psychology)

Terms: as needed

Meetings: as needed

OTHER AD HOC COMMITTEES

THE CHRISTIAN R. AND MARY F. LINDBACK AWARD

The **Christian R. and Mary F. Lindback Award** is given every three years to a distinguished faculty member of Chestnut Hill College. This award is a public recognition of the academic excellence and teaching proficiency of this faculty member. A distinguished teacher is one who is intellectually stimulating, challenging and accessible; one committed to the life of the mind and spirit, to the temporal and eternal well-being of students.

Membership:

- Vice President for Academic Affairs and Dean of the Faculty, *ex officio*
- Dean of the School of Undergraduate Studies, *ex officio*
- Dean of the Graduate School, *ex officio*
- The Student Government VP for Academic Affairs
- The Student Government President
- The four most recent Lindback award recipients

Term: New committee every other year as the award is offered.

Meeting: April of the offered year.

INTERDISCIPLINARY HONORS PROGRAM COMMITTEE

The **Interdisciplinary Honors Program Committee** is composed of the Director of the Honors Program, one faculty member from each of the seminars currently in the Program, and a student representative from each of the years and each of the seminars currently in the Program. Ordinarily, faculty members in each seminar alternate on the Committee. The representative of the first-year class is elected some time during the fall semester.

The Committee addresses matters of curriculum and policy within the Program, submits recommendations to the appropriate College committee or administrator when indicated, conducts recruitment activities, screens applicants to the Program, and considers matters of concern to the Program which are referred to the committee by members of the College community. The Committee meets as often as business warrants, at a time convenient to all the members.

Membership:

- Director of IDHP, *ex officio*
- 4 Class Representatives: elected by peers
- 4 Seminar Representatives: elected by peers
- 4 Seminar Faculty: appointed

Term: One year for Faculty
One year for seminar representatives
Four years for class representatives

Meetings: Once or twice a year as needed

Committees by Type

Type	NAME OF COMMITTEE	NOTES
College	Faculty Technology Advisory Committee	Appointed
Academic	ACCELERATED Curriculum Committee	Faculty elected and appointed
Academic	Articulation Committee	Appointed
Academic	Graduate Curriculum and Academic Standards/Policies Committee	Faculty elected and appointed
Academic	Interdisciplinary Honors Program Committee	Appointed
Academic	SUS Curriculum Committee	Faculty elected and appointed
Academic	Undergraduate Academic Standards	Faculty elected and appointed
Ad Hoc	Autism Support Initiative Committee	Appointed
Ad Hoc	Distinguish Service Committee	Appointed
Ad Hoc	Lindback Award Committee	Appointed
Ad Hoc	Resource Task Force	Appointed
Athletic	Athletic Advisory Committee	Appointed
Athletic	Athletic Appeal Committee	Appointed
Athletic	Athletic Compliance Committee	Appointed
College	Admissions Review Board	Appointed
College	College Appeals Board	Appointed
College	Comprehensive Campaign	Appointed
College	Data Standards Committee	Appointed
College	Greater Expectations Committee	Appointed
College	International Education Committee	Appointed
College	Library/Information Literacy Committee	Faculty elected and appointed
College	Retention Committee	Appointed
College	SLO Assessment Support Committee	Faculty elected and appointed
College	Staff Council	Elected
College	SUS Admissions Committee	Faculty elected and appointed
College	Veterans Committee	Appointed and Volunteer
College	Green Sustainability Committee	Appointed

Compliance	Academic Review	Appointed
Compliance	Chemical Safety Committee	Volunteer
Compliance	Disabilities Committee	Appointed
Compliance	Institutional Review Board	Appointed
Compliance	Accessibility Committee	Appointed and Volunteer
Faculty Senate	Faculty Development Committee	Faculty elected and appointed
Faculty Senate	Faculty Senate Election Committee	Faculty Volunteer
Faculty Senate	Faculty Senate Executive Board	Faculty elected
Faculty Senate	Faculty Senate Faculty Life Committee	Faculty elected
President	Legacy and Mission	Appointed
President	Planning Committee for the Institute for Forgiveness and Reconciliation	Appointed
President	Planning Committee for the Institute for Religion and Science	Appointed
President	Promotion/Tenure Committee	Faculty elected and appointed
President	Strategic Planning Committee	Appointed
Service	Green Sustainability Committee	Appointed and Volunteer
College	Institute for Forgiveness and Reconciliation Planning Committee	Appointed and/or Volunteer
College	International Education Committee	Appointed

Section IV: 2018-2019 Academic Calendars

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School of Undergraduate Studies Academic Calendar

All academic calendar information for the School of Undergraduate Studies is subject to change. Announcements of calendar changes will be made via email as well as on the website and on signs posted around campus. It is the student's responsibility to be aware of and adhere to all pertinent dates.

Fall 2018

Late Registration Fee Begins	August 13, 2018
New Student Move-in and Orientation	August 24
Fall Convocation	August 24 at 3:00 PM
Residence Halls Open for Returning Students	August 26 at 10:00 AM
Last day to DROP All courses with 100 % refund	August 26
Classes Begin	August 27
Last day to DROP All courses with 80 % refund	September 2
Drop/Add Period on the My CHC Portal Ends	September 3 at 5:00 PM
Withdraw Period Begins (Fee - \$40 per course)	September 4, at 5:00 PM
Labor Day Holiday / College closed / No classes	September 3
Opening Liturgy	September 5 at 2:15 PM
Last day to Withdraw All courses with 60 % refund	September 7
Interfaith Prayer Service	September 12 at 2:15 PM
Last Day to Withdraw All courses with 40 % refund	September 14
Residence Halls Close	October 5 at 6:00 PM
Fall Break / No classes	October 8 - 9
Residence Halls Re-Open	October 9 at 12:00 noon
Classes Resume	October 10
Midterm Grades due	October 12 at 5:00 PM
Withdraw without Failure Period Ends	October 22
Grading Status Change Period Ends (P/F. Audit)	October 22
Winter Intersession Registration Begins- All students	October 22 at 7:00 AM
Spring 2019 Registration Begins- Seniors, Athletes & IDHP	October 23 7:00 AM
Spring 2019 Registration Begins- Juniors	October 24 at 7:00 AM
Spring 2019 Registration Begins-Sophomores	October 25 at 7:00 AM
Spring 2019 Registration Begins- Freshmen	October 26 at 7:00 AM
Residence Halls Close	November 20 at 6:00 PM
Thanksgiving Holiday /No Classes	November 21 - 23
Residence Halls Re-Open	November 25 at 12:00 noon
Classes Resume	November 26
Course Evaluations Open	November 26
Classes End	December 7
Final Exam Week	December 10 - 14
Residence Halls Close	December 14 at 6:00 PM
Final Grades Due	December 17 at 4:00 PM
December Degree Conferral	December 19

Winterim Intersession 2018-2019

Classes begin	December 18, 2018
Classes end	January 11, 2019
Final Grades Due	January 14, 2019 at 4:00 PM

Spring 2019

Late Registration Fee Begins	December 31, 2018
Residence Halls Open	January 13, 2019 at 12:00 noon
Last day to DROP All courses with 100 % refund	January 13
Classes Begin	January 14

Last day to DROP All courses with 80 % refund	January 20
Martin Luther King Day / No Classes	January 21
Drop/ Add Period on the My CHC Portals Ends	January 21 at 5:00 PM
Withdraw Period Begins (Fee - \$40 per course)	January 21 at 5:00 PM
Last day to Withdraw All courses with 60 % refund	January 25
Last day to Withdraw All courses with 40 % refund	February 1
Residence Halls Close	March 1, 2018 at 6:00 PM
Spring Break / No Classes	March 4 - 8
Residence Halls Re-Open	March 10 at 12:00 noon
Classes Resume	March 11
Midterm Grades Due	March 13 at 5:00 PM
Withdraw without Failure Period Ends	March 18
Grading Status Change Period Ends(P/F. Audit)	March 18
Summer 2019 Registration Begins - All Students	March 18
Fall 2019 Registration Begins- Seniors, Athletes & IDHP	March 19 at 7:00 AM
Fall 2019 Registration Begins- Juniors	March 20 at 7:00 AM
Fall 2019 Registration Begins-Sophomores	March 21 at 7:00 AM
Fall 2019 Registration Begins- Freshmen	March 22 at 7:00 AM
Residence Halls Close	April 17 at 6:00 PM
Easter Holiday / No Classes	April 18 - 22
Residence Halls Re-Open	April 22 at 12:00 noon
Classes Resume	April 23
Course Evaluations Open	April 26
Honors Convocation	April 28 at 1:00 PM
Class Switch / Follow Thursday Schedule	April 30
Class Switch / Follow Friday Schedule	May 1
Classes End	May 1
Final Exam Week	May 2-3, 6-8
Residence Halls Close for All but Grads and Volunteers	May 8 at 6:00 PM
Senior Send-off Activities	May 9 - 10
Final Grades Due for SENIORS	May 9 at 12:00 noon
Residence Halls Close for Volunteers 9:00 AM & Grads 2:30 PM	May 11
May Degree Conferral	May 11
Commencement Procession 10:30 & Commencement 11:00	May 11
Final Grades Due	May 13 at 4:00 PM

Summer 2019

Session One - Six Weeks

Late Registration Fee Begins	April 29, 2019
Last day to DROP All courses with 100% refund	May 12
Classes Begin	May 13
Last day to DROP All courses with 80% refund	May 19
Drop/Add Period on the My CHC Portal Ends	May 19
Withdraw Period Begins (Fee - \$40 per course)	May 20
Last day to Withdraw from All courses with 60% refund	May 24
Memorial Day Holiday /No Classes	May 27
Last day to Withdraw from All courses with 40% refund	May 31
Withdraw without Failure Period Ends	June 3
Classes End	June 21
Final Grades Due	June 24 at 4:00 PM

Session Two – Six Weeks

Late Registration Fee Begins	June 10, 2019
Last day to DROP All courses with 100% refund	June 23
Classes Begin	June 24
Last day to DROP All courses with 80% refund	June 30
Drop/Add Period on the My CHC Portal Ends	June 30
Withdraw Period Begins (Fee - \$40 per course)	July 1
July 4th Holiday / No Classes	July 4
Last day to Withdraw from All courses with 60% refund	July 5
Last day to Withdraw from All courses with 40% refund	July 12
Withdraw without Failure Period Ends	July 15
Classes End	August 2
Final Grades Due	August 5 at 4:00 PM
Semester – Twelve weeks	
Late Registration Fee Begins	April 29, 2019
Last day to DROP All courses with 100% refund	May 12
Classes Begin	May 13
Last day to DROP All courses with 80% refund	May 19
Drop/Add Period Ends	May 19
Withdraw Period Begins (Fee - \$40 per course)	May 20
Last day to Withdraw from All courses with 60% refund	May 24
Memorial Day Holiday /No Classes	May 27
Last day to Withdraw from All courses with 40% refund	May 31
Withdraw without Failure Period Ends	June 24
July 4th Holiday / No Classes	July 4
Classes End	August 2
Final Grades Due	August 5 at 4:00 PM
August Degree Conferral	August 27

**2018-19 SGS Academic Calendar
Fall 2018**

Fall 2018 Graduate Education and Instructional Technology Programs (August 27 - December 15)

Late registration fee goes into effect at the close of the business day	10-Aug
Last day to add courses on myCHC	26-Aug
Last day to drop courses on myCHC with 100% tuition refund	26-Aug
Classes begin	27-Aug
Last day to drop courses on myCHC (80% tuition refund)	1-Sep
Withdrawal period begins (student receives 'W')	2-Sep
HOLIDAY--Labor Day--NO CLASSES	3-Sep
Last day to withdraw from courses with 60% tuition refund	7-Sep
Last day to withdraw from courses with 40% tuition refund	14-Sep
Application due to request December graduation	28-Sep
Deadline for Master's-level assistantship applications	3-Oct
Last day to withdraw without failure (student receives no tuition refund)	5-Oct
Fall Break	8-9 Oct
Spring course registration begins on myCHC at 8:00 a.m.	29-Oct
Spring course registration begins--new and non-matriculated students	31-Oct
Assessment and evaluation window opens	23-Nov
HOLIDAY--Thanksgiving--NO CLASSES	21-24 Nov
Classes end	15-Dec
Assessment and evaluation window closes	17-Dec
Grades due at 4:00 P.M.	17-Dec
Degree conferral	19-Dec

Fall 2018 Graduate Psychology Programs, including Doctoral (August 27 - December 8)

Late registration fee goes into effect at the close of the business day	10-Aug
Last day to add courses on myCHC	26-Aug
Last day to drop courses on myCHC with 100% tuition refund	26-Aug
Classes begin	27-Aug
Last day to drop courses on myCHC (80% tuition refund)	1-Sep
Withdrawal period begins (student receives 'W')	2-Sep
HOLIDAY--Labor Day--NO CLASSES	3-Sep
Last day to withdraw from courses with 60% tuition refund	7-Sep
Last day to withdraw from courses with 40% tuition refund	14-Sep
Application due to request December graduation	28-Sep
Deadline for Master's-level assistantship applications	3-Oct
Last day to withdraw without failure (student receives no tuition refund)	5-Oct
Fall Break	8-13 Oct
Spring course registration begins on myCHC at 8:00 a.m.	29-Oct
Spring course registration begins--new and non-matriculated students	31-Oct
Assessment and evaluation window opens	23-Nov
HOLIDAY--Thanksgiving--NO CLASSES	21-24 Nov
Classes end	8-Dec
Assessment and evaluation window closes	10-Dec

Grades due at 4:00 P.M.	10-Dec
Doctoral Grades due at 4:00 P.M.	17-Dec
Degree conferral	19-Dec

**Fall 2018 Accelerated Administration of Human Services Programs
Accelerated Fall I (August 27 - October 20)**

Late registration fee goes into effect at the close of the business day	10-Aug
Last day to add courses on myCHC	26-Aug
Last day to drop courses on myCHC with 100% tuition refund	26-Aug
Classes begin	27-Aug
Last day to drop courses on myCHC (80% tuition refund)	1-Sep
Withdrawal period begins (student receives a 'W')	2-Sep
HOLIDAY--Labor Day--NO CLASSES	3-Sep
Last day to withdraw from courses on myCHC with 60% tuition refund	7-Sep
Last day to withdraw without failure (student receives no tuition refund)	21-Sep
Application due to request December graduation	28-Sep
Deadline for Master's-level assistantship applications	3-Oct
Classes end	20-Oct
Grades due at 4:00 P.M.	22-Oct

Accelerated Fall II (October 22 - December 15)

Last day to add courses on myCHC	21-Oct
Last day to drop courses on myCHC with 100% tuition refund	21-Oct
Classes begin	22-Oct
Last day to drop courses on myCHC (80% tuition refund)	27-Oct
Withdrawal period begins (student receives a 'W')	28-Oct
Spring course registration begins on myCHC at 8:00 a.m.	29-Oct
Spring course registration begins--new and non-matriculated students	31-Oct
Last day to withdraw from courses with 60% tuition refund	2-Nov
Last day to withdraw without failure (student receives no tuition refund)	16-Nov
HOLIDAY--Thanksgiving--NO CLASSES	21-24 Nov
Assessment and evaluation window opens	23-Nov
Classes end	15-Dec
Assessment and evaluation window closes	17-Dec
Grades due at 4:00 P.M.	17-Dec
Degree conferral	19-Dec

**Winter Intersession 2018-2019
All Programs**

Classes Begin	17-Dec
Classes End	12-Jan
Grades Due	14-Jan

Spring 2019

Spring 2019 Graduate Education and Instructional Technology Programs (January 14 - May 10)

