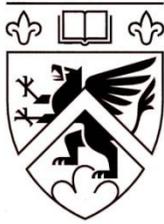


2015-2016



CHESTNUT
HILL
COLLEGE

Faculty Manual





Wolfgang Natter, Ph.D.
VICE PRESIDENT FOR ACADEMIC AFFAIRS
and DEAN OF THE FACULTY

August 2015

Dear Colleague,

On behalf of the entire administration of Chestnut Hill College, we wish to thank you for your valuable contributions to the College as a member of our faculty.

This Faculty Manual was prepared to help you become familiar with Chestnut Hill College, its policies and procedures. Please read it carefully. The purpose of the Faculty Manual is to provide an easy, ready reference and guideline for the various policies, procedures, benefits and responsibilities that govern all faculty who teach at Chestnut Hill College. While this Manual should serve as a valuable resource to answer many questions about all aspects of working at the college, it is not a contract of employment and nothing in this Manual should be viewed as changing the “at will” employment relationship which exists between the college and each faculty member. 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. The printed Faculty Manual published by the Office of the Vice President for Academic Affairs and Dean of the Faculty is the official version of the document. The on-line version is made available for convenience purposes only.

If you have questions or concerns, please speak with your Department Chair or Dean, who should be able to answer most of your questions. Sister Kathy Letts and I are also here to assist you.

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

Sincerely,

Wolfgang Natter, Ph.D.
Vice President for Academic Affairs and Dean of the Faculty

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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;
- ongoing 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. Today, students may earn master's degrees in six fields and a doctorate in clinical psychology.

Academic changes also included expansion beyond the physical limits of the campus. As a member of SEPCHC (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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and Procedures

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CHESTNUT HILL COLLEGE

Subject: Non-Discrimination Policy

Policy: G 100.1

**Effective: December 5, 2011 (approved by Board of Directors)
Reviewed August 5, 2015**

Contact: SVPFA

Non-Discrimination Policy

Chestnut Hill College, founded by the Sisters of Saint Joseph, is committed to an active inclusive love of all people without distinction. Therefore, it is the policy of Chestnut Hill College that no person will be discriminated against by Chestnut Hill College in admission to or participation in any educational program and, moreover, no person will be discriminated against in employment, including recruitment, hiring, promotion, termination or forms of compensation or on any other terms of employment. Discrimination on the basis of any of the following is prohibited: race, ethnicity, color, religion, sex, sexual orientation, gender identity, national origin, age, marital status, familial status, disability, or status as a veteran. Chestnut Hill College follows the June, 2011, Fair Practices Ordinance of the City of Philadelphia (9-1100) as well as other local, state, and federal laws.

Retaliation against complainants, alleged victims or witnesses is also prohibited by this Policy.

CHESTNUT HILL COLLEGE

Subject: Health Insurance Policy

Policy: G 101.1

Effective: December 1, 2002

Contact: SVPFA

Eligibility

All full-time employees are eligible for the Health Care Benefit upon hire.

Benefit

Employees hired prior to 12/1/02 — The College pays 100% of the individual premium for the sponsored health insurance plan of the employee's choice. As of 1/15/04, the following sponsored plans are available through Aetna Insurance—Health Maintenance Organization (HMO), Quality Point of Service (POS), and Choice/Open Access.

Sponsored plans are subject to change. Please review the “Sponsored Plans” paragraph of this policy.

Employees may enroll in sponsored, available plans at coverage levels other than ‘individual’ by paying the difference between the individual plan cost and the cost of the child/spouse/family plan of the employee's choice. This payment is made by payroll deduction and is pre-tax.

Employees hired on or after 12/1/02 — The College pays 100% of the individual premium for the sponsored Health Maintenance Organization (HMO) plan or Point of Service Plan (POS). As of 1/15/04, the following sponsored plans are available through Aetna Insurance—Health Maintenance Organization, and Point of Service.

Sponsored plans are subject to change. Please review the “Sponsored Plans” paragraph of this policy.

Employees may enroll in sponsored, available plans other than the HMO/POS AND/OR at coverage levels other than 'individual' by paying the difference between the cost for the HMO/POS individual plan and the cost of the plan of the employee's choice. This payment is made by payroll deduction and is pre-tax.

Changes in Employee's Choice of Health Insurance Coverage

Changes to health insurance coverage may only be made during open enrollment or in the event of a Qualified Life Event, as defined by the Internal Revenue Service. Qualified Life Events include, but are not limited to, the birth or adoption of a child and divorce. Employees may contact the Payroll and Benefits Manager for more information.

Sponsored Plans

The sponsored, available plans — including doctor, specialist and hospital co-pays, prescription coverage and co-pays, deductibles, other coverage, and carrier — are subject to change each year at open enrollment. Open enrollment is held in December each year, for plan years beginning January 15th of the following year. Employees will be informed of any plan changes that will be occurring at the time open enrollment materials are distributed.

CHESTNUT HILL COLLEGE

Subject: Dental Insurance

Policy: G 101.2

Effective: September 1, 2002

Contact: SVPFA

Optional Coverage

The College may provide access to optional dental insurance coverage. Employees may purchase optional dental insurance coverage at their own cost, pursuant to the guidelines provided by the insurance carrier. Payment is made through payroll deduction.

As of 1/1/04 the optional dental insurance plan is Concordia Choice, provided by United Concordia.

Employees may enroll in optional coverage only during open enrollment, but may cancel at any time. Open Enrollment is held each year one month prior to the beginning of the plan year January 1st.

The College must maintain participation minimums in the supplemental insurance plan and may be forced to cancel the plan if participation falls below the required minimum.

CHESTNUT HILL COLLEGE

Subject: Life Insurance Benefit Policy

Policy: G 101.3

Effective: September 1, 2002

Contact: SVPFA

Eligibility

Full-time employees hired prior to 9/1/02 are eligible for the life insurance benefit upon hire. Employees hired on or after 9/1/02 are eligible for the Life Insurance Benefit one year after date of hire.

Benefit

The College pays 100% of the premium for coverage equal to one times the employee's salary. As of 1/1/04, the sponsored life insurance plan is provided by Unum Provident.

Sponsored plans are subject to change. Please review the "Sponsored Plans" paragraph of this policy.

Changes in Employee's Choice of Life Insurance Coverage

Employees are enrolled upon eligibility.

Sponsored Plans

The sponsored plan — including amount of coverage and carrier — are subject to change each year at the beginning of the plan year July 1st.

Optional coverage

The College may provide access to optional, supplemental life insurance coverage. Employees may purchase supplemental coverage at their own cost, pursuant to the guidelines provided by the insurance carrier. Payment is made through payroll deduction.

As of 1/1/04, the optional life insurance plan is provided by Unum Provident.

Employees may enroll in supplemental coverage only during open enrollment, but may cancel at any time. Open Enrollment is held each year one month prior to the beginning of the plan year January 1st.

The College must maintain participation minimums in the supplemental insurance plan and may be forced to cancel the plan if participation falls below the required minimum.

CHESTNUT HILL COLLEGE

Subject: Tuition Grant Policy

Policy: G 101.4

Effective: May 1, 2002
(Revised January 2012)

Contact: SVPFA

Full-time Employees

Full-time Employees who have been employed a minimum of ninety days are eligible for an Employee Tuition Grant. Eligible full-time Employees may take up to two 3 credit hour undergraduate or master's level courses per semester without any tuition charge. For purposes of this policy there are three semesters per year — Fall, Spring and Summer. If a course is taken during one of the two sessions per semester when the School of Continuing and Professional Studies (SCPS) offers classes, it will serve as a course taken during the semester in which the SCPS session occurs-i.e. a course taken in either SCPS Fall I or SCPS Fall II serves as a Fall semester course. Employees will be responsible for any fees, books or supplies costs. Employees may not enroll in classes during their work hours.

Employees who do not stay in the employ of the College for six months following the end of the last class completed will be required to repay the tuition grant for the last semester in which a class was completed.

Part-time Employees

Part-time Employees who have been employed a minimum of ninety days and work 20 hours or more per week are eligible for an Employee Tuition Grant. Eligible part-time Employees may take up to one 3 credit hour undergraduate or master's level course per semester without any tuition charge. For purposes of this policy there are three semesters per year — Fall, Spring and Summer. If a course is taken in the School of Continuing and Professional Studies, it will serve as a course taken during the semester in which the SCPS session occurs (see above). Employees will be responsible for any fees, books or supplies costs. Employees may not enroll in classes during their work hours.

Employees who do not stay in the employ of the College for six months following the end of the last class completed will be required to repay the tuition grant for the last semester in which a class was completed.

Adjunct Faculty and Coaches

Adjunct Faculty Members who have taught for three or more consecutive semesters and athletic coaches who have coached in two or more consecutive seasons are eligible for an Employee Tuition Grant as described in the "Part-time Employees" section of this policy.

Dependent Children of Full-time Employees

Dependent Children of eligible full-time Employees are entitled to a partial or full Tuition Grant, for the School of Undergraduate Studies or the School of Continuing and Professional Studies, as outlined in the table. Dependent children are defined as those who are declared on the Employee's tax return and are 23 years old or younger.

Employee Eligibility	Tuition Grant
Full-time, employed 90 days or longer and hired prior to 7/1/02	100%
Full-time, hired 7/1/02 or after, up to 1 year of employment	none
Full-time, hired 7/1/02 or after, after 1 year of employment	25%
Full-time, hired 7/1/02 or after, after 2 years of employment	50%
Full-time, hired 7/1/02 or after, after 3 years of employment	75%
Full-time, hired 7/1/02 or after, after 4 years of employment	100%

The Tuition Grant applies to tuition only; the student is responsible for all fees, charges, books, residential living or other incidental charges. Dependent children receiving the Tuition Grant are not eligible for any other financial aid funded by Chestnut Hill College. The Tuition Grant is net of any federal or state grants for which the student may be eligible.

Spouses of Full-time Employees

Spouses of eligible full-time employees may take one undergraduate course per semester in the College or ACCELERATED program without any tuition charge. Eligible full-time employees are those employees who have been employed ninety days or more. The student is responsible for any fees, books or supplies costs.

Nieces and Nephews of Sisters of Saint Joseph

Nieces and Nephews of eligible Sisters of Saint Joseph are entitled to a partial tuition grant for the School of Undergraduate Studies or the ACCELERATED program as outlined in the table. Eligible Sisters of Saint Joseph are those who are full time employees of the College.

SSJ Eligibility	Tuition Grant 1st Niece/ Nephew	Tuition Grant 2nd Niece/ Nephew	Tuition Grant 3rd or higher Niece/ Nephew
Full-time, employed 90 days or longer and hired prior to 7/1/02	100%	75%	50%
Full-time, hired 7/1/02 or after, up to 1 year of employment	none	none	none
Full-time, hired 7/1/02 or after, after 1 year of employment	25%	18.75%	12.5%
Full-time, hired 7/1/02 or after, after 2 years of employment	50%	37.5%	25%
Full-time, hired 7/1/02 or after, after 3 years of employment	75%	56.25%	37.5%
Full-time, hired 7/1/02 or after, after 4 years of employment	100%	75%	50%

Should the student be awarded Chestnut Hill College Scholarships or Grants that exceed the discount, the Scholarships or Grants will replace, not supplement, the SSJ Tuition Grant.

This section of the policy becomes effective with the 2004-05 academic year; the prior version remains in effect until that time.

Admissions and Registration Procedures

An “Employee/Dependent Application for Tuition Grant” form must be filed with the Payroll and Benefits Coordinator annually. All Employees, dependent children and/or spouses must follow the College’s normal admissions and registrations procedures for the program in which they are enrolling.

Enrollment is on a space available basis only, however, enrollment in a specific class will be denied only once.

Tuition Grant Exclusions

- Private Lessons are not included in this benefit.
- There is no School of Graduate Studies tuition grant for employee spouses or dependent children.
- There is no Doctoral level tuition grant for employees, their spouses or dependent children.
- The Employee Tuition Grant applies only to tuition charges. All books, fees, fines, residential living or other incidental charges are the sole responsibility of the employee, dependent child or spouse.

CHESTNUT HILL COLLEGE

Subject: Tuition Exchange Programs Guidelines

Policy: G 101.4a

Effective: July 1, 2002
(Revised August 2012)

Contact: SVPFA

Chestnut Hill College participates in several tuition exchange programs open to dependent children of eligible Chestnut Hill College employees. The purpose of Chestnut Hill College's participation in these scholarship programs is to expand the current on-campus tuition remission to include a wider range of educational opportunities for the dependents of *full-time employees who have been employed by the College for at least five years*. Tuition exchange programs provide opportunities for children of these employees to apply for tuition scholarships, either for full tuition, or a high tuition limit set by the individual tuition exchange program.

The number of Chestnut Hill College exchanges in any academic year will be determined by each program. For this reason, eligibility criteria for determining who will receive a tuition exchange scholarship have been developed. An annual survey will be distributed to faculty, staff and administration for data collection. Information on these tuition exchange programs can be found under financial aid on the Chestnut Hill College website www.chc.edu or on the individual program's websites listed below. All applicants must submit the Free Application for Federal Student Aid to the host institution.

- Council of Independent Colleges Tuition Exchange — www.cic.edu/tep
- Tuition Exchange, Inc. — www.tuitionexchange.org
- Catholic Colleges Cooperative Tuition Exchange — www.cccte.org

I. Council of Independent Colleges Tuition Exchange Program

The CIC-TEP consists of a network of 328 CIC colleges and universities willing to accept tuition-free-students from families of full-time employees of other CIC institutions (full-time as designated by the employer/institution). A student is defined as a dependent equivalent to the IRS definition of dependent. Each participating institution in the network agrees to accept (import) a limited number of students from other colleges on the same admission basis as they accept other students, without regard to the number of students it exports. CIC-TEP requires the acceptance of at least three qualified students who apply prior to April 1 for the upcoming semester. Students are responsible for all non-tuition charges at the institution in which they enroll (host institution). Since there is no limit on the total number of exports, this program is designed to be utilized without consideration of an import/export ratio.

2. The Tuition Exchange, Inc.

Tuition Exchange is a partnership of over 520 colleges and universities offering **competitive tuition exchange scholarships** to dependents of faculty and staff employed at member institutions. The definition of dependent, employment status, years of service for eligibility, priority status or limitations for families seeking to send more than one dependent, etc. are all established by the home institution.

Dependents eligible for Tuition Exchange Scholarships are not guaranteed an award. Even if you and your family are eligible to apply for an award, you may not receive an award, because each institution is obligated to maintain a balance between students sent on an exchange (exports) and students received on the exchange (imports). In extreme cases, where there is a serious imbalance (many more exports than imports), the institution is formally prohibited from sending students on the

exchange. Tuition Exchange communicates an annual report to each institution regarding each school's import and export balance.

Tuition Exchange Scholarships are very competitive. In addition to meeting the admissions requirements of the receiving institution, some member institutions have established additional requirements such as a lottery system, higher entrance standards, or rolling acceptance policy. It is recommended to apply twelve months before you plan to enroll in a college. Each institution has the right to limit the duration of a scholarship. There are no export units currently available for the 2002–2003 academic year.

3. Catholic Colleges Cooperative Tuition Exchange

The CCC Tuition Exchange program consists of 69 Catholic colleges and universities. Through this program, dependents of eligible Faculty and Staff may be qualified to receive the benefit of free tuition at a participating Catholic institution of higher education.

FREQUENTLY ASKED QUESTIONS

Who can apply for one of these Tuition Programs?

To apply for a tuition exchange program for a dependent, an employee must be eligible for full tuition remission benefits at Chestnut Hill College as a full-time member of faculty, staff, or administration, and employed at Chestnut Hill for a minimum of five years.

Who is an eligible dependent?

An eligible dependent child is one who is less than 24 years old, is NOT married, a veteran, a ward of the court, a graduate or a professional student. This includes children who are declared on the employee's income tax because he/she is contributing more than half of their support.

For all tuition exchange programs, the student must be accepted on his or her own merits and enroll on a full-time basis, at the college that he/she wishes to attend on a tuition exchange scholarship. It is the employee's responsibility to check with that institution to see if there are eligible tuition exchange slots. The dependent is charged a \$35.00 fee paid to Chestnut Hill College for exporting under The Tuition Exchange program and \$25.00 under the Catholic College Cooperative Tuition Exchange.

If there are more applications than exchange slots available from Chestnut Hill College, what are the prioritized selection criteria?

1. Employee must be full-time and employed for a minimum of five years to be eligible to participate in any of the tuition exchange programs.
2. Eligibility is determined annually with priority given to employees with seniority, determined by length of continuous service, based on date of hire. Sabbaticals, maternity, disability or other college approved leave (no longer than one year), will be counted as continuous service.
3. If employees are equally eligible based on these first two criteria, preference is given to an employee who has never taken advantage of another Chestnut Hill College tuition exchange program.

What are the current limitations on tuition exchange programs at Chestnut Hill College?

1. Eligibility is limited to four semesters, unless there are no other qualified applicants.
2. Only one tuition exchange scholarship at a time is available per employee (unless there are no other applicants).

3. If the employee leaves, the dependent's scholarship will only be guaranteed until the end of that semester.
4. If the employee's spouse is eligible for tuition benefits from his/her place of employment, that should be taken into consideration in terms of eligibility for Chestnut Hill College benefits.

What is the process for applying?

1. Applications for the program and a list of participating institutions are available at each tuition exchange program's website.
 - Council of Independent Colleges Tuition Exchange — www.cic.edu/tep
 - Tuition Exchange, Inc. — www.tuitionexchange.org
 - Catholic Colleges Cooperative Tuition Exchange — www.cccte.org
2. Download and fill out the application and submit it to the Senior Vice President for Financial Affairs located on the second floor of St. Joseph Hall (phone 215-248-7084; fax 215-248-7066).
3. Completed applications will be distributed for review to the Vice Presidents for Enrollment Management, Academic Affairs, and Financial Affairs.
4. Approved applications will be signed by the Chestnut Hill College liaison officer and returned to the applicant.
5. The applicant must submit the signed application to the appropriate college/university's liaison officer.
6. The applicant must communicate the acceptance or denial of the application to the Senior Vice President for Financial Affairs.

CHESTNUT HILL COLLEGE

Subject: Association of Colleges of the Sisters of St. Joseph

Index: G 101.5

Effective: July 1992
(Revised August 2008)

Contact VPAA

Faculty/Administrative Staff Professional Development

The Association of Colleges of the Sisters of St. Joseph (ACSSJ) Exchange Program offers full-time employees the opportunity to enrich their professional experience by working a short term, summer semester or a year at a member campus:

Avila College, Kansas City, MO
Chestnut Hill College, Philadelphia, PA
Fontbonne College, St. Louis, MO
Mount St. Mary's College, Los Angeles, CA
Regis College, Weston, MA
The College of St. Catherine, St. Paul, MN
The College of St. Rose, Albany, NY

The ACSSJ exchange assures employees that the tradition of the Sisters of St. Joseph in higher education will be present: a high priority for intellectual excellence, commitment to religious values, an openness to change, and a caring community sensitive to emerging individual and global needs.

Eligibility: Full-time employees with at least three years of employment at parent institution.

Duration: Exchange may be for a period of time agreed upon by participating colleges.

Approval: Employee must obtain approval from presidents of parent and host colleges.

Compensation: Salary and benefits would be paid by parent institution. Visiting campus could reimburse salary, provide replacement or agree to other terms that are worked out between the two colleges.

Travel and Living Expenses: Employee would be responsible for travel and living expenses. Special arrangements could be worked out with host college.

CHESTNUT HILL COLLEGE

Subject: Retirement Benefit Policy

Policy: G 101.6

Effective: March 1, 2003

Contact: SVPFA

Chestnut Hill College maintains both a Retirement Annuity (RA) Plan and Supplemental Retirement Annuity (SRA) Plan with Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA/CREF). A variety of investment options are available from TIAA/CREF.

Eligibility and Benefit

Voluntary participation is available in both the RA and SRA funds upon hire for part time employees working 1020 hours or more per year and all full time employees. There is no College match during this first year. Employee contributions are tax deferred up to limits set by the Internal Revenue Service (IRS).

After one year of service part time employees working 1020 hours or more per year and all full time employees are eligible for the College contribution. The College will contribute 7.5% of the employee's base gross salary when the employee contributes 2.5%. There is no College contribution for employee contributions of less than 2.5%. Both College and employee contributions are tax deferred up to the limits set by the IRS.

After two years of service participation in the RA is mandatory for all part time employees working more than 1020 hours or more per year and all full time employees. The College contributes 7.5% of the employee's base gross salary and the employee contributes 2.5%. Both College and employee contributions are tax deferred up to the limits set by the IRS.

Important Note: Employees may contribute more than 2.5% to their RA or SRA plan. However, the IRS sets limits to the dollar amount that an employee can contribute on a tax-deferred basis. Please consult with a TIAA/CREF financial counselor or your tax advisor to determine this amount.

www.tiaa-cref.org

TIAA/CREF Telephone Counseling Center (800) 842-2776

CHESTNUT HILL COLLEGE

Subject: Short-Term Disability Insurance

Policy: G 101.7

Effective: January 1, 2004

Contact: SVPFA

Optional Coverage

The College may provide access to optional short-term disability insurance coverage. Employees may purchase optional coverage at their own cost, pursuant to the guidelines provided by the insurance carrier. Payment is made through payroll deduction.

As of 1/1/04 the optional short-term disability insurance plan is provided by Unum Provident.

Employees may enroll in optional coverage only during open enrollment, but may cancel at any time. Open Enrollment is held each year one month prior to the beginning of the plan year January 1st.

The College must maintain participation minimums in the supplemental insurance plan and may be forced to cancel the plan if participation falls below the required minimum.

CHESTNUT HILL COLLEGE

Subject: Long-Term Disability Insurance Policy

Policy: G 101.8

Effective: March 1, 2003

Contact: SVPFA

Eligibility

All full time employees are eligible for Long Term Disability Insurance after two years of service.

Benefit

The College pays 100% of the premium for Long Term Disability Insurance. As of 1/1/04, Unum Provident provides the College's Long Term Disability Insurance.

Basic Terms of the Unum Provident Long Term Disability Insurance plan are:

- Benefits begin after six months of continuous disability.
- The Monthly Income Benefit replaces 60% of the employee's monthly wage base up to a maximum of \$5,000 per month.

A more detailed description of the terms of the plan is available from the Payroll and Benefits Coordinator.

The provider of long-term disability insurance is subject to change as are the benefit terms, including waiting period and amount and length of coverage. Employees will be informed of any plan changes that occur.

CHESTNUT HILL COLLEGE

Subject: Family Medical Leave Policy

Policy: G 102.1

Effective: July 1, 1999

Contact: SVPFA

The Family and Medical Leave Act of 1993 (FMLA) applies to all employers which employ 50 or more employees during each of 20 or more calendar weeks in the current or preceding calendar year. Chestnut Hill College is in that category and therefore complies with all FMLA regulations as appropriate.

Who is eligible?

To be eligible for FMLA benefits, an employee must have been employed for at least 12 months and must have provided at least 1,250 hours of service during any twelve months.

What are FMLA benefits?

The FMLA entitles an eligible employee to a total of 12 work weeks of unpaid leave during any 12-month period:

1. due to the birth, adoption, or placement for foster care of the employee's son or daughter;
2. in order to care for the employee's spouse, son, daughter, or parent with a serious health condition;
3. because of a serious health condition that makes the employee unable to perform the functions of the employee's position.

Requesting and Taking FMLA

Employees must give 30 days written notice of foreseeable events that will result in a request for family or medical leave. If 30 days written notice is impossible, the employee must give such written notice as is practicable. Employees must schedule planned medical treatments with due regard for the operations of the Chestnut Hill College.

All requests regarding FMLA should be submitted in writing to: Chestnut Hill College, Payroll Office, 9601 Germantown Ave., Philadelphia, PA 19118-2693.

Employee Benefits while taking FMLA

Chestnut Hill College will maintain group health care coverage for the employee for the leave's duration and under the conditions that coverage would have been provided had the employee not taken the leave. The employee should mail her/his portion of any medical insurance premium to Chestnut Hill College, Payroll Office, 9601 Germantown Ave., Philadelphia, PA 19118-2693.

Generally, paid leave for vacation, etc. cannot be earned while on leave of more than thirty (30) calendar days. Please refer to the specific leave policies within the Chestnut Hill College Staff handbook for more detailed information.

Return from FMLA

Upon return of the employee, Chestnut Hill College will restore the employee to the same or a substantially equivalent position to the one the employee held prior to taking the leave. The taking of leave may not result in the loss of any seniority or employment benefits accrued prior to the taking of the leave.

If an employee is unable to return after using all available paid leaves and unpaid FMLA leave, Chestnut Hill College may post the employee's position as open and proceed with a hiring process.

FMLA for Serious Health Conditions

"Serious health condition" is defined as a condition requiring in-patient care or continuing treatment by a health care provider. "Continuing treatment" includes (a) two or more visits to a health care provider or (b) a single visit to a health care provider that results in a regimen of continuing treatment under supervision of a health care provider.

In the case of an employee's serious health condition or that of a covered family member, Chestnut Hill College may require that the employee use any accrued paid leaves such as vacation, personal, compensatory time, sick or uniformed personnel leave toward any part of the 12-week leave provided by the Act.

In the case of a serious health condition, leave may be taken on an intermittent or reduced schedule only if medically necessary.

Chestnut Hill College may require medical certification of a serious health condition and may obtain a second opinion at its own expense

FMLA for Birth, Placement or Adoption of a Child

When an employee requests leave due to the birth, placement, or adoption of a child, Chestnut Hill College may require that the employee use any accrued paid leaves such as vacation, personal, compensatory time or uniformed personnel leave but not sick leave toward any part of the 12-week leave provided by the Act.

In the case of the birth, adoption, or placement of a child, leave may be taken on an intermittent or reduced schedule only if approved by the supervisor and appropriate Vice President.

CHESTNUT HILL COLLEGE

Subject: Maternity Leave

Index: G 102.2

Effective: July 2002

Contact: President

Maternity leave is considered a temporary leave of absence for medical reasons. As early as possible, the faculty member will notify the Vice President of Academic Affairs and their Department Chair of the pregnancy, so that the adequate time is available to provide a qualified replacement. Should they wish additional time off, such leave is considered a leave of absence for medical reasons.

CHESTNUT HILL COLLEGE

Subject: Leave of Absence (Without Pay)

Index: G 102.3

Effective: July 1992
(Revised January 2012)

Contact: President

A Faculty member may request a leave of absence without pay for their own professional development or for a personal reason. However, since the faculty member is not on the payroll during the leave of absence, there will be no institutional contributions to the individual's retirement annuity and group insurance programs.

All requests for a Leave of Absence must be approved by the President and the Board of Directors. In the case of non-tenured, tenure track faculty, a Leave of Absence will involve an interruption of the tenure clock. As a result, the tenure decision for a faculty member who was granted a one semester or two semester Leave of Absence will be delayed for one year.

CHESTNUT HILL COLLEGE

Subject: Policy on Sexual
Discrimination, Sexual Harassment and Sexual Violence

Policy: G 102.4

Effective: July 1, 1999 **Contact:**
SVPFA

(Revised May 23, 2011) (Revised August 20, 2014) (Reviewed August 5, 2015)

Please Note: This policy was originally modified in April 2011 to ensure that Chestnut Hill College procedures are in compliance with the guidance issued by the Office for Civil Rights on April 4, 2011 relating to college and universities' obligations under Title IX to respond appropriately to allegations of sexual harassment and sexual violence. Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX. In addition to sexual violence, this policy addresses any discrimination or harassment based on gender, sexual orientation, gender identity, or gender expression. This policy was subsequently modified in August 2014 and August 2015 to ensure that Chestnut Hill College is in compliance with the VAWA amendments, Campus SaVE Act, the April 2014 Questions and Answers on Title IX and Sexual Violence from the Office for Civil Rights, and guidance issued under The White House Document, Not Alone.

While this policy speaks specifically to harassment based on sexual discrimination, all incidents involving harassment under protected classifications as outlined in the College's Non-Discrimination Policy, will follow the same procedures for investigation, hearing and appeal.

Policy Statement

It is the policy of Chestnut Hill College that while employed or enrolled at Chestnut Hill College no administrator, faculty member, staff member or student shall be subject to discrimination based upon sex, which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking, by another member of the College community. Chestnut Hill College expects all members of the campus community to conduct themselves in a manner that does not infringe upon the rights of others; the College believes in a zero tolerance policy for gender-based or sexual misconduct.

Included within this Policy is the College's commitment to protect the individuals who are involved in an investigation of a potential violation of this Policy against retaliation from any member of the College community. Such retaliation will be deemed a separate basis for violating the College's Policy on Sex Discrimination, Sexual Harassment and Sexual Violence. For the purposes of this policy, sex discrimination, sexual harassment and sexual violence all fall under the category of sexual misconduct.

Policy Rationale

Chestnut Hill College values appropriate relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment and sexual violence. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual misconduct in any form, cannot, and will not, be tolerated. This policy directly supports our mission in the areas of shared responsibility, social justice, and communal respect. The last decade has witnessed a heightened

awareness in our society of the various forms of sexual misconduct, and a deep and sincere concern for the entire College Community prompts us to form a Policy on Sex Discrimination, Sexual Harassment and Sexual Violence.

The purpose of this policy is:

- To educate the community on the definitions of sexual discrimination,
- To outline the steps necessary to deal most effectively with cases involving allegations of sexual misconduct, and
- To define the rights and responsibilities for members of the Chestnut Hill College community.

Scope of Policy

- This policy and the procedures set forth herein apply to and cover all members of the College community in all three Schools without exception. The College community includes all administrators, faculty, staff, and students. Title IX protects students from sexual harassment in a school's educational programs and activities.
- The College also contracts a number of vendors on campus. These individuals are also protected from all forms of discrimination and are held accountable to policies and procedures outlined by their respective employers. If a vendor is accused of misconduct against a member of the College community, the College will work collaboratively with the individual's employer. At the request of the College these individuals may also be subject to interim measures (outlined below) while an incident is investigated and resolved.
- Employees are protected from sexual discrimination in all phases of their employment including applications, job performance, salary and promotions.
- Members of the College community, who are traveling abroad on College business or due to a College course, are expected to comply with this Policy regardless of local laws and/or customs.
- Title IX also prohibits harassment based upon sex or sex-stereotyping.
- Members of the College community are protected from being retaliated against for filing a claim or for cooperating in an investigation
- This policy and the procedures cover all members of the College community in all three Schools for claims of discrimination, harassment or retaliation under any other protected category as outlined in the College's *Non-Discrimination Policy*.

Legal Definition

Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive educational, living or working environment.

Title IX Coordinator

Chestnut Hill College designates Lauri Strimkovsky, Senior Vice President for Financial Affairs, as the Title IX Coordinator. The Title IX Coordinator oversees the College's centralized review, investigation, and resolution of reports of sexual misconduct. The coordinator also coordinates the College's compliance with Title IX. The Title IX coordinator is:

- responsible for oversight of the investigation and resolution of all reports of sexual misconduct;
- knowledgeable and trained in relevant state and federal laws and College policy and procedure;
- available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the College, both informally and formally;
- available to provide assistance to any College community member regarding how to respond appropriately to reports of sexual misconduct;
- responsible for monitoring full compliance with all requirements and timelines specified in the complaint procedures; and
- responsible for compiling annual and semi-annual reports.

SEXUAL MISCONDUCT OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:

1. **Sexual Harassment**
2. **Sexual Assault**
 - a. **Non-Consensual Sexual Contact (or attempts to commit same)**
 - b. **Non-Consensual Sexual Intercourse (or attempts to commit same)**
3. **Sexual Exploitation**
4. **Stalking**
5. **Intimate Partner Violence: Domestic Violence or Dating Violence**
6. **Bullying or Intimidation**

Detailed definitions and examples of these forms of misconduct are included in the Supplemental Materials section of this Policy.