Late registration fee goes into effect at the close of the business day	28-Dec
Last day to add courses on myCHC	13-Jan
Last day to drop courses on myCHC with 100% tuition refund	13-Jan
Classes begin	14-Jan
Last day to drop courses on myCHC (80% tuition refund)	19-Jan
Withdrawal period begins (student receives 'W')	20-Jan
HOLIDAY--Martin Luther King Day--NO CLASSES	21-Jan
Last day to withdraw from courses with 60% tuition refund	25-Jan
Last day to withdraw from courses with 40% tuition refund	1-Feb
Deadline for Master's-level assistantship applications	1-Feb
Application due to request May graduation	15-Feb
Last day to withdraw without failure (student receives no tuition refund)	22-Feb
Spring Break	4-9 Mar
Summer course registration begins on myCHC at 8:00 a.m.	18-Mar
Summer course registration begins--new and non-matriculated students	20-Mar
Assessment and evaluation window opens	10-Apr
	18 Apr - 22 Apr
HOLIDAY--Easter--NO CLASSES	
Classes end	10-May
Assessment and evaluation window closes	10-May
Grades due at 12:00 P.M.	10-May
Degree conferral	11-May

Spring 2019 Graduate Psychology Programs (January 14 - April 29)

Late registration fee goes into effect at the close of the business day	28-Dec
Last day to add courses on myCHC	13-Jan
Last day to drop courses on myCHC with 100% tuition refund	13-Jan
Classes begin	14-Jan
Last day to drop courses on myCHC (80% tuition refund)	19-Jan
Withdrawal period begins (student receives 'W')	20-Jan
HOLIDAY--Martin Luther King Day--NO CLASSES	21-Jan
Last day to withdraw from courses with 60% tuition refund	25-Jan
Last day to withdraw from courses with 40% tuition refund	1-Feb
Deadline for Master's-level assistantship applications	1-Feb
Application due to request May graduation	15-Feb
Last day to withdraw without failure (student receives no tuition refund)	22-Feb
Spring Break	4-9 Mar
Summer course registration begins on myCHC	18-Mar
Summer course registration begins--new and non-matriculated students	20-Mar
Assessment and evaluation window opens	10-Apr
	18 Apr - 22 Apr
HOLIDAY--Easter--NO CLASSES	
Classes end	29-Apr
Assessment and evaluation window closes	1-May
Grades due at 4:00 P.M.	1-May
Degree conferral	11-May

Spring 2019 Doctoral Programs (January 7 - April 15)

Late registration fee goes into effect at the close of the business day	21-Dec
Last day to add courses on myCHC	6-Jan
Last day to drop courses on myCHC with 100% tuition refund	6-Jan
Classes begin	7-Jan
Last day to drop courses on myCHC (80% tuition refund)	12-Jan
Withdrawal period begins (student receives 'W')	13-Jan
HOLIDAY--Martin Luther King Day--NO CLASSES	14-Jan
Last day to withdraw from courses with 60% tuition refund	18-Jan
Last day to withdraw from courses with 40% tuition refund	25-Jan
Deadline for Master's-level assistantship applications	1-Feb
Application due to request May graduation	15-Feb
Last day to withdraw without failure (student receives no tuition refund)	15-Feb
Spring Break	4-8 Mar
Summer course registration begins on myCHC	18-Mar
Summer course registration begins--new and non-matriculated students	20-Mar
Assessment and evaluation window opens	10-Apr
	18 Apr - 22 Apr
HOLIDAY--Easter--NO CLASSES	
Classes end	15-Apr
Assessment and evaluation window closes	17-Apr
Grades due at 4:00 P.M.	22-Apr
Degree conferral	11-May

**Spring 2019 Accelerated Administration of Human Services Programs
Accelerated Spring I (January 14 - March 9)**

Late registration fee goes into effect at the close of the business day	28-Dec
Last day to add courses on myCHC	13-Jan
Last day to drop courses on myCHC with 100% tuition refund	13-Jan
Classes begin	14-Jan
Last day to drop courses on myCHC (80% tuition refund)	19-Jan
Withdrawal period begins (student receives 'W')	20-Jan
HOLIDAY--Martin Luther King Day--NO CLASSES	21-Jan
Last day to withdraw from courses with 60% tuition refund	25-Jan
Deadline for Master's-level assistantship applications	8-Feb
Last day to withdraw without failure (student receives no tuition refund)	8-Feb
Application due to request May graduation	22-Feb
Classes end	9-Mar
Grades due at 4:00 P.M.	11-Mar

Accelerated Spring II (March 11 - May 4)

Last day to add courses on myCHC	10-Mar
Last day to drop courses on myCHC with 100% tuition refund	10-Mar
Classes begin	11-Mar
Last day to drop courses on myCHC (80% tuition refund)	16-Mar
Withdrawal period begins (student receives 'W')	17-Mar
Summer course registration begins on myCHC at 8:00 a.m.	18-Mar
Summer course registration begins--new and non-matriculated students	20-Mar

Last day to withdraw from courses with 60% tuition refund	22-Mar
Last day to withdraw without failure (student receives no tuition refund)	5-Apr
HOLIDAY--Easter--NO CLASSES	18 Apr - 22 Apr
Assessment and evaluation window opens	17-Apr
Classes end	4-May
Grades due at 12:00 P.M.	6-May
Assessment and evaluation window closes	17-May
Degree conferral	11-May

Summer 2019

Please note that there are multiple calendar formats for the summer: doctoral, summer graduate (three sessions total), and the accelerated program format in two eight-week sessions.

Summer 2019 Doctoral Program (May 6 - July 12)

Late registration fee goes into effect at the close of the business day	3-May
Last day to add courses on myCHC	5-May
Last day to drop courses on myCHC with 100% tuition refund	5-May
Classes begin	6-May
Last day to drop courses on myCHC (80% tuition refund)	11-May
Withdrawal period begins (student receives 'W')	12-May
Last day to withdraw from courses with 60% tuition refund	17-May
HOLIDAY--Memorial Day--NO CLASSES	27-May
Assessment and evaluation window opens	5-Jun
Last day to withdraw without failure (student receives no tuition refund)	7-Jun
Deadline for Master's-level assistantship applications	7-Jun
Fall course registration begins on myCHC at 8:00 a.m.	8-Jul
Fall course registration begins--new and non-matriculated students	10-Jul
Classes end	12-Jul
Assessment and evaluation window closes	15-Jul
Grades due at 4:00 P.M.	22-Jul
Degree conferral for PSYD degrees	31-Aug

Summer 2019 Graduate Education, Psychology, and Instructional Technology Programs

Summer I -- Six (6) week session: Classes meet twice a week from May 13 - June 22

Late registration fee goes into effect at the close of the business day	3-May
Last day to add courses on myCHC	12-May
Last day to drop courses on myCHC with 100% tuition refund	12-May
Classes begin	13-May
Last day to drop courses on myCHC (80% tuition refund)	18-May
Withdrawal period begins (student receives 'W')	19-May
Last day to withdraw from courses with 60% tuition refund	24-May
HOLIDAY--Memorial Day--NO CLASSES	27-May
Last day to withdraw without failure (student receives no tuition refund)	31-May
Assessment and evaluation window opens	5-Jun
Deadline for Master's-level assistantship applications	7-Jun
Assessment and evaluation window closes	22-Jun
Classes end	22-Jun
Grades due at 4:00 P.M.	24-Jun

***Students should confirm that these dates apply to their particular course/program of study.*

Summer II -- Ten (10) week session: Classes meet once a week from May 13 - July 20

Late registration fee goes into effect at the close of the business day	3-May
Last day to drop courses on myCHC with 100% tuition refund	12-May
Last day to add courses on myCHC	12-May
Classes begin	13-May
Last day to drop courses on myCHC (80% tuition refund)	18-May
Withdrawal period begins (student receives 'W')	19-May
Last day to withdraw from courses with 60% tuition refund	24-May
HOLIDAY--Memorial Day--NO CLASSES	27-May
Last day to withdraw from courses with 40% tuition refund	31-May
Last day to withdraw without failure (student receives no tuition refund)	7-Jun
Deadline for Master's-level assistantship applications	7-Jun
Application due to request August graduation	28-Jun
HOLIDAY--Independence Day--NO CLASSES	4-Jul
Fall course registration begins on myCHC at 8:00 a.m.	8-Jul
Fall course registration begins--new and non-matriculated students	10-Jul
Assessment and evaluation window opens	10-Jul
Assessment and evaluation window closes	21-Jul
Classes end	20-Jul
Grades due at 4:00 P.M.	22-Jul
Degree conferral	27-Aug

***Students should confirm that these dates apply to their particular course/program of study.*

Summer III -- Six (6) week session: Classes meet twice a week from June 24 -August 3

Late registration fee goes into effect at the close of the business day	31-May
Last day to add courses on myCHC	23-Jun
Last day to drop courses on myCHC with 100% tuition refund	23-Jun
Classes begin	24-Jun
Application due to request August 2018 graduation	28-Jun
Last day to drop courses on myCHC (80% tuition refund)	29-Jun
Withdrawal period begins (student receives 'W')	30-Jun
HOLIDAY--Independence Day--NO CLASSES	4-Jul
Last day to withdraw from courses with 60% tuition refund	5-Jul
Fall course registration begins on myCHC at 8:00 a.m.	8-Jul
Fall course registration begins--new and non-matriculated students	10-Jul
Last day to withdraw without failure (student receives no tuition refund)	12-Jul
Assessment and evaluation window opens	17-Jul
Assessment and evaluation window closes	3-Aug
Classes end	3-Aug
Grades due at 4:00 P.M.	5-Aug
Degree conferral	27-Aug

Summer 2019 Accelerated Graduate Administration of Human Services Programs
Accelerated Summer I (May 6 - June 29)

Late registration fee for Accelerated program goes into effect at the close of the business day	19-Apr
Last day to add courses on myCHC	5-May
Last day to drop courses on myCHC with 100% tuition refund	5-May
Classes begin	6-May
Last day to drop courses on myCHC (80% tuition refund)	11-May
Withdrawal period begins (student receives 'W')	12-May
Last day to withdraw from courses with 60% tuition refund	17-May
HOLIDAY--Memorial Day--NO CLASSES	27-May
Last day to withdraw without failure (student receives no tuition refund)	31-May
Assessment and evaluation window opens	14-Jun
Deadline for Master's-level assistantship applications	14-Jun
Assessment and evaluation window closes	22-Jun
Application due to request August graduation	28-Jun
Classes end	29-Jun
Grades due at 4:00 P.M.	1-Jul

Accelerated Summer II (July 1 - August 24)

Late registration fee for Accelerated program goes into effect at the close of the business day	
Last day to add courses on myCHC	30-Jun
Last day to drop courses on myCHC with 100% tuition refund	30-Jun
Classes begin	1-Jul
HOLIDAY--Independence Day--NO CLASSES	4-Jul
Last day to drop courses on myCHC (80% tuition refund)	6-Jul
Withdrawal period begins (student receives 'W')	7-Jul
Fall course registration begins on myCHC at 8:00 a.m.	8-Jul
Fall course registration begins--new and non-matriculated students	10-Jul
Last day to withdraw from courses with 60% tuition refund	12-Jul
Last day to withdraw without failure (student receives no tuition refund)	26-Jul
Assessment and evaluation window opens	14-Aug
Assessment and evaluation window closes	21-Aug
Classes end	24-Aug
Grades due at 4:00 P.M.	26-Aug
Degree conferral	27-Aug

Chestnut Hill College
School of Continuing and Professional Studies
Academic Calendar – 2018 - 2019

Fall 1 (August 27, 2018 - October 20, 2018)

August 27	Fall 1 Classes Begin
August 27 – September 2	80% Withdrawal Refund
September 3	Labor Day Holiday (No Classes)
September 3 – September 9	60% Withdrawal Refund
September 10 – September 16	40% Withdrawal Refund—No refund after this date
September 22	Last day to withdraw from a course without academic penalty
September 29	Last day to make up incomplete grades from Summer 2
October 6	Last Day for On-line Exit Interview for December Graduates
October 20	Fall 1 Classes End
October 24	Fall 1 Grades are due

Fall 2 (October 22, 2018 – December 15, 2018)

October 22	Fall 2 Classes Begin
October 22 – October 28	80% Withdrawal Refund
October 29 – November 4	60% Withdrawal Refund
October 30	Registration begins for Spring I and 2, 2019
November 5 – November 11	40% Withdrawal Refund—No refund after this date
November 17	Last day to withdraw from a course without academic penalty
November 21	Last day to make up incomplete grades from Fall 1
November 21 – November 25	Thanksgiving Holiday (No Classes)
December 15	Fall 2 Classes End
December 19	Fall 2 Grades are due
December 19	December Degrees Conferred

Spring 1 (January 14, 2019 - March 9, 2019)

January 14	Spring I Class Begin
January 14 – January 20	80% Withdrawal Refund
January 21	Martin Luther King Holiday (No Classes)
January 21– January 27	60% Withdrawal Refund
January 28 –February 3	40% Withdrawal Refund—No refund after this date
February 9	Last day to withdraw from a course without academic penalty
February 16	Last day to make up incomplete grades from Fall 2
February 23	Last Day for On-line Exit Interview for May Graduates
March 9	Spring 1 Classes End
March 13	Spring 1 Grades are due

Spring 2 (March 11, 2019 – May 4, 2019)

March 11	Spring 2 Classes Begin
March 11 – March 17	80% Withdrawal Refund
March 18 – March 24	60% Withdrawal Refund
March 18	Registration begins for Summer 1 and 2, 2019
March 25 – March 31	40% Withdrawal Refund—No refund after this date
April 6	Last day to withdraw from a course without academic penalty
April 13	Last day to make up incomplete grades from Spring 1

April 18 – April 22	Easter Holiday (No Classes)
May 4	Spring 2 Classes End
May 8	Spring 2 Grades are due

Summer 1 (May 6, 2019 - June 29, 2019)

May 6	Summer 1 Classes Begin
May 6 – May 12	80% Withdrawal Refund
May 13– May 19	60% Withdrawal Refund
May 20 – May 26	40% Withdrawal Refund—No refund after this date
May 11	Graduation (No Classes)
May 27	Memorial Day Holiday (No Classes)
June 1	Last day to withdraw from a course without academic penalty
June 8	Last day to make up incomplete grades from Spring 2
June 15	Last Day for On-Line Exit Interview for August Graduates
June 29	Summer 1 Classes End
July 2	Summer I Grades are due

Summer 2 (July 1, 2019 - August 24, 2019)

July 1	Summer 2 Classes Begin
July 1 – July 7	80% Withdrawal Refund
July 8 – July 14	60% Withdrawal Refund
July 4	Independence Day Holiday (No Classes)
July 8	Registration begins for Fall 1 and 2, 2019
July 15 – July 21	40% Withdrawal Refund – No refund after this date
July 27	Last day to withdraw from a course without academic penalty
August 3	Last day to makeup incomplete grades from Summer 1
August 24	Summer 2 Classes End
August 27	August Degrees Conferred
August 28	Summer 2 Grades are due

No Friday Evening Classes Scheduled during Summer 1 and 2

The instructor will determine and incorporate alternative class time/class work (extended hours, etc.) where official holidays are scheduled on the Academic Calendar.

Fall 1 - Begin August 26, 2019 – End October 19, 2019
 Fall 2 – Begin October 21, 2019 – End December 14, 2019

Section V: Appendices

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Forms and Instructions on the “myCHC” portal

*These forms and instructions are kept up to date by the Registrar’s Office,
see the “myCHC” portal*

Portal Instructions – Registration
Portal Instructions: Grading/ Class Lists
Block Schedule
Classroom Chat
Divisional Course Substitution Form
e-Racer Faculty Guide
FERPA Notice
SUS Student Information
Catalogs
Major form
Minor Form
Change of Registration Form
Major/Minor Substitution or Waiver Request
Request for an Incomplete
Student Leave of Absence
Withdrawing from the College
Final Exam Matrix
Hybrid Course Details
Retroactive Petition
Application of a Double Major
SEPCHE Registration Form
LaSalle Registration Form
Request to take a Course at Another Institution
Independent Study Request Form
Individualized Major Application
Grade Appeal Form

APPENDIX A: CRITERIA FOR PROMOTION AND TENURE

Faculty Scholarship Plan Developing Support for Scholarship at Chestnut Hill College

I. Presentation of the Plan

In order to develop clarity regarding scholarship and research, each faculty member is encouraged to present a plan to the Dean of the appropriate School and the Department Chair when formulating a project. This would be particularly important for new faculty members on a tenure track. The purpose of the plan is to make specific the ways in which the faculty member could address the Carnegie/Boyer criteria for the assessment of scholarship. The plan should address these points:

- A. Describe your project. Your plan should include the basic purposes of your project; define realistic and achievable objectives and deal with a question that is important in your area of scholarship.
- B. Indicate your present experience in this area of scholarship, the skills that you bring, and the resources for carrying out this project that you have or plan to have.
- C. Indicate how and the audience to whom you expect to communicate the results of your scholarship.
- D. Suggest ways that your project and outcomes could be assessed/evaluated.

II. Evaluation of project by the Promotion and Tenure Committee:

- A. Does the scholar
 - identify the Carnegie/Boyer category of scholarship?
 - state the basic purposes of his or her scholarship clearly?
 - define objectives that are realistic and achievable?
 - identify important questions?
- B. Does the scholar
 - show an understanding of existing scholarship?
 - bring the necessary skills to his or her work?
 - bring together (or have a plan to bring together) the resources necessary to move the project forward?

NB. This evaluation would be returned to the Dean of the appropriate school who, in consultation with the Promotion and Tenure committee, would use the evaluation to advise the faculty member of the appropriateness of the plan.

Once approved, this plan can be modified as needed in consultation with the Dean of the appropriate School.

III. PRESENTATION OF SCHOLARSHIP for Update, Feedback, and Evaluation

At the time of pre-tenure, 3rd year, and post-tenure review or when applying for promotion or tenure, faculty members will report on their progress with this scholarship plan and provide evidence. The report should address the following:

Describe the project that you have been involved in. This description should include the plan for your project (along with goals and objectives); your methods and procedures used; your results; the forums

used for communicating your results; copies of your significant publications and/or presentations; your evaluation of your work.

It is always helpful to share your progress with your mentors and/or peers as you continue to carry out your project so that they will can advise you and be ready to evaluate your progress when letters of recommendation are needed.

IV. Evaluation of Scholarship

The Promotion and Tenure Committee in conjunction with the Dean of the appropriate school will evaluate the results of the faculty member's scholarship as presented in 3rd year review and in applications for tenure and promotion as follows:

- A. Does the scholar
 - use methods appropriate to the goals?
 - apply effectively the methods selected?
 - modify procedures in response to changing circumstances?
- B. Does the scholar's project/work
 - achieve all or most of the scholar's goals?
 - add consequentially to the field?
 - open additional areas for further exploration?
- C. Does the scholar
 - use a suitable style and effective organization to present his or her work?
 - use appropriate forums for communicating work to its intended audiences?
 - present his or her message with clarity and integrity?
- D. Does the scholar
 - critically evaluate his or her own work?
 - bring an appropriate breadth of evidence to his or her critique?
 - use evaluation to improve the quality of future work?

NB. This evaluation is part of the regular Promotion and Tenure review which is presented to the President and forwarded to the Vice President for Academic Affairs/Dean of the Faculty.

See Ernest L. Boyer. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1990; Charles E. Glassick, Mary Taylor Huber, Gene I. Maeroff. *Scholarship Assessed: Evaluation of the Professoriate: An Ernest L. Boyer Project of The Carnegie Foundation for the Advancement of Teaching*. San Francisco: Jossey-Bass, 1997.

Name: _____

**CRITERIA FOR PROMOTION AND TENURE:
TEACHING - SCHOLARSHIP - SERVICE**

SUMMARY

	PROFICIENCY	EXCELLENCE*	POTENTIAL FOR EXCELLENCE
TENURE	in all 3 areas	-----	in at least 1 area
ASSOCIATE PROFESSOR	in all 3 areas	in at least 1 area	in at least 1 additional area
FULL PROFESSOR	in all 3 areas	in at least 2 areas	-----

* Faculty of doctoral programs must choose scholarship as an area of excellence.

Use the following pages to identify and record evidences supporting appropriate areas of proficiency and excellence. Use the space below for notes on items needing fuller discussion:

PROFICIENCY IN TEACHING	
DEMONSTRATED BY ABILITY TO CREATE A CLASSROOM ENVIRONMENT IN WHICH THE FACULTY	
effectively and creatively impart knowledge to students	
help students learn from each other	
motivate students to learn and think independently	
present the latest thinking in her/his field	
encourage students to participate if practical in her/his ongoing research	
EVERY APPLICANT FOR PROMOTION AND/OR TENURE SHALL SUBMIT	
statement of philosophy of education, articulating in detail relationship between teaching goals and classroom methods	
Sample materials used in courses, including syllabi, examinations, special assignment	
Samples of student work	
Original student evaluations, with analysis of aggregate trends for sufficient number of classes since last promotion	
Peer evaluations of teaching from faculty at Chestnut Hill College and/or other institutions	
THE APPLICANT IS ADVISED TO ADDRESS THE FOLLOWING QUESTIONS	
How have the students utilized the knowledge they have gained from taking my courses?	

How have I updated my teaching materials over the years?	
How have I sought and utilized peer evaluation of my teaching?	
How have I improved as teacher over past several years? What experiences have been instrumental to my development as teacher? How have I fulfilled plans for improving/ developing teaching skills as included in previous applications?	
What plans have I for improving and/or developing my teaching skills over the next five years?	

EXCELLENCE IN TEACHING	
DEMONSTRATED BY OUTSTANDING TEACHING ACCOMPLISHMENT WHICH IS RECOGNIZED	
within the college community	
in the wider professional community	
STRONGEST EVIDENCE OF EXCELLENCE IN TEACHING MAY INCLUDE	
Teaching awards	
Course materials which demonstrate continuing significant development/refinement of content and methodology in light of developments in the field and/or changes in student profile	
Student evaluations that consistently attest to exceptional teaching	
Evaluations of teaching effectiveness by peers in the applicant's discipline, from Chestnut Hill College or from other colleges or universities	
Other strongest evidence	
OTHER EVIDENCE OF EXCELLENCE IN TEACHING MAY INCLUDE	
PROFICIENCY IN SCHOLARSHIP DEMONSTRATED BY	
keeping abreast of developments in one's discipline	
A philosophy of teaching that demonstrates a sophisticated integration of information from diverse sources as well as a consistent pattern of development of teaching methodology	
Letters from former students that indicate the effect that the applicant's teaching and/or advising has had in the students' lives	
Other evidence	

EXCELLENCE IN SCHOLARSHIP	
IS DEMONSTRATED BY EXPERTISE IN ONE'S ACADEMIC DISCIPLINE WHICH IS RECOGNIZED	
by the Chestnut Hill College community	
by the wider professional community	
Evidence must include, but is not limited to, published materials and/or significant artistic accomplishments.	
NOTE: An article will be considered a publication when it has been accepted for publication and evidence of such is provided in the materials submitted for review. A book will be considered a publication when it has been published.	

STRONGEST EVIDENCE OF EXCELLENCE IN SCHOLARSHIP MAY INCLUDE	
Publication in peer-reviewed professional journals	
External grant awards related to one's scholarship	
Citations of one's work in published work of others	
Chapters in books and essays in anthologies	
Publication in proceedings of conferences	
Publication in national media (TIME, etc.)	
Publications used in college libraries	
Other strongest evidence	
OTHER EVIDENCE OF EXCELLENCE IN SCHOLARSHIP MAY INCLUDE	
Presentations at peer-reviewed conferences	
Videos, computer programs, performances, art exhibits	
Invitations to participate in national seminars or institutes	
Collaboration with faculty across disciplines	
Positive reviews of scholarly work by members of the professional community	
Development of new courses, especially when these courses extend beyond one's expertise	
Evidence of professional activities that enhance the candidate's expert knowledge of the field	
Directing/supervising student research	
Elected office in professional organizations	
Hosting major scholarly conferences	
Publication in local journals	
Development of new programs within the college or community at large	
Publications, exhibitions, or performances which are not peer-reviewed	
In-service presentations for groups of professionals in the candidate's field	
Other evidence	

EXCELLENCE IN SERVICE	
IS DEMONSTRATED BY LEADERSHIP AND SIGNIFICANT ACCOMPLISHMENT IN SERVING THE COMMON GOOD OF CHESTNUT HILL COLLEGE AND/OR THE WIDER COMMUNITY, OTHER THAN THROUGH TEACHING AND SCHOLARSHIP, WHICH IS RECOGNIZED BY BOTH	
the Chestnut Hill College community	

the wider community	
EVIDENCE OF EXCELLENCE IN SERVICE MAY INCLUDE	
Leadership in the department, especially serving as department chair	
Consistent leadership on Chestnut Hill College committees, including consistent election to committees and consistent service as chair and/or secretary	
Leadership in major projects, such as curriculum revision, policy articulation, volunteer service projects, community celebrations, volunteer services to students with special needs, conferences, workshops, displays and exhibits, campus ministry, recruitment, fund raising, extracurricular student activities, and the like.	
Leadership and/or significant accomplishment in projects for the good of the community beyond Chestnut Hill College, which are in harmony with the mission of Chestnut Hill College and which enhance the reputation of the College.	
Other evidence	

APPENDIX B

General Guidelines for Hybrid and Online Courses (revised 02/2017)

Definition

"Hybrid" is the most common name for courses in which a portion of the traditional, face-to-face (FTF) in-class time is replaced by online learning activities. The purpose of a hybrid course is to utilize the best features of both FTF and online instruction to maximize student learning outcomes. A well-designed hybrid course synthesizes FTF class time and online learning activities so that they complement and enrich one another. At Chestnut Hill College, a hybrid course will meet at a minimum of 50% of the time through in-classroom instruction, in compliance with PHEAA guidelines. The exact distribution of class time within these parameters will be determined by the instructor in consultation with the QM specialist.

"Online" refers to courses in which there is no face-to-face component and 100% of the course is completed in the virtual environment. Class participation, instruction and assessment are achieved by engagement in well-designed content and class activities throughout the duration of the course session or semester.

Class Size

Due to the intensive, student-centered structure of hybrid and online courses, the recommended cap will be 20 students, and 15 for writing intensive courses, unless waived by the Registrar in consultation with the Instructor.

Conditions for Offering Hybrid or Online Courses

Hybrid and online courses at Chestnut Hill College must adhere to criteria established by Quality Matters (QM).

Instructors

Instructors must be preapproved by the appropriate Dean to develop and/or teach a hybrid or online course. The approval may result from prior experience, participation in required faculty development and/or the recommendation of the QM specialist. Instructors must agree to have courses reviewed by the QM specialist and make recommended changes to meet QM Standards.

The intellectual property for the material included in the final delivery of the course will be shared between the original instructor/course developer and CHC and CHC retains the right to use the course as is or to adapt it and assign its teaching to other faculty as the Dean and Department Chair deem appropriate without the knowledge or permission of the original instructor/course developer.

The Approval Process

Factors that determine course approval include: courses that satisfy major requirements in several different programs, courses that satisfy core liberal arts requirements and courses that are offered in both undergraduate schools.

To adapt an existing course:

- The instructor must obtain approval of the department chair and appropriate Dean to adapt an existing course into hybrid or online format. Use the “Request to Develop a Hybrid/Online Course” form.

To develop a new course:

- The instructor must obtain approval of the department chair and Dean to teach the proposed new course in a hybrid/online format, but the instructor must first work with the department chair to submit a new course proposal to the curriculum committee. The instructor should use both the traditional “New Course Proposal” form to submit to the curriculum committee and the “Request to Develop a Hybrid/Online Course” form to seek approval to develop the course in a hybrid or online format.

Requirements for Developing/Adapting a Course

Once the course has been approved as a hybrid or online course, the instructor:

- Must (regardless of rank or prior experience with hybrid and online courses) agree to work with the Quality Matters Specialist to ensure that the course meets Quality Matters (QM) rubric standards before and during the delivery of the course. No course will be listed in the course schedule as a hybrid or online course until it has met the requirements of the QM rubric and has been approved by the QM specialist.
- Must ascertain that the course is listed as a hybrid or online in the course schedule.
- Must fully develop, design, and post the entire course on Blackboard or ERacer *before* the semester begins.
- Must agree to have a reliable and regular online presence throughout the semester, including online office hours and must respond to emails and online queries generally within 24 hours but no longer than within 48 hours.

Student Preparation

Instructors can expect students to have been assessed for readiness to take a course in hybrid or online format. The students will have met and be aware of the following requirements for enrolling in a hybrid or online course. These requirements will be made available to students in the SUS, SCPS and SGS Academic Catalogs, and through discussion with his/her advisor.

Students

- Are encouraged to complete a Student Readiness Survey before registering for a hybrid/online course.
- Must have completed a minimum of fifteen credits. If the student does not meet the minimum standards, he or she must seek permission from the Dean prior to enrolling in the course.
- Must have daily access to a computer with a high speed internet connection in the location from which they do most of their course work. Inability to access the course will not be acceptable.
- Must agree to observe the College's Code of Ethics for Online Education and the acceptable use policy. They must also recognize that all academic integrity issues apply to online as well as FTF work.
- Should be familiar with the technologies that the instructor plans to use in the course.

Syllabus and Policies

The syllabus and policies for a hybrid and online course must meet CHC standards for traditional syllabi and policies (e.g. they must include learning outcomes, calendar of assignments, grading policy, a statement of academic integrity, a list of support services, etc.). See Faculty Manual for the syllabus template and required elements.

The syllabus and course policies (posted on the BB or ERacer) for a hybrid or online course must also include but are not limited to:

- Instructor contact information and policies for contacting the instructor and expected response times.
- A statement that the course is a hybrid or online course with hardware and software requirements a student will need in order to complete the class.
- Clear instructions regarding how to contact the helpdesk and how to access other resources for support with technology questions.
- Clear articulation of etiquette expectations for email and online exchanges with the instructor and with other students.
- Clear course objectives aligned with instructional techniques and technologies.
- An overview of assignments and grading distribution.
- A schedule that outlines both FTF [for hybrid] and online meeting times if appropriate.
- A clear statement about expectations for student participation in both the FTF and online environments including attendance requirements.

Assignments

Assignments and activities should be assigned and assessed regularly and should be used to measure content knowledge, skills, and performance standards. Online assignments should include:

- Clear instructions regarding technology including access of materials and expectations for assignment delivery.
- A clear grading rubric that outlines how the student will be evaluated.
- A clear articulation of how and when students will receive feedback for assignments.

Course Delivery Issues

A hybrid and online course is distinguished by effective and frequent use of technology. As such, the instructor must take into account the following issues for hybrid and online courses:

- A hybrid course must meet face-to-face on the first day.
- Courses must meet QM criteria.
- Courses should be designed in compliance with the CHC hybrid and online course format and template provided.

APPENDIX C

CHECKLIST FOR DEVELOPING AND SEEKING APPROVAL FOR A NEW UNDERGRADUATE DEGREE PROGRAM

Names of members of the working group developing the proposal: (please designate a presenter)

_____ Idea submitted to the Dean _____ for initial review by Administration
Date _____ Name _____

_____ All full-time faculty informed in writing of intent to develop a proposal; invited to comment
Date _____ and/or participate.