Reporting Sexual Misconduct in Any Form

If you have been subjected to an act of sexual misconduct, you are urged to report the incident immediately. You may also want to discuss the event with a close friend, roommate, Resident Assistant, staff, faculty, family member, etc. who can support you through the initial medical treatment (if necessary) and reporting of the events. If you have been the victim of sexual violence you are urged to report the incident to the police immediately.

If you have been the victim of an act of sexual misconduct, you may be wondering what to do next. Here are some of your **options**:

- Get to a place where you feel physically and emotionally safe.
- Contact someone you trust to stay with you for moral support.
- Immediately report the incident to the appropriate College personnel.
 - This could include a Resident Assistant (RA), Campus Safety and Security, the Title IX Coordinator, or another individual whom you trust.
- Immediately report the incident to the police by calling 911.
- If you were a victim of sexual violence, it is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases. Philadelphia has created the Philadelphia Sexual Assault Response Center (PSARC). PSARC is located at 300 E. Hunting Park Avenue, Philadelphia, PA 19124 and can be reached via phone at 215-685-3251.

- PSARC has specially trained and certified Sexual Assault Nurse Examiners (SANE) to assist in the medical process related to forensic exams. Forensic evidence can be collected up to 96 hours after an assault has occurred.
- A forensic exam, completed by a medical practitioner, is the process through which physical evidence is collected. This evidence could be used in a judicial case, if the victim chooses to pursue charges. Physical evidence can include photo documentation of injuries, collection of fluids (blood, semen, urine, saliva) and other identifiable objects (hair, clothing with potential DNA). Forensic exams are free of charge to victims of assault and will not be billed to the victim or the insurance company.
- Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you choose to prosecute. Any clothes, sheets, or other items that may be considered evidence should be stored in paper (not plastic) bags. If you are still wearing the clothes you had on at the time of the assault be sure to bring a change of clothes with you to the hospital.

To File A Complaint with the College

To make a report of an act of sexual misconduct, we encourage you to seek out another member of the College community with whom you feel comfortable (this may include a friend, coach, advisor, etc.). Campus Security (215-242-7777) can be reached 24 hours a day should you wish to file a complaint or need immediate assistance. Campus Security can also assist you in contacting the police if you would like to file a report with the police. All reports of sexual discrimination, harassment and violence will be reported to Lauri Strimkovsky, the College's Title IX Coordinator. Individuals should be advised that the Title IX Coordinator is obligated to act on any report of alleged misconduct. The College does not limit the timeframe for filing a report of misconduct. Reports can be submitted at any time following an incident, although the College's ability to take any action may be negatively affected by the length of time between the alleged incident and the report.

You may choose to pursue the incident through the College's hearing process; you may choose to prosecute through the police; or you may choose to do both. Once the matter is reported to the College, the College may have a responsibility to investigate the situation even if you chose not to cooperate with the College. You should not feel pressured into any option; you may want to consult with your family before making a decision.

Types of On Campus Reports/ Confidentiality of Reports

The College encourages victims of sexual misconduct to talk to somebody about what happened – so victims can get the support they need, and so the College can respond appropriately. Different employees on campus have different abilities to maintain a victim's confidentiality.

- Some individuals are required to maintain complete confidentiality; talking to them is sometimes called a "privileged communication." These individuals have a legal and professional obligation not to reveal information shared with them in the scope of performing their duties.
- Other employees may talk to a victim in confidence, and generally only report to the College that an incident occurred without revealing any personally identifying information, such as the victim's name. Disclosures to these employees will not trigger a College investigation into an incident against the victim's wishes.
- All other College employees are designated as responsible employees and are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to these employees

constitutes a report to the College – and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

- By virtue of their responsibilities in the residence halls, Resident Assistants (RAs) and Resident Coordinators (RCs) are considered responsible employees.

A. Privileged and Confidential Communications

Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) and nurses in the Health Center are not required to report any information about an incident to the Title IX coordinator without a victim’s permission.

Sheila Kennedy, SSJ, Ph.D.	Director, Counseling Center Psychologist	215-248- 7104	SJ 345
Barbara Dougherty, CRNP	Director, Health Center	215-248- 7111	FZ Lobby
Sandy Bumgardner, Psy.D.	Psychologist	215-248- 7104	SJ 341
Lisa Johnson, Psy.D.	Therapist	215-248- 7104	SJ 343
Sharon Hargadon, RN	Nurse, Health Center	215-248- 7111	FZ Lobby

B. Non-Professional Counselors and Advocates

Individuals who work in Campus Ministry can generally talk to a victim without revealing any personally identifying information about an incident to the College. A victim can seek assistance and support from these individuals without triggering a College investigation that could reveal the victim’s identity or that the victim has disclosed the incident. While maintaining a victim’s confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report – which includes no information that would directly or indirectly identify the victim – helps keep the Title IX Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the victim to ensure that no personally identifying details are shared with the Title IX Coordinator. The Title IX Coordinator will report this information to the Director of Security for inclusion in the Daily Crime Log and Annual Campus Crime Statistics.

Joannie Cassidy, SSJ	Director of Campus Ministry	215-248- 7095	SJ 348
Colleen Gibson, SSJ	Assistant Director of Campus Ministry	215-248- 7107	SJ 337
Robert Mulligan, OSFS	Chaplain	215-248- 7058	SJ 330

A victim who speaks to a professional or non-professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the victim in

receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated.

C. Reporting to Responsible Employees

Unless specifically listed above, all other College employees are considered responsible employees. A responsible employee is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other misconduct, or who is an individual who is reasonably believed to have this authority. Resident Assistants and Resident Coordinators are also considered responsible employees.

When a victim tells a responsible employee about an incident of sexual violence, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Title IX coordinator all relevant details about the alleged incident shared by the victim so that the College can determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College's response to the report. A responsible employee should not share information with law enforcement without the victim's consent or unless the victim has also reported the incident to law enforcement. Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee's reporting obligations – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim's request for confidentiality.

Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim's wishes, including that the College investigate an incident fully. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to do so.

Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all individuals, including the victim.

If the College honors the request for confidentiality, a victim must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the College may not be able to honor a victim's request in order to provide a safe, non-discriminatory environment.

When weighing a victim's request for confidentiality or determining that no investigation or discipline will be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
 - whether there have been other sexual violence complaints about the same alleged perpetrator;
 - whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
 - whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
 - whether the sexual violence was committed by multiple perpetrators;
 - whether the sexual violence was perpetrated with a weapon;
 - whether the victim is a minor;
 - whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
 - whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate the alleged incident. If the College determines that it cannot maintain a victim's confidentiality, the College will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response.

The College will remain ever mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated.

The College will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices. If the College determines that it can respect a victim's request for confidentiality, the College will also take immediate action as necessary to protect and assist the victim.

Investigation, Hearing and Resolution

In order to assure a prompt and equitable resolution to the complaint, complainants will be asked to provide an initial statement reporting the specifics of the incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This statement will start the College's investigation of the events reported.

- An investigation will be conducted once a statement is filed. Statements may be filed by the complainant, by a parent or by a third party.
- If requested, every effort will be made to investigate the incident confidentially. The College cannot promise complete confidentiality. Information can only be shared within the College if there is a "legitimate educational need." In order for information to be shared outside of the College, a complainant would need to give explicit permission or that information would need to be subpoenaed. It should be noted that the College's ability to thoroughly investigate and resolve incidents of sexual misconduct may be limited should the complainant not want his or her name or any identifiable information shared.
- The person who makes the report is the complainant and the individual named in the report is the respondent.
- As a residential educational institution, the College has a responsibility to protect the community from potential harm. As such, the respondent may face interim suspension from the College or from College housing during an investigation, prior to the hearing, during the hearing, during deliberation or during the appeal process. If appropriate, the College will work with the respondent to continue his/her course of study online.
- The respondent will be asked to provide his/her version of the events. The complainant's statement will be shared with the respondent.
- The respondent's statement will be shared with the complainant.
- In the event there is little or no dispute between the versions of the events and the respondent admits the conduct, the matter may be resolved without a hearing at the discretion of the Title IX Coordinator or designated investigator. The appropriate discipline may be imposed by the College based upon the facts admitted during the investigation. If the complainant concurs with the College's resolution, the matter is concluded without the need for a hearing.
- Even when there is significant difference in the facts relayed by the complainant and respondent, the College may impose interim measures on the respondent.
- If the facts are in dispute and the Title IX Coordinator concludes there is a basis to move forward, a private disciplinary hearing will be held where the complainant and respondent will each be treated without prejudice or bias and where each will only be asked to answer questions relevant to the specific misconduct under consideration.
- A specially trained hearing panel will be convened to adjudicate allegations of sexual misconduct. New members of this hearing panel receive extensive training on Title IX, current guidance from OCR and the College's judicial process; additionally, refresher trainings are held for the full panel each semester.
 - The hearing panel will contain between 3-5 members for each hearing. These members are drawn from a pool of between 10-20 trained members. Panel members may recuse themselves from any hearing due to conflict of interest or other inability to fully participate in a complete hearing.
 - The Dean of Students will serve as Executive Secretary for the hearing panel. The role of the Executive Secretary is to ensure that all policies and procedures, as outlined in the *Student Handbook*, are followed.

- The College will use its best efforts to complete its investigation within 14 business days of the date it receives the Statements and to schedule a disciplinary hearing within another 7 business days.
- The parties may mutually agree to extend these time periods.
- This hearing will not be, and may not be, taped. Out of respect for privacy, the College requests that all students keep information from a hearing confidential and that employees exercise discretion regarding the information disclosed in the hearings.
- Both parties need to submit any additional documentation to the hearing officer at least 48 hours prior to the hearing; the hearing officer will share this information with the respective parties. Both parties will be shown a copy of the Statements provided by the other party; this includes Statements from any witnesses of fact.
- At least 72 hours notice will be given to appear at the hearing and a written decision, complete with sanctions, if any, will be received within 10 business days after the hearing.
- If desired, the complainant will be permitted to attend the entire hearing. If the complaint chooses not to attend the hearing, he or she will be offered the opportunity to submit a written statement of fact to be read at the hearing. If the respondent fails to appear he or she may submit a written statement of fact to be read at the hearing. If either party declines to participate, the hearing will move forward and no adverse inference will be drawn.
- Both parties are permitted to bring an advisor or advocate with them to the hearing. This advisor must be a member of the College community. This person will not be permitted to speak during the hearing but can stay for the duration to provide support.
- Once the original Statement has been filed, the College will use its best efforts to process the incident (this includes investigation of facts, hearing notification, the hearing, deliberation, notification of the outcome of the hearing and the appeal process) within 60 business days. Circumstances may arise that require the extension of time frames, including extension beyond sixty (60) days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances. In the event that the investigation and resolution exceed this time frame, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.
- Character witnesses are not permitted at the hearing. In determining a remedy, the College may take into consideration the prior disciplinary history of the respondent.
- The College utilizes preponderance of evidence as the standard of proof in disciplinary proceedings; this standard is met if the proposition is more likely to be true than not true. Preponderance of evidence is the acceptable standard for civil cases.
- The complainant and respondent will be notified of the outcome of the hearing; this notification will be made in writing and will occur as concurrently as possible.
- The process will terminate if the respondent is no longer a student or employee.
- The College will cooperate to the extent permitted by law with criminal proceedings. The College does not condone retaliation towards the respondent or the complainant.
- Any claims of retaliation will be investigated and those individuals will be subject to disciplinary action. Please see the end of this policy for additional information on retaliation.
- Mediation will not be used to resolve sexual violence complaints.

Appeals

- Both parties have the right to appeal. A letter of appeal should be addressed to the Vice President for Student Life (if the Appellee is a student) or to the Assistant to the President for Administration and Special Projects (if the Appellee is an employee) within 3 business days of receipt of the decision. This letter should include fact based reasoning for appeal, such as failure to abide by existing procedures, failure to consider relevant information, etc. The parties will receive written notice of an appeal decision within 10 business days. Additional details about the Appeal Process are described below.
- Appeals will go a specially trained appeals board. While the College Appeals Board consists of faculty, staff, administrators or students as appointed by the President, no students will serve on appeals related to violations of the Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence. The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeals Board will notify the parties if additional documentation is requested and the time period for its submission. All documentation reviewed by the Board will be made available in advance for both parties to review and submit comments; comments will be shared with one another. If evidence is discovered after the conclusion of the hearing, this new evidence will be reviewed by the Appeals Board. Both parties will be made aware of any new evidence.
- The Appeals Board will, after reviewing all available evidence and documentation, make a recommendation to the Vice President for Student Life or her designee. In cases involving a recommendation of suspension or expulsion, the recommendation of the Appeals Board will be issued to the President. In cases not involving suspension or expulsion, there is no right for either party to appeal to the President. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeals Board has received any additional documentation it may request. As stated earlier, the review of the Appeals Board is limited to fact based issues, this includes evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.
- Sanctions, such as interim suspension from College housing or from the College itself, or from employment may be imposed during the appeals process at the decision of the Vice President for Student Life or the Assistant to the President for Administration and Special Projects.

Complaints Involving Faculty or Staff

Upon receipt of a statement involving faculty members or employees of the College, the Title IX Coordinator will assign an investigator to conduct the investigation. Impartial hearing officer(s) will be appointed by the President to conduct the hearing.

An employee may only be suspended or terminated by the President. If the hearing officer recommends suspension or termination, the matter will go to the President.

Sanctions

Individuals found responsible for violating this policy may face one or more of the following sanctions. The severity of the incident, past judicial record, attitude and willingness to make amends will be taken into consideration when determining sanctioning.

Students

- **Disciplinary Warning:** notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- **Disciplinary Probation:** an official written notice to a student that violation of College policies, regulations, or patterns contrary to College standards or expectations, will not be tolerated. Repeated offenses or violations of any conditions of probation will result in more severe action, including possible suspension or expulsion. Disciplinary probation lasts for a stated time.
- **Educational Sanctions:** include but are not limited to counseling, classes and/or community engagement/service.
- **Fines:** fines range from \$10 to \$200 for punitive purposes and/or restitution.
- **Restitution:** the student or group may be required to make payment to the College, or to other persons, groups or organizations for damages to or misappropriation of property.
- **Loss of Residency:** a student will be required to leave the College residence community and may forfeit any housing costs. The student will be barred from entering all residence halls during the time of removal from the campus. A student who loses residency may be considered for future on-campus accommodations at the discretion of the Vice President for Student Life and the Director of Residence Life.
- **Disciplinary Residence Hall Room Change:** an action that requires a student to vacate his/her current room and relocate to another room because of the disciplinary process.
- **Restrictions of Housing Lottery:** an action may exclude a student from participation in a particular housing lottery or affect his/her ranking in a particular lottery.
- **Suspension:** separation of the student/group from the College for a specified period of time. This could include exclusion from classes and other privileges or College activities.
- **Expulsion:** termination (after due process) of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.

Faculty and Staff

Faculty and staff should consult the College Standards of Conduct Policy (available in the Staff Handbook and the Faculty Manual) for full information on corrective action. Specifically, this policy states that the College has a responsibility to respond to concerns about professional conduct and working relationships. Concerns brought to the attention of supervisors will ordinarily be addressed by a series of gradual steps involving strategies to resolve issues that have been identified. For example, the steps may include personal conferences, verbal and written warnings, and opportunities for assistance where applicable. When these steps are not warranted because of the seriousness of a violation, or when they do not result in a satisfactory resolution, individuals may be subject to suspension, probation, and/or dismissal.

Retaliation

Chestnut Hill College strictly prohibits retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations of sex discrimination, sexual harassment, and sexual violence. Therefore, any retaliation, intimidation, threats, coercion, or discrimination against any such individual, undertaken or attempted either directly or by someone acting on behalf of another, will be addressed in the most serious way by the College, and individuals who engage in such actions are subject to discipline up to and including suspension, exclusion, or dismissal. These behaviors will result in subsequent disciplinary proceedings. Anyone who is aware of possible retaliation or has other concerns regarding the

response to a complaint of sexual misconduct should report such concerns to the Title IX Coordinator or to any Deputy Coordinator, who shall take appropriate actions to address such conduct in a prompt and equitable manner.

Title IX Coordinator

The College designates the Senior Vice President for Financial Affairs, Lauri Strimkovsky, (215-248-7168; strimkovsky@chc.edu), as its Title IX coordinator. Any questions or complaints regarding the College's Policy or its implementation should be promptly brought to the attention of the Title IX coordinator. The Title IX Coordinator will maintain a confidential list of the complaints made under this policy, the disposition of these complaints and the timeline for resolution.

To File a Complaint with the Office of Civil Rights

Anyone who wishes to file a complaint with the Office of Civil Rights (OCR) may do so through the mail, email or online. Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution's grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process. For more information on filing a complaint, please visit the OCR website at <http://www2.ed.gov/about/offices/list/ocr>.

Record Keeping

After a matter is concluded, the individual who conducted the investigation shall prepare a written summary of the matter. The purpose of the summary is (1) to insure the College is aware of repeat incidents by the same individual and (2) for record keeping purposes so the College can evaluate the effectiveness of its anti-harassment policy and procedures. This summary will be kept in a separate file which may be consulted for the two purposes stated.

Supplemental Information

Definitions of Sexual Misconduct

I. Sexual Harassment

Sexual Harassment is:

- unwelcome, gender-based verbal or physical conduct that is,
- sufficiently severe, persistent or pervasive that it,
- unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the university's educational program and/or activities, and is
- based on power differentials (quid pro quo, i.e. where an employee or student is informed their job or academic progress is dependent on their providing sexual favors to someone with authority over them), the creation of a hostile environment, or retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying.

Sexual harassment also includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender-stereotyping, even if the acts do not involve conduct of a sexual nature.

A single, isolated incident of sexual harassment alone may create a hostile environment if the incident is sufficiently severe. The more severe the conduct the less need there is to show a repetitive series of incidents to create a hostile environment, particularly if the harassment is physical.

2. Sexual Assault

Sexual assault is defined as having sexual intercourse or sexual contact with another individual without consent, including:

- by the use or threat of force or coercion;
- without effective consent; or
- where that individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.

It is important to note that a person who is incapacitated cannot consent to sexual activity. *Consent* to engage in sexual activity must be knowing and voluntary; it must exist from the beginning to end of each instance of sexual activity and for each form of sexual contact. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is active, not passive. Incapacitation may result from the use of alcohol and/or drugs. Incapacitation and consent are further defined at the end of this policy.

Sexual contact and sexual intercourse are defined in additional detail in items i. and ii. below:

i. NON-CONSENSUAL SEXUAL CONTACT

Non-Consensual Sexual Contact is:

- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes:

- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner,

though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

ii. NON-CONSENSUAL SEXUAL INTERCOURSE

Non-Consensual Sexual Intercourse is:

- any sexual intercourse
- however slight,
- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force.
-

Intercourse includes:

- vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

3. Sexual Exploitation

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another individual;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an STI/D or HIV to another individual;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

4. Stalking

Stalking occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances that demonstrate either of the following:

- place the person in reasonable fear of bodily injury; or
- reasonably cause substantial emotional distress to the person.

Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Examples of stalking include:

- unwelcome and repeated visual or physical proximity to a person;
- repeated oral or written threats;
- extortion of money or valuables;

- unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and activity through social media or other online mediums;
 - unwelcome/unsolicited communications about a person, their family, friends, or co-workers; or
 - sending/posting unwelcome/unsolicited messages with an assumed identity; or
 - implicitly threatening physical contact;
- or any combination of these behaviors directed toward an individual person.

5. Intimate Partner Violence: Domestic Violence or Dating Violence

Intimate-partner violence, also referred to as dating violence, domestic violence, and relationship violence, includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. It may involve one act or an ongoing pattern of behavior. Intimate-partner violence can encompass a broad range of behavior, including, but not limited to, physical violence, sexual violence, emotional violence, and economic abuse. Intimate-partner violence may take the form of threats, assault, property damage, or violence or threat of violence to one's self, one's sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate-partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

6. Bullying or Intimidation

Bullying includes any intentional electronic, written, verbal, or physical act or a series of acts directed at another individual or individuals that is severe, persistent, or pervasive and that has the intended effect of doing any of the following: (i) substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the College. Bullying is prohibited, and participating in such acts will result in disciplinary action. Bullying that is based on gender, sexual orientation, gender identity, or gender expression, or based on any other protected classification as outlined in the College's *Non-Discrimination Policy* will be handled under this policy.

Intimidation is any verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) in the group to fear for her/his physical well-being. Intimidation is prohibited and will result in disciplinary action.

Anyone who attempts to use bullying or intimidation to retaliate against someone who reports an incident, brings a complaint, or participates in an investigation in an attempt to influence the judicial process will be in violation of retaliation as described within this policy and will be subject to disciplinary action.

ADDITIONAL APPLICABLE DEFINITIONS:

- Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. The lack of a "no" cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
 - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
 - Previous relationships or prior consent cannot imply consent to future sexual acts.

- The College affirms a “yes means yes” standard for consent; by this standard, consent is an affirmative, conscious and voluntary agreement to engage in sexual activity
- Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent (“Have sex with me or I’ll hit you. Okay, don’t hit me, I’ll do what you want.”).
 - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
 - NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
 - In order to give effective consent, one must be of legal age.
 - Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
 - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).
 - This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketomine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another individual is a violation of this policy. More information on these drugs can be found at <http://www.911rape.org/>
 - Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
 - The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.
 - For reference to the pertinent state statutes on sex offenses, please see <http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/00.031..HTM>.

External Resources

Medical Care for Sexual Assault:

Philadelphia Sexual Assault Response Center (PSARC)

300 E. Hunting Park Avenue
 Philadelphia, PA 19124
 215-685-3251
 Hotline: 215-425-1625

24 Hour Hotlines:

Women Organized Against Rape 215.985-3333*
 National Sexual Assault Hotline: 800-656-HOPE*
 Philadelphia Domestic Violence Hotline: 866-SAFE-041

Sexual Harassment:

Women’s Law Project 215.928.9801
 Philadelphia Commission on Human Relations 215.686.4692

Prosecution:

Special Victims Unit 215.685.3251
 Police Sex Crimes Unit 215.685.1180/81/82 Rape Prosecution Unit 215.686.8083

Please note that these resources are in Philadelphia. For locations outside of Philadelphia please call 911.

*These resources are confidential

Campus Wide Prevention Efforts

Prevention efforts focus not only on education, but also primary prevention techniques such as bystander intervention, as well as providing alternative programming for individuals. Alternative programming sometimes has an educational component, but sometimes it is purely designed to provide an alcohol and drug free environment for individuals, thus helping to minimize their own risk. Examples of programs are included in the chart below:

Type of Program	Examples
Lectures	“Drunk Sex or Date Rape: Can you Tell the Difference” – Brett Sokolow, JD “DUI: A Powerful Lesson” – Mark Sterner Women Organized Against Rape Workshop
Awareness Programs	Alcohol 101 (in first year seminars and for policy violators) Denim Day Sobriety/Safe Drinking Pledge DUI Simulator Virtual Bar Various Residence Hall Programs National Collegiate Alcohol Awareness Week Day of Silence
Alcohol Free Programming	Fridays After Dark (every Friday after 9 pm), Midnight Madness (funded by an NCAA CHOICES grant, Alternative programming on high risk days (Super Bowl, World Series, Halloween, St. Patrick’s Day, etc.)
Training	Step UP to be a Dear Neighbor (bystander intervention training) Responsible Employee/Campus Security Authority Training

	Sexual Harassment Training
Electronic	Social Media campaigns Use of campus wide TVs

Educational Resources

Our goal is to always prevent an incident from occurring. With this goal in mind, the remaining section includes examples of policy violations and risk reduction tips.

Examples

1. Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 pm until 3:00 am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being “a prude.” Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a “hand job” (hand to genital contact). Amanda would never had done it but for Bill's incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left.

Bill is responsible for violating the Non-Consensual or Forced Sexual Contact section of this policy. It is likely that a College hearing would find that the degree and duration of the pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.

2. Jiang is a junior and Beth is a sophomore. Jiang comes to Beth's dorm room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a baby-sitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation?

Jiang would be held responsible in this scenario for Non Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.

3. Kevin and Amy are at a party. Kevin is not sure how much Amy has been drinking, but he is pretty sure it's a lot. After the party, he walks Amy to her room, and Amy comes on to Kevin, initiating sexual activity. Kevin asks her if she is really up to this, and Amy says yes.

Clothes go flying, and they end up in Amy's bed. Suddenly, Amy runs for the bathroom. When she returns, her face is pale, and Kevin thinks she may have thrown up. Amy gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can't help but notice that Amy seems pretty groggy and passive, and he thinks Amy may have even passed out briefly during the sex, but he does not let that stop him. When Kevin runs into Amy the next day, he thanks her for the wild night. Amy remembers nothing, and decides to make a complaint to the Dean.

This is a violation of the Non-Consensual Sexual Intercourse Policy. Kevin should have known that Amy was incapable of making a rational, reasonable decision about sex. Even if Amy seemed to consent, Kevin was well aware that Amy had consumed a large amount of alcohol, and Kevin thought Amy was physically ill, and that she passed out during sex. Kevin should be held accountable for taking advantage of Amy in her condition. This is not the level of respectful conduct expected of students.

Risk Reduction Tips

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor "NO" clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.
- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- **DON'T MAKE ASSUMPTIONS** about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you **DO NOT** have consent.
- Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
- Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.

- Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
- Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
- Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

CHESTNUT HILL COLLEGE

Subject: Retreats for SSJ Faculty on 10 Month Contract/Assignment

Policy: G 102.5

**Effective: July 1, 1999
Revised September 13, 2007
Reviewed August 5, 2015**

Contact: VPAA

Sisters of Saint Joseph, women and men religious, and priests are required to make an annual retreat. The length of this retreat varies from five (5) to eight (8) days. In addition to accrued annual vacation time, Chestnut Hill College allocates time for religious and priests to fulfill this obligation. For the annual retreat only, the College permits full time staff members to take the total number of retreat days and a day of travel the day the retreat begins and the day it ends.

This time must be taken in one block. For example, the policy does not permit an individual to make a five (5) day retreat and then take three (3) other days for retreat at another time.

Ten month employees and full-time faculty are expected to make retreat during those periods of time when they are not working at the College.

All full-time faculty and full time staff are permitted to take time in addition to vacation time to participate in Mission and Legacy programs.

All time for retreats should be coordinated with and approved by one's supervisor.

CHESTNUT HILL COLLEGE

Subject: Amorous Relationships

Policy: G 102.6

Effective: May 5, 2008

Contact: SVPFA

Chestnut Hill College seeks to maintain an educational and working atmosphere wherein students, faculty, administrators and staff interact in appropriate professional and pedagogic ways. Pursuant to this, the policy on Amorous Relationships outlines expectations and prohibitions regarding such relationships. This policy applies to all faculty and staff, full time or part time, and paid or unpaid.

Relationships with Students

Amorous or sexual relationships between students and faculty members with whom they have an academic or evaluative relationship are fraught with the potential for exploitation. The respect and trust accorded a faculty member by a student, as well as the power exercised by the faculty member in an academic or evaluative role, make voluntary consent by the student for an amorous or sexual relationship suspect.

Similarly, the relationship between a coach and his/her team members has the potential for exploitation. Relationships between students and faculty or staff in positions that require them to serve as advisors, mentors or supervisors to students and/or student groups have the same potential.

Amorous or sexual relationships with students even if the other party is not in a direct academic, evaluative, mentoring, coaching, advising or supervisory relationship with the student also raise questions regarding the appropriateness of such behavior and contain the potential for future favoritism or the perception of favoritism.

Therefore, all such relationships with students are prohibited at Chestnut Hill College, even if the parties consent to the relationship.

Process: In their relationships with students, faculty and staff are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias. It is the responsibility of the faculty or staff member to immediately disclose such relationships to the Department of Human Resources. When a prohibited sexual relationship exists, effective steps will be taken to ensure unbiased evaluation or supervision of the student. In addition, discipline of the faculty or staff member will be imposed, up to and including the possibility of separation from employment.

Relationships with Staff

Faculty and staff of the College, who are in a position of power or authority or seniority over a subordinate employee are strongly discouraged from engaging in a sexual or amorous relationships. The authoritative individual's position again raises the possibility for exploitation.

Process: If a consensual amorous or sexual relationship develops, it must be immediately disclosed to the Department of Human Resources, and steps will be taken to assure that the subordinate is evaluated in an unbiased fashion. It is the responsibility of the faculty or staff member to disclose the relationship. Failure to do so will result in disciplinary action, including the possibility of separation from employment.

Other Considerations

Faculty and staff are reminded that there are potential problems arising from amorous relationships with other faculty or staff in the workplace including, but not limited to difficulties or issues arising from inter-office workflow and sexual harassment allegations. Faculty and staff enter these relationships at their own risk and should be aware that the College will take all sexual harassment allegations or other grievances seriously and these are subject to the policies and procedures of the College.

A supervisor is required to consult with the Department of Human Resources if he/she is uncertain as to whether a relationship violates this policy and/or Chestnut Hill College's policy on Sexual Harassment.

Any employee or student who feels he/she is involved in a sexual or romantic relationship that is not welcome or consensual should contact a Designated Complaint Recipient in accordance with the Sexual Harassment Policy. This policy does not supersede or replace the sexual harassment policy.

CHESTNUT HILL COLLEGE

Subject: College Standards of Conduct

Policy: G 102.7

Effective: July 1, 2014;

Contact: VSPFA

Chestnut Hill College expects all members of the campus community to conduct themselves in a professional, collegial manner in the fulfillment of all of the obligations of their institutional roles and in all interactions related to their work. In particular, each person should interact with others in a manner that is congruent with the College's mission. For example, it is expected that all members of the College Community act in a professional and civil manner, contribute to the smooth operation of the College and its departments, treat one another respectfully and refrain from behaviors that could be interpreted as bullying or harassing, care for College property, and uphold the reputation of the College.

This policy applies to all employees who work directly or indirectly for the College, including faculty, staff, and administrators. Other, more specific policies may provide details about the application of this general policy for particular groups. Alleged acts of discrimination based upon sex, which includes sexual harassment or sexual violence are covered by the Policy on Sexual harassment and Sexual Violence and are to be addressed under that Policy. Employees are also expected to follow the established policies and procedures of their departments and the College. This policy provides a protocol for responding to concerns about conduct, whether or not addressed by other policies of the College, in a fair and orderly manner and is intended to support civility and collegial relationships at Chestnut Hill College. In addition, this policy provides an effective and flexible means of identifying problem areas, resolving complaints, and preventing repetitive incidents by prompt intervention and assistance. It is directed toward continual institutional improvement.

The College recognizes that while there can be serious violations of professional responsibilities resulting in possible recommendation for suspension or dismissal, many personal and professional problems may be rectified by dialog and informal educational processes.

The College has a responsibility to respond to concerns about professional conduct and working relationships. Concerns brought to the attention of supervisors will ordinarily be addressed by a series of gradual steps involving strategies to resolve issues that have been identified. For example, the steps may include personal conferences, verbal and written warnings, and opportunities for assistance where applicable. When these steps are not warranted because of the seriousness of a violation, or when they do not result in a satisfactory resolution, individuals may be subject to suspension, probation, and/or dismissal.

CHESTNUT HILL COLLEGE

Subject: Professional Relationships Policy

Policy: G 102.8

Effective:
July 1, 2014

Contact: VPAA

Policy Statement

To carry out its mission, CHC relies on all members of the campus community to conduct themselves in a professional, collegial manner in the fulfillment of all of the obligations of their positions and in all interactions related to their work. This policy applies to all full-time faculty members both with and without tenure, whose terms of appointment have not yet expired (tenure-track and non-tenured).

This policy is an application of the general *College Standards of Conduct* for a particular group, full-time faculty. The purpose of this policy is to provide a protocol for responding in a fair and orderly manner to concerns about professional relationships and conduct not already addressed by other policies of the College. It is intended to support collegial relationships at Chestnut Hill College, and it is directed toward continual institutional improvement.