_____ Proposal distributed to full-time faculty for comments/suggestions
Date _____

_____ Proposal submitted to the Dean for second review by Administration
Date _____

_____ Proposal submitted by the Dean to the appropriate Academic Committee
Date _____

_____ Proposal approved by School of Continuing and Professional Studies Academic Committee
Date _____ (if relevant)

_____ Proposal approved by Academic Committee
Date _____

_____ Proposal discussed at Faculty Senate Meeting
Date _____

_____ Results of Faculty voting: YES: _____ NO: _____ ABSTAIN: _____
Date _____

_____ Results of faculty voting presented by Dean to VPAA and to Administration
Date _____

_____ Proposal presented by VPAA to Academic Committee of the Board of Directors
Date _____

APPENDIX D

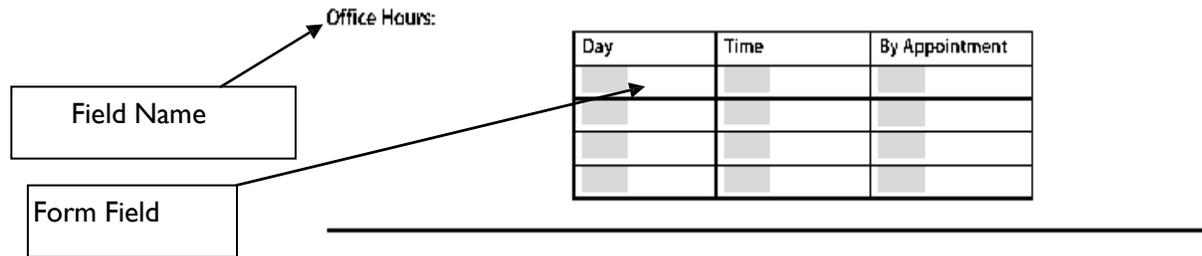
Creating a Syllabus Using Microsoft Word

Overview

- Microsoft Word may be used to create printed and electronic forms.

Definitions

- Field Name — the descriptive text for a form field.
- Form Field — the field that is configured to accept information from a user.



Examples of a field name and a form field are shown in the example above.

The form fields will be represented by a gray rectangle as shown in the example above.

Method

1. Open the template in Microsoft Word.
2. Immediately Save As Course Prefix, Course Number, Section and last name (e.g., MATH121A_Smith).
3. Open the template and “Save As” for each new syllabus
4. Type or copy information in text box.
5. Press the Tab key to advance to the next field.
6. Press Shift Tab to go to a previous form field.
7. Repeat the previous two steps as many times as necessary until the form is completed.

CLASS SYLLABUS*



Course Number and Title:

School:

Semester and Year:

Class Location:

Class Meeting Times:

Instructor:

Phone Number:

Email:

Office Location:

Office Hours:

Day	Time	By Appointment

Course Description (from the CHC SUS Catalog): [Link to Mission and Core Values and Student Learning Outcomes](#)

Course Objectives (clearly indicate a list of objectives):

After completing this course, students will know how to:

Student Learning Outcomes: [Link to SUS Course Catalog](#)

Chestnut Hill College has adopted ten Students Learning Outcomes that we believe should be an integral part of every CHC student's education. The following will be emphasized in this course:

*It is recommended that students retain a copy of syllabus and assignments for their records.

Required Use of Technology (Blackboard, Turnitin.com, etc.)

Grading:

Individual progress can be tracked on Blackboard, My.CHC portal and/or communication with faculty member. The final grade will be computed in the following manner:

Point Values for Final Course Grade (optional, example below):

Letter Grade	Percentage
A	

College Policy for Withdrawal: [Link to SUS Course Catalog](#)

College Policy for Incomplete Grade: [Link to SUS Course Catalog](#)

Participation:

Participation (including electronic participation) contributes to final grade.

Written Assignments (specific rubrics, formats, writing guides, and dates):

Presentations, Projects (specific rubrics, formats, writing guides, and dates):

Quizzes / Tests / Exams

Final Exam Date:

Each semester a final examination schedule is published on the My.CHC portal and posted on specific bulletin boards in the college. All exams are in your regularly scheduled classrooms unless arrangements are made with the Registrar's Office. For classes beginning after 5:15 p.m., exams begin at the regular time on the first scheduled class day.

All courses except the following must meet during the scheduled final exam time: Labs, Internships, Off-Campus Practicums or Teaching Assignments, Independent Studies, Physical Education and Interdisciplinary Honors courses, short duration courses, workshops, trips, and music lessons.

EXPECTATIONS OF STUDENTS:

Academic Integrity Policy: [Link to SUS Course Catalog](#)

Every student who enrolls in any course taught at CHC is required to abide by the CHC Academic Integrity Policy. Specific instructions from each faculty member may be added to the course requirements as well.

Special Accommodations / Disability Policy:

Americans with Disabilities Act: Any student whose disability falls within ADA guidelines and has accommodations authorized by the Chestnut Hill College Disability Committee should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. This is presented to the instructor in the form of an Accommodations Letter provided by the CHC Disability Committee. If a student feels he/she may need an academic accommodation based on the impact of a disability (eg. sensory, learning, psychological, medical, mobility), he/she should contact the

Disability Resource Center to arrange an appointment for assistance in verifying your eligibility for academic accommodations. Contact the Disability Resource Center, 240 St. Joseph Hall, Phone: 215-753-3655, Fax: 215-242-7748, disabilities@chc.edu.

Class Attendance: Link to SUS Course Catalog

There is a relationship between the academic success of the student and his/her class attendance. The School of Undergraduate Studies expects its students to accept their responsibility to attend class regularly and promptly. An instructor may lower a student's grade because of absences from class. Also to reinforce the importance of regular class attendance, and in the interest of maximizing success for students as they begin their college experience, first-year students are limited to as many absences as the class meets per week. Faculty members have the right to reduce the number of excused absences at their discretion and this will be written into their syllabi. A first-year student who does not adhere to this policy will be referred to the Office of Student Success. Excessive absences may result in a reduced grade or failure in the course.

Student Athletes are responsible for knowing the specific attendance policies for involvement on a sports team as designated in the student handbook.

Special conditions regarding absences for this course:

Lateness:

Use of Cell Phones and Other Electronic Devices:

Leaving Early:

Classroom Etiquette:

Use of Computers during Class:

Textbook:

Text(s) title(s), author(s), edition, publisher, copyright date and ISBN number, other required readings or supplementary material

Other Required Readings:

List of Recommended Readings:

Additional Course Information:

APPENDIX E

CHESTNUT HILL COLLEGE

Subject: Use of Recording Devices as an Accommodation for a Disability

Index: G 308.2

Effective: August, 2014

Contact: VPAA

In increasing numbers, students are requesting permission to record faculty lectures as an accommodation for a disability. The policy and process outlined here seek to respect the rights of all concerned, in keeping with applicable federal and state laws:

1. An instructor may not impose upon students with disabilities rules which have the effect of limiting the student's participation in the college's educational program. In other words, if the recording of the lectures is a reasonable accommodation, then the faculty member cannot refuse to allow it.
2. At the same time, it is illegal in the state of Pennsylvania to record an oral communication without the consent of all of the parties to the communication.
3. In addition, faculty lectures, outlines, PowerPoint presentations, slides and other content made available to students enrolled in a course represent work product of the faculty, in which the College and/or the faculty may have Intellectual Property rights.

When it is determined by the Disability Committee that a student with a qualifying disability should have permission to record faculty lectures as a reasonable accommodation, the instructor and the student must both sign a Recorded Lecture Agreement to establish conditions that respect the rights of all concerned. Violation of this Agreement may subject the violator to disciplinary and/ or legal action.

- I. The Recorded Lecture Agreement stipulates that the student will be permitted to record the oral presentations in a course, as well as the classroom discussions, if the classroom discussions are necessary to an understanding of the subject matter, so long as the following conditions are met:
 - a. All students in the class will be informed by the instructor at the beginning of each semester that permission was granted for audio recordings to be made. The Instructor will inform students in the course that their class room discussions are subject to being recorded if those discussions are necessary for the student's understanding of the subject matter. The name of the student making the recordings will not be revealed.
 - b. The student agrees to stop recording when discussions of personal matters arise.
 - c. The student must use the recordings for his/her own use and may not disseminate or share the recordings with others.
 - d. Permission to allow the recordings is not a transfer of any copyrights in the material or recordings. The recordings may not be reproduced or uploaded to publicly accessible web environments.
 - e. The student will not exchange or distribute the lectures for commercial purposes, for compensation or for any purpose other than as a study aid for the student.
 - f. The student agrees to destroy the recordings at the end of the semester or when they are no longer attending the course.
 - g. The student does not infringe the copyright in the lectures and other relevant materials.

2. The Agreement will cover any recording which may consist of an audio replication recorded on devices which may include, but is not limited to, audio recorders, cellular phones, MP3 players, computers, and other handheld devices which record sound.
3. The Agreement must be signed for each course which is to be recorded.
4. It is the obligation of the student to take the Agreement form to the faculty member, obtain his or her signature, and return the fully signed Agreement to the Disability Committee, where it should become part of the student's file.
5. The student and the instructor must both sign the Agreement before the recordings can begin.

See Appendix G for the applicable form, the Recorded Lecture Agreement.

Classroom Crisis Protocol
Campus Security – 215-242-7777
Life Threatening Situations/Emergencies - 911

Please familiarize yourself with the nearest exit to this classroom.

General Evacuation Protocol

1. Building evacuations will occur when an alarm sounds and/or upon notification by the College Emergency Notification System (text/voicemail) or PA system.
2. When the fire/evacuation alarm or the Emergency Alert System is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
3. Use stairs in case of fire and/or other emergencies. Do not use elevators.
4. Once outside proceed to a clear and safe area away from the building.
5. Keep driveways and walkways clear for emergency vehicles and personnel.

Important: Do not return to an evacuated building unless told to do so by a College official.

Shelter in Place

Shelter in place is the action of seeking immediate shelter indoors, preferably in an interior area. Ideal features of a shelter in place area include:

1. A location with minimal windows or vents.
2. Adequate space for all individuals.
3. Hallways, conference rooms, restrooms and classrooms can all be utilized to shelter in place.
4. Depending on the nature of the incident, access to phone lines, cell phone service and/or internet is also desirable.

Shelter in place may be activated in the event of a hazardous material spill, tornado warning, shooting or act of terrorism. Please note that shelter in place may refer to short-term or long-term situations. At times, shelter in place may occur in a centralized area after an evacuation notice. In this case, please refer to the evacuation procedures and the campus evacuation map

We are all responsible for campus safety – if you see something, say something.

Campus Security – (215) 242-7777

To learn more, visit the website at:

http://www.chc.edu/undergraduate/services/Campus_Crisis_Protocol/

APPENDIX G

FORMS

Forms can be obtained in the appropriate offices.

Chestnut Hill College
Event and Meeting Reservation Form

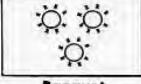
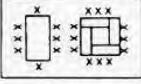
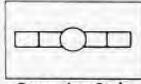
Date Submitted	Requested by:
CHC CONTACT NAME & PHONE #	Department Budget #
Type of Event :	NON-CHC CLIENT NAME/ORGANIZATION:
Expected attendance:	NON-CHC EVENT PLANNER NAMES:
Date of Event	
Time:	

ROTUNDA EAST PARLOR REDMOND ROOM; GRUBER

set up needed

Tables: ___# 6-ft. long; ___# rounds; ___seats per table;
 ___# Trash cans; ___ coat racks; ___ flip charts; ___ easels; ___ Podium

Set-up style:

					
Lecture Style	Theatre Style	Banquet Rounds	Meeting	Reception Style <small>(center of room)</small>	Classroom Set-up
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

catering needed

Please contact catering to confirm your catering needs and the time needed
catering@chc.edu – 215-753-3605

Security:
 Shuttle

Maintenance

Emergency Preparedness Form

Name: _____

- Faculty
- Staff
- Undergraduate Student
- Continuing Studies Student
- Graduate Student

Please indicate the assistance you need in the event of an emergency evacuation:

- Traveling up and down stairs
- Walking to an exit
- I need the following in my possession at all times:
 - Cane
 - Walker
 - Wheelchair
 - Medication (please list) _____
 - Other _____

Primary Campus Location (ex. Office, Residence Hall room):

Building: _____ Room: _____

Contact Information:

Office/Room Extension: _____ Cell Phone: _____

E-mail address: _____

Emergency Contact:

Name: _____

Phone Number: _____

E-mail Address: _____

Please attach a copy of your schedule for the semester (classes, meetings, athletics, office hours, work study, etc.)

Please Return to Sharon Dougherty (Faculty/Staff Requests) or Kristin Tracy (Student Requests)

Completing this form is voluntary; information provided is confidential and will only be shared with necessary parties (Accessibility Committee, Emergency Personnel, etc.).

Instructions for Using the Generic Informed Consent Form

If you plan to interview someone in connection with an assignment at Chestnut Hill College, it is appropriate to obtain informed consent from that person before you begin to interview.

The Institutional Review Board has created a generic informed consent form, the second page of this document, which you are free to complete and provide for potential interviewees.

To use it, save it to your hard drive and fill it in, removing the <> signs. Then resave it with another name. You may email it to potential interviewees and have them send it to your professor, so that s/he can see the email address from which it originates. Or you may take it to an interview and get it signed, but it would be better to get permission ahead of time.

This constitutes good practice in the conduct of research with human subjects.

If you have any questions, please email Dr. Kenneth Soprano, chair of the IRB at sopranok@chc.edu.

PAYMENT REQUEST FORM



**CHESTNUT
HILL
COLLEGE**

Please mark the box that applies:

Direct Payment (Attach Documentation)

Employee Reimbursement (Attach Receipts)

For travel please indicate purpose of trip and destination

Other _____

ACCOUNTS PAYABLE DEPT

Pay to:

Name

Address

Instructions to Accounts Payable Office:

Mail check to address on the left

Hold check for pick-up in Accts Payable

Pay by date: _____

Other: _____

Description	Amount	Account Number
TOTAL		

Requested by _____ Department Name: _____

Requestor's Phone No: _____

Requestor's Authorization:

Signature

Date

Department Budget Officer's Approval:

Signature

Date

Divisional Vice President

(If over \$1,000)

Signature

Date

V.P. of Finance Approval

(If over \$10,000)

Signature

Date

THIS SPACE FOR ACCOUNTS PAYABLE OFFICE USE



PROPOSAL FOR STUDY TOUR

NAME OF TRIP:

DATES:

DIVISION/DEPARTMENT(S):

ORGANIZER(S):

COURSE OFFERING(S):

COST PER PERSON:

SITES:

TRANSPORTATION:

NUMBER OF STUDENTS:

FACULTY PARTICIPANTS:

ESTIMATED REVENUE GENERATED:

FACULTY COSTS:

Stipend for Sisters
Meetings Required

ATTACH COMPLETE BUDGET (income and expenses: budget must show net profit):

SYLLABUS: A current course syllabus is required and must be attached to this form.

SPECIAL NOTE: As to a foreign country other than the United States, please attach a copy of the current State Department travel advisory for that country.