The policy is intended to provide effective and flexible means of identifying problem areas, resolving complaints about faculty member's conduct towards others and preventing repetitive or escalating incidents by prompt intervention and assistance. It is designed to accomplish these ends by a series of gradual steps involving strategies such as personal conferences, oral and written warnings, and opportunities for monitored assistance where applicable. The College recognizes that while there can be serious violations of professional responsibilities that may call for recommendation for suspension or dismissal, many personal and professional problems may be rectified by dialog and informal educational processes.

In regard to faculty, Chestnut Hill College has several policies that apply to faculty performance including:

- F 201.1 Faculty Evaluation/Post Tenure Review
- F 201.2 Pre-Tenure Review Process
- F 201.3 Promotion and Tenure Policies and Guidelines

These policies concern faculty members' discharge of their responsibilities in the traditional areas of teaching, scholarship, and service.

Alleged acts of discrimination based upon sex, which includes sexual harassment or sexual violence, are covered by G 102.4 Policy on Sexual Harassment and Sexual Violence.

Procedures

Every effort will be made to resolve situations informally, but when that is not possible this policy and procedure will be implemented. The Vice President for Academic Affairs and Dean of the Faculty is responsible for this policy and all procedures related to this policy.

The steps below are not sequential, but will be determined based on the nature and severity of the incident.

Commencement of review process

A review process may be initiated by a complaint, oral or written, which alleges violation of institutional policy, practice, procedure or other functions and responsibilities of one or more faculty members in pursuing their customary teaching and institutional roles. The complaint, which may reflect an incident(s), may be communicated to or initiated by the Vice President for Academic Affairs and/or the Dean(s) of the schools involved.

Meeting

The administrator(s) receiving the complaint (or his/her designee) shall discuss the matter with the faculty member in a confidential conference. If additional information from the faculty member provides a satisfactory explanation, the decision may be to close the matter.

Provisions for Assistance.

The College may be able to offer assistance for addressing particular concerns, for example, peer faculty monitoring to assist in resolving work-related performance problems and/or a specified number of periodic conferences with the faculty member's appropriate Dean(s) to assist in resolving administrative or institutional problems.

Verbal Warning

If additional factual information regarding the allegation is not provided, the explanation is not satisfactory, or the faculty member does not correct the conduct in question, the administrator will specify corrective action to be taken, and the discussion will constitute a verbal warning.

Written Warning.

If the initial matter is severe, the alleged problem continues or if an additional complaint received, Vice President for Academic Affairs or his/her designee shall conduct a preliminary investigation concerning the merits of the complaint. A written warning to the faculty member may follow where circumstances indicate that the problem is not resolved or other unprofessional conduct has occurred. The written warning will become a part of the faculty member's file.

Suspension.

The Vice President for Academic Affairs may recommend suspension of the faculty member at any time, including where there has been a continuation of behavior of the type which led to the written warning.

Suspension, without a prior written warning, may also be recommended where there has been a prior history of unprofessional or disruptive behavior, or if the faculty member's presence is a continuing source of disruption to the Department or College or if the faculty member's conduct indicates an unwillingness to correct the conduct which led to the complaint(s). Suspension is justified if potential harm to the faculty member or others is threatened by the person's continuance in the faculty position. Any such suspension may be with or without pay as the circumstances warrant. Only the President can approve the suspension of a faculty member.

Dismissal.

If remedial actions(s) taken during the suspension does not sufficiently resolve the issues that lead to the suspension, the College may move towards dismissal of the faculty member. Only the President can approve the dismissal of a faculty member.

CHESTNUT HILL COLLEGE

Subject: Whistleblower Policy

Policy: G 201.1

Effective: April 25, 2005
(Revised August 2009)

Contact: VPAA or SVPFA

Chestnut Hill College is committed to providing all members of the College community, including students, faculty, staff, alumni, vendors and guests, with a safe and productive environment. If any member of the College community has reason to believe or reasonably suspect that the College or any of its agents is acting contrary to any applicable federal, state or local laws or regulations, or contrary to any established College policy, that person may report such action or activity without fear of reprisal or retaliation.

Any College employee with reasonable suspicion of such illegal or improper activity should notify his/her immediate supervisor. If the complaint involves the immediate supervisor, the employee should contact his/her next higher level of supervisor and/or the Administrator having authority over the employee's area. In lieu of or in addition to notification of supervisory personnel, any College employee with such a complaint may contact the President's Office to register a complaint.

Any College student with reasonable suspicion of such illegal or improper activity should notify one of the following: the Vice President for Student Life, the Dean of the School of Undergraduate Studies, Dean of the School of Graduate Studies, or Dean of the School of Continuing and Professional Studies. In lieu of or in addition to notification of one of these deans, any College student with such a complaint may contact the President's office to register a complaint.

Any vendor, guest or alumnae/i of the College, or any other interested person with reasonable suspicion of such illegal or improper activity should notify the President's office to register a complaint.

After notification of alleged illegal or improper activity, the President's office will conduct a thorough investigation and recommend appropriate action to the Chair of the Board of Directors. All such allegations shall be logged and kept under seal in the President's office.

Should retaliation actually occur, such act shall be considered a serious violation of College policy and subject to disciplinary action up to and including termination. Encouraging others to retaliate is also a violation of this policy. Those who file fraudulent or bad faith complaints pursuant to this policy will be subject to disciplinary and/or legal action as well.

CHESTNUT HILL COLLEGE

Subject: Drug Free Workplace

Policy: G 201.2

Effective: July 1, 1999

Contact: SVPFA

The Drug Free Workplace Act of 1988 requires each government contractor, subcontractor and federal grantee to develop and notify all employees of its drug prohibition policies. For Chestnut Hill College, the policies are as follows:

1. It is unlawful to manufacture, distribute, dispense, possess or use a controlled substance while employed in the administering of any federal monies.
2. All employees are encouraged to attend programs on drug awareness sponsored by the Counseling Center, Health Services and the office of the Dean of Student Affairs in order to become as informed as possible about the physical and psychological hazards of illegal drug use.
3. An employee found possessing or using a controlled substance on the premises of Chestnut Hill College will be liable to immediate suspension from employment until he/she has undergone at least six months of therapy with a qualified counselor. After that period, employment may be resumed upon the recommendation of the counselor.
4. Any employee found manufacturing, distributing, or dispensing a controlled substance on the premises of Chestnut Hill College will be liable to immediate dismissal.
5. With the exception of the dessert reception for graduating seniors and the dinner to honor graduating students, alcoholic beverages may not be served at any college event where students, undergraduate or graduate, will be present.

CHESTNUT HILL COLLEGE

Subject: No Smoking Policy

Policy: G 201.3

Effective: October 1, 2009
Reviewed August 5, 2015

Contact: SVPFA

In compliance with Pennsylvania state law and Philadelphia city ordinance, Chestnut Hill College prohibits smoking in all buildings and within twenty (20) feet of all entrances and egresses. In keeping with this law and due to the close proximity of College buildings, no smoking is permitted in the Piazza, on the Fournier Hall terrace, in the courtyards, under the port cochere, under the porch in the back of Saint Joseph Hall and near the Medaille Center.

Those in violation of this policy will be fined.

CHESTNUT HILL COLLEGE

Subject: Parking

Policy: G 301.1

Effective: October 1, 2005

Contact: SVPFA

All vehicles parked on campus must display a valid Chestnut Hill College parking permit and must be parked in the areas designated by the permit. College faculty and staff, excluding student employees, are provided with a parking permit at no cost. Permits can be obtained at the information desk in Fournier Hall.

General rules and regulations for parking on campus are contained in the Parking Brochure, which is available at the information desk in Fournier Hall. Faculty and staff should review the brochure and familiarize themselves with the rules and regulations.

Faculty and staff may park in any parking area on campus with the exception of areas reserved for green sticker parking, spaces reserved for admissions and other campus visitors (designated by signage and use of orange cones), and spaces designated for certain college senior administrators.

Parking Violations

Employees who are issued a parking violation are expected to pay the ticket within ten days of issuance. Late fees will be applied for violations not paid within the time frame and parking violations that have not been paid within thirty days will be automatically deducted from the employee's next paycheck or in the case of Sisters a bill will be sent to their local house. Appeals may be filed with the Director of Campus Safety and Security, as outlined in the Parking Brochure.

Employees who park in a space reserved for persons with disabilities and do not have a current College issued permit to park in this area will be fined \$200. This amount is payable immediately and no exceptions will be made.

Employees who park in restricted areas including, but not limited to green sticker parking and visitor/reserved spaces (including those marked with orange cones) will be fine \$100. This amount is payable immediately and no exceptions will be made.

Should there be a conflict between parking violation amounts listed in the Parking Brochure, Staff Handbook and/or the actual parking ticket, the highest fee published will apply.

Parking for Individuals with Disabilities

Parking for individuals with disabilities is available on campus with a special permit. Permits can be obtained by submitting a request to the Human Resources Manager and should be accompanied by documentation of disability placard or license plate issued by the state and registered in the employee's name. All documentation must be current.

Some parking spaces on campus are designated as "van only" and are intended to provide adequate space for a van with a wheelchair lift to park and operate the wheelchair lift safely. These spaces may not be used for other purposes, including use by a car displaying a disability placard, license plate or permit.

Permits for employees with a temporary disability may apply for a temporary permit by providing the Human Resources Manager with documentation from a physician indicating the nature of the temporary disability and the period for which the temporary permit will be needed.

Parking for individuals with temporary disability permits is located in the lower parking lot adjacent to the security building. Security personnel can be contacted via the campus phone and will transport the employee from the lower lot. Whenever possible Security should be notified in advance that transportation from the lower lot will be needed.

Special Parking Situations

At times, faculty and staff may be expected to park off campus at alternative sites. The College will provide transportation to/from alternate sites. During these times, everyone should allow adequate time to ensure that he/she will arrive on campus for the start of the workday. Faculty and staff will be notified via their chc.edu email account and/or the campus voice mail distribution list when use of an alternate parking site is required.

Carpooling

Employees are encouraged to carpool to conserve resources and support the College mission by supporting care for the environment. At times, the College may provide priority parking in spaces close to building entrances for employees who carpool.

CHESTNUT HILL COLLEGE

Subject: Bulletin Boards

Index: G 301.2

Effective: July 1994
(Revised August 2009)

**Contact: Dean of the School of
Undergraduate Studies**

Bulletin boards are assigned by the office of the Dean of the School of Undergraduate Studies. All notices to be posted must be stamped prior to posting.

CHESTNUT HILL COLLEGE

Subject: Public Relations

Index: G 301.3

Effective: July 1994
(Revised January 2012)

Contact: Institutional Advancement
Director of Communications

Media relations, website content, and various publications and/or announcements are provided by the Office of Institutional Advancement for all events and programs at Chestnut Hill College. Faculty members who have newsworthy items may contact the Director of Communications.

All inquiries from the press, whether by email or by phone, should be politely referred to the Office of the Director of Communications for a response.

CHESTNUT HILL COLLEGE

Subject: Identification Cards

Policy: G 301.4

**Effective: March 2003
Revised August 12, 2015**

Contact: SVPFA

All College employees are provided with an Identification (ID) Card. Employees are required to wear a CHC photo ID at all times.

Replacements of lost ID cards are subject to a \$10 charge.

CHESTNUT HILL COLLEGE

Subject: General Protocol for Reporting Emergencies

Policy: G 302.1

Effective: October 14, 2005

**Contact: Vice President of
Student Life**

In an emergency: call Campus Security at ext. 7777 (from an on campus phone) or 215-242-7777 (from a cell phone or from off campus). Life threatening situations: call 911 (9911 from a campus phone) for Police/Fire/Emergency Medical Services

Important: When calling 911 or Campus Security:

- Give your name, location and the nature of the emergency.
- Do not hang up until told so.

GENERAL EVACUATION PROTOCOL

1. Building evacuations will occur when an alarm sounds and/or upon notification by the Campus Emergency Alert 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.

FIRE EMERGENCY RESPONSE PROTOCOL

Preventing a Fire

The College helps to prevent fires through the following methods:

1. Smoking is not permitted in buildings or within 20 feet of entrances and exits.
2. Fire alarms are tested on a regular basis.
3. Fire drills occur in the residence halls on a regular basis.
4. Fire safety inspections occur in the residence halls during all semester breaks.
5. Fire extinguishers are inspected on a monthly basis.

Reporting a Fire

1. Pull the nearest fire alarm on your way to an exit.
2. Do not attempt to fight the fire. Use extinguishers for personal safety.
3. Exit through the nearest door to the nearest assembly area outside the building.
4. Notify the Campus Security that you pulled the alarm and location. a. Call ext. 7777 (from an on campus phone) or 215-242-7777

Response to the Fire Alarm

1. Evacuate the area.

2. Assist persons with physical or temporary disabilities with exiting the building. Move handicapped individuals to a stairwell and close all doors as you move to the first floor to keep fire out of the stairwell. Inform Campus Security if a handicapped person is in a stairwell. Emergency Response personnel will evacuate handicapped personnel in the stairwells.
3. If possible, persons exiting the building should close doors to the corridor as they exit the building.
4. Do not use elevators.
5. Leave the building by the closest exit.
6. Move to an external assembly area away from the building.
7. Do not return to an evacuated building until told to do so by a College official.

VIOLENT OR CRIMINAL INCIDENT RESPONSE PROTOCOL

1. Everyone is asked to assist in making the campus a safe place by being alert to suspicious situations and promptly reporting them to Campus Security at ext. 7777 (from an on campus phone) or 215-242-7777 (from a cell phone or from off campus).
2. If you observe a criminal act or a suspicious person on campus, notify Campus Security immediately and report the incident, including the following information:
 - a. Nature of incident
 - b. Location of the incident
 - c. Description of person(s) involved.
 - d. Description of property involved.
 - e. Type of weapon, if any.

Note: If the incident poses a danger of death or bodily injury, call 911 first and provide the information listed above. After calling 911 please notify Campus Security.

- a. Stay calm, do not be heroic.
 - b. Stay out of harm's way.
 - c. Run away from the area (if possible); do not run in a straight line.
 - d. Allow professionals to address the situation.
3. Assist the officers when they arrive by supplying them with any additional information.

BOMB THREAT RESPONSE PROTOCOL

1. If the threat is received by telephone, encourage the caller to talk. The person receiving the bomb threat should ask specific questions such as:
 - a. When is the bomb going to explode?
 - b. Where is the bomb located?
 - c. What kind of bomb is it?
 - d. What does the bomb look like?
 - e. Why did you place the bomb?
 - f. When appropriate, please use the Bomb Threat Checklist to record pertinent information about the threat.
2. Keep talking to the caller as long as possible and record the following information:
 - a. Time of call.
 - b. Approximate age and gender of the caller.
 - c. Speech pattern, accent or other distinguishing vocal traits.
 - d. Emotional state of the caller.
 - e. Background noises.

- f. When appropriate, please use the Bomb Threat Checklist to record pertinent information about the caller
3. If you are able to get the attention of another individual ask them to call Campus Security while you keep the caller on the phone. Campus Security can be reached at ext. 7777 (from an on campus phone) or 215-242-7777.
4. If you are able to call yourself, contact Campus Security at ext. 7777 (from an on campus phone) or 215-242-7777 to inform them that a bomb threat has been received and (if known) inform Security of the location of the device.
 - a. After the caller hangs up, do not hang up your phone but use another phone to call.
5. If a suspicious object or potential bomb are observed on campus, do not handle it! Clear the area and immediately notify Campus Security at ext. 7777(from an on campus phone) or 215-242-7777 (from a cell phone or from off campus).
6. Do not return to an evacuated building until told to do so by a College official.

DANGEROUS PERSON IN A BUILDING

Everyone is asked to assist in making the campus a safe place by being alert to suspicious situations/persons and promptly reporting them to Campus Security at ext. 7777 (from an on campus phone) or 215-242-7777.

If you observe a dangerous or suspicious person on campus, notify Campus Security immediately and report the incident, including the following information:

- a. Nature of the incident.
- b. Location of the incident.
- c. Description of person(s) involved.
- d. Description of property involved.
- e. Type of weapon, if any.

If the individual shows a weapon:

- a. Stay calm, do not be heroic!
- b. If not threatening, ask them to put down the weapon. Ask the nearest person to call 911 (9911 from an on campus phone).
- c. If possible, notify Campus Security at ext. 7777 (from an on campus phone) or 215-242-7777.
- d. If threatening, attempt to separate yourself and others from the individual. Do not attempt to confiscate the weapon.
- e. Attempt to reason with the individual if necessary, but do not blame or threaten.
- f. Try to calm the individual while calming and reassuring other persons involved.

If a weapon is suspected, but not visible:

- a. Stop! Do not approach the individual; do not attempt to confiscate the weapon.
- b. Call 911 (9911 from an on campus phone).
- c. Notify Campus Security at ext. 7777 (from an on campus phone) or 215-242-7777.
- d. If possible, clear the area

ACTIVE SHOOTING IN BUILDING

An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area; in most cases active shooters use firearm(s) and there is no pattern or method to

their selection of victims. These situations are dynamic and evolve rapidly, demanding immediate deployment of law enforcement resources to stop the shooting and mitigate harm to innocent victims. In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you find yourself involved in an active shooter situation, try to remain calm and use these guidelines to help you plan a strategy for survival.

Whenever possible please use the following guidelines:

Notify Campus Security (215-242-7777 from a cell phone and ext. 7777 from any campus phone) immediately and report the incident, including the following information:

- a. Nature of the incident.
- b. Location of the incident.
- c. Description of person(s) involved.
- d. Description of property involved.
- e. Type of weapon, if any.

Depending on the location of the shooter, the following is meant to serve as guidelines for response:

If an active shooter is outside your building, proceed to a room that can be locked, close and lock all the windows and doors, and turn off all the lights. If possible, get everyone down on the floor and ensure that no one is visible from outside the room. Call Campus Safety or 911 if possible. Remain in place until the police, or a campus administrator known to you, gives the "all clear." Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

If an active shooter is in the same building you are, determine if the room you are in can be locked and if so, follow the same procedure described above. If your room can't be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below.

If an active shooter enters your office or classroom, try to remain calm. Call Campus Safety or 911, if possible, and alert police to the shooter's location. If you can't speak, leave the line open so the dispatcher can listen to what is taking place. If there is no opportunity for escape or hiding, it might be possible to negotiate with the shooter; attempting to overpower the shooter with force should be considered as a very last resort. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.

No matter what the circumstances, if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not attempt to carry anything while fleeing; move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible.

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. When sheltering in place:

- Close all doors and windows
- If possible, close or seal air vents
- Close window shades, blinds or curtains
- If possible, seal gaps around doors and windows with wet towels and/or tape
- Move all occupants away from doors and windows
- Remain indoors until an all clear message is received from a campus administrator

HAZARDOUS MATERIAL SPILLS AND LEAKS

A hazardous material incident may include, but is not necessarily limited to, a chemical fire, incompatible materials reaction, explosion, leak, spill and/or other release of toxic vapors or radiation which could threaten individuals and/or the environment. In the event of a hazardous material incident contact Campus Safety (215-242-7777 from a cell phone/outside phone or ext. 7777 from any campus phone). The person calling should provide the following information:

- The exact location of the spill or leak.
- The type of chemical/material.
- The hazardous status of the chemical (ex. Hazardous, extremely hazardous, corrosive, toxic, etc.).
- Estimated quantity of spilled chemical.
- Time the spill occurred or was discovered.
- Number of people (if any) who have been exposed to the chemical.
- Status of individuals who have been exposed.

Campus Safety will call 911 to report the emergency. If necessary, the immediate area and/or campus will be evacuated following the evacuation protocol.

SEVERE WEATHER CONDITIONS

If the National Weather Bureau is predicting flood, hurricane, tornadoes, or a severe winter storm, the Director of Facilities will maintain a check on weather conditions. While it is impossible to predict all weather conditions, the following can be used as a guideline in specific situations:

Floods

When flash floods are predicted, Facilities and Campus Safety will closely monitor the local forecast and the water level of the Wissahickon. If the water level raises high enough to warrant evacuation of parking lots and/or buildings, the order to evacuate will be issued. Facilities and Campus Safety will work cooperatively if College vehicles or equipment need to be moved to a higher location.

Hurricanes

When hurricanes are predicted, Facilities and Campus Safety will closely monitor the local forecast. Hurricanes result in high winds and heavy rain; if water levels rise high enough to warrant evacuation and order to evacuate will be issued. Should a hurricane result in a power failure, the College will follow protocols for systems/power failures.

Tornadoes

If a tornado warning is in effect, Facilities and Campus Safety will stay alert to changing weather conditions. A tornado warning indicates that a tornado has been sighted; a tornado watch indicates that weather conditions are such that a tornado is possible. If a tornado is sighted in the local area, all

individuals will be directed through the campus intercom system and text alert system to move to an interior hallway on the lowest floor possible, away from windows, glass and doors. Individuals who are outside should seek immediate shelter inside (if possible) or lay in a low lying area until conditions pass. Do not go outside in the event of a tornado warning.

Severe Winter Storms

In the event of a severe winter storm, the President, in consultation with the Vice President for Academic Affairs, will determine when to close the College. Should weather force the cancellation of classes, students will be notified through the College's website and on the School Closing Emergency Line (215-248-7009). Announcements will also be made on KYW News Radio, 1060 AM. The College's code numbers are as follows: Day Classes 126 Evening Classes 2126 School of Continuing and Professional Studies 1094 School of Graduate Studies 2155

Please check for announcements prior to traveling to campus. Should a winter storm begin during normal business hours, the College will monitor local conditions and arrange for the College to dismiss early and/or cancel evening classes when appropriate.

CIVIL UNREST

Most campus demonstrations, marches, meetings and rallies tend to be peaceful and non-disruptive. A student demonstration should not be stopped unless one or more of the following conditions exist:

- Inference with normal operations of the College
- Blocked access to offices, buildings or other College facilities
- Threat of physical harm to persons
- Threat of damage to College facilities

If any of these conditions exist please notify Campus Safety. Depending on the nature of the demonstration, the following procedures should be followed:

Peaceful, Non-Obstructive Demonstrations

In the event of a peaceful, non-obstructive demonstration, the situation will be monitored. Should the situation change and become obstructive, please follow the protocol below.

Non-Violent, Disruptive Demonstrations

In the event that a demonstration blocks access to College facilities or interferes with College operations:

- Demonstrators will be asked to terminate the disruptive activity by the Director of Campus Safety or a Campus Safety Shift Supervisor
- Key College personnel and student leaders will ask the demonstrators to desist.
- If demonstrators fail to desist, they will be informed that failure to terminate the activity may result in disciplinary action or police involvement.
- After consultation with the President the police may be contacted if necessary.

Violent, Disruptive Demonstrations

In the event that a violent demonstration results in injury to persons or damage to College property, the President and other College officials will be notified. The Director of Campus Safety will call the Philadelphia Police (if necessary). A campus alert will be issued which may call for evacuation or shelter in place.

CHESTNUT HILL COLLEGE

Subject: Special Assistance Needs and Disability Emergency
Building Evacuation Plan

Policy: G 302.2

Effective: August 31, 2012

Contact: SVPFA

The content of this document is for informational purposes only. It is not intended for medical or legal advice.

This provides a general guideline of evacuation procedures for people with special needs and/or disabilities in case of fire and other building evacuations. Chestnut Hill students and employees who may require special assistance in the event of an emergency evacuation should consider filling out the Chestnut Hill College Special Assistance/Emergency Preparedness form located in Appendix G. Employees and students who require special assistance are encouraged to develop their own facilities evacuation plans and identify their primary and secondary evacuation routes from each building they use.

For general information about access to Chestnut Hill College, please contact the Disabilities Resource Office.

Individual emergency evacuation plans should include:

- Developing familiarity with evacuation options. (The Disabilities Resource Office or the Human Resources Office can assist)
- Seeking evacuation assistants willing to help in case of an emergency.

NOTE: Most Chestnut Hill College buildings have accessible exits at the ground level floor which can be used during an emergency. In other buildings, individuals should work with the College's Disabilities Resource Office or Office of Human Resources to identify safe areas to stay during an emergency until rescue assistance arrives or to arrange for alternative methods of accessibility. Elevators cannot be used during evacuations due to fire because they have been shown to be unsafe to use in an emergency and in some buildings they are automatically recalled to the ground floor.

I. EVACUATION GUIDELINES

The evacuation of the building during a fire alarm is required, regardless of cause. In accordance with regulatory requirements and Chestnut Hill College policies and procedures, everyone must evacuate a building in which a fire alarm is sounding. Fire alarms include, but are not limited to accidental alarm, false alarm or conditions caused by fire and/or smoke. Chestnut Hill College employs the Emergency Notification System for any occasion that may arise necessitating a building evacuation. All faculty, staff and students are strongly advised to enroll in this system at the beginning of every academic year.

Individuals requiring special evacuation assistance in the event of an alarm should evacuate according to the terms of their plan and by following the directives of on-site emergency personnel.

The following are the Emergency Evacuation Guidelines for persons with special needs and/or disabilities at Chestnut Hill College. As standard practice:

Persons with limited mobility: Individuals who walk with canes, crutches, walkers, etc. and those who utilize wheelchairs should decide whether or not they can descend stairs or evacuate a building in an emergency with little assistance from others.

If not they should:

- Move to an area of refuge, as described below.

Persons who are blind or have low sight: Persons who are blind/low sight can, with the assistance of others, evacuate a building using the stairs, if they are familiar with their immediate surroundings and frequently traveled routes and if stairs are safe to use.

If the blind/low sight person is unfamiliar with the emergency evacuation route, they should either:

- Move to an area of refuge, as described below.

Persons who are deaf/hard of hearing: Reasonable accommodations for persons who are deaf/hard of hearing may be met by modifying the building fire alarm system or through other alternative methods.

Students with special needs and/or disabilities needing accommodations should contact the Director of the Disability Resource Center or the appropriate graduate or professional school disabilities liaison (see resource list at the end of this brochure). Employees and others should contact the Human Resources Office.

A. Evacuation Options

Persons with special needs and/or disabilities have two basic evacuation options:

Horizontal evacuation: using building exits to the outside ground level or going into unaffected wings of multi-building complexes.

Stairway evacuation: using steps to reach ground level exits from the building.

If you must remain in the room:

- Notify others (if possible) that you are doing so.
- Close the door to prevent smoke and fire entry.
- If necessary, pack under the door with towels, blankets or other appropriate material.
- Call 911 and report your location so that on-site emergency personnel can be informed and respond.
- Move to the window with a brightly colored cloth to wave so that emergency personnel can see where you are. **DO NOT** break the window unless absolutely necessary, since doing so could injure you or others and allow smoke to enter the room.

Area of refuge: An area of refuge is an area that can be used as part of the required means of egress for persons that are disabled. **An area of refuge will be identified for each building.**

With an evacuation assistant, go to an area of refuge away from obvious danger. The evacuation assistant should then go to the building evacuation assembly point and notify the onsite emergency personnel of the location of the person with a disability. Emergency personnel will determine if further evacuation is necessary.

There are areas of refuge in every building. **Each area of refuge will be clearly marked.**

The areas of refuge in each building are as follows:

- St. Joseph Hall — east and west stair towers
- Fournier Hall — stair towers
- Fontbonne Hall — stair tower

- Fitzsimmons Hall — stair tower
- Library — south stair tower
- Sugarloaf
 - Commonwealth Chateau — west stair tower
 - Lodge — stair tower

B. Alternative Options: Persons with disabilities, as outlined below, may not be required to evacuate if they are:

- Mobility impaired and
 - Located above or below the level of building exit
 - Located in a building that does not have an area of refuge or horizontal evacuation to another building.
- Visually impaired and
 - Located above or below the level of building exit
 - Located in a building that does not have an area of refuge, horizontal evacuation to another building or elevators that cannot be used by anyone as a means of evacuation.

NOTE: Elevators in most buildings are pre-set (as required) to return automatically to the bottom floor. If the buttons are heat sensitive, they could be called to the fire floor. When the doors open, you may be exposed to the fire. Elevators are like chimneys. Smoke on any floor can be drawn up through the elevator exposing people to high levels of all fire gases including carbon monoxide, hydrogen, and cyanide.

II. DEVELOPING A PLAN FOR AN EVACUATION

Knowledge and preparation by both persons with special needs and/or disabilities and persons without disabilities is key to reducing the impact of emergencies. When developing a plan, safety needs should be determined on a case-by-case basis because they vary with each individual and building. **Persons with disabilities utilizing Chestnut Hill College's campus are asked to take responsibility in developing their personal emergency evacuation plans. When developing the evacuation plan, it is important to mention if you have more than one disability. The Director of the Disability Resource Center, other appropriate graduate or professional school disabilities liaisons, and/or the Office of Human Resources** will work with students, faculty and staff to develop their plans and consult appropriate campus resources.

A. Confidentiality

If you wish to develop an evacuation plan or discuss developing a plan with someone with a disability and are concerned about confidentiality, it is recommended that:

- If you are an undergraduate student with a disability or other special needs during an emergency, contact the Director of the Disability Resource Center or the Dean of Students.
- If you are a student in the graduate program or at one of the professional schools, contact the disabilities liaison for your program or the Director of the Disability Resource Center;
- If you are a member of the faculty, staff or an employee with a disability, or wish to assist a disabled member of the faculty, staff or employee, contact the Human Resources Office.
- **B. General Tips for Developing a Plan** (see *Appendix I: Tips for Persons with Special Needs and/or Disabilities in an Evacuation*)
 - Make two plans — one for use if you can be assisted by others and one if you are alone.
 - Ask others for input, such as community directors, staff, faculty, supervisors, and co-workers.
 - Contact the College's Disabilities Office or Human Resources Office for assistance.

- Choose two evacuation routes for each building
- Set up a buddy system (see “Buddy System”).
- Do not consider using elevators in your plan.
- Consider alternative carry and/or communication methods, if necessary.
- Think about your needs for preparedness kits, for example, disability related equipment, communication devices, service animal food, and three days worth of medication, if applicable.
- Have a list of all your medications (name, dose, frequency, and name of doctor).
- Attach written instructions to all disability related equipment.
- Consider using door/window markers so emergency personnel will know your location.
- Contact the Chestnut Hill College Security Office when you are in buildings after hours.
- Have easy access to emergency contact information at all times.
- Participate in drills and review effectiveness of plan.
- Share individual plans for a building with the Chestnut Hill College Security Office and key persons who regularly work or live in the building.

C. Buddy System

Buddies need to be willing and capable of assisting in an evacuation.

- Persons with disabilities and buddies must be able to contact each other quickly.
- Designate at least two buddies.
- Persons with disabilities should train buddies when their plans are completed.

III. CAMPUS RESOURCE CONTACT INFORMATION

Security Office: Fontbonne Hall, 1st floor: (24 hours a day)

(All Students, Staff/Faculty)

215-242-777

Disability Resource Office: St. Joseph Hall, 3rd floor

(Students, all divisions)

215-753-3655

Office of Human Resources: St. Joseph Hall, 2nd Floor, East Wing (Staff/Faculty)

215-753-3674

Office of Residence Life: Fitzsimmons Hall, 1st Floor

(Resident Students)

215-248-7118

http://www.chc.edu/uploadedImages/directions_and_travel/campusmap-fullsize-3-19-12.jpg

CHESTNUT HILL COLLEGE

Subject: Americans with Disabilities Act and Request for Accommodations

Policy: G 302.3

Effective: October 2009

Contact: SVPFA

(Revised September 17, 2012)

The Americans with Disabilities Act (ADA) and the Pennsylvania Human Relations Act prohibit discrimination against a qualified person with a disability in any employment practice, including, but not limited to: recruitment, hiring, promotion, discharge, compensation, training, provision of benefits, and other terms and conditions of employment.