ADDITIONAL COMMENTS:

APPROVALS: _____
Dean (School Undergraduate Studies/School Continuing & Professional Studies)

Vice President for Academic Affairs

Vice President for Financial Affairs



**CHESTNUT HILL COLLEGE
DISABILITY RESOURCE CENTER
Section 504/ADA Plan
Notification to Student and Faculty
RECORDED LECTURE AGREEMENT FORM**

Course Title and Number: _____

Name of Instructor: _____

Dates of Course: _____

Name of Student: _____

In order to provide the above named student with a reasonable accommodation in the above identified course, the Instructor and the student agree as follows:

- I. The student will be permitted to record the oral presentations in this course, as well as the classroom discussions if the classroom discussions are necessary to an understanding of the subject matter, so long as:
 2. All students in the class will be informed by the instructor at the beginning of each semester that permission was granted for audio recordings to be made. The Instructor will inform students in the course that their class room discussions are subject to being recorded if those discussions are necessary for the student's understanding of the subject matter. The name of the student making the recordings will not be revealed.
 3. The student agrees to stop recording when discussions of personal matters arise.
 4. The student must use the recordings for his/her own use and may not disseminate or share the recordings with others.
 5. Permission to allow the recordings is not a transfer of any copyrights in the material or recordings. The recordings may not be reproduced or uploaded to publicly accessible web environments.
 6. The student will not exchange or distribute the lectures for commercial purposes, for compensation or for any purpose other than as a study aid for the student.
 7. The student agrees to destroy the recordings at the end of the semester or when they are no longer attending the course.
 8. The student may not infringe the copyright in the lectures and other relevant materials.
 9. Violation of this Agreement may subject the violator to disciplinary and/ or legal action.

Signature of Instructor _____ Date: _____

Signature of Student _____ Date: _____

A copy with both student and professor's signatures must be returned to the Disability Resource Center. An additional copy is included for the professor(s) and student to keep.

Chestnut Hill College
Report of Violation of the Academic Integrity Policy

Name of Student _____

Course Number/Name _____

Date Faculty Member became aware of Violation _____

Describe the Nature of the Violation _____

You may attach additional materials as needed along with a copy of your course syllabus.

Penalty Level (See Academic Integrity Policy for Description) Circle all that apply.

- a. Remediation/written
- b. Assignment of additional work
- c. No credit for the test or assignment
- d. Failure of the course
- e. Suspension from participating in optional College activities, such as SGA, athletics, honor societies and programs (May only be enacted by the Dean)
- f. Dismissal from the College (May only be enacted by the President in consultation with the Dean)

Signatures:

Student _____ Date _____

Faculty _____ Date _____

Dean _____ Date _____

*A signature by the student need not indicate agreement with the violation nor penalty.
For more information see Student Academic Integrity and Responsibility Policy



REQUEST FOR APPROVAL OF POSITION

Position Title: _____

Department: _____ Salary Range: \$ _____ per _____

Supervisor: _____ Budget Account: _____

____ Replacement Replacement for: _____

____ New Position Reason for Addition: _____

____ Promotion/Title Change from: _____

Faculty: ____ Staff: ____ Full-time: ____ Part-time: ____ Expected Start Date: _____

Contract Period: ____ months Temporary position: from ____ to ____

Athletic Coach: Full-time: ____ Part-time: ____ Contract Period: ____ months

Act 153 Clearances Required: Yes ____ No ____ (please attach job description)

Approvals:

Initiating Supervisor: _____
Signature Title Date

Vice President: _____
Signature Title Date

Director of Human Resources: _____
Signature

V.P. Financial Affairs: _____
Signature Date

President: _____
Signature Date

To be filled out by Human Resources: Notice of Position Filled

Employee Name: _____ Date of Hire: _____

Address: _____

City/State/ZIP: _____

Full-time: ____ Part-time: ____ Temp: ____ Exempt: ____ Non-Exempt: ____

Salary/Wage \$ _____ per _____ Letter of appointment sent on: _____

APPENDIX H

TEMPLATES

Templates can be obtained in the appropriate offices.



Adjunct Faculty Evaluation By Department Chair/Coordinator

Observation to be completed within the first half of the session or the semester

Office of the Dean of the School of _____

The purpose of the evaluation is to provide the opportunity for discussion of teacher effectiveness, student learning and formal review for rehiring of adjuncts. This evaluation should include an in-class observation by the Department Chair /Coordinator or by a Department Faculty member who will perform a Peer Evaluation and report to the Chair.*

Name of Adjunct Faculty member _____

Department _____ Semester _____ Year _____

Course Prefix _____ Title _____

Observer _____ Position _____ Department _____

Courses taught by the adjunct in the observation session/semester

Prefix/ Title _____

Prefix/ Title _____

Prefix/ Title _____

Prefix/ Title _____

Syllabus	Yes	No
The Adjunct Faculty member follows the appropriate guidelines for the formation of the syllabus(i) for course(s)	<input type="checkbox"/>	<input type="checkbox"/>
The syllabus(i) is/are well organized	<input type="checkbox"/>	<input type="checkbox"/>
The Adjunct Faculty member uses the selected text book and readings and other materials appropriately (the text and readings materials are integrated into the structure of the course)	<input type="checkbox"/>	<input type="checkbox"/>
Topics and assignments are clearly indicated	<input type="checkbox"/>	<input type="checkbox"/>
The Student Learning Outcomes, including Greater Expectation outcomes, are clear and in alignment with equivalent courses	<input type="checkbox"/>	<input type="checkbox"/>
The Adjunct Faculty member follows the course syllabus(i)	<input type="checkbox"/>	<input type="checkbox"/>
Grading techniques are included and are clear and appropriate	<input type="checkbox"/>	<input type="checkbox"/>

Teaching [include results of observation]	Excellent	Good	Fair	Needs Improvement	Not Observed
Content Knowledge/ Mastery of subject	<input type="checkbox"/>				
Instructional Skills: Uses a variety of teaching strategies customized to a diverse student population (learning Styles)	<input type="checkbox"/>				
Pedagogical techniques are varied and appropriate to the type of course	<input type="checkbox"/>				
Is prepared for class and organizes and presents subject	<input type="checkbox"/>				

matter effectively and efficiently with multiple opportunities for student interaction. Class time is well organized					
Engages and encourages student participation; treats students with patience, courtesy, and respect	<input type="checkbox"/>				
Course demands an appropriate level of academic rigor	<input type="checkbox"/>				
Provides group as well as individual instruction as needed	<input type="checkbox"/>				
Tests, writing assignments and other forms of Observation assess the class content.	<input type="checkbox"/>				
Provides constructive feedback to students on assessments	<input type="checkbox"/>				
Provides fair and timely grading of assignments	<input type="checkbox"/>				
Establishes a positive rapport with students	<input type="checkbox"/>				
Student Observations meets or exceed expectations	<input type="checkbox"/>				

Administrative Responsibilities	Yes	No	Not able to judge
Effectively establishes positive professional relationships with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is available to students in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends meetings as requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates with supervisor in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows all college guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommends college services such as Academic Advising and Learning Centers as needed to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigns Mid-term and Final grades as mandated by College Policy and in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upholds all College policy, especially regarding Attendance and Academic Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commendations

Recommendations

Additional Comments

*A written summary of the observation shall be presented to the Adjunct Faculty member by mid-term of the session or semester. The Adjunct Faculty member reserves the right to discuss the written observation with the Department Chair /Coordinator and present a reply if the Adjunct Faculty member deems it necessary. In the case of an unsatisfactory observation, the Adjunct Faculty member may request a second observation later in the session or semester.

Continued



Adjunct Faculty Observation
By
Department Chair and/or Coordinator /Peer Evaluator
 Observation to be completed within the first half of the session or semester

Office of the Dean of the School of _____
 The purpose of the observation is to provide the opportunity for discussion of teacher effectiveness and student learning. At times, a Peer Evaluator observes the Adjunct Faculty member for the Department Chair and/or Coordinator. It is strongly recommended that the Colleague performing the observation meet with the Adjunct Faculty member before the actual class observation. A pre-observation discussion could include: the course content of the lesson to be observed, teacher goals and objectives, student outcomes, and classroom organization. The Evaluator should ask the Adjunct Faculty member if there is anything in particular the Adjunct Faculty member would like the Evaluator to focus on while in the class. A summary of the class content should be provided for the Evaluator before the actual observation as well as a copy of the syllabus for the course.

Name of Adjunct Faculty member _____ Department _____
 Semester _____ Year _____ Date of Observation _____
 Course Prefix _____ Title _____
 Evaluator _____ Position _____ Department _____

Syllabus	Yes	No
The Adjunct Faculty member uses the selected text book and readings and other materials appropriately (the text and readings materials are integrated into the structure of the course)	<input type="checkbox"/>	<input type="checkbox"/>
Topics and assignments are clearly indicated	<input type="checkbox"/>	<input type="checkbox"/>
The Student Learning Outcomes, including Greater Expectation outcomes, are clear and in alignment with equivalent courses	<input type="checkbox"/>	<input type="checkbox"/>
Adjunct Faculty member follows the course syllabus(i)	<input type="checkbox"/>	<input type="checkbox"/>

Teaching	Excellent	Good	Fair	Needs Improvement	Not Observed
Content Knowledge/ Mastery of subject	<input type="checkbox"/>				
Instructional Skills: Uses a variety of teaching strategies customized to a diverse student population (learning styles)	<input type="checkbox"/>				
Pedagogical techniques are varied and appropriate to the type of course	<input type="checkbox"/>				
Is prepared for class and organizes and presents subject matter effectively and efficiently with multiple opportunities for student interaction. Class time is well organized	<input type="checkbox"/>				
Engages and encourages student participation; treats students with patience, courtesy, and respect	<input type="checkbox"/>				
Teaching continued	Excellent	Good	Fair	Needs	Not



Annual Review for Pre-Tenure /Non Tenure Process

Instructions: Type in gray boxes or click to fill in check boxes

IMPORTANT

Please send a completed copy to:

Undergraduate Studies Review years, **1,2,4,5,6,7** to Susanne Harkins, harkinss@chc.edu.

Undergraduate Studies **Third Year Review** to Allison Arfaa, arfaaa1@chc.edu see policy F 201.2

Graduate Studies to Christina Mathe, mathec@chc.edu

Self-Evaluation: Calendar year Spring 2018 - Fall 2018 Last Name _____

In order to monitor faculty progress during the pre-tenure period, the review process outlined below will be utilized. Please note that this process requires the participation and cooperation of the faculty member, her/his faculty colleagues and administrators. This process provides for annual reviews in years one, two, four, and five and a more comprehensive review in the third year. This process does not in any way limit the College's authority to terminate employment during the pre-tenure period. All decisions on tenure are made by the Board of Directors upon the recommendation of the President. (CHC Faculty Manual, F 201.2). See Policy F201.2 in the CHC Faculty Manual for further details.

Please limit your information to five (5) pages.

Annual Self Evaluation due by January 15.

Dean's Response to faculty member by March 1

Candidate makes appointment for interview with the Dean before June 1st.

A written response to the Faculty member is returned within ten (10) days of the interview.

Faculty Member _____ **Date of Hire** _____
 Tenure Track Non-Tenure Track **Projected Term/Year of Tenure Application** _____
Evaluation for Previous Spring _____ (Year) and **Fall** _____ (Year) **Annual Review Year** _____ (1-7)

Courses taught:

Previous Spring Semester

Prefix and Number	Course title	Syllabi on file with Dean

Previous Fall Semester

Prefix and Number	Course title	Syllabi on file with Dean

Teaching

A. Statement of candidate’s innovative pedagogy

a.

B. List sample materials attached (optional)

a.

C. Supporting Evidence

a. **Student Course Evaluations:** Please take information from Class Climate Evaluations

b. **Spring course evaluation summary:** (A compilation is provided)

i. The estimated average score is [].

ii. The highest scores, [], is/ are for:

iii. The lowest scores, [], is/are for:

c. **Fall course evaluation summary:** (A compilation is provided)

i. The estimated average score is [].

ii. The highest scores, [], is/ are for:

iii. The lowest scores, [], is/are for:

d. **Student Comments overall reflect:**

D. Reviews from Classroom visitations

a. Previously sent to VPAA/ Dean

b. Attached

c. Does not apply

E. Evaluative statement from Department Chair

a. Previously sent to VPAA/Dean

b. Attached

F. Course Syllabi

a. On file with the Dean’s office (do not attach to this document)

b. Not on file with the Dean’s Office (attached)

G. Awards

a.

H. Comments on Teaching: include strengths, accomplishments, weaknesses and needs for improvement

a.

Service

A. Faculty member served on the following Committees:

Spring	Fall

B. Service/Clubs/Organization/Administrative work

Chestnut Hill College	Local Community

C. Comments on Service

Scholarly Activities

A. Conferences

Title	Presenter or participant	Date

B. Publications

Title	Publication	Date

C. Research explanation

a.

D. Comments on Scholarly Activities

Signature _____ (Electronic Signatures will be recorded as a signed signature.)



Curriculum Vitae

Name: _____
 Address: _____
 Phone Numbers: Home _____
 Cell _____
 CHC E-mail Address: _____
 Non-CHC E-mail Address: _____

1. **Education:** Start with most recent degree earned (state degree earned, name of university/college, location of university/college, and date of degree). For Masters and Doctorate degrees, indicate thesis or dissertation and the name of thesis or dissertation director/s.

Degree	University/college	City/State	Date of degree

Degree	Thesis or Dissertation	Director(s)

2. **Experience:** Start with current position and include both Academic and Non-Academic positions
 - a. _____
3. **Awards and Honors:** Since arriving at CHC
 - a. _____

4. Awards and Honors: Prior to CHC

a.

5. Courses Taught: Since arriving at CHC (list up to 13 of your most recent courses)

Course Code	Course Name	Credits	Semester, Year

6. Courses Taught: Prior to CHC (list up to 13 of your most relevant courses)

Course Code	Course Name	Credits	Semester, Year

7. **Professional Membership/s (current only):**

8. **Service Achievements: Since arriving at CHC and include dates.**
 - a. **Service to Department (Include Student Advising):**

 - b. **Service to College (Include Committee work):**

 - c. **Service to Community:**

 - d. **Service to Profession:**

9. **Service Achievements: Prior to CHC and include dates.**
 - a. **Service to Department (Include Student Advising):**

 - b. **Service to College (Include Committee work):**

 - c. **Service to Community:**

 - d. **Service to Profession:**

10. **Scholarly Achievements: Since arriving at CHC**
 - a. **Publications (peer-reviewed):**
 - i. **Books:**

 - ii. **Articles:**

 - b. **Publications (non-peer-reviewed):**

 - c. **Presentations (peer-reviewed/invited):**

 - d. **Presentations (non-peer-reviewed):**

11. **Scholarly Achievements: Prior to CHC**
 - a. **Publications (peer-reviewed):**
 - i. **Books:**

 - ii. **Articles:**

 - b. **Publications (non-peer-reviewed):**

 - c. **Presentations (peer-reviewed/invited):**

APPENDIX I

Tips for Persons with Special Needs and/or Disabilities in an Evacuation

General Guidelines — For an Emergency

- Obtain the disaster supplies kit that has been prepared ahead of time, as designed in your individual plan.
- Follow basic emergency safety guidelines, as outlined on the colleges website at http://www.chc.edu/undergraduate/services/Campus_Crisis_Protocol
- Call emergency personnel, if possible.
- Determine need to evacuate or stay in place.
- If evacuating, inform emergency personnel of area headed to and type of assistance needed.
- If unable to contact emergency personnel, move to planned designated area.
- Ask others to notify emergency personnel of need for assistance.
- If trapped, get the attention of others by calling out or striking objects together to make noise.
- If not in immediate danger, stay in place or move to area of refuge until emergency personnel determine nature of the situation.
- Be careful of falling things as you leave a building.

Follow the directives of the Philadelphia Fire Department, the Security Office, and other on-site emergency personnel. The Chestnut Hill College Department of Safety and & Security and the Philadelphia Fire Department will decide whether evacuation is necessary and will communicate that decision to the individual.

A. Tips for Persons Who Use Wheelchairs

Preparedness kits should include:

- Heavy gloves for making your way over glass or debris.
- Extra battery for electric wheelchairs.
- Patch kit for punctured wheels.
- Flashlight.

In addition, individuals may want to:

- Store a lightweight manual wheelchair, if available.
- Arrange and secure furniture and other items to provide barrier free paths of travel.
- In tornadoes and hurricanes once in a safe and protected place, lock wheels, bend over your knees and cover your head.
- If a small stair landing is chosen as the area of refuge, consider waiting until heavy traffic has passed before entering.
- If you are in bed or out of your wheelchair, seek cover under the bed, a desk, or a table.

B. Tips for Deaf or Hard of Hearing Individuals

Preparedness kits should include:

- Pen and paper and a flashlight to communicate in the dark.

- Extra hearing aid batteries.
- Batteries for TTY and light phone signaler.
- Request both audible and visual smoke alarms in your office and home.

C. Tips for Persons Who Are Blind/Low Vision

Disaster supply kits should include:

- Extra folding white cane.
- Heavy gloves for feeling your way over glass or debris.
- Colored cape or poncho worn for visibility by others.

When preparing your evacuation plan ask for information in alternate formats, if needed, such as building evacuation instructions. You should know where the nearest telephones and alarm boxes are located, how to describe your location, and where emergency medical kits are located. You should also consider marking emergency supplies with large print or Braille, if helpful and you should check to make sure that evacuation signage is adequately marked for your needs. Practice your evacuation route periodically both with your service animal and white cane.

D. Tips for Persons with a Service Animal

- Include instructions in your plan for service animals.
- Some dogs fear metal grated steps. If your evacuation route has these kinds of steps, get your dog accustomed to the route.
- If the only stair rail is on your left side where a service dog should typically be, accustom the dog to heeling down the right side if you do not intend to work the dog on the steps.
- Be cautioned that if a dog typically stops at each new flight others behind you may panic. Heeling the dog may be safer in some instances.

E. Tips for Persons with Learning Disabilities

When making your plan for evacuation:

- Ask for information in alternate formats, if needed.
- Review general building evacuation guidelines and ask questions if you do not understand something.
- See if your evacuation routes have signage that is easy to follow.
- Ask someone to guide you during an evacuation if you feel you need help.
- Ask someone to write down information if you have a hard time understanding oral directions.
- Practice your evacuation route(s) regularly.

F. Tips for Persons with Psychological Disabilities

- Your preparedness kit should include at least three days' worth of needed medication, if necessary.
- When developing plan, consider strategies to reduce the stress of emergencies by:
 - Identifying areas of refuge that have two-way communication devices.
 - Check directional signage for exits and designated area of refuge in your planned evacuation route.

G. Tips for Persons with Developmental Disabilities

When you plan for an evacuation:

- Review general building evacuation guidelines and ask questions if you do not understand something.
- Request evacuation and emergency information in alternate formats if needed.
- Make sure that your evacuation routes have signage that is easy to follow.
- Ask someone to guide you during an evacuation if you feel you need help.
- Practice your evacuation route(s) regularly.

H. Tips for Persons with Medical Conditions That May Impact Your Ability to Evacuate a Building or Follow Emergency Instructions

Medical conditions include, for example, pregnancy, respiratory or cardiac problems.

- Ask for assistance walking down stairs.
- Remember to bring medication or inhalers when evacuating.
- Consider taking rest periods during evacuation, if possible.

We need your help!

Tips for Assisting Persons with Special Needs and/or Disabilities in an Evacuation

A. General Guidelines

- If needed, inquire about office, class, and events, in accessible locations.
- Ensure that egress routes and areas of refuge are clear and properly marked.
- Participate in and help identify gaps in evacuation plans during practice drills.
- Provide adequate notice that a potential danger exists and that evacuation should begin.
- Offer assistance, but let the person explain what help is needed.
- Do not carry a person except in the most extreme of circumstances.
- Be aware that a service animal's sense of direction may become confused during an emergency.
- Do not abandon the person after exiting a building. Lead to a safe place with others.

B. Assisting Persons Who Use Wheelchairs

- Be familiar with designated areas of refuge and location of evacuation equipment for wheelchair users.
- If the person is unable to speak clearly, look for a sign on the chair with printed instructions.
- Only in situations of extreme danger should untrained people attempt to carry a person in a wheelchair.
- Prior to moving the person, check for life-support equipment.
- Be aware that wheelchairs have parts not designed to handle the stress of lifting.
- If you and/or others cannot safely carry a person up/down stairs, don't. Instead:
 - Position the person in the safest place possible, according to the emergency.
 - Alert emergency personnel of person's location.

C. Assisting Deaf or Hard of Hearing Persons

- Provide the person with a flashlight from their preparedness kit so they can signal their location and to help with lip reading in the dark.
- Get the attention of the person before speaking and look at them when speaking.
- Use facial expressions and hand gestures to communicate. Use short sentences.
- Use written notes to indicate emergency and instructions, for example, "Fire! Go out rear door now!"
- Check to be sure you are understood.
- Be patient. The person may have difficulty understanding the urgency of your message.
- Be aware that the person may not be able to hear oral commands issued by authorities.
- When out of danger, offer to make phone calls if a TTY is not available.

D. Assisting Persons Who Are Blind/Low Vision

- During an emergency, announce your presence when entering the person's area.
- Offer your elbow. Do not grab the person's arm or hand.
- Communicate throughout the evacuation by describing in advance physical barriers or action to be taken such as, "Take two steps down."

E. Assisting Owners of Service Animals

- Do not pet or offer food or water without the permission of the owner.
- Plan for the service animal to be evacuated with the owner.

- In the event that you are asked to handle the service animal while assisting the individual, hold the leash and not the harness, if present.

F. Assisting Persons with Learning Disabilities

- During an evacuation, be patient.
- Give instructions slowly and clearly.
- Offer to accompany them as their sense of direction may be limited.
- Encourage the person to practice their evacuation route(s) regularly.

G. Assisting Persons with Psychological Disabilities

- Understand that the person may have difficulty concentrating, handling stress, and initiating personal contact.
- Help reduce stress during an emergency by offering to escort the person through the evacuation.
- Give clear and simple instructions.

H. Assisting Persons Who Are Developmentally Disabled

Be aware that they may be unable to understand the emergency and could become disoriented or confused about the proper way to react.

- During an evacuation, give instructions slowly and clearly.
- Encourage the person to practice their evacuation route(s) regularly.

I. Assisting Persons with Medical Conditions

- Offer assistance walking down stairs.
- Find ways to reduce the person's stress, exertion, and exposure to dust or smoke.
- Remind the person to bring medication or inhalers. Allow rest periods during evacuation if possible.

J. Assisting Persons with Mobility Limitations — Non Wheelchair User

- Do not interfere with person's movement.
- Clear displaced and fallen obstacles from egress routes.
- If the stairs are crowded, you may act as a buffer.



**CHESTNUT HILL COLLEGE
DISABILITY RESOURCE CENTER
SECTION 504/ADAAA PLAN
NOTIFICATION TO FACULTY**

Student Name:

School Semester:

Effective Date of Section 504/ADAAA:

This 504/ADAAA Plan will terminate at the end of this semester.

Dear Professor(s):

This letter serves to verify ADAAA eligibility for the above named student and suggest accommodations that are appropriate. Accommodations are not retroactive, and thus you are not obligated to modify grades or points earned prior to a student's request for accommodations. As a result of this letter, the student should meet with you to determine how the accommodations can best be provided. Students are encouraged to meet with faculty within the first two weeks of classes, but there is no time-limit on these requests.

Based on a careful review of this student's disability and supporting documentation, the DRC is recommending the following academic accommodations:

- Assistive technology devices
- Computer use for essays or more than one sentence answers
- Distraction-reduced setting (Student must make arrangements at least two weeks prior to the assessment.)
- Enlarged, enhanced text and or test
- Extended test time (time and one half)
- Extensions for short-term assignments or tests as needed. Student must show you their progress on the date the assignment is due for the rest of the class
- Limited physical activity
- Peer note taker assistance
- Professor class notes or copies of PowerPoint, etc. to be provided, if applicable
- Use of calculator or arithmetic tables
- Use of spell checker
- Use of Word Processor/Computer for tests and/or class
- With approval, recording of professor lectures

These accommodations are recommended after an analysis of the student's disability-related needs, the College's programs and curriculum, and the College's legal obligations under the Americans with Disabilities Act, Amendments Act and Section 504 of the Rehabilitation Act of 1973.

Unless the requested accommodation can be shown to substantially alter the nature of your course, you are obligated to comply with the request. When there are issues that cannot be resolved through discussion, instructors are encouraged to call/e-mail the Disability Resource Center for clarification and/or intervention at the below listed number.

If you have questions about the accommodations, or need assistance in their implementation, please contact me at the below address.

Please e-mail me to acknowledge receipt of this notice within 5 school days. Professors should apprise the Director of Disabilities when students are not performing up to expectation. Thank you for your assistance in responding to the needs of this student.

Respectfully yours,
Office of Disability Services
331 St. Joseph Hall
Phone: 215-753-3655
E-mail:

cc: Student Copy
Student File.

Rev. 7/24/14

APPENDIX J

Chestnut Hill College's Guidelines for PDE Approval

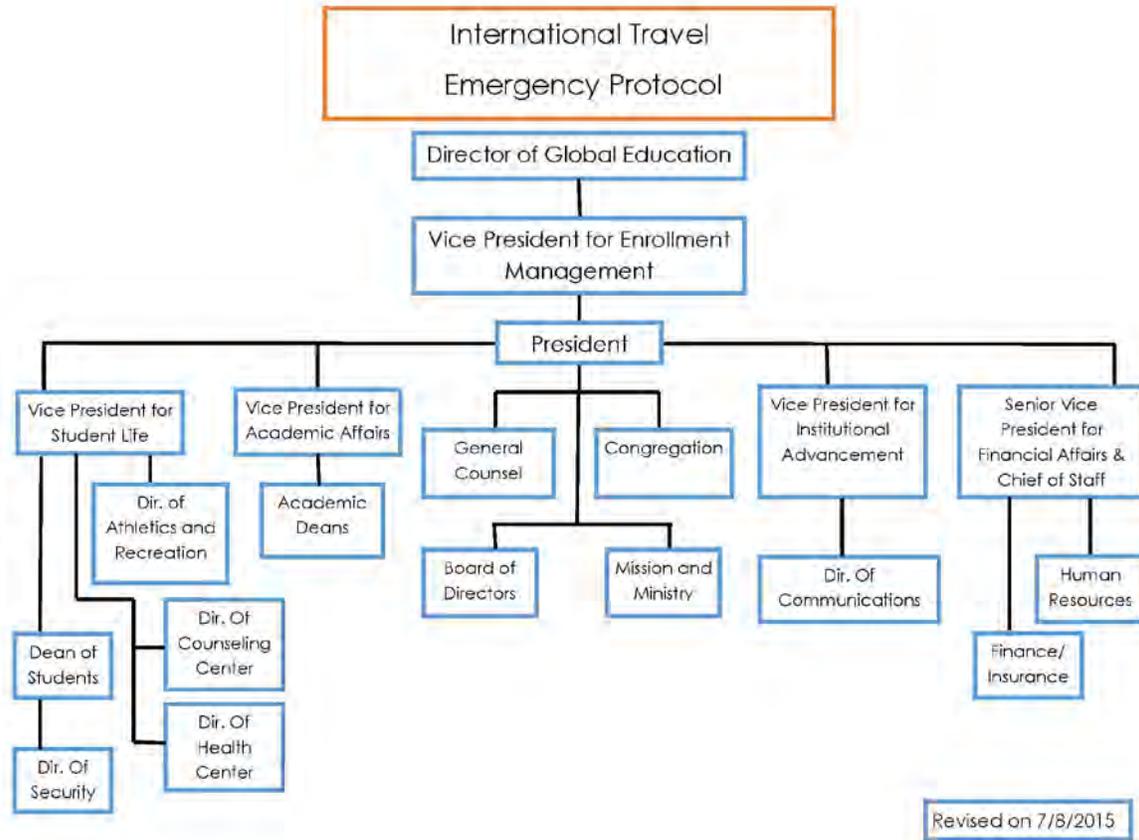
Instructional hour equivalencies will be determined by each instructor on the basis of the method of instruction that will be deployed and its corresponding description. Each instructor will address in their course syllabus how the additional hours of instruction will be met.

Method of Instruction	Description
Threaded Discussions on Blackboard	Instructor-led and mediated threaded discussions (asynchronous learning) which are produced, assessed and graded according to course rubrics and aligned with learning outcomes. Postings should have specified timeframes and clearly delineated expectations for participation (both quality and volume).
Synchronous Discussions on Blackboard	Instructor-led online discussions (synchronous learning) which are produced, assessed and graded according to course rubrics and aligned with course learning outcomes. Instructor will provide specific goals and objectives for assessing quality and volume of participation among members of online learning community.
Journals and Weblogs ("Blogs")	Learner postings of written work (asynchronous learning) produced, assessed and graded according to course rubrics and aligned with course learning outcomes. Postings will be shared with instructor and peers for thoughtful and thorough analysis and assessment.
Library, Online and Electronic Database Research	Instructor-guided research on peer-reviewed scholarly articles and digitized primary documents and resources leading to work products aligned with course objectives and American Library Association (ALA) outcomes for assessing information literacy competencies. Projects will be shared with instructor and peers and assessed according to course-based and ALA rubrics.

<p>Online Lecture in Streaming Audio or Video</p>	<p>Learners view, listen and respond to streaming lectures in online format and then answer questions designed and assessed according to course rubrics and aligned with learning outcomes. Learner answers will be shared with instructor and peers in order to generate further discussion of salient topics.</p>
<p>Attendance at Cultural or Artistic Events</p>	<p>Learners attend and review cultural or artistic events (such as a play, musical performance, exhibition of visual art, lecture, etc.). Reviews will be produced, assessed and graded according to course rubrics and aligned with learning outcomes.</p>
<p>Conferences and Workshops on Learning Portfolio Preparation</p>	<p>Instructors meet with learners to compile, evaluate and produce learning portfolios prepared according to course/program rubrics and aligned with course/program learning outcomes.</p>
<p>Guest Lectures</p>	<p>Guest lecturers present on specialized topics relevant to course description, learning goals and outcomes. Assessment instruments will be used to assess learning outcomes, aligned with unit objectives, and learner responses.</p>
<p>Learning Community Projects</p>	<p>Instructor-guided group learning projects culminating in work products aligned with course or unit objectives and assessed according to course rubrics. Learners interact online (through asynchronous and synchronous discussion, e-mail, podcasts, and posted materials) or face-to-face and work with the instructor to research, analyze and synthesize information culminating in a project with demonstrable outcomes.</p>
<p>Instructional CDs, PowerPoints, Podcasts, DVDs, Presentations and Videos</p>	<p>Instructor-mediated instructional CDs, PowerPoint presentations, 4presentations, podcasts, DVDs or videos are used to <u>enhance, clarify or expand upon</u> topics or concepts relevant to course content and learning outcomes. Learners submit, share or post responses produced and assessed according to course or unit rubrics.</p>

Field Trips, Tours and Virtual Tours	Learners take field trips or tours, including virtual tours, and report in to instructor and peers. In cases where students travel alone or in a group unaccompanied by instructor or facilitator, written reflection papers will be produced, distributed/posted, assessed and graded according to course rubrics and aligned with course learning outcomes.
Case Studies and Problem-Solving Scenarios	Instructor-facilitated or instructor-mediated case studies and problem-solving scenarios requiring higher order thinking and analytical skills. Learners submit, share or post responses produced and assessed according to course or unit rubrics.
<u>Online</u> Examinations, Tests and Quizzes	Subject competencies are assessed according to learning goals and objectives using online examinations, tests and quizzes.
Telephonic or Web-based Conference Calls	Instructor-led meetings (synchronous) with learners with assessable course and subject-specific expectations for participation and feedback. Instructors are encouraged to use audio capture technology for later review.
Virtual Laboratories	Learners use computer-simulation laboratories in blended lab-based courses or in order to replace missed laboratories. Learners submit, share or post lab reports produced and assessed according to course or unit rubrics.
Study Groups	Small groups of 3 to 4 students for closer interaction in order to increase their learning skills, to review lessons and to achieve their learning outcomes, e.g. problem solving skills, team work, critical thinking, etc.