Chestnut Hill College is committed to making reasonable accommodations in policies, practices and procedures when such modifications are necessary for any qualified applicant or employee to perform the essential functions of the position. Reasonable accommodation means that the accommodation cannot cause the college undue hardship and cannot interfere with the day to day activities of the institution as defined in the Americans with Disabilities Act of 1990, which was amended in 2008. Please visit www.eeoc.gov for the full definition.

The College encourages any employee and/or applicant who has a disability to request accommodations in order to perform the responsibilities set forth in the employee's current job description or for the position to which they are applying.

REQUESTING ACCOMMODATION(S): THE INTERACTIVE PROCESS

- a. Consistent with relevant federal, state and local laws, the College provides equal employment opportunities to qualified individuals with disabilities. The College will make reasonable accommodations for the disclosed and properly documented physical or mental limitations of an otherwise qualified individual with a disability who is an applicant for a position or who is already employed by the College, unless undue hardship would result. As part of this process, the College will engage in an appropriate interactive process with the applicant or employee concerning this matter.
- b. An applicant for employment or employee who requires an accommodation in order to participate in the application process or to perform the essential functions of their job should promptly contact the Human Resources Director in order to request such an accommodation.
- c. Any individual requesting an accommodation must provide a medical certification from a licensed physician or appropriate health care provider. The medical certification should address the issue(s) requested by the College as part of the interactive process including, but not limited to:
 - the applicant's/employee's diagnosis;
 - the specific symptoms;
 - the expected length of time the employee may be affected by the symptoms;
 - identify which life activities are specifically affected;
 - identify which essential job functions cannot be performed;
 - explain the connection between the symptoms and the essential job functions.

****Additional information may be requested by the College as part of the interactive process.****

The College will consider any suggestions from the employee regarding the accommodation which is requested but the final determination as to any accommodation will be made by the Vice President for Financial Affairs.

CHESTNUT HILL COLLEGE

Subject: Use of College Resources

Policy: G 303.1

Effective: September 2012

Contact: SVPFA

Responsible use of college property on campus is expected of all faculty and staff. This includes the use of all computers, cell phones and equipment purchased and owned or leased by the college. Failure to do so will result in an investigation. During an investigation, suspension of privileges may occur. Following an investigation, sanctions may be imposed by the College, up to and including possible termination given the severity of the charge.

COMPUTERS/TECHNOLOGY

The computing and electronic resources of Chestnut Hill College are intended to be used for its programs of instruction and research, and to conduct the legitimate business of the college. The College's computing resources, either during or after work hours, shall not be used for individual financial gain, commercial, profit or corporate activities unrelated to the College. College employees are expected to use the Internet responsibly and productively.

Examples of computer abuse include but are not limited to the following:

- Unauthorized attempt to modify computer equipment.
- Unauthorized attempt to add/delete/change software, such as games, graphics, operating systems, compilers, utility routines.
- Use of an account without proper authorization from the owner or authorized user of the account.
- Reading or using private files, including the College's administrative or academic files, without proper authorization, or changing or deleting private files belonging to another user without proper authorization.
- Violations of property rights and copyrights in data and computer programs. Use of software to view and/or communicate offensive or obscene messages to other users of the system.
- The use of any Chestnut Hill College computer for copying licensed or copyrighted software (whether the software is owned by the College or not) is strictly prohibited.
- The College's computing resources shall not be used for commercial, profit or corporate activities unrelated to the College.
- Using computer resources for personal reasons.
- Sending e-mail on matters not concerning the legitimate business of Chestnut Hill College.
 - Note that e-mail is not guaranteed to be private. E-mail messages can be accessed by duly authorized persons.
- Maintaining information on the College's computer system which is not related to the legitimate business of Chestnut Hill College.
 - Note that computer files are not guaranteed to be private and can be accessed by duly authorized persons.
- Using computer resources in a manner which harasses or demeans another person or which is inappropriate in the College's workplace

Computers, equipment and software owned or leased by the College may be accessed any time for any reason by authorized College personnel. This includes the hard drive of a computer and any other file storage media including network drives, email accounts including both sent and received email and any attachments.

In addition to the policy contained herein, usage must be in accordance with applicable Chestnut Hill College policies and applicable State and Federal laws relating to copyright protection, trade secrets and licensing. Among the related laws are the Federal Computer Abuse Amendment Act 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act.

Violations of this policy are to be reported to the Vice President for Financial Affairs.

CHESTNUT HILL COLLEGE

Subject: Background Checks

Policy: G 304.1

**Effective: September 10, 2007
Revised December 3, 2012
Revised May 18, 2015**

Contact: SVPFA

PURPOSE

The overall purpose of this policy is to ensure well-informed hiring decisions. It is important that Chestnut Hill College's mission is supported by qualified employees who foster a safe and secure environment for all College constituents. In addition to the safety component, it is also important that the College take meaningful and reasonable actions to protect its funds, property and other assets. Chestnut Hill College also seeks to ensure compliance with the law and compliance with current practices outlined below.

Scope

This Policy applies to all employees (both regular and temporary) including staff, administrators, and faculty (adjunct, visiting, and tenure-track), as well as volunteers, interns and independent contractors. The policy does not apply to students except when such individuals work with Minors as defined in the Minors on Campus Policy ([link](#))

Background Checks

It is the policy of Chestnut Hill College that all current and prospective employees and volunteers and independent contractors have the following background checks: an Abuse Registry Search, County Criminal Record Search, Federal Criminal National Record Search, SSN Trace & Address Locator Search, a U.S. Criminal Records Search (which includes a Sex Offender Registry Search) and an FBI background check, a PA criminal Records check, and a PA Child Abuse Clearance. All background checks will be conducted in compliance with the Fair Credit Reporting Act ("FCRA"). The results of the criminal background check will be used to ensure that the College is making an informed hiring decision. Applicants who refuse to consent to a criminal background check are not eligible for employment.

For certain positions, a background check may include a driver history check and drug test.

Procedure

In accordance with FCRA, an applicant must personally authorize the background check before it can be done. No criminal background check may be requested or conducted until the disclosure and authorization form is completed by the applicant. Human Resources will submit the request to the third party provider to conduct the criminal background check. In order to maintain the utmost discretion and confidentiality, results are provided to College's Human Resources Office only. All criminal, sexual, and violent offender convictions are considered part of the application for employment and will be maintained in confidential files within the Human Resources Office. If any candidate or employee chooses not to sign the Disclosure and Authorization Form, the college will not consider the individual further in the respective hiring process.

Departments working with vendors and independent contractors are responsible for requiring them to certify in writing that background checks that are at least as rigorous as the College's background check protocols outlined in this policy have been successfully completed for any third party's employees or independent contractors who work on Chestnut Hill College's Campus or with Chestnut Hill College employees and/or programs.

For current employees needing recertification of their clearances, (every three (3) years), the Office of Human Resources will notify them in advance that new clearances are required. Chestnut Hill College reserves the right to conduct additional background checks on covered individuals consistent with business and compliance needs, i.e. certain promotions and transfers and job positions.

Conditional Offer of Employment

All offers of employment are contingent upon successful completion of the applicable background checks.

Employment Decision

Once a satisfactory background check has been received, Human Resources will notify the hiring manager to proceed with offer of employment provided the background check was clear of any convictions and, further provided that, based upon other factors, the individual is the candidate best suited for the position.

If the background check result indicates a conviction, the college will proceed as follows:

1. Human Resources will notify the hiring official and proceed with evaluating the results as noted in the section below entitled "Evaluation Principles."
2. Human Resources will serve as liaison between the applicant and the third party provider. Human Resources will notify the candidate in writing, provide a copy of the report to the candidate, and give the candidate an opportunity to either confirm or provide information to refute the result. The notice will include the rights of the applicant.

If the college elects to disqualify a candidate on the basis of a prior conviction(s), Human Resources will ensure that written notice is provided to the applicant in compliance with FCRA.

Except as provided in Section 6356 of the CPSL (relating to exceptions), the College shall not hire an Applicant, if it has been verified that the Applicant is the individual responsible for injury or abuse in a founded report for school employee as is defined by the CPSL. See 23 Pa. C.S.A. § 6303.

Evaluation Principles

The college will determine an individual's suitability for the position based on a consideration of the nature of the crime, the nexus between the criminal conduct of the individual and the job duties, any mitigating or aggravating factors, the date of the crime and age of the individual at the time the crime was committed, the number of offenses and circumstances of each, and the rehabilitation record of the individual. In these circumstances, and the period thereafter, the candidate may be asked to provide additional information regarding the conviction that will help the College to make a final determination.

In considering whether to disqualify a candidate based on the self-disclosure or criminal background check result, Human Resources will confer with the appropriate vice president or dean, and legal counsel as appropriate. The following are general guiding principles in the decision making:

1. If any conviction, regardless of category or severity, appears on a criminal background check report and the applicant did not fully disclose the conviction prior to the check, the applicant will most likely be considered ineligible for employment based on falsification of application documents.

2. The information regarding a prior conviction and any information provided by the applicant will be evaluated consistent with the principles set forth above

Current Employees

All current employees (regular and temporary) including staff, administrators, and faculty (adjunct, visiting, and tenure-track) as well as volunteers must complete the background checks by the 3 year (36 month) anniversary of their previous background checks.

If a conviction is found on a current employee's record, the Director of Human Resources will review the report and take into account: nature of conviction, date of conviction, and type of conviction relative to job duties. If additional information is needed, the Director of Human Resources will contact the employee for a meeting. A conviction does not automatically lead to termination of employment or further action. A recommended action is communicated to the Senior Vice President of Financial Affairs and the President, who may consult with Legal Counsel. The supervisor or department head do not receive information contained in the reports. The Vice President of that department may also be consulted if the Director of Human Resources were to recommend an employment action based on the background check reports.

All current employees, must contact our Human Resources office if:

- 1) The employee has been arrested for or convicted of a reportable offense or
- 2) If the employee has been founded or indicated as a perpetrator in a report of child abuse.

All current employees must provide such written notice to the Human Resources Office within 72 hours of the arrest, conviction, or notification that the employee has been listed as a perpetrator in the statewide database.

The Director of Human Resources is authorized to ensure that the policy is applied in a consistent manner throughout the college.

CHESTNUT HILL COLLEGE

Subject: Child Protective Services

Policy: G 305.1

**Effective: December 3, 2012
Revised May 18, 2015**

Contact: SVPFA

PART I. PURPOSE.

This Policy is to educate Chestnut Hill College community members regarding the requirements under Pennsylvania Law for reporting suspected cases of child abuse and, to both encourage more complete reporting of suspected child abuse and, to the extent permitted by law, assist law enforcement agencies in responding to child abuse.

This Policy is not intended to replace procedures for responding to or reporting imminent danger to a child, an emergency or crime in progress. In the event of imminent danger to a child, an emergency or crime in progress, you should contact Security at (215) 242-7777 or the local police (911), and then follow the procedures for reporting suspected child abuse in this Policy.

To the extent that any provision of this Policy is determined to be inconsistent with the requirements of the Pennsylvania's Child Protective Services Law ("CPSL"), the requirements of the CPSL shall apply.

PART II. DEFINITIONS.

The following words and phrases when used in connection with this Policy shall have the meanings given to them herein unless clearly indicated otherwise:

"Child Abuse."

The term "Child Abuse" shall mean any of the following:

- (a) Any recent act or failure to act by any Adult which causes non-accidental serious physical injury to a Minor.
- (b) Any act or failure to act by any Adult which causes non-accidental serious mental injury to or Sexual Abuse or Exploitation of a Minor.
- (c) Any recent act, failure to act, or series or such acts or failures to act by any Adult which creates an imminent risk of serious physical injury to or Sexual Abuse or Exploitation of a Minor.
- (d) Serious physical neglect to a Minor by that Minor's parent, guardian, or other person responsible for the welfare of that Minor, which causes serious physical neglect constituting prolonged or repeated lack of supervision or the failure to provide the essentials of life, including adequate medical care, which endangers the Minor's life or development or impairs the Minor's functioning, provided such neglect is not solely the result of environmental factors that are beyond the control of the parent, guardian, or person responsible for the Minor's welfare (such as inadequate housing, furnishings, income, clothing, and medical care).

“College Administrator.” The Vice President for Financial Affairs shall serve as the College Administrator.

“Employee.” An individual who is employed by Chestnut Hill College. This term includes an independent contractor that has been hired or retained by Chestnut Hill College. This term excludes an individual who has no direct contact with students enrolled at Chestnut Hill College.

“Minor.” Any individual who is under the age of eighteen (18), regardless of whether that individual is or is not a registered student at Chestnut Hill College.

“Minor Student.” An individual who is under the age of eighteen (18) and who is a registered student at Chestnut Hill College.

“Serious Bodily Injury.” Bodily injury which creates a substantial risk of death or which causes serious permanent disfigurement or protracted loss or impairment of function of any bodily member or organ.

“Sexual Abuse or Exploitation.”

The term “Sexual Abuse or Exploitation” shall mean any of the following:

- (a) The employment, use, persuasion, inducement, enticement, or coercion of a Minor to engage in or assist another individual to engage in sexually explicit conduct.
- (b) The employment, use, persuasion, inducement, enticement, or coercion of a Minor to engage in the simulation of sexually explicit conduct for the purpose of producing visual depiction, including photographing, videotaping, computer depicting, and/or filming. Any of the following offenses committed against a Minor:
 - (i) Rape.
 - (ii) Sexual assault.
 - (iii) Involuntary deviate sexual intercourse.
 - (iv) Aggravated indecent assault.
 - (v) Molestation.
 - (vi) Incest.
 - (vii) Indecent exposure.
 - (viii) Prostitution.
 - (ix) Sexual abuse.
 - (x) Sexual exploitation.

PART III. WHO SHOULD REPORT?

The following members of the College community have a duty to report suspected child abuse, as outlined below:

- A. ***Chestnut Hill College Employees*** – All full, part-time and temporary faculty and staff who come into direct contact with a Minor as part of their employment at Chestnut Hill College.
- B. ***Chestnut Hill College students and volunteers*** – Those members of the Chestnut Hill College community who accept responsibility for a child as part of a program, activity or service sponsored by Chestnut Hill College. This includes all Chestnut Hill College students and volunteers, whether paid or unpaid, participating in service programs, athletic or other camp

programs, outreach and enrichment programs, or other programs associated with Chestnut Hill College that involve contact with Minors.

- C. **Independent Contractors** – Those individuals who provide services at the College relating to the care, supervision, guidance or control of a child and who have direct contact with a child in such role.

In addition, to those members of the College community listed above, required to report suspected Child Abuse, any person may make such a report if that person has reasonable cause to suspect that a Minor is or recently has been abused.

PART IV. WHAT MUST I REPORT?

In general, reportable child abuse encompasses intentional or reckless actions or omissions that cause, or are reasonably likely to cause: bodily injury, death or serious mental injuries to a child; sexual abuse/exploitation or serious physical neglect of a Minor. Definitions of child abuse and sexual abuse/exploitation is found at the beginning of this policy.

When, in connection with your work or volunteer service for Chestnut Hill College, you reasonably suspect an act of child abuse, you must report it. You must report child abuse you actually know about, see or have a reasonable cause to suspect based on your own observations or knowledge, or based on information shared with you by the Minor or any other individual about an identifiable Minor.

PART V. HOW DO I REPORT?

If you see, know of suspected child abuse, you must act immediately by making a report to the appropriate state authorities. In deciding whether to report or not, you are not required to have proof that abuse has occurred. Any uncertainty in deciding to report suspected abuse should be resolved in favor of making a report.

To make a report, take the following steps:

First, immediately report the information to the Department of Human Services (“DHS”) toll-free ChildLine at (800) 932-0313. Within 48 hours of your oral report, you must follow up with a written report to DHS or the county agency assigned to the case. The written report should contain the information set forth on the attached reporting form (link), to the extent known. For your report, you are not expected to investigate or gather any information you do not already know. The role of investigation lies with DHS and/or law enforcement.

Second, immediately after your first notification to DHS, you must report the suspected child abuse to College’s Director of Security. Contact Information: Phone – (215) 753-3637; email tetip@chc.edu. If for some reason you are unable or prefer not to contact the Director of Security, contact the Senior Vice President for Finance. Contact Information (215) 248-7084; email – strimkovsky@chc.edu. The President of the College has designated these officials to receive these reports on behalf of the College.

The designated official will then have the obligation to facilitate the cooperation of the College with the investigation of the report and maintain records of all reports made. You must also send a copy of the reporting form you submit to DHS to the Director of Security or the Senior Vice President of Finance.

Third, if you are College employee and also a certified medical professional or other licensed or certified professional with additional reporting obligations, you must comply with any concurrent obligation to directly report injuries caused by suspected child abuse to the local or state police.

Fourth, after you have finished making these reports, you are encouraged, but not required, to report the information to your immediate supervisor. For athletics staff, you are also encouraged to report the information to the Director of Athletics. **PART VI. Prohibition on Discrimination or Retaliation in Employment**

Any person who makes a good faith report of child abuse may not be subjected to discharge from employment or employment discrimination or retaliation on the basis of such report. See also the College's Whistleblower Policy.

PART VII. Penalties for Failure to Report

Failure by any member of the Chestnut Hill College community to report any information related to suspected child abuse in accordance with this Policy will result in disciplinary action up to and including termination for employees and dismissal of students. Pennsylvania law also imposes criminal penalties for a willful failure to comply with these state-mandated reporting requirements.

CHESTNUT HILL COLLEGE

Subject: Minors on Campus

Policy: G 306.1

Effective: December 3, 2012

Contact: SVPFA

DEFINITIONS

The following words and phrases when used herein shall have the meanings given to them in this section unless clearly indicated otherwise:

“Adult” — Any individual who is not a Minor as defined herein.

“Applicant” — An individual who applies for a position as an Employee (as defined herein).

“Campus” — The property owned by Chestnut Hill College located generally at 9601 Germantown Avenue and 9220-9250 Germantown Avenue, Philadelphia, PA 19118.

“College” — Chestnut Hill College.

“Employee” — Any individual who is employed by Chestnut Hill College. The term includes an independent contractor that has been hired or retained by Chestnut Hill College.

“Minor” — Any individual who is not registered as a student at Chestnut Hill College and who is under the age of eighteen (18).

“On-Campus Activities” — All activities, including but not limited to programs, events, camps, clinics, shows, performances, sporting events, seminars, and other activities that are held on Campus, that are organized, sponsored, offered, hosted, or approved of by Chestnut Hill College, and that are generally open to the public at large. On-Campus Activities include those activities that are being offered by third-parties who are renting the College’s facilities.

“Supervising Adult” — An Adult who is escorting or otherwise accompanying a Minor while on Campus and who is responsible for that Minor’s conduct and safety while on Campus.

PART I GENERAL PROVISIONS FOR MINORS ON CAMPUS

While on the Campus, a Minor must be accompanied by a Supervising Adult at all times. The Supervising Adult is responsible for the minor’s conduct on campus. There must be at least one (1) Supervising Adult accompanying every two (2) Minors visiting the campus.

The ratio of Minors to Supervising Adults may be altered for specific events only after consultation with and approval by the appropriate College administrator.

Minors are not allowed to visit the classrooms, labs, or offices unless they are accompanied by an Adult and are on an official tour or program of the College. At no time other than the above case are Minors allowed in classrooms or labs during, before, or after regularly scheduled class time, even when attended by a parent or guardian.

Employees shall not bring their Minor children to Campus without written consent of their supervisor or administrator. Even with the supervisor’s permission, Minor children of Employees should be on campus only on rare or special occasions.

Persons over the age of eighteen (18) who are not registered as students of Chestnut Hill College and who, because of certain developmental disabilities, require Adult supervision for purposes of their own safety, are considered Minors for purposes of Parts I, II, and III of this Policy.

Childcare is not provided on Campus for the Minor children of students, staff, faculty or visitors. Minor children may not be left unattended in any College building or anywhere on Campus.

Minors may not use the swimming pool facilities, health facility, playing fields or any sport equipment unless their parents or legal guardians have obtained the permission of the Athletic Director and have signed the required Waiver and Release. Any Minor using these facilities must be accompanied at all times by a parent or other legal guardian who is responsible for the conduct and safety of the Minor.

The College will require any Minor who is causing a disturbance on Campus or who is in violation of this Policy to leave the Campus immediately.

PART II MINORS ATTENDING ON-CAMPUS ACTIVITIES

Minors are generally permitted to attend On-Campus Activities. However, the College reserves the right, in its sole discretion, to limit access to certain On-Campus Activities to Adults only, or to require that Minors attending certain On-Campus Activities be accompanied by a Supervising Adult.

Minors may not stay overnight on Campus unless they are part of an official program of the College such as a camp, clinic, or other organized Program offered by the College, or are College applicants that have been approved by the College for an overnight stay.

PART III MINORS ATTENDING CAMPS/CLINICS OR ORGANIZED PROGRAMS AT THE COLLEGE

Parts III and IV of this Policy apply both to camps, clinics, and other organized programs offered by the College, as well as to those offered by third parties who rent the College's Campus facilities (hereinafter, "Camps/Clinics").

Minors who attend Camps/Clinics are required to stay in the company of the camp/clinic personnel at all times. The Camp/Clinic must have a ratio of one (1) adult on staff for every ten (10) minors under the age of eighteen (18). The Camp/Clinic personnel are responsible for the safety and conduct of the Minors while on Campus.

Minors may not enter or use areas of the Campus which are not made available to the Camp/Clinic. Minors may not use College equipment unless the use has been pre-arranged by the Camp/Clinic and approved of by the College.

If a Minor stays overnight as part of a Camp/Clinic, the Adult supervision must include at least one (1) Adult for every ten (10) Minors.

When the College leases space to a Camp/Clinic for an overnight event, the Camp/Clinic must obtain signed permission from the parent or legal guardian of each Minor attending the Camp/Clinic which acknowledges that the College has no responsibility for the safety of their children during this event. The permission must be in a form acceptable to the College and it must release and hold harmless the College from any liability for injuries to the Minor while he or she is participating in the Camp/Clinic.

PART IV REQUIREMENTS FOR CAMP/CLINIC PERSONNEL

All Camp/Clinic personnel who have direct contact with Minors as part of their duties in connection with the Camp/Clinic, Adults who stay overnight with Minors as part of a Camp/Clinic, and/or other volunteers at the Camp/Clinic (hereinafter collectively referred to as "Camp Personnel"), are required

to have criminal background checks in accordance with ACT 34 of 1985, Background Clearance Procedures, 24 PS 1-111 *as amended* (Act 114 of 2006, Act 70 of 2004, Act 48 of 2003, Act 153 of 2002, Act 30 of 1997 and Act 211 of 1990), 22 Pa Code, Chapter 8 (“Act 34”), and are required to obtain child abuse clearance statements that meet the requirements of Pennsylvania’s Child Protective Services Law, 23 Pa. C.S.A. PA ST Pt. VII, Ch. 63, 23 Pa. C.S.A. § 6301 *et seq.* (“CPSL”). These requirements are explained more fully in the College’s **Background Check Policy**.

The foregoing requirements apply to all Camp Personnel, whether they are employed by a Camp/Clinic which leases space from the College or whether they are employed by the College to work at a Camp/Clinic sponsored by the College.

A successful criminal and child abuse background check will be required of all Camp Personnel, prior to their direct participation with Minors in a Camp/Clinic and at least once every four (4) years thereafter. Background checks may be conducted by an outside contractor, though certain background requests may be accessed directly by the individual (e.g., Pennsylvania Child Abuse History Clearance, <http://www.dpw.state.pa.us/resources/documents/pdf/fillinforms/dpwchildabuse.pdf>).

It is the responsibility of the person in charge of the Camp/Clinic to assure that all Camp Personnel have submitted the required background check request forms, have applied for an official clearance statement, and have subsequently obtained the necessary clearances, prior to any participation in the Camp/Clinic.

Any Camp/Clinic renting space from the College must warrant and represent that it has conducted criminal background checks and obtained official child abuse clearance statements for each of its Camp Personnel and that it has no reason to believe that any of its Camp Personnel is a potential danger to Minors.

The criminal background check will be limited to criminal offenses, including, but not limited to, child abuse, for which an individual has been convicted, has pled guilty to a felony or misdemeanor, or where such charges are currently pending. The College may accept successful documented background clearances from the governmental agencies (e.g., School Districts) that may have been completed within four (4) years of the start date of employment or participation with the Camp/Clinic.

A decision not to permit an individual to participate in a Camp/Clinic will be made by the College. Copies of all background check reports and clearance statements will be retained in the College’s Department of Human Resources.

Any Camp/Clinic renting space from the College must carry sufficient insurance to indemnify and hold the College harmless from any claims which may result from an injury to those attending the camp/clinic, including Minors. The amount of the insurance will be established at the time the contracts are signed. The insurance coverage must be sufficient to cover negligence and intentional torts including sexual misconduct toward a Minor.

PART V ADULT CODE OF CONDUCT

While on Campus, participating in On-Campus Activities, participating in or representing the College in connection with off-Campus activities, or participating in Camps/Clinics, no Adult shall:

- Have one-on-one private contact with a Minor. Whenever possible, if an Adult is interacting one-on-one with a Minor, it shall be within view of other Adults.
- Participate in a sleep-over under the auspices of a Camp/Clinic except under the following limited circumstances:
 - where a parent or legal guardian of the Minor is present; or

- where a parent or legal guardian of the Minor has given written consent, and there is at least one other Adult present at all times, and the two Adults remain in each other's presence at all times.
- Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner any Minor.
- Engage in the use of alcohol or illegal drugs, or be under the influence of alcohol or drugs.
- Make pornography, in any form, available to Minors or assist Minors in any way in gaining access to pornography.
- Take photographs of Minors unless prior permission to do so has been obtained from the Minor's parent or legal guardian.
- Engage in any illegal conduct.

While on Campus, participating in On-Campus Activities, participating in or representing the College in connection with off-Campus activities, or participating in Camps/Clinics, each Adult shall:

- Immediately report any violation of this Policy to the College's Director of Security and/or to the person in charge of the Camp/Clinic (when relevant). Law enforcement and emergency responders are to be contacted if there is a reasonable basis to believe that a Minor has been abused or neglected.
- Assure the safety of Minors on Campus and, when necessary, remove Minors from dangerous or potentially dangerous situations which may occur on Campus. Should a dangerous situation arise, said Adult must immediately notify the Director of Security.
- Immediately discontinue additional and further activities on Campus if and when any allegation of inappropriate conduct or other misbehavior has been made against said Adult such time that the allegation has been satisfactorily resolved.

The College reserves the right to take any action it believes is reasonably necessary to protect Minors who are on the Campus for any reason.

CHESTNUT HILL COLLEGE

Subject: Policy on Policies

Policy: G 307.1

Effective: December 3, 2012

Contact: SVPFA

PURPOSE

This policy addresses the process for developing, issuing and maintaining all Chestnut Hill College policies.

DEFINITIONS

“Policies” are guiding or governing principles, formally approved to provide assistance in the conduct of College affairs.

Policy:

- Is approved at the executive levels of the College (President, Cabinet) and/or the Board of Directors,
- Is a governing principle that mandates or constrains actions,
- Changes infrequently and sets a course for the foreseeable future,
- Helps insure compliance with applicable laws and regulations,
- Is intended to reduce institutional risk.

“Procedures” are specific, prescribed actions that describe a process and/or that provide for orderly implementation of established policies.

“Academic Policies” are policies which directly affect the pedagogical mission of the College. These include, but are not limited to, policies on admissions, registration and advising.

“Administrative Policies” are nonacademic policies governing the operations of the College including, but not limited to, departmental policies such as human resources policies that apply to staff and/or faculty and accounting policies.

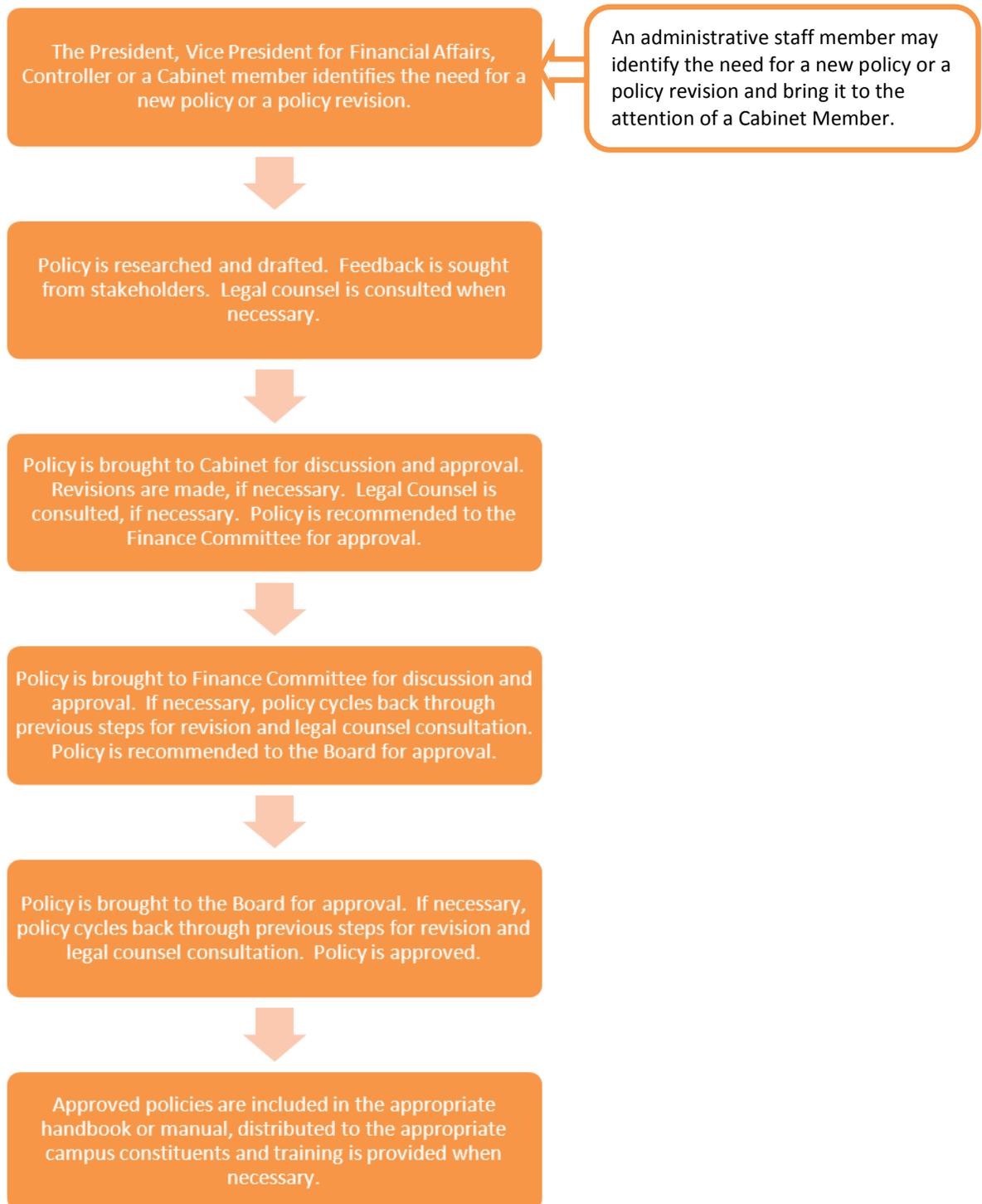
“Faculty Policies” are policies which directly affect the employment of the faculty, including, but not limited to, contracts, workload and tenure.

“Student Policies” are policies which directly affect student life at the College and include, but are not limited to, policies on student behavior.

“Policy Administrator” is the Cabinet member whose area of responsibility covers the subject matter of the policy.

POLICY DEVELOPMENT AND APPROVAL

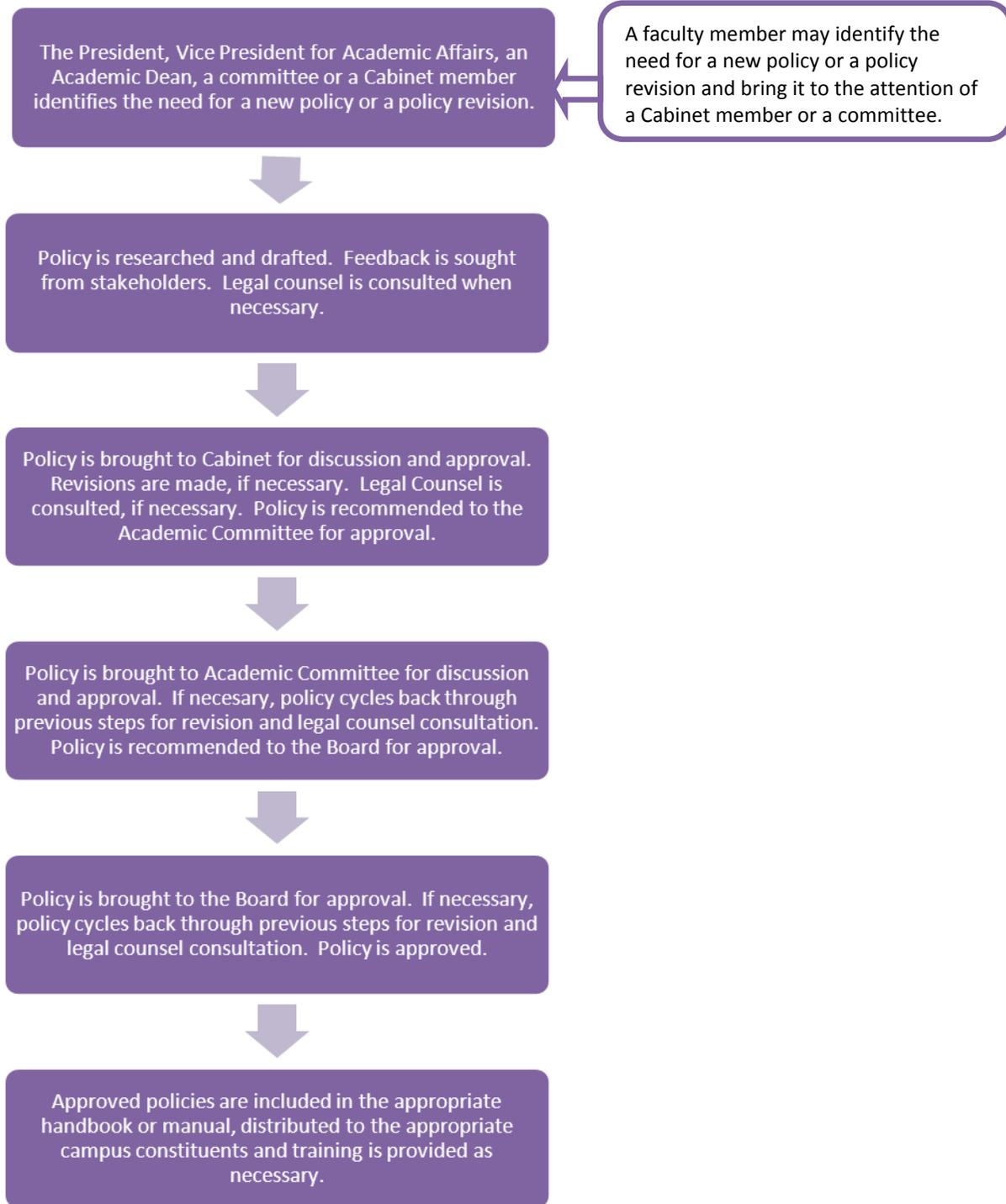
Administrative Policy



Academic Policy



Faculty Policy



Student Policy

The President, Vice President for Student Life, Dean of Student Life or a Cabinet member identifies the need for a new policy or a policy revision.

An administrative staff member may identify the need for a new policy or a policy revision and bring it to the attention of Cabinet member.

Policy is researched and drafted. Feedback is sought from stakeholders. Legal counsel is consulted when necessary.

Policy is brought to Cabinet for discussion and approval. Revisions are made, if necessary. Legal Counsel is consulted, if necessary. Policy is recommended to the Enrollment Management and Student Life Committee for approval.

Policy is brought to Enrollment Management and Student Life Committee for discussion and approval. If necessary, policy cycles back through previous steps for revision and legal counsel consultation. Policy is recommended to the Board for Approval.

Policy is brought to the Board for approval. If necessary, policy cycles back through previous steps for revision and legal counsel consultation. Policy is approved.

Approved policies are included in the appropriate handbook or manual, distributed to the appropriate campus constituents and training is provided as necessary.

REVIEW OF POLICIES

In addition to the review and revisions of policies on an as needed basis, such as changes in applicable laws and regulations, the President's Cabinet will establish and administer a calendar for the regular review of all policies.

ROLE OF POLICY ADMINISTRATOR

The Policy Administrator will administer the policy and is generally the Vice President or other senior Cabinet member for policies within his/her area of operations. The Executive Committee of the Board will be notified of the interim policy.

INTERIM POLICIES

The President, in collaboration with the Cabinet, can approve a policy for an interim period of up to six months in situations when a policy must be established in a time period too short to permit the completion of the process delineated in this policy. An interim policy will remain in effect for a maximum of six months from the date of issuance to allow for the completion of the process.

RELATED PROCEDURES AND GUIDELINES

Policies may be supplemented by procedures or guidelines that describe policy implementation practices. President's Cabinet may review procedures and guidelines to assure consistency with college policies.

CHESTNUT HILL COLLEGE

Subject: Disability Statement and Policy

Index: G 308.1

Effective: October 2013

Contact: VPAA

Chestnut Hill College does not discriminate against applicants for admission or against students with regard to its educational programs. Consistent with federal, state and local laws, especially Section 504 of the Rehabilitation Act, the ADA of 1990 and the ADAAA of 2008, Chestnut Hill College provides reasonable accommodations to qualified students with disabilities. Disclosure of a disability is voluntary and confidential. To access services, students should contact the Disability Resource Center, <http://www.chc.edu/Disability/>, specifically the Director of the Disability Resource Center at 215-753-3655. Upon receipt of appropriate documentation, the Disability Committee will make an individualized determination of the accommodations requested. The website for the Disability Resource Center outlines the procedures to be followed and will permit you to access the forms that need to be submitted as part of the request for reasonable accommodations.

ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES

Chestnut Hill College is in compliance with Section 504 of the Americans with Disabilities Act, and provides reasonable accommodations to students with disabilities. Students requesting accommodations are required to submit substantive and current documentation indicating the nature and duration of their condition and the need for such accommodations.

This documentation should be submitted to the Director of the Disability Resource Center at the following address:

**Disability Resource Center
St. Joseph Hall Room 331
Chestnut Hill College
9601 Germantown Avenue
Philadelphia, PA 19118**

Chestnut Hill College neither imposes accommodations on the student nor pre-empts her/his responsibility, as a legal and social adult, to disclose disabilities and request reasonable accommodations.

Confidentiality on all matters pertaining to a disability is protected by state and federal law. Information in an individual's Accommodations Packet and supporting documents, as well as any correspondence pertaining thereto, is housed in the Disability Resource Center in a locked file cabinet. Confidential material will be faxed to a confidential fax machine located in the Disability Resource Center. All disabilities information is kept separate from the student's academic record and will not be shared with anyone except as permitted by law or by the terms of the student's consent.

PROCEDURES FOR ELIGIBILITY OF ACADEMIC ACCOMMODATIONS

1) Upon acceptance to Chestnut Hill College, students who are requesting special accommodations or modifications in the College's courses or programs must contact the **Disability Resource Center** at 215-753-3655 or Disabilities@chc.edu to obtain an **Accommodations Packet** in order to ensure timely provision of services.

2) Currently enrolled students seeking accommodations must contact The Disability Resource Center at 215-753-3655 or Disabilities@chc.edu to obtain an Accommodations Packet.

3) The **Accommodations Packet** includes, but is not limited to : 1) a **Confidential Disability Disclosure Document/ Intake Information form**, 2) **A request for appropriate documentation**, and 3) **A Release of Confidential Records/Student Record Release** form so that medical and other information (for example, information from a psychologist or therapist) can be released to Chestnut Hill College. The College reserves the right to require additional documentation if the Committee on Disabilities feels they need more information in order to make their decisions. The Director of the Disability Resource Center will contact the student in writing if more documentation is required. In addition, he/she or a designee may also contact specialists listed on the Release of Confidential Records/Student Record Release form for additional information or clarification of information.

4) The completed **Accommodations Packet** including supporting documentation should be forwarded to the **Chestnut Hill College Committee on Disabilities** at the above address. The accommodations packet should be completed and submitted as soon as possible upon acceptance to Chestnut Hill College. Students should be aware that the review, approval and orientation process can take up to four weeks and accommodations are not retroactive. Students, who do not complete the appropriate accommodation forms upon admission to the College or who, at some point, believe they have an eligible disability and qualify for reasonable accommodations may obtain the Accommodation Packet and make application at any time. All requests will be considered on an individual basis.

5) After reviewing the completed and signed **Accommodations Packet** and supporting documentation, the Chestnut Hill College Committee on Disabilities will make a determination of eligibility and provide suggestions for "reasonable" accommodations in relationship to Chestnut Hill College's policies and federal law. In reaching its determination, the Committee may contact the student if any discussion is needed regarding the requested accommodation.

6) If a student qualifies as "in need of accommodations," an **Accommodation(s) Letter** outlining the approved accommodations will be developed for the student by Chestnut Hill College Committee on Disabilities. The **Director of the Disability Resource Center** will forward the letter to the student and instruct the student to give the letter to the instructor of each of the courses the student is taking in order to activate the accommodations. **It is the student's responsibility to provide the instructor with the letter immediately after receiving it since accommodations are not retroactive.** When possible, students must provide the accommodations letter to their instructors at least one week in advance of any requested accommodation. Students reserve the right not to provide the letter to the instructor, but in this case the accommodations will not be granted for that class. For students in departments needing certification of licensure, the Director of the Disability Resource Center will also give a copy of the accommodations letter to Department Chairpersons and/or Program

Coordinators. The Director is available for any questions or clarifications needed from the student or faculty members.

7) Students requesting to use a testing accommodation must notify the faculty member at least one week prior to the date of the test/quiz to enable adequate time to provide for the accommodation. If the test is scheduled sooner than one week, the student must notify the faculty member as soon as possible.

8) Students must renew their requests for accommodations at the beginning of each semester by completing the **Student Accommodation Renewal Form** and submitting it to the Disability Resource Center. Once the renewal form is received, the accommodation process will be initiated for that semester (See Step 6 above).

9) If the Committee on Disabilities determines that a student does not qualify for accommodations, a letter outlining the decision and the reason for the decision will be developed by the Committee on Disabilities. The Director of the Disability Resource Center will forward the letter to the student.

10) If a student does not agree with the decision of the Committee on Disabilities regarding the question of eligibility or the reasonable accommodations offered by the Committee, then the student may appeal the Committee's decision in writing within 15 calendar days. The student should complete the **Disability Appeal Form** identifying in specific detail the basis for the student's objections to the Committee's decision. The form should be submitted to the **Vice President for Academic Affairs (VPAA)**, Room 334, St. Joseph Hall, who will then review the situation, including all documentation previously submitted and any additional information the student includes for his/her review. The VPAA may schedule a hearing if he/she deems it necessary to the decision making process. A decision shall be issued by the VPAA within 30 working days after receipt of all documentation unless both the student and the VPAA agree in writing that the time period may be extended by a specified period of time. The decision of the VPAA shall be final. The **Disability Appeals Form** can be obtained from the Director of the Disability Resource Center, Room 331, St. Joseph Hall.

PROCEDURES FOR ELIGIBILITY OF HOUSING ACCOMODATIONS

Chestnut Hill College considers Residence Life an integral part of a student's development, and makes reasonable modifications for students with disabilities. Reasonable modifications might include an accessible room, a room close to a bathroom, ADA grab bars in the bathroom, or smoke and fire detectors with strobes.

Requests for housing accommodations are considered on a case-by-case basis. Requests must be submitted and reviewed on a yearly basis and, in some cases, additional or updated documentation may be requested. Specific modifications will be the result of the interactive process between the student, the Director of Residence Life, and the Director of Disability Resource Center will.

Housing Accommodation Request Procedure:

I. The student will submit **Housing Accommodations Request Form** to the Disability Resource Center and will request a meeting with the Director of the Disability Resource Center.

2. During this meeting, the student and the Director of the Disability Resource Center will discuss reasonable housing modifications based upon the submitted request and supporting information from the student. On occasion, the Director of Disability Services may request additional supporting documentation prior to making a final determination regarding appropriate modifications. If this is requested, the student can ask his/her health care provider to complete the **Request for Appropriate Documentation Form** and submit the completed form to Disability Services.

3. The Director of Disability Services will meet with the Director of Residence Life to discuss the modification and consider options and suitable alternatives.

4. Students whose requests are denied or who are dissatisfied with the process or its outcome have the option to file a petition using the appeal procedure outlined above (number 10).

Housing Accommodations Request Form should be submitted to Disability Services prior to April 1st for returning students or **June 1st** for incoming First-Year and Transfer students.

Requests after these dates will be considered based upon availability and documented need. **The following factors are taken into consideration when evaluating housing requests:**

- Clarity of student requests and supporting documentation
- Availability of residential space at the time of the request
- Alternative accommodations that would achieve similar benefits
- Health/academic impact if the request is not granted

ACCOMMODATIONS

A reasonable accommodation in the educational setting is a *modification or adjustment* to a course or program that will enable an otherwise qualified person with a documented disability to participate in the program or course and/ or to enjoy the rights and privileges offered by the College. Modifications that impose an undue burden on the College or pose a health or safety risk are not considered reasonable. Medical records supporting the need for an accommodation are to be submitted to the Committee on Disabilities.

Individual Analysis: The modifications offered must be appropriate to the needs of the individual; thus, in each instance, *an individualized analysis must occur*.

The Committee on Disabilities will enter into interactive discussion with the student, if necessary, and devise a modification plan for the student if a reasonable accommodation is appropriate.

Course Modifications: The College is not required to provide an aid or service or make any modifications that would result in a fundamental alteration of the essential elements of a course or program. However, reasonable accommodations will be provided for qualified students with verified disabilities. When a course requirement is essential to the academic program in which the student is enrolled, the College does not have to modify or waive the requirement. In deciding whether a requested accommodation would result in a substantial program alteration or would fundamentally alter the academic standards of the program, the Committee on Disabilities, in collaboration with the faculty of the appropriate academic department, will take into consideration the underlying academic reasons for the requirement, the program standards and other related factors in order to decide if the

requested accommodation would be inconsistent with the academic standards of the course or program.

Accommodations or completion of degree requirements may include, but are not limited to, the following:

- Substitution of specific courses required for completion of degree requirements; or
- Adaptation of the manner in which specific courses are conducted.

Examinations:

Exam accommodations may include the following:

- Changes in the length of time permitted for completion of an exam; or
- Adaptation of the manner in which the exam is given. Students who require an alternative testing environment will be referred to the Student Learning Services Center. Testing times and locations will be scheduled by the Director of Learning Services and the instructor of the course and may or may not be scheduled at the same time that the class meets.

Auxiliary Aids and Services: This term refers to equipment or services that assist communication. If provisions of a particular auxiliary aid or service would result in either a fundamental alteration of the program or in an undue burden (i.e., significant difficulty or expense) the College will attempt to provide an alternative auxiliary aid or service. The College does not need to provide services of a personal nature. The

College will give careful consideration to the requests of the disabled individual, but is not required to give the disabled person the auxiliary aid of his or her choice.

OTHER CONSIDERATIONS

- Academic Support is available for all students through the Student Learning Services Center, Writing Center, Math Center, Foreign Language Center and/or the Counseling Services Center. Accessibility issues for qualified students with physical disabilities are coordinated through the Disability Resource Center, in conjunction with the residence life office.
- Chestnut Hill College cannot modify ethical and professional standards of conduct required in a professional development program since the purpose of these standards is to protect the welfare of multiple groups, including patients, **clients**, and students.

All questions should be referred to the Director of Disabilities at disabilities@chc.edu or Phone: 215-753-3655.

DOCUMENTATION AND VERIFICATION

In order to be considered eligible and in need of accommodations at Chestnut Hill College, students must submit appropriate documentation verifying eligibility according to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and its subsequent amendments of 2008. Individuals with a disability which affects a major life activity may be entitled to reasonable accommodations in order to assist them in their academic pursuits.

An **individual with a disability** is someone with a physical or mental impairment that substantially limits one or more "major life activities." Physical or mental impairments include, for example, specific learning disabilities, emotional or mental illness, visual impairments, hearing impairments, mobility limitations and some chronic illnesses. A person is considered to be an individual with a disability and protected by the law if he/she has the disability, has a record of having the disability or (for certain purposes) is regarded as having the disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Major life activities include, but are not limited to, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, caring for oneself, performing manual tasks, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

A **qualified student with a disability** means an individual who, with reasonable modifications or "accommodations" to existing programs, courses or policies, the removal of barriers or the provision of auxiliary aids and services, meets the eligibility requirements for the receipt of services and the participation in programs or activities.

To establish their eligibility for accommodations, students must provide information from a diagnostician who must be a state certified school psychologist, licensed mental health professional, licensed physician or other qualified specialist. The diagnostician must be a properly credentialed professional who is licensed and/or a state certified school psychologist, licensed psychologist, or licensed physician. In cases of mental health issues, the diagnostician must be a licensed mental health professional. All non-mental health and medical assessments e.g. Psycho-educational assessments, achievements tests, etc. should be administered within three years of the date of enrollment at Chestnut Hill College and/or normed for adults. The Disability Committee reserves the right to request updated documentation when it is considered necessary to provide more accurate assessment of a student's current level of function. Students who submit documentation which does not meet the guidelines set out here must provide updated evaluations before their requests for accommodations can be considered.

The report should include:

1. A clear statement of the disability, including current DSM diagnosis and summary of present symptoms
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores, if applicable
3. Medical information including the impact of medication on the student's ability to meet the demands of the postsecondary environment
4. A statement of the significant impairment that substantially limits one or more major life activities and the degree to which it impacts the individual in the learning context for which the accommodations are being requested.

ATTENTION DEFICIT DISORDER

Assessment for Attention Deficit Disorder should include the information listed below:

1. Provide evidence that ADHD/ADD-type symptoms arose in childhood or significantly impacted functioning until adult diagnosis. This includes approximate age of onset , date of diagnosis , review of DSM criteria, indicating the symptoms endorsed , evidence of a significant impact on academic functioning , results of Behavior Rating Scales, a list of prior accommodations and treatments; if none, explain why not , and if previously not diagnosed or treated, what factors, if any, allowed for successful compensation.
2. Provide evidence that symptoms currently meet DSM criteria in nature and severity. This includes symptoms evident in current functioning, objective evidence of significant functional impairment, and/or indicate why symptoms cannot be explained by other psychiatric or cognitive factors.
3. Provide an explanation of current, mitigating factors which include accommodations, medications, and/or side effects, etc.
4. Provide the rationale for accommodations being requested. This includes the basis for recommended accommodations, a list and discussion of current or past accommodations utilized, and evidence from client's history that particular accommodations have been successful.

Note: Medications prescribed for ADD and ADHD are banned by the NCAA for student-athletes, but are allowed if the appropriate forms are submitted to the Chestnut Hill Athletic Training Department. Student-athletes currently taking these medications must download the ADD/ADHD forms at www.griffinathletics.com under the Athletic Training section and have them completed by their prescribing physician.

LEARNING DISABILITY

The evaluation for a learning disability must include at least one measure from each of the following categories:

1. A measure of Aptitude which includes a measure of Intellectual Ability or Cognitive Functioning that indicates average or above average intelligence as measured by a standardized intelligence test which includes assessment of verbal and non-verbal abilities.
2. A measure of Achievement in reading comprehension, reading rate, written language, writing mechanics, vocabulary, writing, grammar, spelling, and/or mathematics, which reflects a cognitive-achievement discrepancy or an intra-cognitive discrepancy.
3. A measure of Cognitive or Sensory processing which demonstrates the presence of a disorder in one or more of the following areas:
 - Visual and/or auditory processing
 - Memory
 - Processing speed
 - Language
 - Attention and Concentration
 - Perceptual Motor Skills
 - Other Cognitive Measures which are related to the disability

AUTISM SPECTRUM DISORDERS

Assessment for Autism Spectrum Disorders should include the information listed below:

1. History should be comprehensive and include approximate age of onset, dates of first and most recent diagnosis, current prognosis, extent, duration, and current functional impact of the disability including impact on academic functioning, and prior accommodations and treatments with an explanation of successes (or not). If accommodations or treatments were not previously employed, explain why, and if not previously diagnosed/treated, what factors allowed for successful compensation.
2. A Comprehensive psycho educational and/or neuropsychological examination that includes a summary of all evaluative procedures as well as diagnostic tests/evaluation results.
3. Academic Testing in Reading, Written Language, and Mathematics and a thorough review of the student's academic record.
4. Assessment of the student's social/emotional functioning which includes current level of functioning and recommended compensatory strategies or interventions.

PHYSICAL, MOBILITY AND HEALTH-RELATED DISABILITIES

This diagnosis must reflect the student's present and projected level of functioning in the major life activity affected by the disability and include recommendations for accommodations.

The cost of obtaining professional verification, supplementary documentation, or reassessment, including recommendations for college-appropriate accommodations (in cases where the documentation is incomplete or inadequate), is the responsibility of the student. If the college consulting physician requires a second professional opinion, the College will bear any cost not covered by any third party.

Students seeking accommodations, auxiliary aids, or services on the basis of a **temporary disability** must follow the guidelines provided above and must include the following additional information: nature and cause of the condition, current functional impact of the condition, onset and verification of the disabling condition (must be within 60 days of request), expected duration of the condition, and prognosis for recovery.

PSYCHIATRIC/BEHAVIORAL/MENTAL HEALTH DISABILITIES

The Committee on Disabilities works in collaboration with the Director of the Counseling Center, the Dean of Student Life and the Dean of the School in which the student is enrolled to arrange reasonable accommodations for students with psychiatric disabilities and for qualified students in recovery from a substance use disorder.

Documentation includes a report by a licensed mental health professional, including licensed clinical social workers, licensed professional counselors, psychologists, psychiatrists, neurologist, and certified addiction counselors (when applicable).

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 B for the applicable form, the Recorded Lecture Agreement.

CHESTNUT HILL COLLEGE

Subject: Promotion in Academic Rank of Administrators

Index: G 309.1

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: Leave Donation Policy

Policy: G 310.1

Effective: October 23, 2014

Contact: VPFA

In keeping with the College's mission of serving our *Dear Neighbor*, the leave donation policy has been created. This policy applies to full-time and part-time staff. Participation is voluntary, confidential and anonymous.

Chestnut Hill College recognizes that employees may have a family emergency that results in a need for additional time off in excess of available paid vacation and sick leave. To address that need, employees may voluntarily donate unused leave to another employee who has exhausted all available paid leave due to an emergency situation.

Family emergency situations include health-related emergencies such as critical or catastrophic illness or injury of the employee or of an immediate family member that is life-threatening and/or requires inpatient or hospice health care. Immediate family member is defined as spouse, partner, child, parent, sibling, grandparent or grandchild.

Health-related emergencies require verification from a licensed health care provider describing the nature, severity, and anticipated duration. Donated leave is not intended for brief and/or common illnesses or disabilities.

Employees donating leave must be employed with Chestnut Hill College for a minimum of one (1) year. Minimum allowable donated leave is one-half ($\frac{1}{2}$) day for non-exempt employees, and one (1) day for exempt employees. Maximum allowable donated leave is one (1) week and cannot exceed 50% of the donor employee's leave balance. Part-time employees may donate leave according to the number of hours regularly worked each week. Employees who wish to donate leave must complete a Leave Donation form, and obtain the approval of their immediate supervisor and Vice President.

Employees who would like to receive donated leave must be employed with Chestnut Hill College a minimum of 90 days. Recipient employees must have used all available paid time off options (vacation, sick, personal leave). Part-time employees may receive leave according to the number of hours regularly worked each week. Donated leave runs concurrently with any approved leave of absence, such as FMLA. Employees who wish to make a request to receive donated leave must complete a Leave Donation Request form, and obtain the approval of their immediate supervisor and Vice President.

Completed forms are submitted to the Human Resources Office and approved by the Senior Vice President of Financial Affairs and Chief of Staff. Donor and recipient employees will be informed in writing of the approval/denial of donated leave by the Human Resources Office.

Recipient employees may receive donated leave from multiple donor employees. Donated leave will be used in date order of when it was received. Any unused donated leave is returned to the donor employee(s) when the recipient employee returns to work.

Donated leave is paid at the recipient employee's regular rate of pay, and is paid per normal payroll schedules. The Human Resources Office will manage leave donations to ensure proper recording of leave deductions and credits, and will coordinate payment of donated leave with the Payroll Office.

APPENDIX A: Accommodations for Qualified Students with Disabilities

Acceptable Tests and Measurements:

The Technical adequacy of instruments including their reliability, validity and standardization on an appropriate normed group will be considered for all documentation provided to the Chestnut Hill College Disabilities Committee. The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive. All instruments used must be **current**. Preferred measures are indicated in bold print. **Documentation of aptitude, achievement, and information processing must be conducted within 3 years of submission to Chestnut Hill College. Psychiatric or medical documentation must be no more than 6 months old.**

Aptitude- A measure of intellectual ability or cognitive functioning which includes assessment of verbal and non-verbal abilities

- Wechsler Adult Intelligence Scale
- Woodcock-Johnson Psycho-educational Battery -Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Stanford-Binet Intelligence Scale

Note: The *Slosson Intelligence Test – Revised*, the *Kaufman Brief Intelligence Test*, and the *Wechsler Abbreviated Intelligence Scale* are primarily screening devices that are not comprehensive enough to provide the information necessary to make accommodations decisions. Therefore the College will not accept their sole findings for consideration of accommodations.

Academic Achievement- A measure of achievement in reading comprehension, written language, mathematics, reading rate, written expression, writing mechanics, vocabulary, writing, grammar or spelling

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills (TASK)
- Woodcock-Johnson Psycho-educational Battery – Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Kaufman Test of Educational Achievement (KTEA)

Or specific achievement tests such as:

- Nelson-Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language (TOWL)
- Woodcock Reading Mastery Tests

Note: Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The *Wide Range Achievement Test* is not a comprehensive measure of achievement and therefore not useful if used as the sole measure of achievement.

Information processing – A measure of information processing in visual and/or auditory processing, memory, processing speed, attention and concentration, perceptual motor skills, or other cognitive measures

- Detroit Tests of Learning Aptitude (DTLA)
- Detroit Tests of Learning Aptitude – Adult (DTLA-A)
- Information from subtests on the WAIS
- Woodcock-Johnson Psycho-educational Battery - Tests of Cognitive Ability
- Wechsler Memory Scale (WMS)

Or specific tests such as:

- Trails A & B
- Controlled Oral Word Association
- FAS Test of Writing
- Thurstone Word Fluency Test
- Tests of Auditory and Perceptual Memory

Emotional Disturbance, Specific Learning, Attention and/or Mental Health Disorders

- **The Diagnostic and Statistical Manual of Mental Disorders (DSM)** - Published by the American Psychiatric Association (APA), this manual covers all mental health disorders for children and adults. It also lists known causes of these disorders, statistics in terms of gender, age at onset, and prognosis as well as some research concerning the optimal treatment approaches.
- **Self Report and Behavioral Rating Scales** such as
 - Beck Depression Inventory (BDI)
 - Manifest Anxiety Scale (MAS)
 - State-Trait Anxiety Scale
 - ADHD Rating Scale
 - Connors Adult ADHD Scale
- **Minnesota Multiphasic Personality Inventory (MMPI)**



**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.

Appendix C:

INCLEMENT WEATHER SCHOOL CLOSING INFORMATION

School of Undergraduate Studies

As Chestnut Hill College is a residential campus, every effort will be made to keep the business of the College running as close to a normal schedule as possible; however, if weather factors are unfavorable and not expected to improve, classes normally will be cancelled for the day. If there is a good chance that conditions will be acceptable by mid-morning, the opening of the College will be delayed.

One-Hour Delay *

In such delayed opening circumstances, a "one-hour delay" means that the College day will open at 9:30 a.m. with classes starting at 9:30 a.m.

Two-Hour Delay *

A "two-hour delay" means that the College day will open at 11:00 a.m. with classes starting at 11 a.m. Classes that begin prior to noon and continue to at least 1:00 will meet at noon to minimize missed class time.

Noon Delay*

A "noon delay" means that the College will open at noon and classes will begin at noon, Classes that begin prior to noon and continue to at least 1:00 p.m. will meet at noon to minimize missed class time.

Delays are based upon the standard block schedule. Classes held outside of the standard block will receive directions from instructors. At times, it may be appropriate for classes held outside of the standard block to begin late.

In the case of an announced delayed opening, if the situation should worsen and if a subsequent decision is made to cancel classes and close the College, an announcement will be made as soon as possible. Chestnut Hill College faculty, staff and students are therefore advised to recheck the announcements frequently, prior to departing for school or work and while in transit.

This information will be made available through the College's Emergency Notification System and will also be announced on the College's website www.chc.edu, by voice mail at 215-248-7009 and on KYW radio (1060 AM). **The broadcast number for SUS is 126.**

If the College is open, faculty, staff and students are expected to report to campus. However, due to regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions, when necessary.

Campus Student Activities Programming

At times, previously scheduled on-campus student life activities and events will continue to be held even when the College is closed. Chestnut Hill College students, faculty and staff should check the Calendar for campus programming updates.

School of Continuing and Professional Studies (SCPS)

When bad weather conditions develop during the day, the College will make a decision to cancel evening classes no later than 3 p.m. This information will be made available through the College's Emergency Notification System and will also be announced on the College's website www.chc.edu, by voice mail at 215-248-7009 and on KYW radio (1060 AM).

The broadcast number for SCPS is 1094. Closing information for Saturday classes will be reported in a similar manner.

SCPS classes scheduled at off-site locations will be cancelled if CHC and/or the off-site locations close. If the College is open, faculty, staff and students are expected to report to campus. However, due to regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions, when necessary.

School of Graduate Studies (SGS)

While most classes in the School of Graduate Studies are scheduled for the evening hours, some courses are scheduled during the day, including Saturdays. Any decisions about school closing or delayed opening during the day apply to all three schools.

For evening classes, when bad weather conditions develop during the day, the College will make a decision to cancel evening classes no later than 3 p.m.. This information will be made available through the College's Emergency Notification System and

will also be announced on the College's website www.chc.edu , by voice mail at 215-248-7009 and on KYW radio (1060 AM). **The broadcast number for SGS is 2155.** Closing information for Saturday classes will be reported in a similar manner. Students taking classes at the DeSales campus should follow DeSales' decisions regarding delays and closures. SGS classes scheduled at any other off-site location will be cancelled if CHC and/or the off-site location close.

If the College is open, faculty, staff and students are expected to report to campus. However, due to regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions, when necessary.

Staff Information

In the case of a delayed opening, staff employees are expected to arrive at work as soon as the College is open or at the beginning of their normal work shift, whichever is later. For a one-hour delay, offices will open no later than 9:30 a.m. For a two-hour delay, offices will open no later than 11:00 a.m. and for a noon delay, offices will open no later than noon.

When the College is Not Closed

When the College is open, all students and employees are expected to report to campus. Appropriate precautions should be taken, such as an earlier-than-usual departure from home to compensate for travel delays. Please refer to the Inclement Weather Policy (Policy #3.11, effective March 1, 2004) found in the Staff Handbook.

Emergency Notification Service

Chestnut Hill College provides a web-based service that uses voice messaging, text messaging, electronic mail and RSS feeds to send critical messages to the campus community. It is subscription-based and requires members of the Chestnut Hill College community to opt into the service.