Appendix K



Appendix L

Leave Request Form



EMPLOYEE NAME: _____ Date _____

TYPE OF LEAVE	# OF DAYS	DATES
VACATION DAYS		

COMMENT:

EMPLOYEE SIGNATURE DATE

SUPERVISOR SIGNATURE DATE

Appendix M

Pre-Approval for Faculty Presentations at Conferences

Chestnut Hill College will provide each faculty member with \$1,000.00 to use toward expenses at conferences at which they are presenting during the 2018-2019 academic year.

This form will be requested in late August (for October, November and December conferences), early-November (for January, February and March conferences), late February (for April, May and June conferences) and late May (for July, August and September conferences that are in the new academic year). Faculty may apply earlier than the given dates. Please complete this form which assists this office in the disbursement of the monies needed.

Name	Department		
<hr/>			
Conference name			
<hr/>			
Conference dates	Registration cost		
<hr/>			
Date of faculty travel to conference	Date of faculty return from conference		
<hr/>			
Approximate the costs for the following:			
Hotel costs	Meals		
<hr/>			
Travel funds: airfare	train	taxi	car travel*
<hr/>			
Other expenses: explain			
<hr/>			
Approximate total to be requested:			
<hr/>			
Brief description of presentation			
<hr/>			
Faculty Signature	Date		
<hr/>		Approved	Not approved
<hr/>			
VPAA Signature			

Date

*Car travel based on current college rate

APPENDIX N: The Program Review Process at Chestnut Hill College

Introduction

Periodic Program Reviews provide the type of continuous evaluation that is necessary to ensure quality in all that we do across all three schools of the College. The *Chestnut Hill College Program Review Policy and Procedure* document, attached, introduces the rationale and provides a template for fulfilling a Middle States directive that all Departments complete a Program review every five years (SUS & SCPS) and every three years for programs in the School of Graduate Studies (SGS). There is no suggestion that each department use a one-size-fits-all template for completing their Program reviews. Several possible suggestions for structuring a Program review are made within this document but it is recognized that each department and program is separate and unique in its composition, goals and needs; the Program Review Process at CHC respects these special differences. A common reporting instrument/template is provided to facilitate ease of use and accessibility of Program review data for academic and strategic planning. Program reviews are an essential part of the Strategic Planning Process at CHC as they provide data for making decisions relative to developing plans for advancing programs and allocating resources to support program initiatives.

Why Must We Do a Program Review?

Program reviews are not meant to be futile exercises that, once completed, are stored away in the Office of Academic Affairs. These reviews, done periodically, provide the opportunity to:

- examine current programming services, directions, organizational efficiency and resource capabilities;
- validate strengths;
- identify opportunities for improvement;
- consider future enrollment trends and challenges as they may impact specific programs;
- achieve higher levels of performance results;
- provide valuable information for data driven decision-making in the College Strategic Planning Process.

Planning a Successful Program Review

Program reviews involve a process which may take place over an extended period of time. They are not simply a one-time event such as a *departmental retreat day*, etc. Assessment at the academic program level can be achieved in several ways. Ideally, program reviews should involve faculty of the entire academic department and outside consultants if it is deemed that additional expertise could be useful. Minimally, this organized program review should employ a SWOT-type analysis (Strengths, weaknesses, Opportunities and Threats) as the basis or starting point of the review process. In order to determine whether a program is meeting stated goals and objectives, a cumulative examination of assessments from embedded course assignments, capstone experiences, field experiences, portfolios or published tests may be useful. In the end, a successful program review should provide information for improvement as well as demonstrate accountability for external accreditation agencies. Student learning should be a primary component of a program review as a means of demonstrating the *quality* of a particular program (Suskie, 2009). Just as those in the corporate world conduct quarterly “situation analyses” to determine whether they are meeting customer needs relative to quality and value of their products, we in the academic world should be focused on continuously demonstrating how we provide true *value* for the higher education dollars being spent by our “customers.” In the end, program reviews are a relatively simple way of demonstrating that we are actually doing what we say we’re doing within a department or a program and achieving our stated mission, goals and objectives.

References

Suskie, Linda 2009. *Assessing Student Learning*. San Francisco: Jossey-Bass.

PROGRAM REVIEW ROTATION SCHEDULE

Program Reviews should be scheduled and coordinated by the contact persons listed, below.

SLO ASSESSMENT CENTERS

CONTACT PERSONS

Three Schools/Academic Departments	Deans
Academic Programs, all 3 schools	Dept. Chairs & Coordinators
Core/General Education	Deans
Library and Information Services	Dean for Library & Info. Resources
Interdisciplinary Honors Program	Coordinator
Departmental Honors Program	Coordinator
Academic Advising	Director
International Student Services	Director
Athletics	Director
Student Life	VP for Student Life
Activities	Director
Residence Life	Director
Student Work Study	Director
Career Services	Director
Health Services	Director
Student Learning Services	Director
Counseling Center	Director

**5-Year Academic Program Reviews
Schedule**

2014-15	2015-16	2016-17	2017-18	2018-19
Psychology Writing Education (Spring 2014)	Foreign Languages Math Computer Science	Business Religious Studies	Natural Sciences IDHP Sociology/Criminal Justice/Human Services #2	Art History/Art Studio Music/Music Education English/Communications History

ATTACHMENTS: What follows, below, are several templates for completing a Program Review. As has been mentioned, the College does not have any required format for program reviews. Each department,

office or division should develop a self-study process that meets their specific program goals, challenges and needs and one that will lead to an action plan with measurable goals and objectives.

ATTACHMENT I: Chestnut Hill College Program Review

Chestnut Hill College Program Review Draft Introduction

This *Chestnut Hill College Program Review Policy & Procedure* has been developed to assist those involved in the program review process by providing guidelines, clear steps through the process, and a set of responsibilities for the various individuals and groups involved.

Periodic program reviews provide a comprehensive evaluation to help ensure the continuing quality and health our academic programs across the three schools. The primary purpose of all program reviews is to offer a time of reflection in which programs are invited to define for themselves the critical evaluation questions, sources of evidence, and the most appropriate analysis and interpretation procedures. Accountability should be determined by how well academic departments conduct evaluations and use the data these evaluations generate.

Program reviews are for developing an evidence-based understanding of learning effectiveness that can inform future decision-making. Program reviews are a way of knowing and a way of inquiring into what we need to know for continuous improvement. It is a chance to explore our curiosities about how we are preparing students for their lives of engagement, about the degree to which our programs are innovative and our curriculum current, about the state of faculty well-being and productivity, and the adequacy of academic supports and institutional resources.

It is our hope at Chestnut Hill College that programs will approach the review process with the following considerations in mind:

We want *engaged departments* in which academic units ask themselves “What are we trying to do? Why are we doing it that way? How do we know it works?” This is consistent with our approach to thinking about “unit accountability and shared responsibility” to the institution’s mission as well as to its individual faculty.

We want a *culture of evidence* in which there is acceptance of the need for evidence as a tool for decision-making. The important factor is not the *amount* of evidence collected but what the institution does with the information collected.

We want a *culture of collaboration and peer review* in which criteria and standards for evaluation are negotiated based on a shared understanding by departmental faculty of one another’s work.

We want a *respect for difference* in which performance is judged by the contribution of the faculty member to the mission of the department rather than a set of “one size fits all” standards.

We want an *evaluation with consequence* in which there is visible impact of evaluation on resource allocation.

Program Review-Department Self-Study

Note: A baseline assessment/self-study will be completed for all departments and a rotation for review will be set-up after the first year review.

Background History (5 year)

- Faculty changes
- Any articulated goals and outcome
- Curriculum changes
- Impact of core curriculum changes

Program Goals and Objectives

- Student learning outcomes
- Service learning opportunities
- Department goals
- Faculty goals
- Program compliance with college curriculum guidelines

Enrollment, Retention and Graduation Data for past five years (SUS/SCPS/SGS)

- Total number of majors (new and transfer)
- Total number of minors (new and transfer)
- Average GPA of students in your major
- Number of majors on Dean's List
- Number of majors invited into Dept. Honors; number completed
- Number inducted into Honor Societies
 - Department/discipline specific
 - Alpha Lambda Delta
 - Delta Epsilon Sigma
 - Kappa Gamma Pi
 - ASL
- Number of graduates
- Number of graduate school admissions
- (SGS only) Comparison of test scores (Praxis, GRE or MAT) for new admissions (CHC graduates vs. non-CHC graduates)

Assessment

- Overview of assessment projects
- How were results used?

Adequate Faculty/Resources (SUS/SCPS/SGS)

- FT faculty teaching major courses/faculty teaching core courses
- Adjuncts teaching major courses/adjuncts teaching core courses
- Total courses per semester/session taught by FT faculty
- Total courses per semester/session taught by adjuncts
- Average number of students in courses per semester/session
- Release time for FT faculty with rationale
- New Programs
- Conferences organized by the department

Advising

- Student/FT faculty advising ratio [specify majors and non-majors/undeclared]

Department contributions to Academic Programs over past five years

- Number of courses taught by FT faculty in FYI, ILA, GS, Fall Success, Bretzlaff and IDHP

Budget Trend Analysis (5 year)

Highlight Creative Initiatives and Results

Highlight how instructional strategies and techniques are varied, interactive and student-centered.

Highlight faculty scholarship activity.

Summarize the significant trends, strengths, concerns, and recommendations for the department/program.

Provide 5 year program goals for the department including enrollment, assessment and updated action plans.

How does the department support:

- **Service Learning**
- **Reflective learning experiences**
- **Philadelphia as learning lab**

How do the department offerings reflect the Mission of the College?

Student Feedback

Periodically, we like to receive feedback from our students on how they perceive their major program of study and also receive some suggestions from them.

Major: _____ Minor: _____

Number of credits completed: _____

Using a traditional grading system, please grade your major on the following criteria.

	A	B	C	D	F	Don't Know
Expertise of faculty						
Quality of teaching						
Faculty morale and enthusiasm						

Faculty accessibility						
Appropriateness of program requirements						
Adequacy of advising						
Availability of program information						
Variety of courses available						
Convenience of class schedules						
Adequacy of library						
Adequacy of computer technology						
Quality of fellow students						
Faculty commitment to student's professional development						
Adequacy of support services						
Considering all factors, how would you rate the program?						

Comments and Recommendations

1. Please identify two or three aspects of the program that you like the best.
2. Please identify two or three aspects of the program that you like the least.
3. Please offer at least one suggestion for a new course or topic you feel should be included in the program.
4. Please give a brief overall evaluation of the program.
5. Please add any comments you would like to make about the program

Thank you for your assistance in our endeavor to continue to have a student-centered academic program.

Program Review Questions

Site Supervisor/Employer Survey

Chestnut Hill College has identified ten Student Learning Outcomes for our educational program. Please rate as [5] very important, [3] somewhat important or [1] not important in your area of work

Information Literacy
Communication
Critical and Creative Inquiry
Leadership and Collaboration
Integrative Learning
Civic Engagement
Ethical Reasoning
Knowledge of Self and Others
Intentional Learning
Spiritual Growth

Next, please think of the CHC students and alums with whom you have worked. Please rate your general experience of them for each outcome as [5] demonstrates Mastery [3] demonstrates Proficiency or [1] does not demonstrate.

Information Literacy
Communication
Critical and Creative Inquiry
Leadership and Collaboration
Integrative Learning
Civic Engagement
Ethical Reasoning
Knowledge of Self and Others
Intentional Learning
Spiritual Growth

What do CHC students/graduates bring of value to your organization?

Thinking about the students/graduates you have supervised, what are some of their skills and knowledge that most impressed you?

Thinking of the CHC students/graduates you have supervised, what are some of the skill and knowledge areas that you think are less well-developed?

Alumni Survey

Chestnut Hill College has identified ten Student Learning Outcomes for our educational program. Please rate as [5] very important, [3] somewhat important or [1] not important for someone in your area of work.

Information Literacy
Communication
Critical and Creative Inquiry
Leadership and Collaboration
Integrative Learning
Civic Engagement
Ethical Reasoning
Knowledge of Self and Others
Intentional Learning
Spiritual Growth

Next please rate how your CHC education prepared you in each area. As a result of your CHC education, are you [5] very accomplished [3] somewhat proficient [1] needing improvement

Information Literacy
Communication
Critical and Creative Inquiry
Leadership and Collaboration
Integrative Learning
Civic Engagement
Ethical Reasoning
Knowledge of Self and Others
Intentional Learning
Spiritual Growth

What CHC classes/programs have been most beneficial to you since graduation?

Were there any particular aspects of CHC classes, programs and/or activities that have had a significant impact on your life after college? Please explain.

After graduating from CHC, is there anything that was not part of your program of study that should be included in the future? Be specific.

ATTACHMENT 2: Example of a Program Assessment Plan for Annual Updates

Program Assessment Plan Annual Update

Program: _____

Date: _____

Description of Program’s Assessment Procedures and Process

Student Learning Benchmarks or Outcomes

What do you want your students to demonstrate? (must be measurable)

Performance Indicators or Assessments

What do you use to measure student learning benchmarks or outcomes? (At least two performance indicators/assessments are recommended. Senior Assignment must be used for undergraduate programs). Please attach the measures/tests/rubrics/etc. to this document.

Criteria for passing

Where are the benchmarks or outcomes assessed in your program?

Benchmark/ Outcome	Performance Indicator or Assessment	Criteria for Passing	Where Are the Benchmarks / Outcomes Assessed?

ATTACHMENT 3

Example of a Self-Study Program Review Plan

- A. Table of Contents
- B. Response to the Recommendations from Previous Review
 - a. List the recommendations from the last program review
 - b. Describe actions taken in response to the last Program Review, including instructional resources and practices, and curricular changes.
- C. Program Information
 - a. Describe enrollment data
 - b. Enrollment and recruitment plans – Describe optimal enrollment, maximum enrollment goals, and current activities and future plans for achieving these marks.
 - c. Describe demographic data (from Institutional Research and Registrar’s Office)
 - d. Describe recent trends in graduations/completions.
 - i. How long do students take to complete the program?
 - ii. Do there appear to be concerns with retention and/or completion?
 - iii. What does the program do to facilitate student completion while maintaining rigor?
 - e. Summarize alumni survey data (from Institutional Research)

- D. Five Year Status Report
 - a. Describe the program (include degree information, curriculum, admission standards, academic standards, graduation requirements, course sequence and course descriptions)
 - b. Describe how the students in the program are advised and/or mentored
 - c. Describe the Senior Seminar (if appropriate). Describe how the senior assignment integrates the knowledge and skills in general education program and major program?
 - d. Does the program provide students with opportunity to apply their knowledge and skills? If so, describe.
 - e. To what extent does the program demonstrate a rigorous course of study and learning experience for students? (The program should discuss results from the faculty and student surveys here as well as data from the grade distribution reports.)
 - f. Explain how the program sets a standard of excellence.
 - g. Describe outstanding program achievements of recent and current students
 - h. Describe outstanding achievements of faculty
 - i. Describe any external recognition of the program as a whole
- E. Program Resources
 - a. Describe facilities/resources your program has or needs to achieve program goals.
 - b. If the program has enrollments under the optimal level, what is the program doing to redirect resources to other areas of the department, school or College?
 - c. If the program has enrollments exceeding the optimal level, what is the program doing to accommodate this growth?
- F. Survey Data
 - a. Summarize data from student and faculty questionnaires designed and implemented by the program for the program review.
- G. Student Learning Outcomes
 - a. How do program learning goals and outcomes fit with the Greater Expectations Learning Objectives?
 - b. List student benchmarks or learning outcomes
 - c. In what ways do you analyze student learning?
 - d. *Description and assessment of major changes in the program [e.g., (a) assessment data, (b) changes in the overall discipline or field, (c) societal need, (d) institutional context for offering the degree, € other elements appropriate to the question].*
 - e. *Description of evidence of learning outcomes and program improvement.*
- H. Strengths
 - a. List and describe
- I. Areas for Improvement
 - a. List and describe

ATTACHMENT 4: Reporting Template for SWOT Analysis

The reporting template, below, may be useful for the program review process. For those not familiar with a SWOT analysis, it is simply a structured planning tool used to evaluate:

Strengths: internal characteristics of a department or program that give it some advantage over others.