While the service is free, standard voice and text messaging charges may apply.

[Sign up for Emergency Alerts](#)

Need help signing up? Look at the [e2Campus Help and Support page](#).

If you have already signed up and want to update your information, [click here](#).

If you have any questions about Campus Safety and Security, email campussafety@chc.edu

APPENDIX D

Infectious Disease (ID) Outbreak Response



INFECTIOUS DISEASE (ID) OUTBREAK RESPONSE PLAN

Chestnut Hill College

Infectious Disease Preparedness Committee

April 8, 2015

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INTRODUCTION

Purpose of the Plan

The purpose of the Infectious Disease Outbreak Response Plan is to assist Chestnut Hill College in preparing for and responding to a possible infectious disease outbreak. This plan will assist the College in continuing to provide services to our students, faculty, and staff while working to prevent the spread of disease on campus during an outbreak. The College will also work with local and state agencies to ensure the best response possible for the health and safety of the campus, local and state populations.

Scope

The Infectious Disease Response Outbreak Plan applies to CHC students, faculty, staff, and visitors. The essential departments/ persons named below are responsible in directing the response and actions in the occurrence of any outbreak. The response team will also serve as a liaison with the City of Philadelphia Department of Health and the CDC as indicated. The response team consists of representatives from, but not limited to, the following departments:

- Response Team:
 - President of Chestnut Hill College
 - Vice President of Academic Affairs
 - Vice President of Financial Affairs and Chief of Staff
 - Vice President for Student Life
 - Vice President for Enrollment Management
 - Vice President for Institutional Advancement
 - Dean of Student Life
 - Director of Athletics & Head Athletic Trainer
 - Director of Communications
 - Director of Counseling Center
 - Director of Facilities & ARAMARK Representative
 - Director of Global Education
 - Director of Health Services
 - Director of Human Resources
 - Director of Residence Life
 - Director of Security
 - Chair of the Infectious Disease Response Preparedness Committee

Situational Overview

“Infectious diseases are caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi; the diseases can be spread, directly or indirectly, from one person to another. Zoonotic diseases are infectious diseases of animals that can cause disease when transmitted to humans” - ([World Health Organization](#)). The impact of an infectious disease outbreak on the local community has the potential to be devastating, making planning for the next outbreak imperative.

Assumptions of Threat and Vulnerability

An infectious disease knows no boundaries; therefore, an outbreak associated with an infectious disease could present a serious risk on a college campus where there are large numbers of students and staff. Main areas on campus that may present infectious disease threats include, but are not limited to food preparation, athletics, campus housing and classrooms.

Plan Activation

The overall plan is divided into three (3) levels of response preparedness. Key departments on campus will have a separate protocol for each level to maximize an effective response to the infectious disease outbreak. Communication and cooperation with all members of the campus community are paramount to the success of this plan. The response levels for each department are as follows:

Level 1: Business as usual; pre-event planning and assessment

Level 2: Increased awareness and prevention, some cases identified

Level 3: Significant disease transmission risk; activate plan

Chestnut Hill College will monitor reports from the Centers for Disease Control (CDC), PA Department of Health (DOH), American College Health Association (ACHA) and any local and statewide warnings. CHC will follow their recommendations as closely as possible while implementing the Infectious Disease Outbreak Response Plan.

Upon notification that an infectious disease outbreak is occurring, CHC’s Response Team will meet on a regular basis to monitor any state and local warnings and recommendations to determine the appropriate level of action for the College.

The response team will work closely with the President’s Office and all other departments to ensure execution of this plan.

The official method of communication will be among members of the response team via telephone and e-mail. The official method of communication with the College community will be via the Emergency Response System via telephone, text and email messages as well as the College website and Facebook page.

Students who become ill with the identified infectious disease will be asked to disengage from all campus activities. Before returning to classes and other activities, students will be required to submit a release or clearance from a treating physician known as *Return-to-School Documentation*. This documentation can be obtained from the Office of Health Services and the signed and completed documentation should be returned to this office. See each department’s plan of action for additional information.

ROLES AND RESPONSIBILITIES OF ESSENTIAL DEPARTMENTS

President of Chestnut Hill College, Sister Carol Jean Vale, Ph.D.			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> Endorse CHC Infectious Disease Response Plan. Endorse campus wide planning and participation. 	<ul style="list-style-type: none"> Authorize implementation of the Infectious Disease Response Plan. Convene meeting of the Response Team. Communicate with Board. 	<ul style="list-style-type: none"> Lead ID outbreak recovery and resumption of normal CHC operations. Approve revised instruction calendar and completion of the semester.

		<ul style="list-style-type: none"> • Communicate with Congregation. • Determine Pastoral Response. 	
Note: Final decision maker			

Vice President of Academic Affairs Wolfgang Natter, Ph.D.			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Academic Affairs will work with units to develop emergency plans for each academic department and academic support center • Deans will ask faculty members to consider how their courses would be continued in case of a 2-3 week closure • Deans will encourage development of course based online assignments or other PDE equivalent activities. 	<ul style="list-style-type: none"> • Academic Affairs will communicate with faculty regarding Response Plan. • The Registrar's Office will generate capacity to determine which students and faculty may have been exposed to a potentially contagious community member. • The Registrar's Office will generate lists of current students with email, cell phone, and home address information, which could be used to communicate with students in the event of classes being cancelled for any significant period of time. 	<ul style="list-style-type: none"> • Academic Affairs will communicate with faculty to suspend classes • Deans will work with faculty to develop recovery plan regarding completion of the semester, credit and graduation requirements. • With remote access, the Registrar's Office will communicate with faculty if classes are cancelled to help ensure that academic work continues. • The Registrar's Office will reschedule final exams and work to design a modified course schedule in the event significant amounts of time are lost during the semester due to a college closure. • Classes scheduled at off-site locations will be cancelled if CHC and/or the off-site locations close.

Vice President of Financial Affairs and Chief of Staff, Lauri Strimkovsky			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Identify essential personnel and inform them of their responsibilities. • Encourage campus 	<ul style="list-style-type: none"> • Determine if CHC Sick Leave Policy for staff and administration will apply. • Determine if employees will be required to 	<ul style="list-style-type: none"> • In the event of a campus closure, develop a plan for job sharing and position back-filling through temporary

	departments to draft and update business continuity plans with specific Infectious Disease Outbreak response component.	<p>submit a physician's statement concerning the illness and clearing them to return to work.</p> <ul style="list-style-type: none"> Determine leave policy if employee's contact with an infected student can be attributed to the employee's illness. Coordinate as necessary with vendors. 	workers.
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Vice President for Student Life, Lynn Ortale, Ph.D. & Dean of Student Life, Krista Murphy, Ph.D.			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> Regular events and activities will continue. On-going prevention programs. 	<ul style="list-style-type: none"> Cancellation of events considered on a case-by-case basis. Advise Cabinet of the need to increase awareness and protection. Post signs prompting individuals to wash hands and use other precautions, such as social distancing. 	<ul style="list-style-type: none"> Cancellation of events, meetings and activities determined by the severity of the outbreak and recommendations from the CDC and ACHA. Oversee Dining, Housing, Facilities Rental and Transportation. Coordinate and communicate with parents. Coordinate text alerts.

Vice President for Enrollment Jodie King			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> Regular events and activities will continue. Oversight of all Global Partners: FLS, Study Abroad, Exchange Students, and matriculating 	<ul style="list-style-type: none"> Cancellation of events considered on a case-by-case basis. Communication with Global Partners Direct guidelines outlined 	<ul style="list-style-type: none"> Cancellation of events, meetings and activities determined by the severity of the outbreak and recommendations from the CDC and ACHA. Coordinate and

	International Students	in Global Crisis Protocols	<p>communicate with international parents and families.</p> <ul style="list-style-type: none"> Oversight of Global Partner needs
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Director of Athletic, Lynn Tubman & Head Athletic Trainer, Erin Fidler			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> Educate Athletic Department staff of potential outbreak and steps for prevention. Gather and distribute information to student-athletes regarding a potential outbreak. Work with Health Services Department to provide accurate information to student-athletes. Put together a list of any supplies that may be needed in case of an outbreak or to prevent transmission in athletic facilities. 	<ul style="list-style-type: none"> Begin more intense disease specific prevention/disinfection of athletic facilities (fitness equipment/athletic training room furniture and equipment/). Notify appropriate personnel of any student-athletes (and the athletes themselves) who have possible predisposing conditions/medical concerns which may make them more susceptible to the outbreak. Refer any ill student-athletes to Health Services, and follow up with Health Services if needed. Coordination and communication with Athletic Conferences (CACC, ECC and CSFL). Coordination with PW and other off-site practice and game locations. Athletic parent coordination and communication. 	<ul style="list-style-type: none"> Cancel/postpone athletic events where there may be a concern of an outbreak. Notify any personnel/officials who have been to campus recently and may have been exposed. Notify other teams/groups who have been in contact with our student-athletes/facilities. Athletic Director will notify staff if there is a need to stay away from campus and when it is safe to return.

Vice President for Institutional Advancement, Susannah Coleman, and Director of Communications, Kathy Spigelmyer			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan

	<ul style="list-style-type: none"> Continue campus wide communications as usual, with health-related updates as necessary. Post any updates on the CHC website and Facebook page. 	<ul style="list-style-type: none"> Work with the Health Services Office to ensure that communications are delivered to the CHC community and the CHC website and Facebook page to heighten awareness levels on campus. These messages should be updated weekly unless frequency of events begins to increase; at that time messages should be updated daily or as needed. Information will be located on the CHC website and Facebook pages. Will be responsible for speaking with any media personnel when there is an increased incidence of illness on campus. 	<ul style="list-style-type: none"> Will deliver information regarding cancellation of events, meetings and activities via the College's website and Facebook page. Any closures or event cancellations will be determined by the severity of the infectious disease outbreak and recommendations from the CHC and ACHA and by the Office of the President. Will be responsible for speaking with the media regarding any infectious disease on campus, as well as any closures or even cancellations.
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Director of Counseling Services, Sister Sheila Kennedy, Ph.D.			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> Train staff in crisis response. Become familiar with APA, PPA and SAMHSA resources on Responding to Infectious Diseases. Participate in online American Red Cross Disaster Mental Health Training. 	<ul style="list-style-type: none"> Prepare all materials in case of technology problems. Use tools and articles from SAMHSA Behavioral Health Disaster Response Kits. Advertise and promote behavioral health care using online programs for support. 	<ul style="list-style-type: none"> Continue to distribute psycho-educational materials: "Coping with Stress during Infectious Disease Outbreaks" "Taking Care of Your Behavioral health During an Infectious Disease Outbreak." Have individual and group support sessions as is realistic. Communicate Disaster Distress Helpline numbers and website to campus to facilitate receiving behavioral health assistance online.

**Director of Facilities,
Mark McGrath**

Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Identify essential personnel and inform them of their responsibilities. • Assess Personal Protective Equipment (PPE) needs for Facilities and Housekeeping staff and assist with establishing/inventory stock. • Continue normal activities. • Develop plans to assure the ongoing provision of essential services in the event of a reduction in work force. • Develop specific staffing plans for levels 2 & 3. • Train staff for hygiene and cleaning of equipment used for personal contact surfaces (e.g. plumbing fixtures). • Essential personnel (who may be in direct contact with the ill through needing to make emergency repairs e.g. plumbing fixtures) receive N95 fit testing. • Discuss contingency plans in case of fuel, water, and energy shortages including the availability of emergency generators. • Identify buildings that could serve as triage, treatment, or storage centers and work with the Director of Health Services accordingly. • Identify building ventilation systems especially in those areas considered for quarantine, isolation, and health care delivery. • Stockpile appropriate cleaning supplies. • Formulate and rehearse plans to address 	<ul style="list-style-type: none"> • Essential Facilities and Housekeeping personnel receive PPE. • Review standards for working in/or making repairs in quarantine/isolation facilities. • Consider activation of Operation Group. • Verify relief plan for leaders of essential departments (Physical Plant & Housekeeping). • Review CHC Crisis Protocols. • Review guidelines for on campus mass vaccination and/or post-exposure treatment with Health Services. 	<ul style="list-style-type: none"> • Essential Facilities and Housekeeping personnel must report to work. • Maintain all essential facilities, regarding HVAC etc. • If on-campus mass vaccination and/or post-exposure treatment is activated provide appropriate resources regarding space/location to the Director of Health Services. • Follow procedures as outlined in CHC Crisis Protocols. • Assist security in directing Emergency Responders.

	anticipated campus needs.		
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Note: Chain of command regarding Facilities, in order:

1. Vice President of Financial Affairs and Chief of Staff - Lauri Strimkovsky
2. Director of Facilities – Mark McGrath
3. ARAMARK Director of Maintenance – Richard Ulmer
4. ARAMARK Housekeeping Manager – Daniel Sides

ARAMARK Director of Maintenance, Richard Ulmer And ARAMARK Housekeeping Director, Daniel Sides			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Regular services continue. • Facilities will monitor the refilling of all hand sanitizer stations. • Hand sanitizer dispensers are strategically placed and filled throughout campus so that individuals have easy access to them. 	<ul style="list-style-type: none"> • During a time of increased awareness, Housekeeping and facilities operations staff will monitor the situation and take precautions to prevent the spread of disease. • Hand washing and personal hygiene stations will be frequently checked to ensure they are adequately stocked, sanitized and accessible. • Staff will use cleaning and disinfection procedures that are appropriate during influenza season with emphasis on high-touch areas. 	<ul style="list-style-type: none"> • Facilities will use their reduced staff to maintain the cleanliness and disinfection of facilities. • Any special directions that may come from local health agencies or the CDC will be monitored and enforced. • The BCPP supplied by ARAMARK will be followed along with the colleges plan.

Director of Global Education, Trachanda Brown			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Encourage students to purchase comprehensive health insurance plans. • Encourage students to complete health forms and update immunizations prior to arrival in the United States. • Encourage students to sign up for the campus text alert system. 	<ul style="list-style-type: none"> • Determine the scope of the problem. • Solicit assistance to identify who/how many have been directly impacted. • Use networks to locate individuals and communicate to those affected. • Publicize counseling options including Student Health/Counseling 	<ul style="list-style-type: none"> • In the event of evacuations or school closures, there may be National Guard and/or other security measures in place that prohibit entry into affected areas. • Advocate on behalf of international students and scholars to ensure a system is in place to collect identification items such as passports,

	<ul style="list-style-type: none"> • Work with health services to provide accurate information to all F international students in the campus community. 	<p>Center and other relief agencies for identifying counseling services.</p> <ul style="list-style-type: none"> • Advocate for counselors/advisers with cross-cultural experience if possible. • Research to see if infected individuals have religious or cultural needs that determine how to be medically treated. • If necessary, after speaking with student, determine whether or not it is appropriate to contact a friend or someone to provide support for the student. • The student may also wish to notify their embassy of their situation. • If students are sponsored, inform them to notify the sponsoring agency. 	<p>I-20s, DS-2019s.</p> <ul style="list-style-type: none"> • Immigration benefits vary greatly between different immigration categories. • After determining what immigration status, some good questions to ask are: Examples for F-1 students may include: Reduced Course Load, Transfer Out, Economic Hardship Off-Campus Employment petitions with fee waiver, Replacement of Documents with fee waiver, Terminate for Early Authorized Withdrawal for departures with procedures for resuming study in a future term. • If the student's family members are accompanying him or her in the United States, those family members should also take care to maintain their status. • Request help from neighboring communities and colleges/universities in close proximity. • Volunteers can help (e.g., locate safe housing international students evacuated, lead clothing drives, and organize fund-raisers). • Especially if the GEO staff personal life has been impacted, reach out for help from other international student and scholar advisers and let them know of your campus' immediate needs. • Recommend students and scholars to itemize losses. • FEMA and other relief agencies may restrict direct cash payments; however, other in-kind, the institution's own insurance, and donations from relief agencies may be made available to non-immigrants.
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Notes: Communicate to applicants and admitted students of the institution to inform of the current operations of the institution as well as the plans/intentions for enrollment in the current or future terms. Do not speak to the media/ government on behalf of the institution without permission from appropriate authorities.

Director of Health Services, Barbara Dougherty, MSN, CRNP			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Maintain an inventory of PPE, Medication and other supplies in preparation for a potential outbreak. • Create self-care/information packets for students, staff and faculty. • Encourage vaccination amongst students and staff. • Keep resident (and ideally commuter) student vaccination records on file in the Health Office. • Provide regular updates for staff regarding emerging infectious diseases or other health threats, recommendations for treatment protocols and appropriate infection control procedures. • Monitor CDC, WHO, ACHA, and State Health Department notification system websites for the latest developments and updates on planning recommendations. 	<ul style="list-style-type: none"> • Identify students with infectious disease clinically and administer proper treatment and follow up. • Identify, inform and prophylactically treat (if indicated) close contacts of infected student (i.e. roommate, significant other). • Notify other members of response team (ie. res life, dining services) to make them aware of student who may have special needs, and bring awareness to the level 2 status. • Identify students who need to be quarantined. • Continue to provide health services to remaining students in CHC residences. • Assist PA DOH with investigation of suspected cases, etc. • Coordinate response with local hospitals, clinics and DOH. • Other duties as needed within scope of practice. 	<ul style="list-style-type: none"> • Identify students who need to be quarantined. • Continue to provide health services to remaining students in CHC residences. • Assist PA DOH with investigation of suspected cases, etc. • Coordinate response with local hospitals, clinics and DOH. • Other duties as needed within scope of practice.

Director of Human Resources, Sharon Dougherty			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Regular services continue. • Identify and advise on HR aspects of infectious disease preparedness. • Review relevant policies with SVPFA 	<ul style="list-style-type: none"> • Communicate leave policies/process for reporting absences. • Communicate self-care information. • Encouraged employees to practice social distancing and good personal hygiene. • Employees with symptoms of illness are encouraged to stay home until symptoms cease to be prevalent. • Communicate with employees who become 	<ul style="list-style-type: none"> • In the event of a campus closure, communicate plan for job sharing and/or position back-filling through temporary workers. • Request employee absentee data, summarize and report.

		<p>ill to consult with a physician.</p> <ul style="list-style-type: none"> • HR will notify the Health Services Office of new cases (aggregated data such as employees per department that are ill) of illness since employees may be in direct contact with students and the Health Services Office is the primary office for monitoring outbreak. • Develop absentee tracking systems. • Communicate that employees should monitor the College website and Facebook for updates on the prevalence of illness on campus. 	
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Director of Residence Life, Jenn Thorpe			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Work with Health Services to inform and train Residence Life staff on preventive behavior. • Inform resident students of their self-care responsibilities and their contact with others, if applicable. • Provide passive education on floors and in common bathrooms for students. 	<ul style="list-style-type: none"> • Inform students of social distancing. • Provide quarantine housing if necessary. • Assist Health Services with meal deliveries with Dining Services. • Email residence if necessary of instruction or impact. 	<ul style="list-style-type: none"> • Ask students to plan for leaving campus if classes are suspended. • Support students, families and others who remain in CHC residence halls. • Develop staff duty schedule to cover facilities where students are housed. • Provide housing if necessary for essential staff on campus to remain or those who are quarantined.

Director of Security, Polly Teti			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> • Security would receive awareness training on the specific disease(s) and prevention steps. 	<ul style="list-style-type: none"> • Restrict access to certain areas or buildings. • Disinfectant work stations- for equipment – radios, keys, etc. • Proper protective clothing / tools- gloves, masks, haz-mat bags. • Disinfect work space- 	<ul style="list-style-type: none"> • Continued presence if buildings are closed or locked down.

		each shift minimal <ul style="list-style-type: none"> Patrol vehicles – disinfect interior – each shift / each transport. Transports – limit the number if deemed necessary. 	
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Chair of Infectious Disease Preparedness Committee, Professor of Biology, Kenneth J. Soprano, Ph.D.			
Emergency Plan Response Level	Level 1: Business as usual; pre-event planning and assessment	Level 2: Increased awareness and prevention, some cases identified	Level 3: Significant disease transmission risk; activate plan
	<ul style="list-style-type: none"> Make certain that Appendices of the Response Plan document contain the most up-to-date information from the Center for Disease Control about potential infectious disease outbreaks relevant to college age students. 	<ul style="list-style-type: none"> Responsible for providing Response Team with relevant up-to-date information from the CDC, PA Department of Health, etc. That will result in a detailed plan to deal with the specific infectious disease outbreak. 	<ul style="list-style-type: none"> Serve as expert resource to the President as needed Provide infectious disease facts and statistics for Public Relations Office

APPENDIX

A. Counseling Center Resources

- a. Disaster Distress Helpline: 1-800-985-5990
 - i. Text: "Talk With US" to 66746
 - ii. Spanish Speakers: Text: "Hablanos" to 66746
 - iii. TTY for Deaf/Hearing Impaired: 1-800-846-8517
 - iv. <https://twitter.com/distressline>
 - v. <http://facebook.com/distresshelpline>
 - vi. <http://disasterdistress.samhsa.gov>

B. Center for Disease Control Resources (<http://www.cdc.gov/>)

- a. Emergency Preparedness and Response: <http://emergency.cdc.gov/>
- b. Influenza: <http://www.cdc.gov/flu/news/flu-season-continues.html>
- c. Measles: <http://www.cdc.gov/measles/index.html>
- d. Carbapenem-resistant Enterobacteriaceae (CRE): <http://www.cdc.gov/Features/vitalsigns/hai/cre/index.html>
- e. Ebola: <http://www.cdc.gov/vhf/ebola/>
- f. Norovirus (Foodborne Outbreaks): <http://www.cdc.gov/norovirus/index.html>
- g. Meningococcal Disease: <http://www.cdc.gov/meningococcal/index.html>

Appendix E
Leave Donation Form



Employee Name: _____ Date: _____

Current vacation leave balance: _____

Current sick leave balance: _____

I am donating _____ hours of my current leave to _____
of _____

the _____ Department. I authorize Chestnut Hill College to reduce my leave time
by this amount. I understand this leave donation is voluntary, confidential and anonymous.

Employee Signature: _____ Date: _____

Approved by: _____ Date _____
Supervisor

Approved by: _____ Date _____
Vice President

For Human Resources Use

Use: Date of Hire: _____

Vacation and Sick days at time of donation * _____

Vacation and sick days after donation * _____

Approved by: _____ Date: _____
Senior VP Financial Affairs and Chief of Staff

Notification sent to employee _____ Date: _____ Human Resources _____

* Based on Timekeeping forms at time of request. This number would not include any days not yet submitted on Timekeeping forms.

SECTION II :

Faculty Policies

and Procedures

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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)

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 discusses it with the other Deans and the Vice President for Academic Affairs. The Vice President for Academic Affairs presents the case to the President.

Timeline

Requests for additional faculty members must be made by 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 discusses the process to be used with department faculty. The Department Chair, the Vice President for Academic Affairs and the appropriate Dean(s) discuss the formation of a Search Committee. The final membership of the Search Committee and the person designated as the Chair of the Search Committee must be approved by the Vice President for Academic Affairs.

The Search Committee (or other appropriate group) determines the desired qualifications of applicants and prepares an announcement of the opening. This is discussed with the appropriate Dean and the Vice President for Academic Affairs.

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 who acknowledges their receipt and assembles them for review by the Search Committee. Ordinarily, three or four applicants are selected as candidates for the position. A telephone 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 of the information is gathered, the Chair of the Search Committee meets with the appropriate Dean to review dossiers and discuss applicants to be invited to the campus.

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 will receive candidate's dossiers at least a week prior to the interview.

The on-campus schedule ordinarily includes an open lecture to students and faculty, and interviews with the Search Committee. Additional faculty and administrative staff, 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 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.

Decision Process

As soon as possible after the conclusion of the campus visits, the Search Committee submits a recommendation for the position to the Vice President for Academic Affairs. 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 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.

The Vice President for Academic Affairs 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. 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. The Chair of the Search Committee will then notify remaining candidates that the search is being reopened.

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, advertises openings in 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.

A telephone conversation with the applicant should help to determine level of interest in the position and salary expectations. 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 the 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**, 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 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 program 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.
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 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.

The Administration believes that in the future there will be more options from which to choose and, therefore, greater flexibility in scheduling, e.g., infra-sessions during the winter break, a May-mester, etc.

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 that he/she chooses to terminate his/her appointment at the end of the academic year. However, he/she must give notice 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 the 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 W/O 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, there will be elected two full professors and three other professors, who will 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:

1. 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 in 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 its 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, any official of the College, any committee of the College, or any member of the faculty or alumnae are channeled through the President of the College.

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 VPAA after consultation with all of the members of a department. Department chairs should have both the professional expertise and the personal qualities 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 position description. Appointed members are expected to serve unless there is compelling reason that they cannot. While 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.

The VPAA, with participation of experienced department chairs, will provide an orientation for new chairs.

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.

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. 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.

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 w/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 and 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 VPAA/Dean will meet with the applicant to review the policy and plan by April 15th. The VPAA/Dean 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
(EFFECTIVE FOR TEACHING ASSIGNMENTS
IN THE SPRING 2016 SEMESTER)

Contact: VPAA

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 of Academic Affairs 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 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/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, 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/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/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 be evaluated **every 3 years** instead of annually.

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)	
(etc.)	

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:

III. 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.

IV. Goals for the Next Three Years

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

Teaching

Service

Scholarship and Professional Development

V. 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.

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 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
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, 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 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 no later than **April 15**. A copy of the commentary from the appropriate dean/s will be provided to the faculty being reviewed. The candidate will make an appointment to be interviewed by the Vice President for Academic Affairs 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 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 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 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.
April 15	Appropriate dean/s submits a written commentary to the Vice President for Academic Affairs.
No later than May 15	Interview with Vice President for Academic Affairs and Chair of the Promotion and Tenure Committee.
No later than ten days after interview	Vice President for Academic Affairs 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 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 will consult with the Department prior to making a decision. The decision of the Vice President for Academic Affairs 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 they are 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 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, signed by both the faculty member and the Vice President for Academic Affairs, and placed in the faculty member's file.

Applications for tenure must be submitted to the Vice President for Academic Affairs 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.

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. Applications are submitted to the Vice President for Academic Affairs, who will make the application materials available to the members of the Promotion and Tenure Committee. 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 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 to the President, the Vice President for Academic Affairs 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. 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 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 as soon as possible after sending the notification letter to the candidate. The explanation provided will be limited to the committee reports 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 have 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. The President will review the appeal in light of the prescribed procedures and criteria for promotion and tenure. She 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 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 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. Prior to the submission of the materials to the Promotion/Tenure Committee, the Vice President for Academic Affairs 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

1. Chestnut Hill College
 - Department Chair (required for promotion and/or tenure)
 - Other members of the Department. In cases of an application for *tenure*, either 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 assignment
- 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: Sabbaticals

Index: F 301.1

Effective: April 21, 1993
(Revised May 2013)

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 contributions to TIM 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 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. This requires requesting 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 within the next semester submit a written report to the Vice President for Academic Affairs, describing the activities of the sabbatical. The faculty member will also prepare a colloquium/presentation for the faculty.

APPLICATION PROCESS

- Six months in advance of formal application date, inform the Vice President for Academic Affairs of intent to apply. Include an outline of proposed budget, a letter from the chair of the department, and a statement indicating how the leave will benefit the College.
- Formal application submitted to the Vice President for Academic Affairs by **September 15** of the year preceding the sabbatical. Application includes 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.
- The Vice President for Academic Affairs recommends proposals to the President who presents them to the Board of Directors for approval.

CHESTNUT HILL COLLEGE

Subject: Faculty Development Release Time

Index: F 301.2

Effective: December 11, 2001
(Revised August 2012)

Contact: VPAA

To provide time for faculty to pursue research in order to develop new programs of benefit to the College, to prepare scholarly articles and manuscripts for publication, 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 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.

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 Development 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, 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 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. The completed project is to be submitted to the Vice President for Academic Affairs 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 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. 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, that is, 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 or national origin, or other forms of discrimination prohibited by state or federal law. If the complaint involves such allegations of discrimination and/or harassment, this Policy shall not be used to address the complaint.

A dispute consists in 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 has engaged 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 [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 members: 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 is submitted in writing to the President of the Faculty Senate, who shall immediately inform the 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 provide the person against whom the grievance is directed with a copy of the grievance materials promptly after 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 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 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 this is the decision, the committee shall provide a reason for this decision.
- To defer decision to a later date.
- Such deferral 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 committee decides to conduct a formal hearing, this hearing must be scheduled within 30 calendar days of the communication in writing to all involved parties 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 of 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 committee asks to attend. The 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 the committee members 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 committee deliberates in private about what, if any, remedy to recommend. The committee reaches a decision by simple majority vote. The 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 committee is developed collaboratively by the committee members. 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 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 the Committee's 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 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 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 recommendations 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 the receipt of the committee report either her acceptance of or her intention to [consider] over[ruling] the committee report. The College President or the College Board may overrule the Grievance Committee report only after the Grievance Committee has been informed of the objection(s) to the original report and has issued a second report within 10 days, with reasons, and the College President and/or the College Board has reviewed the second report. The final decision of the College President, if different from the original report, should include a statement of 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, then the action of the College Board 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, on basis of their experience with the policy.

If there has been grievance activity, the Grievance Committee reports 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 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 the student capable of doing independent work;
2. Taking a course out of sequence is to be approved only in case of emergency;
4. Faculty are not required to offer independent study as a substitute for a regular course simply because of low enrollment;
5. The department agrees that the course work can be done on an independent basis;
6. 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 (2013 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.

I. 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.

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

I. 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 [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 Greater Expectations 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 will it 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
 9. 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, she 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 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 in the following steps. Keep a written record of the relevant dates. 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. The instructor should respond within one week of receiving the request with a written statement to the student detailing the reasons for the grade.
4. If the issue remains unresolved by the consultation with 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. 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.
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. 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 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 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. 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 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. 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 provides 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 within 30 days of receipt of the instructor's letter, the student may 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. 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 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 that 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 Deans, 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 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 credits 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 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 the consideration of the VPAA/Dean of the Faculty. VPAA/Dean of the Faculty will inform the Department Chair and Dean of the decision; if approved the VPAA/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 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 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 members of his/her class, any 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 (Detailed 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 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 and the name, address and phone number of an emergency contact person. This list will be filed with the Office of the Vice President for Academic Affairs. A copy should also be kept with the Coordinator of the Tour while traveling abroad.

Each of the students and their parents should 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 their 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 III : **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 2. A quorum of affirmative votes is needed to pass a resolution.

SECTION 3—This section eliminated.

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 1b. 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 2a. 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 2b. 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 2c. The Faculty Senate Treasurer oversees the budget of the Faculty Senate.

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

SECTION 2e. 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 2f. 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; and 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.

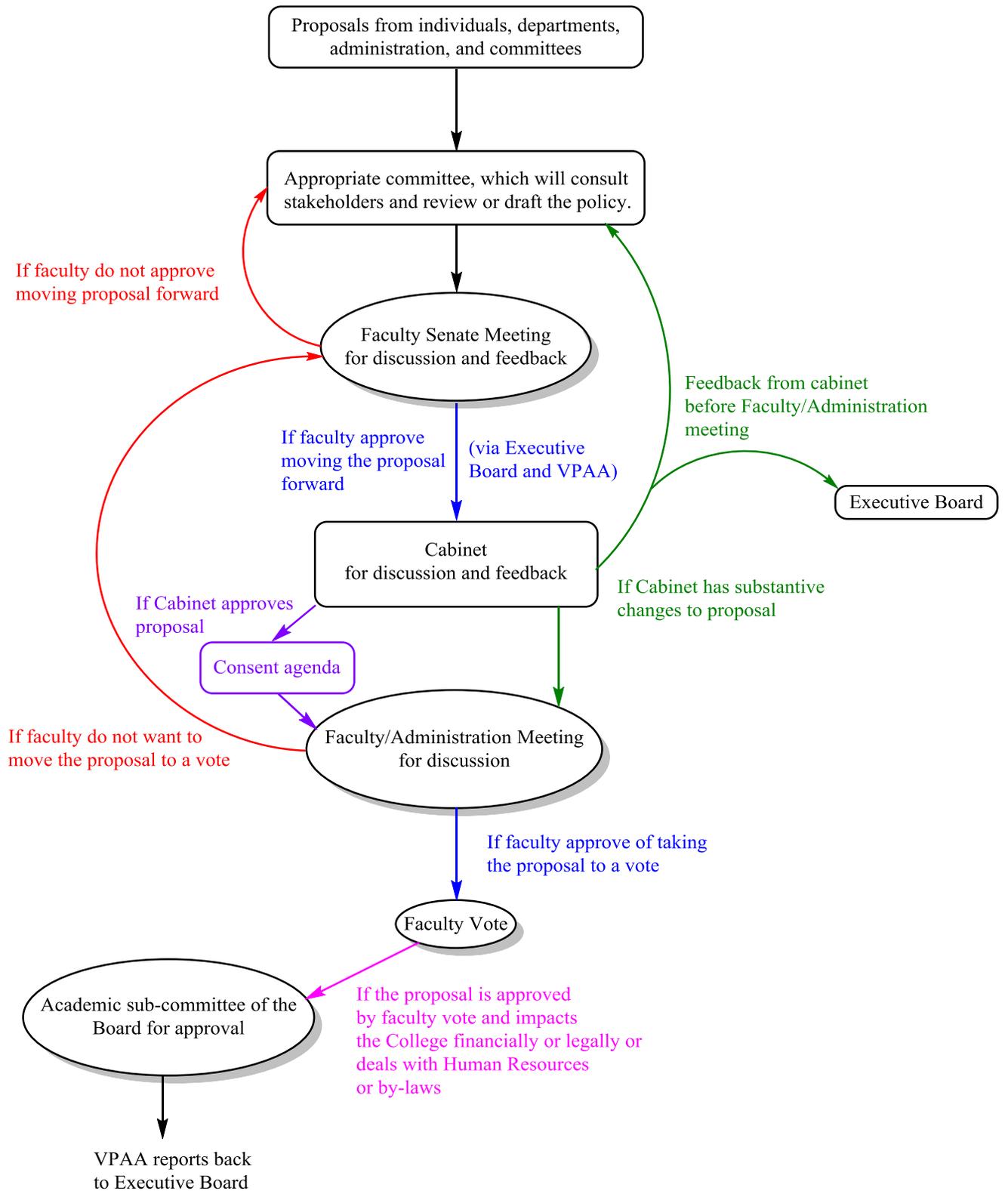
ACTION OF THE FACULTY SENATE

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.

Academic Policies*



*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*.

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. It 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 support 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 Undergraduate of prospective students 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 recommendation 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 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 Chestnut Hill College Undergraduate, *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 to make an official faculty response to significant situations and events, such as 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

SECTION IV :

Committees

COMMITTEES INDEX

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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:

5. To promote awareness of professional assessment standards,
6. To recommend campus assessment policies and the campus assessment calendar,
7. To plan assessment activities as needed (surveys, interviews, evaluations, reviews, etc.), and
8. 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:

7. Maintaining a monitoring system, with emphasis on assisting non-tenured faculty members. Committee members will not necessarily serve as mentors.

8. 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.
9. Organizing programs for faculty development.
10. Awarding faculty development grants for travel from available committee funds.
11. 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.
12. 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.

6. 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.
7. The Executive Board approves the Faculty Senate budget.
8. The Executive Board coordinates the work of the various Faculty Senate committees.
9. 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.
10. 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. It 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 support 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 Undergraduate of prospective students 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 recommendation 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 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 Chestnut Hill College Undergraduate, *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 to make an official faculty response to significant situations and events, such as 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

APPOINTED OR VOLUNTEER 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, *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 university 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 for chemical safety issues

Membership:

- Vice President for Academic Affairs, *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 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 accommodations cases on an as needed basis and cases involving unique requests and or diagnoses. It also suggests faculty and staff trainings as well as processes that are needed on campus. It then recommends these 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: **TBD**

Meetings: **TBD**

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: TBD

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 lead 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 meet 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 PROGRAM COMMITTEES

THE CHRISTIAN R. AND MARY F. LINDBACK AWARD

The **Christian R. and Mary F. Lindback Award** is given every other year 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

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 V : **Organizational List** **and Charts**

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CHESTNUT HILL COLLEGE	
Organizational List 2015-2016	
OFFICE OF THE PRESIDENT	
PRESIDENT	Carol Jean Vale, SSJ, PhD
Executive Assistant to the President	Regina Bernhardt, AS
Assistant to the President for Administration and Special Projects	Kathryn Miller, SSJ, PhD
Assistant to the President for Mission and Ministry	Roseann Quinn, SSJ, DMin
Assistant to the President for Sustainability	Mary Elizabeth Clark, SSJ
Assistant to the President for Special Projects	Kathleen Anderson, EdD
Director of Campus Ministry	Joannie Cassidy, SSJ, MA
Assistant Director of Campus Ministry	Colleen Gibson, SSJ, BA
Chaplain	Rev. Robert Mulligan, OSFS, MA, MEd
OFFICE OF FINANCIAL AFFAIRS	
SENIOR VICE PRESIDENT FOR FINANCIAL AFFAIRS and CHIEF OF STAFF	Lauri Strimkovsky, MBA
Executive Assistant to the Senior Vice President for Financial Affairs and Chief of Staff	Marjorie Keenan, SSJ, MA
Controller	Ellen McGuinn, BS, CPA
Executive Director, Student Financial Services and In-house Counsel	Christina Abbott, JD.
Collection Manager	Kim Ross, BA
Student Financial Services Representative	Christina Tomaselli, MA
Student Financial Services Representative	Jonathan Holbert, MS
Student Financial Services Representative	Meredith Weber, BA
Student Financial Services Representative	Charles Davis, BS
Director of Human Resources	Sharon B Dougherty, BA
Human Resource Administrator	Barbara Reiter, MS
Director of Financial Aid	Dawn Snook, MBA, MS
Assistant Director of Financial Aid	Emmie Feng, BS
Financial Aid Counselor	Emilie Wolf, BA
Director of Facilities	Mark McGrath
OFFICE FOR ACADEMIC AFFAIRS	
VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE FACULTY	Wolfgang Natter, Ph.D.
Executive Assistant to the Vice President for Academic Affairs and Dean of the Faculty	Kathleen Letts, SSJ, MS, MEd
Director of the Office of Teaching and Learning	Leslie Myers, MEd
Director of Math Resource Center	Joan Mickey, SSJ, MA
Director of Writing Center	John Ebersole, MFA
Director of Foreign Language Resource Center	Ruth O'Neill, SJ, MA
Director of Disabilities Resource Center	Kristin Tracy, MA, MEd
School of Undergraduate Studies	
Dean of the School of Undergraduate Studies	Cecelia Cavanaugh, SSJ, PhD
Assistant to the Dean of the School of Undergraduate Studies	Susanne Harkins. B.S.
Administrative Assistant to the Dean, SUS	
Chair of Religious Studies and Philosophy	Stephen Martin, Ph.D.
Chair of Division of Teacher Education and Leadership	Debra Chiaradonna, PhD
Chair of Sociology, Criminal Justice and Human Services	John Kovach, PhD

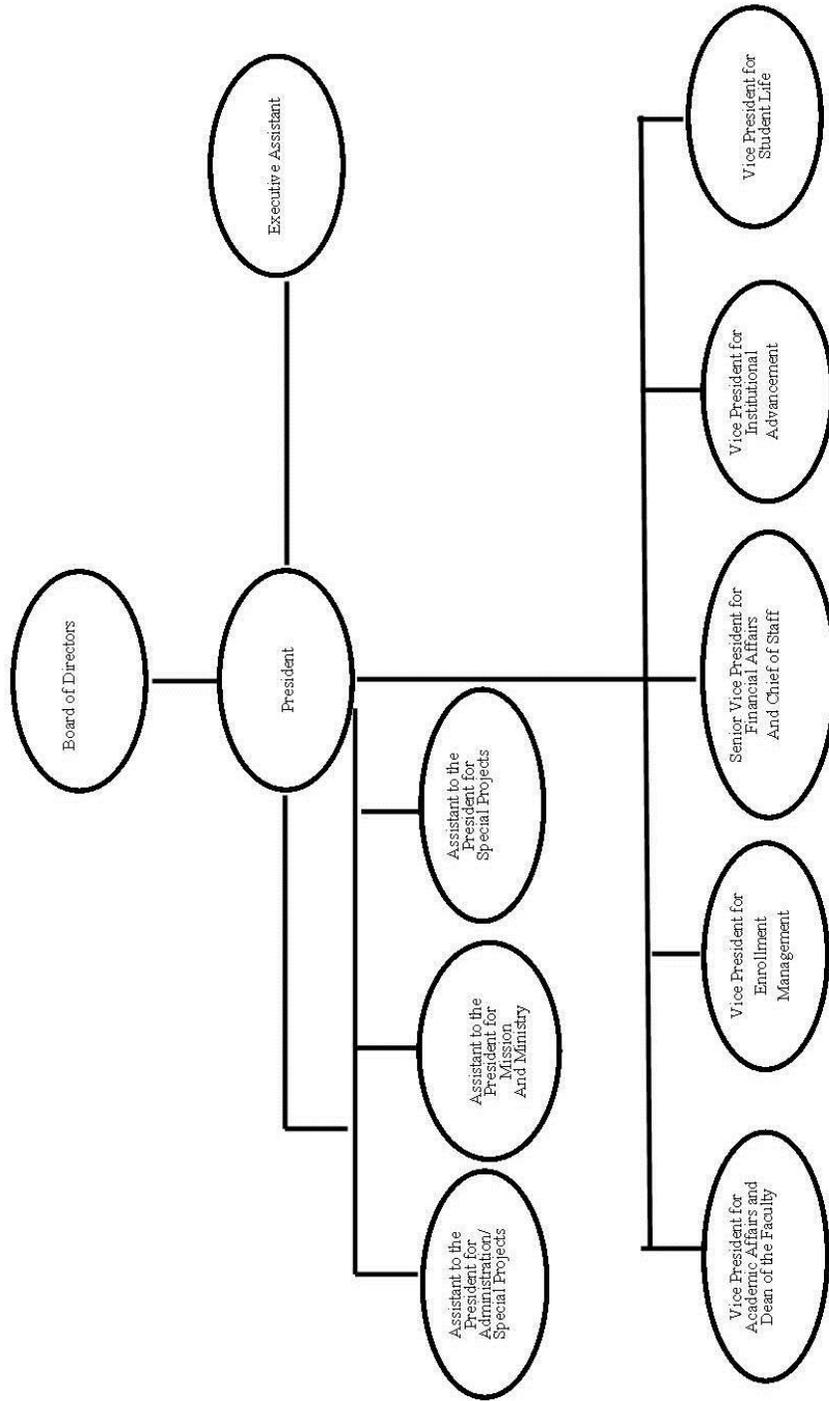
Chair of Business Administration	Joseph Bucci, EdD
Chair of Foreign Language and Literature	Mary Helen Kashuba, SSJ, DML
Chair of Physical Education	Janice Kuklick, MEd
Chair of Natural Sciences	Joseph Kulkosky, PhD
Chair of English and Communications	Barbara Lonquist, PhD
Chair of Art, Art History, and Music	David Samson, PhD
Director of Music	David Samson, PhD
Chair of Computer Science and Information Technology	Yefim Kats, PhD
Coordinator of Interdisciplinary Honors Program and Physics	Kathleen Duffy, SSJ, PhD
Coordinator of Undergraduate Education	Kathleen Ramos, PhD
Coordinator of Undergraduate Psychology	Meredith Kneavel, PhD
Coordinator of Communications	Barbara Lonquist, PhD
Coordinator of Writing Program	Keely McCarthy, PhD
Coordinator of Undergraduate Computer Science and Information Technology	Lisa Olivieri, SSJ, PHD
Coordinator of Political Science and Global Affairs	Jacqueline Reich, PhD
Coordinator of Mathematical Sciences	Merilyn Ryan, SSJ, PhD
Coordinator of FILA	Kathleen Szpila, SSJ, PhD
Coordinator of Art and Art History	Susanne Conway, MA
Coordinator of Hybrid Courses	Susan Magee, MFA
Coordinator of Chemistry	Kelly Butler, Ph.D.(Sabbatical)
Acting Coordinator of Chemistry	Karen Wendling, PhD
Coordinator of Art	Margaret Thompson, SSJ, MFA
Coordinator of Education	Kathleen Ramos, PhD
School of Continuing and Professional Studies	
Dean of the School of Continuing and Professional Studies	Elaine R. Green, EdD, HS-BCP
Director of ACCELERATED Programs	Walter Childs, MBA
Assistant Registrar	Marie Scheetz, BS
Admissions Counselor/Academic Advisor	Sister Mary Esther Lee, MA
Academic Advisor/Admissions Counselor	Sharon Ward, MS
Assistant Director of Admissions/Admissions Counselor	Alaina Costa, MS
Administrative Support Specialist/Academic Advisor	MaryAnne Galbally, MS
Data Input Specialist	Mary Ann Borek, B.S.
Academic Advisor/Education Liaison	Dorothy A. Bredehoft, SSJ, Ed.D.
Off-Site Coordinator	Catherine Kushnerick, MEd
Administrative Assistant	Anne Harkin, SSJ, MA
School of Graduate Studies	
Dean of the School of Graduate Studies	Barbara Hogan, PhD
Assistant to the Dean of the Graduate School for Admin and Special Projects	Amy Antrim, MEd
Assistant to the Dean for Academic Support and Operations	Courtney Adams, MS
Assistant to the Dean for Graduate Student Services	Kristen Dittrich, MS
Coordinator of Education	Joyce Jeuell, EdD
Graduate Programs	
Chair of Clinical Psychology	Cheryll Rothery, Psy.D., ABPP
Chair of Division of Teacher Education and Leadership	Debra Chiaradonna, Ph.D.
Assistant to the Chair of the DTEL	Barbara Crawford, BA
Coordinator, Instructional Technology	Yefim Kats, PhD

Coordinator, Administration of Human Services	Barbara Hogan, PhD
Co-Coordinators, Master's Program in Clinical & Counseling	Claudia Garcia-Leeds, PhD
Psychology	Leslie Shralow, PhD
Coordinator fo Masters' Field Program	Nicholas Wood, PsyD
Director, CHC Internship Consortium	Rosemarie Manfredi, PsyD.
Faculty and Curriculum Coordinator of ASD Programs	Rosemarie Manfredi, PsyD.
Library	
Dean for Library and Information Resources	Mary Josephine Larkin, SSJ, MA, MS
Administrative Assistant	Kathleen Quinn Gannon
Electronic Resources Librarian	Diane Arnold, MSLIS
Cataloger	Gail Cathey, MLS
Inter-Library Loan	Carol Consorto, MEd
Circulation/Reserves	Marian Eknow, BA
Print Collection Librarian	Margaret Mitchell, MSLS
Library Assistant	Eileen Maguire, SSJ, MA
Registrar	Michael Reig, JD
Associate Registrar	Theresa Coulter-Thurley, BA
Assistant Registrar	Jarrod Lovett, BS
Transfer and Technology Specialist	Michael Terranova, BA
Executive Director of Assessment and Learning	Radek Ostrowski, MEd
Director of Institutional Research	Patricia O'Donnell, SSJ, PhD
Director of the Campus Store	Christina Lo Piccolo
OFFICE OF STUDENT LIFE and ATHLETICS	
VICE PRESIDENT FOR STUDENT LIFE	
Assistant to the Vice President for Student Life	Lynn Ortale, PhD
Dean of Student Life	Chelsea Farren, M.Ed.
Director of Student Activities	Krista Bailey Murphy, PhD
Assistant Director of Student Activities	Emily Schademan, MS
Director of Residence Life	Megan Cranney, MA
Associate Director of Residence Life	Jennifer Thorpe, MS
Resident Coordinator	Kerry Rusak, MS
Resident Coordinator	Anthony Powell, MS
Resident Coordinator	LaRiese Eldridge
Resident Coordinator	Whitney Walsh
Career Development	Gabrielle White
Director of Career Development	
Assistant Director of Career Development	Nancy Dachille, MEd
Director of Service Learning	Andrea Boyle, B.S.
Service Learning Assistant	Ryan P. Murphy, MS
	Shane McCarthy, BA
Health Services	
Director of Health Services	
Nurse	Barbara Dougherty, MSN, FNP-BC
Nurse	
	Sharon Hargadon
Counseling	
Director of the Counseling Center	
Counselor	Sheila Kennedy, SSJ, PhD

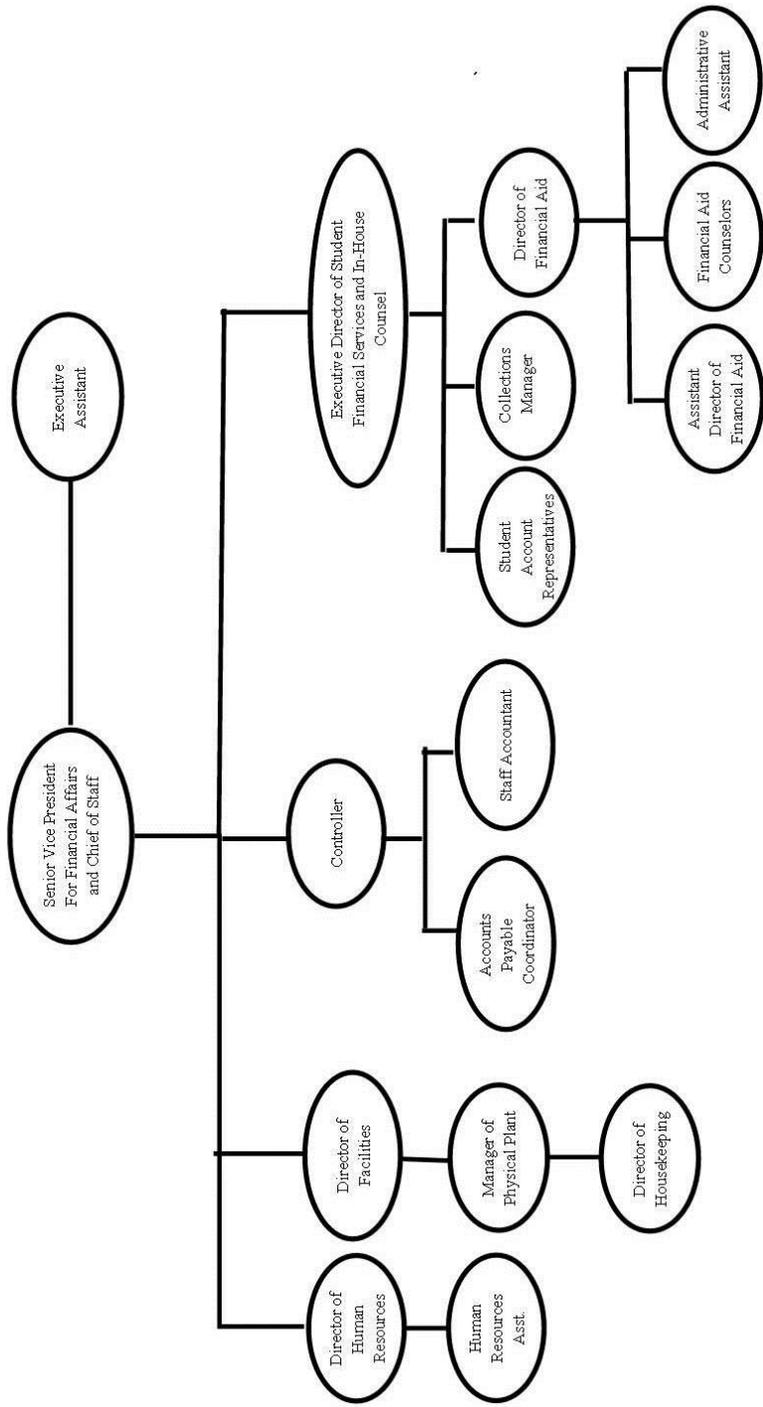
Counselor	Lisa Johnson, PsyD
	Sandra Bumgardner, PsyD
Other College Services	
Director of Security	
Director of Dining Services	Polly Teti, BS
Director of Event Planning and Facilities Marketing	Desiree Johnson
Coordinator of Facilities Rental	Drew Westveer, BA
Coordinator of Mailroom	Ursula Lavin
Coordinator of Griffin Transportation	Dennis Okema, MS
	Frank Dealy
ATHLETICS	
Director of Athletics and Recreation	
Asistant to the Athletic Director/Head Volleyball Coach	Lynn Tubman, MEd
Assistant Director of Athletics/SWA/Compliance	Kimberly Kolesnik, MA
Associate Director of Athletics/Head Men's & Women's Tennis Coach	Denise Wisniewski, MEd
Associate Director of Athletics/Head Men's Basketball Coach	Albert Stroble, MEd
Associate Director of Athletics for Student Success and Community Engagement	Jesse Balcer, MA
Assistant Director of Athletics for Recruitment/Head Sprint Football Coach	
Head Athletic Trainer	Mike Pearson, MS
Assistant Athletic Trainer	Erin Fidler, MEd, ATC
Assistant Athletic Trainer	Mindi Fisher, MA, ATC
Athletics Communication Coordinator	Brendan Connell, MS, ATC, LAT
Athletic Communications Intern	Gregory Gornick, MS
Director of Fitness and Recreation/Head Women's Soccer Coach	Andy Edwards, BA
Head Men's Lacrosse Coach/Event Management	Sandy Dickson, MS
Head Baseball Coach/Event Management	Brian Dougherty, BS
	Bob Spratt, MEd
OFFICE OF ENROLLMENT MANAGEMENT	
VICE PRESIDENT FOR ENROLLMENT MANAGEMENT	
Assistant to the VP/Admissions Receptionist	Jodie Smith, MS
School of Undergraduate Studies Admissions	Stephanie Williams, BA
Director of Admissions, School of Undergraduate Studies	
Associate Director of Undergraduate Admissions	tba
Enrollment Counselor/Event Management	Darian Murtaugh, MS
Enrollment Counselor/ Athletic Liasion	Brieanne Rogers, BSW
Enrollment Counselor	Marisa Tamez, BA
Assistant Director of Admissions/ Student Ambassador Management	Giovanni Antoine, BSW
Enrollment Counselor/ Legacy & Travel Management	Patrick Curtin, BA
Prospect Manager	Nathalie Christophe, BS
Application Manager	Theresa Cute
Data Analyst	Moira Barrett, BA
School of Continuing & Professional Studies Admissions	Gretchen Aland, MEd
Director of Admissions, School of Continuing and Professional Studies	
Assistant Director of Admissions	April Fowlkes, MS
Admissions Counselor/Academic Advisor	Alaina Costa, MS

School of Graduate Studies Admissions	Mary Esther Lee, MA
Director of Admissions, School of Graduate Studies	
Associate Director of Graduate Admissions	Jayne Mashett, BA
Assistant Director of Graduate Admissions/Applications Manager	Andrew McCarthy, BS
Director of PsyD Admissions and Assistant to the Chair	Amy Boorse, BS
Director of the Global Education Office	Eileen Webb, BA
Director of Student Success	Trachanda Brown, MLA
Associate Director of Student Success	Kim Cooney, MS
Student Success Advocate	Clare Doyle, MA, MEd
Director of Web Communications	Kaitlin Wolfert, MA
Marketing Manager	Kristin Floyd Gillern, BA
Communications Writer	Gillian Chapline, MS
Technology	Marilee Gallagher, BA
Executive Director of Technology Services	
Help Desk Coordinator/Administrative Assistant	Paul Suarez, MA
Director of Administrative Software/Jenzabar	Page Derr, BA
PC/Network Technician Academic Computing Services	Brian O'Neill, BS
PC/Network Technician	Mpho Reed
Assistant Director for Video Production	Kenny West
AV Technician Information Technology	Don Visher
Administrative Software Manager	Greg Gorski, BA
Computer Technology Support Specialist	Darlene Brown
OFFICE OF INSTITUTIONAL ADVANCEMENT	
VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT	
Executive Assistant to the Vice President for Institutional Advancement and Office Manager	Susannah Coleman, BA
Institutional Advancement Assistant	
Director of Alumni Relations	Cristina Diaz, BA
Acting Director of Alumni Relations	
Director of Planned Giving	Fran Vorsky, MS
Director of Communications	Mary Theresa Shevland, SSJ, MA
Publications Manager	Kathleen M. Spigelmyer, BS
Media Relations Manager	Brenda Lange, BA
Director of The Griffin Fund	
Associate Director of Donor Relations	Charles Watkins, MBA
Director of Constituent Records	Denise Costello, MEd
Advancement Associate	
Development Assistant	Theresa Bielski, BA
Senior Director of Research and Data Management	Alma Rose Schlosser, SSJ, MM
	Gini Calcerano, BA

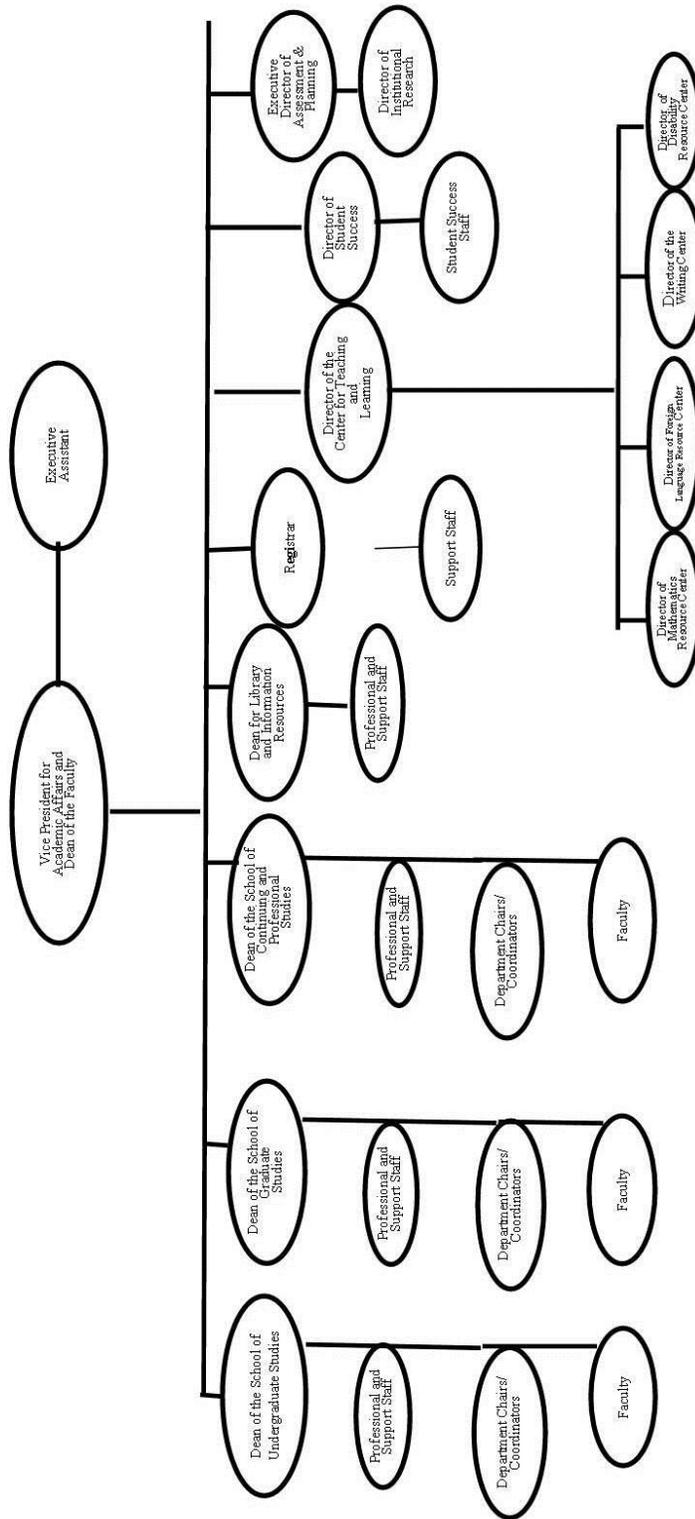
**Organization Chart
Chestnut Hill College**



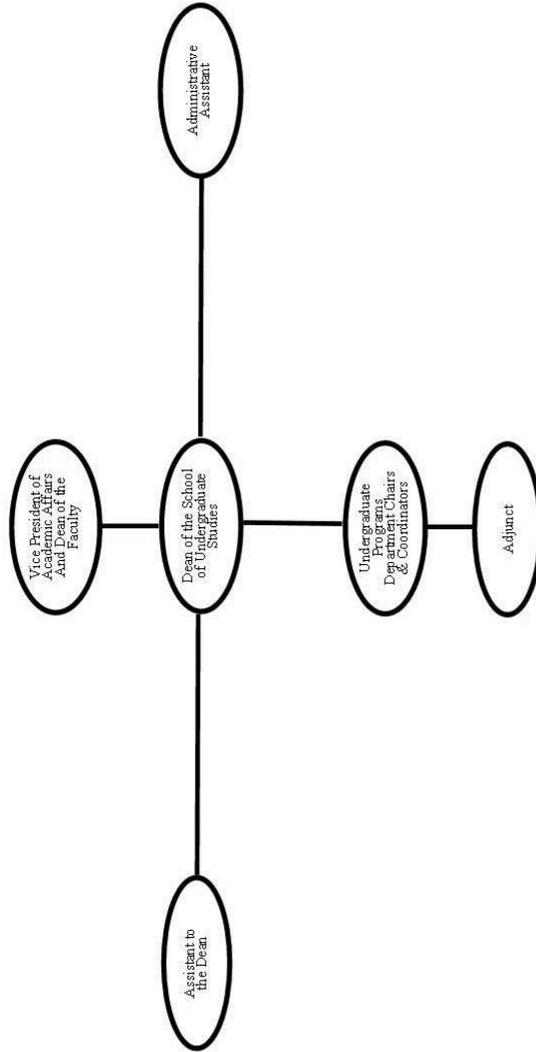
**Organization Chart
Financial Affairs**