Weaknesses: internal characteristics that may place a department or program at some disadvantage.

Opportunities: elements that a department or program may be able to exploit for some advantage. These “opportunities” are most often elements that are external to the department or program.

Threats: elements in the environment external to a department or program that could present challenges or trouble.

Once meaningful information has been generated in each of the four categories—S-W-O-T—it can be helpful to try to match strengths to identified opportunities. At the same time, through this process, a department may be able to convert weaknesses or threats into strengths or opportunities, e.g., through finding new markets, developing or modifying new programs, new partnerships or alliances, etc. Then, recommendations are developed from this analysis and “plugged into” the reporting template.

Department XXXX Program Review Action Plan

Dept./Program Name	
Year of Review	
Executive Summary of Program Review	
Future Goals & Program Direction (next 4 yr.)	
SLO Assessment Summary (course/program level assessments)	
Recommendations from SWOT Analysis	Prioritize recommendations:
Action Plan	How will you act on these recommendations?
Timeline for Recommendations	
Budgeting Impact of Recommendations	
Person(s) Responsible for Action/Follow-up	

ATTACHMENT 5: Example of a Department Program Review Report & Action Plan

Department of Sociology, Criminal Justice and Human Services

Academic Program Review Action Plan

May 2013

Introduction

All academic departments at Chestnut Hill College are to engage in a thorough Program Review at least once every seven years (every five years for SGS programs). Although *Chestnut Hill College Program Review Policy & Procedure* guidelines do exist to provide clear steps to help guide departments through the process, the Department of Sociology, Criminal Justice and Human Services chose to employ a Program Review Process that was devised through collaboration that involved the Department and the Deans of the School of Undergraduate Studies, School of Continuing and Professional Studies, and the School of Graduate Studies. The process used to complete this Program Review seemed appropriate given the fact that the Department is *one department across three schools* and given that the Department wished to combine this Review with the Middle States Self-Study process. In addition to utilizing the evaluation provided through the Middle States Self-Study, the Deans from the three schools of the College played an active role throughout the Department Review Process. The Department also called upon the expertise of an outside expert—Dr. Judith Gay, Vice President for Academic Affairs at Community College of Philadelphia.

I. Overall Status and Trajectory of the Department

The Department developed a *concentration* in Criminal Justice (CJ) in 1985 and this concentration became a *major* in 2002. At that time, the name of the Sociology Department was changed to reflect the addition of the new major. This major is now the second largest major in the School of Continuing and Professional Studies and one of the fastest growing majors in the School of Undergraduate Studies. A new tenure track SUS faculty member, Lauren Barrow, was hired in the Department beginning in fall 2011 to serve this growing population of CJ students.

Over the past year, there has been positive growth and change in the Department. The number of CJ majors continues to grow, albeit, at a slower pace that reflects the demographics and trends that have reduced the pool of traditional incoming students. The number of Human Services majors has shown slow but steady growth, much of it due to transfer students coming to CHC from Community Colleges where the College has articulation agreements. The number of Sociology majors in the Department has fluctuated from two in 2007 to 12 in 2011. Sociology continues to function largely as a service discipline as is indicated by a high number of minors in Sociology (82 minors in Sociology).

The Department has established two new honor societies, one for Criminal Justice majors and one for Human Services majors. Both of these honor societies include SCPS students in these majors. Additionally, the Department has been growing the Administration in Human Services graduate program (AHSG) at both on and off-campus locations.

Current enrollments for each major in the Department are as follows (April 2013 data):

	Criminal Justice Majors	Human Services Majors	Sociology Majors
SUS	71	39	9
SCPS	89	234	
SGS		32*	
Total	160	305	9

*Graduate Students in Human Services not “majors”

In addition to the numbers of majors shown above, it should be noted that the Department serves the needs of other majors such as Forensic Chemistry, Forensic Biology, the Digital Forensics concentration in Computer Science and the new Global Affairs major while it also attracts a large and growing number of minors in Criminal Justice as well as in Sociology and growing numbers of dual majors in Psychology and Criminal Justice.

With current demographics showing regional numbers of high school students declining, the Department has been paying much more attention to the needs of transfer students who currently make up one-third of new enrollments. Of all transfer students coming to CHC, Criminal Justice is currently the third highest declared major. There has also been a strong increase in the Human Services transfer student population in both SUS and SCPS. Meeting the needs of these transfer students is an expressed priority of the College and the Department as well.

I. Issues and Concerns Articulated from External Consultant Report

In February, 2012, Judith Gay, VP for Academic Affairs at the Community College of Philadelphia was called upon to assist the Department with a plan for compliance with Middle States requirements, including provision for teaching and oversight by qualified faculty, clarification of roles and

responsibilities, and identification of the resources necessary to support faculty involvement in the Graduate Program in Administration of Human Services at an off-campus site as well as with off-site courses offered through the SCPS.

Conversations with Dr. Gay pointed out several areas related to compliance with Middle States standards in need of immediate attention:

- The need for a faculty liaison or coordinator for the off-campus AHSG program. The responsibilities and role of this individual need to be delineated but should include: Oversight for implementation of an assessment plan focused on AHSG 598-599 and Student Learning Outcomes; assurance of qualified faculty to teach in the program; provision of ongoing oversight, faculty development, hiring of faculty every eight weeks; and, assistance in the admissions process including interviewing of prospective students and student advising.
- Resolution of issues related to intersections and boundaries of responsibility in the relationship between the off-campus AHSG program (and its possible new Liaison) and the SCPS Dean as well as on-campus SUS/SCPS/SUS program coordinators.
- Increased attention should be directed at faculty accountability and oversight issues for multiple off-campus sites where courses are offered. Special attention should be directed toward alternative formats such as accelerated formats and PDE credit hours, hybrid course development, faculty training, defined student learning outcomes and assessment plans for all programs and quality assurance.

The general conclusion from the consultant's report was that immediate attention should be directed on securing resources necessary for the Department to exercise accountability measures in all three schools and in all programs offered in the name of the Department.

II. Strengths, Weaknesses, Opportunities and Challenges from Self-Study

Dr. Steven Guerriero, Dean of SGS at the time this Review was initiated, served as a facilitator for the Department Review Process. He helped to lead the Department through a standard SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and, along with the Deans of the other two schools of the College, facilitated subsequent related discussion. A summary of the SWOT analysis results follows.

In brief, the SWOT analysis revealed significant **strengths** in the Department:

1. Diversity of students attracted to the department.
2. Diversity and experience of faculty.
3. Strong curriculum.
4. Alignment of Departmental goals and outcomes with the College Mission.
5. Networking with a loyal alumni base.
6. Class size along with growing numbers of majors.

Weaknesses that were highlighted focused on:

1. Faculty advisee numbers are not sustainable.
 2. The high use of adjuncts in SCPS.
 3. Differences in SUS/SCPS experiences for students in the same majors/courses.
 4. Increasingly higher numbers of poorly prepared transfer students entering into the Department.
- All of these weaknesses were seen as critically important **retention issues** for the College.

Many **opportunities** were identified in discussion that followed during the analysis. The Middle States Self-Study was seen as a significant opportunity to find ways to use assessment results for changing structural relationships in the Department across all three schools as well as for making course and program changes. Other opportunities mentioned included:

1. Increased number of minors in the Department.
2. More hybrid courses being offered.
3. Establishing new Honor Societies.
4. SUS/SCPS becoming more congruent in programs and learning objectives.
5. Framing with retention and signature programs.
6. Use of graduate assistants from SGS in SCPS and SUS.
7. New articulation agreements.
8. Opportunities to utilize Veterans with Student Associations.
9. New courses such as Ethics in Criminal Justice and Ethics in Human Services.
10. Full-time faculty teaching in SCPS and SGS.
11. Master's Program in Criminal Justice.

Last, **threats** that could present barriers to positive growth and change for the Department were identified:

1. Demographics—shrinking population of traditional-aged college students.
2. Continuing flat economic growth in the country.
3. Corporatization of higher education.
4. Increased regional competition.
5. Salary levels for both adjuncts and full-time faculty.
6. Integrity—standards.
7. Hiring our own students—has both pros and cons that need to be considered.
8. Lack of professional development money.

III. Observations and Comments from Middle States Review Team

Through the Middle States Self-Study and from comments made in the report that the Middle States Visiting Team issued to the College in February 2013, a few suggestions emerge as highly relevant to the Department's Program Review. Excerpts of these suggestions, attached to their relevant Middle States Standard, follow.

From Standard 8: Areas for Further Improvement—"...ensure that growth-related initiatives are supported with appropriate resources."

From Standard 11: Areas for Further Improvement—"...are learning outcomes comparable in SUS and SCPS?" Related to questions of academic rigor, both the Self-Study and the Middle States Visiting team noted that the College must show, "...comparable assessment of courses and student learning outcomes for all three schools...and for classes at off-site locations." Both reports also noted that there is a need to "increase full-time faculty presence in SCPS for all majors." Also mentioned was the need to "redirect some college resources to the SCPS to increase full-time faculty...assurance of oversight of this academic area by individuals who have a long-term commitment to the institution." Last, the Self-

Study report suggested “orientation to resources be infused in courses throughout the curriculum [to meet needs of transfer students in SCPS]”.

From Standard 13: Areas for Further Improvement—“...writing skills/information literacy requirements be incorporated in courses across the SCPS curriculum.” The Self-Study mentioned the need for “online tutoring services, especially for writing... to support... all three schools and in off-campus locations...the institution should provide more information in the SCPS catalog about credit for prior learning.” Last, the need for “...benchmark study of how tier-one and tier-two schools evaluate their Internships be completed and used...to initiate additional effective assessment...at the department level...to ensure that students are gaining sufficient level of requisite knowledge and professional skills...”

The suggestions for future improvement that emerge from both the Self-Study and the initial report of the Middle States Visiting team revolve around themes that were identified in the SWOT analysis done in the beginning of the Department Review Process. The bottom line seems to focus on two issues: 1) Parity across the three schools needs to be addressed through consideration of resources, full-time faculty and assessment; 2) Assurance that the Department will have input through the Planning and Assessment Model when it is used for Institutional Assessment and Strategic Planning. Additional comments related to issues of faculty resources, assessment and accountability needs across all three schools embodied in the Department follow in the last section of this report.

IV. Department Response and Action Plan

As a result of this Department Review several immediate measures have been taken in order to address identified needs related to faculty resources and assessment across all three schools.

1. Two new full-time, non-tenure track, positions were requested for the Department. The ideal candidates for both of these positions would be able to teach in at least two of the Departmental majors and teach in both SCPS and SUS.
2. A job description for a Program Coordinator position for the off-campus site of the AHSG Program was developed and a new hire—at an adjunct instructor level—was found. This person currently splits coordinating and marketing responsibilities between the Pottstown Campus AHSG Program and SCPS. Her adjunct salary is shared by SCPS and the AHSG Program.
3. Learning objectives for all similar courses taught in the CJ and Human Services majors in SUS and SCPS have been identified and standardized.
4. Student Learning Outcomes assessments for Department courses taught in SUS and SCPS are in the process of being standardized.
5. A “super adjunct” has been hired to develop and supervise Internships in Criminal Justice and to teach a Professional Seminar in Criminal Justice that accompanies the Internship experience.

Short and long-term goals/plans/action steps. Short-term goals for the Department are primarily related to securing additional faculty and staffing support in order to meet Program needs across all three schools. The addition of two new full-time faculty mentioned, above, along with meeting additional staffing needs for SCPS and the AHSG Program at the Pottstown Campus are an immediate priority. These action steps have been taken and simply await a response from administration.

Action Step 1: To meet development needs for the Human Services graduate program at the Pottstown Campus securing resources for more effective marketing and staffing at that campus are imperative.

Action Step 2: With the growing importance of Internships that follows from the recognition that these real world experiences do enhance the job prospects for our students, action should be taken to develop a job description for a full or part-time Internship Coordinator for the Department who could develop and supervise the CJ Internship program as well as teach the Professional Seminar in CJ and, perhaps, teach Criminal Justice courses on an as-needed basis.

Action Step 3: Plans have been discussed for the Department to develop a Graduate Program in the Administration of Criminal Justice. This action could be moved forward fairly quickly *but not without any new addition of resources*. There are currently insufficient numbers of full-time faculty in CJ to undertake this initiative.

Action Step 4: The new Computer Forensics concentration and Electronic Discovery Certificate offered in SCPS and current collaboration with the Computer and Technology Major for their major in Digital Forensics, plus the newly approved Global Affairs major (which requires that students take courses in Restorative Justice and Juvenile Justice) will burden the Department as it attempts to service these majors. The Department needs to offer more sections of Introduction to Criminal Justice, Criminal Law, Criminal Procedure, Restorative Justice and Juvenile Justice as well as other electives to support these new initiatives. Immediate action should be taken to assess faculty needs relative to these programmatic changes and requests for new faculty undertaken.

V. Implications for College-Wide Strategic Planning

For any Program Review Process to have meaning and impact there must be action. Most of the action steps outlined, above, must be initiated by the Department but none of them can be realized without action on the part of administration. The needs and issues emerging from this Departmental Review must be incorporated into Institutional Assessment and Strategic Planning. This Program Review has implications for College-wide strategic planning in areas related to faculty resources, assessment and accountability issues across all three schools.

Departments cannot be viewed in isolation; they must be considered within the larger context of College resources, budgeting, policy and practice. This also means that no segments of the College can be ignored as they grow and change. With our current organizational structure, a significant segment of the Department of Sociology, Criminal Justice and Human Services exists within the SCPS. This segment has grown rapidly over the past few years in both its on and off-campus course enrollments. As a result of this growth, SCPS has become a significant generator of revenue for the College, while at the same time, requesting very little in the way of additional resources. This dynamic has resulted in the current situation which presents challenges related to adjunct hiring, assessment of student learning outcomes, involvement of full-time faculty in oversight and accountability. These challenges were identified in the Middle States Self-Study, recognized by the Middle States Visiting Team and further delineated in this Program Review process.

Conclusion

In order to address the challenges and issues identified in this report, the next steps need to occur at the level of administration. The action plan presented by the Department will require resources, faculty/staff to meet teaching, learning, assessment, marketing and related support needs. The

Department is hopeful that the recommendations and action steps from this Program Review will be included in the current Strategic Planning and Institutional Assessment process.