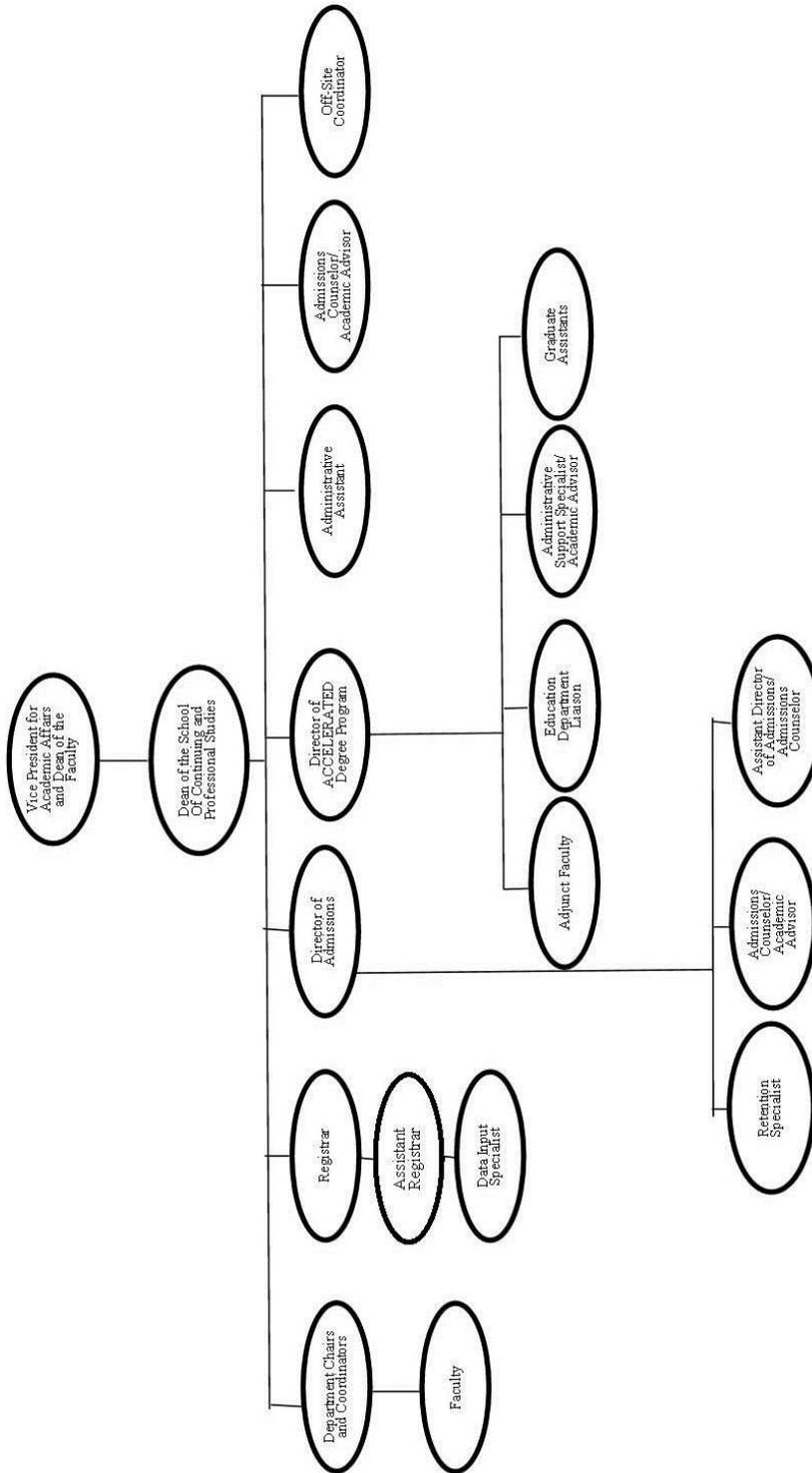
Organization Chart Academic Affairs



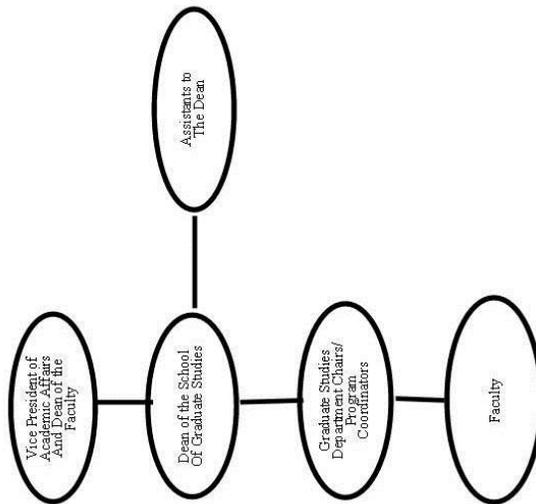
Organization Chart
School of Undergraduate Studies



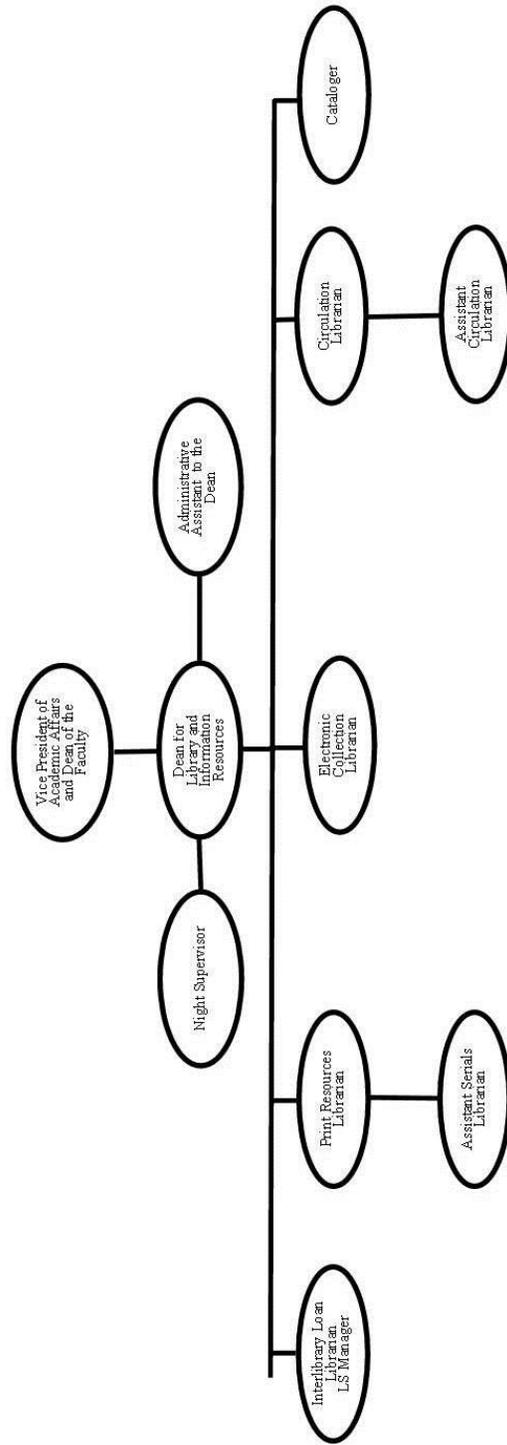
Organization Chart School of Continuing and Professional Studies



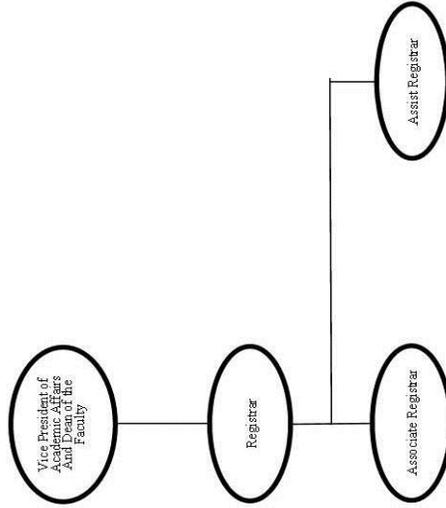
**Organization Chart
School of Graduate Studies**



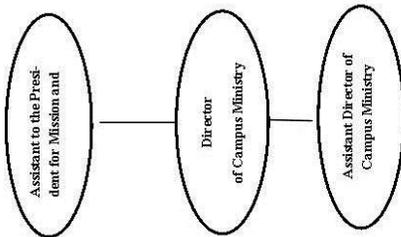
Organization Chart Library



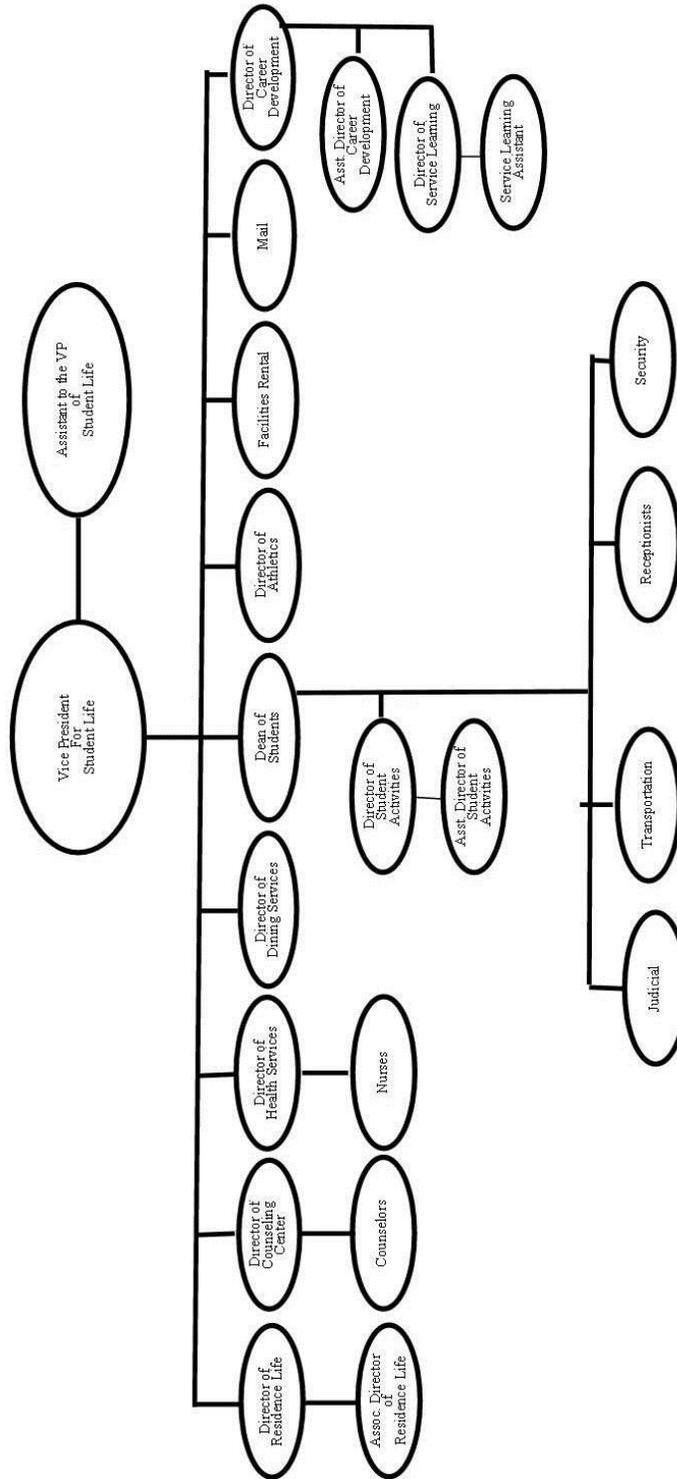
**Organization Chart
Registrar**



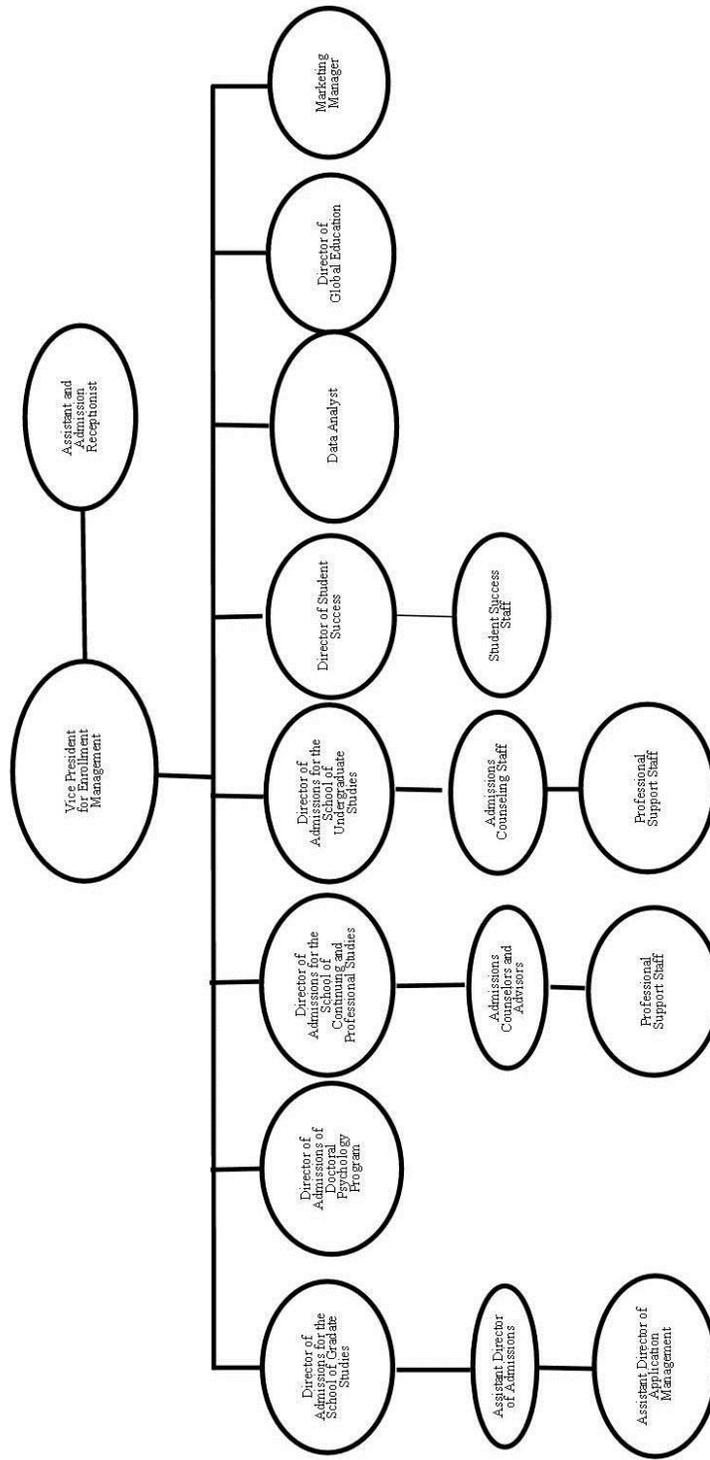
**Organization Chart
Campus Ministry**



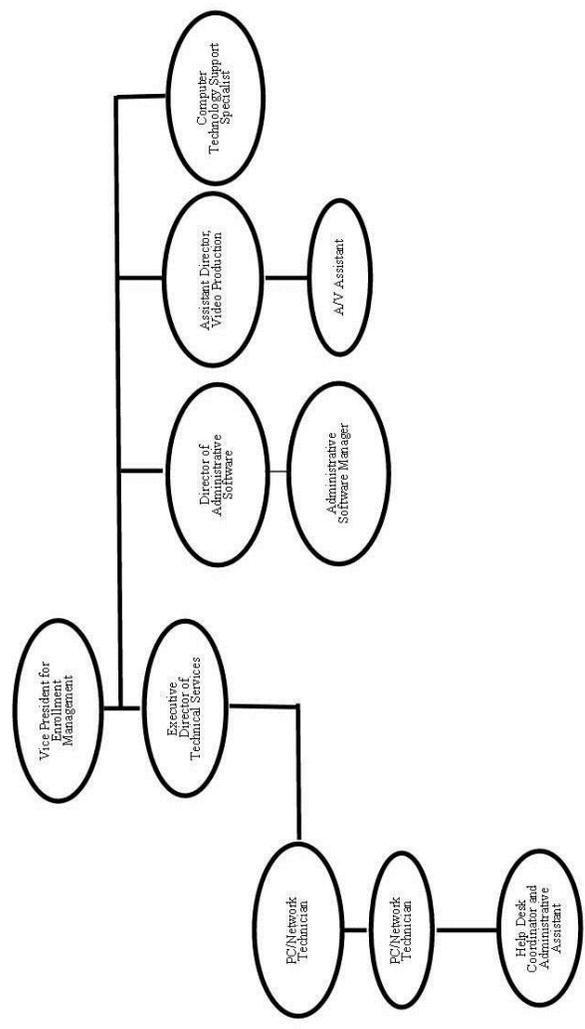
Organization Chart Student Life



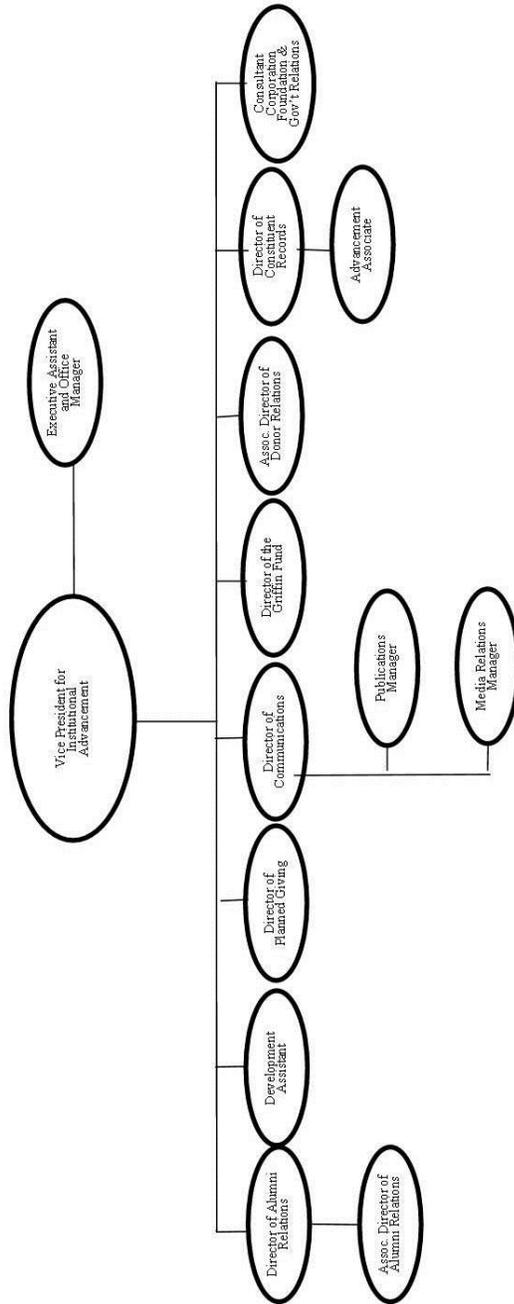
**Organization Chart
Enrollment Management**



**Organization Chart
Information Technology**



Organization Chart Institutional Advancement



Section VI :

2015-2016

Academic Calendars

2015-2016 ACADEMIC CALENDARS INDEX

Calendar School of Undergraduate Studies	3
Calendar School of Graduate Studies.....	6
Calendar School of Continuing and Professional Studies	10

FALL 2015

	Date	7/16/2015 Day
Griffin Day	16-Jul	Thursday
Griffin Day	20-Jul	Monday
Late Registration Fee begins	10-Aug	Monday
New Student Move-in and Orientation 10:00 AM	21-Aug	Friday
Fall Convocation 3:00 PM	21-Aug	Friday
Residence Halls Open for Returning Students 10:00 AM	23-Aug	Sunday
Last day to DROP all courses with 100 % refund	23-Aug	Sunday
Classes Begin	24-Aug	Monday
Last day to DROP all courses with 80 % refund	30-Aug	Sunday
Drop/Add Period on the My CHC Portal Ends	30-Aug	Sunday
Withdrawal Period begins (Fee- \$40 per course)	31-Aug	Monday
Grading Status Change Period Begins (<i>P/F. Audit</i>)	31-Aug	Monday
Last day to Withdraw all courses with 60 % refund	4-Sep	Friday
Labor Day Holiday / College closed / no classes	7-Sep	Monday
Opening Liturgy 2:00 PM (Mission and Legacy Week)	9-Sep	Wednesday
Last day to Withdraw all courses with 40 % refund	11-Sep	Friday
Prayer Service 2:00 PM	16-Sep	Wednesday
Residence Halls Close 6:00 PM	9-Oct	Friday
Midterm Grades due at 5:00 PM	9-Oct	Friday
Fall Break / no classes	Oct 12-13	Monday- Tuesday
Residence Halls Re-Open 12:00 noon	13-Oct	Tuesday
Classes resume	14-Oct	Wednesday
Withdraw without failure period ends	19-Oct	Monday
Grading Status Change Period Ends(<i>P/F. Audit</i>)	19-Oct	Monday
Winterim Intersession Registration- All students 7:00 AM	19-Oct	Monday
Spring 2016 Registration Begins- Seniors and IDHP 7:00 AM	20-Oct	Tuesday
Spring 2016 Registration Begins- Juniors 7:00 AM	21-Oct	Wednesday
Spring 2016 Registration Begins-Sophomores 7:00 AM	22-Oct	Thursday
Spring 2016 Registration Begins- Freshmen 7:00 AM	23-Oct	Friday
Course Evaluations Open	20-Nov	Friday
Residence Halls Close 6:00 PM	24-Nov	Tuesday
Thanksgiving Holiday /no classes	Nov 25 - 27	Wednesday- Friday
Residence Halls Re-Open 12:00 noon	29-Nov	Sunday
Classes Resume	30-Nov	Monday
Classes End	4-Dec	Friday
Final Exam Week	Dec 7-11	Monday - Friday
Residence Halls Close 6:00 PM	11-Dec	Friday
Final Grades Due at 5:00 PM	15-Dec	Tuesday
Holiday Break / College closed (tentative)	23 Dec - Jan 2	
December Degree Conferral	23-Dec	Wednesday

WINTERIM INTERSESSION 2015-2016

Classes begin	14-Dec	Monday
Classes end	16-Jan	Saturday

SPRING 2016

Late Registration Fee Begins	4-Jan	Monday
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Residence Halls Open, 12:00 Noon	17-Jan	Sunday
Last day to DROP all courses with 100 % refund	17-Jan	Sunday
Classes Begin	18-Jan	Monday
Drop/ Add Period on the My CHC Portals Ends	24-Jan	Sunday
Last day to DROP all courses with 80 % refund	24-Jan	Sunday
Withdrawal Period begins (Fee - \$40 per course)	25-Jan	Monday
Grading Status Change Period Begins (<i>P/F. Audit</i>)	25-Jan	Monday
Last day to Withdraw all courses with 60 % refund	29-Jan	Friday
Last day to Withdraw all courses with 40 % refund	5-Feb	Friday
Residence Halls Close 6:00 PM	26-Feb	Friday

Feb 29 - Mar

Spring Break / no classes	4	Monday – Friday
Residence Halls Re-Open 12:00 noon	6-Mar	Sunday
Classes Resume	7-Mar	Monday

Midterm Grades due at 5:00 PM

Withdraw without failure period ends	9-Mar	Wednesday
Grading Status Change Period Ends(<i>P/F. Audit</i>)	14-Mar	Monday
Summer 2016 Registration Begins - All Students	14-Mar	Monday
Fall 2016 Registration Begins- Seniors and IDHP 7:00 AM	14-Mar	Monday
Fall 2016 Registration Begins- Juniors 7:00 AM	15-Mar	Tuesday
Fall 2016 Registration Begins-Sophomores 7:00 AM	16-Mar	Wednesday
Fall 2016 Registration Begins- Freshmen 7:00 AM	17-Mar	Thursday
Residence Halls Close 6:00 PM	18-Mar	Friday
	23-Mar	Wednesday

Mar 24 - Mar

Easter Holiday / no classes	28	Thursday - Monday
Residence Halls Re-Open 12:00 noon	28-Mar	Monday
Classes Resume	29-Mar	Tuesday

Course Evaluations Open

Course Evaluations Open	22-Apr	Friday
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Honors Convocation 1:00 PM

Honors Convocation 1:00 PM	1-May	Sunday
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Class Switch / Follow Thursday Schedule

Class Switch / Follow Thursday Schedule	3-May	Tuesday
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Class Switch / Follow Friday Schedule

Class Switch / Follow Friday Schedule	4-May	Wednesday
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Classes End

Classes End	4-May	Wednesday
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Final Exam Week

Final Exam Week	May 5 - 11	Thurs – Wed
Residence Hall Close for All but Grads and Volunteers 6:00 PM	11-May	Wednesday

Senior Send-off Activities	May 12- 13	Thursday- Friday
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Final Grades Due for SENIORS 12:00 noon	12-May	Thursday
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Residence Halls Close for Volunteers 9:00 AM & Grads 2;30 PM	14-May	Saturday
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May Degree Conferral	14-May	Saturday
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Commencement Procession 10:30 & Commencement 11:00 AM	14-May	Saturday
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Final Grades Due at 5:00 PM	17-May	Tuesday
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Summer 2016
Session One- Six Weeks

Late Registration Fee Begins	2-May	Monday
Last day to DROP all courses with 100% refund	15-May	Sunday
Classes Begin	16-May	Monday
Last day to DROP all courses with 80% refund	22-May	Sunday
Drop/Add Period on the My CHC Portal Ends	22-May	Sunday
Withdraw Period begins (<i>Fee - \$40 per course</i>)	23-May	Monday

Last day to Withdraw from all courses with 60% refund	27-May	Friday
Memorial Day Holiday /no classes	30-May	Monday
Last day to Withdraw from all courses with 40% refund	3-Jun	Friday
Withdraw without failure period ends	6-Jun	Monday
Classes End	24-Jun	Friday
Final Grades Due at 5:00 PM	29-Jun	Wednesday

Session Two – Six weeks

Late Registration Fee Begins	1-Jun	Wednesday
Last day to DROP all courses with 100% refund	26-Jun	Sunday
Classes Begin	27-Jun	Monday
Last day to DROP all courses with 80% refund	3-Jul	Sunday
Drop/Add Period on the My CHC Portal Ends	3-Jul	Sunday
July 4th Holiday / no classes	4-Jul	Monday
Withdrawal Period Begins (Fee - \$40 per course)	4-Jul	Monday
Last day to Withdraw from all courses with 60% refund	8-Jul	Friday
Last day to Withdraw from all courses with 40% refund	15-Jul	Friday
Withdraw without failure period ends	18-Jul	Monday
Classes End	5-Aug	Friday
Final Grades Due at 5:00 PM	10-Aug	Wednesday

Semester – Twelve weeks

Late Registration Fee Begins	2-May	Monday
Last day to DROP all courses with 100% refund	15-May	Sunday
Classes Begin	16-May	Monday
Last day to DROP all courses with 80% refund	22-May	Sunday
Drop/Add Period Ends	22-May	Sunday
Withdrawal Period Begins (Fee - \$40 per course)	23-May	Monday
Last day to Withdraw from all courses with 60% refund	27-May	Friday
Memorial Day Holiday /no classes	30-May	Monday
Last day to Withdraw from all courses with 40% refund	3-Jun	Friday
Withdraw without failure period ends	6-Jun	Monday
July 4th Holiday / no classes	4-Jul	Monday
Classes End	5-Aug	Friday
Final Grades Due at 5:00 PM	10-Aug	Wednesday
August Degree Conferral	19-Aug	Friday

**School of Graduate Studies
2015-2016 Academic Calendar**

Fall 2015 **

Fall 2014 course registration begins	7/13/2015
Fall 2014 course registration begins--new and non-matriculated students	7/15/2015
Late registration fee goes into effect at the close of the business day	8/7/2015
Last day to change registration (100% refund)	8/21/2015
Last day to change registration for Accelerated session--Fall I (100% refund)	8/21/2015
Classes begin	8/24/2015
Last day to change registration (80% refund)	8/28/2015
Last day to change registration for Accelerated session--Fall I (80% refund)	8/28/2015
Last day to change registration (60% refund)	9/4/2015
Last day to change registration for Accelerated session--Fall I (60% refund)	9/4/2015
HOLIDAY--Labor Day--NO CLASSES	9/7/2015
Last day to change registration (40% refund)	9/11/2015
Last day to withdraw without failure for Accelerated session--Fall I (no refund)	9/11/2015
Application due to request December 2015 graduation	9/25/2015
Last day to withdraw without failure (no refund)	10/2/2015
Deadline for Master's-level assistantship applications	10/2/2015
Fall Break	10/12/2015- 10/13/2015
Last day to change registration for Accelerated session--Fall II (100% refund)	10/16/2015
Classes end for Accelerated session--Fall I	10/17/2015
Classes begin for Accelerated session--Fall II	10/19/2015
Last day to change registration for Accelerated session--Fall II (80% refund)	10/23/2015
Last day to change registration for Accelerated session--Fall II (60% refund)	10/30/2015
Last day to withdraw without failure for Accelerated session--Fall II (no refund)	11/6/2015
Spring 2016 course registration begins	11/9/2015
Spring 2016 course registration begins--new and non-matriculated students	11/11/2015
Assessment and evaluation window opens	11/24/2015
HOLIDAY--Thanksgiving--NO CLASSES	11/25/2015- 11/27/2015
Grading window opens	12/1/2015
Classes end for Accelerated session--Fall II	12/12/2015
Classes end	12/12/2015
Assessment and evaluation window closes	12/15/2015
Grades due	12/15/2015
Degree conferral	12/23/2015

***Students should confirm that these dates apply to their particular course/program of study. Students should be available for dates specified in the academic calendar. Any program-specific calendar revisions will be communicated via the course professor.*

Spring 2016 **

Spring 2016 course registration begins	11/9/2015
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Spring 2016 course registration begins--new and non-matriculated students	11/11/2015
Late registration fee for Accelerated program goes into effect at the close of the business day	12/4/2015
Late registration fee goes into effect at the close of the business day	12/11/2015
Last day to change registration for Accelerated session--Spring I (100% refund)	12/18/2015
Classes begin for Accelerated session--Spring I	1/4/2016
Last day to change registration for Accelerated session--Spring I (80% refund)	1/8/2016
Last day to change registration for Accelerated session--Spring I (60% refund)	1/15/2016
Last day to change registration (100% refund)	1/15/2016
Classes begin	1/18/2016
Last day to withdraw without failure for Accelerated session--Spring I (no refund)	1/22/2016
Last day to change registration (80% refund)	1/22/2016
Last day to change registration (60% refund)	1/29/2016
Last day to change registration (40% refund)	2/5/2016
Deadline for Master's-level assistantship applications	2/5/2016
Application due to request May 2016 graduation	2/19/2016
Last day to withdraw without failure (no refund)	2/19/2016
Last day to change registration for Accelerated session--Spring II (100% refund)	2/26/2016
Classes end for Accelerated session--Spring I	2/27/2016
Classes begin for Accelerated session--Spring II	2/29/2016
Spring Break	2/29/2016- 3/4/2016
Last day to change registration for Accelerated session--Spring II (80% refund)	3/4/2016
Summer 2016 course registration begins	3/7/2016
Summer 2016 course registration begins--new and non-matriculated students	3/9/2016
Last day to change registration for Accelerated session--Spring II (60% refund)	3/11/2016
Last day to withdraw without failure for Accelerated session--Spring II (no refund)	3/18/2016
HOLIDAY--Easter--NO CLASSES	3/24/2016- 3/28/2016
Assessment and evaluation window opens	4/13/2016
Grading window opens	4/20/2016
Classes end for Accelerated session--Spring II	4/23/2016
Classes end	5/13/2016
Assessment and evaluation window closes	5/13/2016
Grades due	5/13/2016
Degree conferral	5/14/2016
Commencement ceremony	5/14/2016

***Students should confirm that these dates apply to their particular course/program of study. Students should be available for dates specified in the academic calendar. Any program-specific calendar revisions will be communicated via the course professor.*

Summer 2016 **

Please note: there are four (4) calendar formats for the summer: summer graduate (three sessions total) and the accelerated program format in an eight (8) week session for graduate accelerated programs.

Summer I -- Six (6) week session. Classes meet twice a week from May 16-June 24, 2016.

Summer 2016 course registration begins	3/14/2016
Summer 2016 course registration begins--new and non-matriculated students	3/16/2016
Late registration fee goes into effect at the close of the business day	5/6/2016
Last day to change registration (100% refund)	5/13/2016
Classes begin	5/16/2016
Last day to change registration (80% refund)	5/20/2016
Last day to change registration (60% refund)	5/27/2016
HOLIDAY--Memorial Day--NO CLASSES	5/30/2016
Last day to withdraw without failure (no refund)	6/3/2016
Assessment and evaluation window opens	6/8/2016
Grading window opens	6/8/2016
Deadline for Master's-level assistantship applications	6/10/2016
Assessment and evaluation window closes	6/24/2016
Classes end	6/24/2016
Grades due	7/1/2016
Application due to request August 2016 graduation	7/1/2016
Fall 2016 course registration begins	7/11/2016
Fall 2016 course registration begins--new and non-matriculated students	7/13/2016
Degree conferral	8/19/2016

***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 16-July 22, 2016.

Summer 2016 course registration begins	3/14/2016
Summer 2016 course registration begins--new and non-matriculated students	3/16/2016
Late registration fee goes into effect at the close of the business day	5/6/2016
Last day to change registration (100% refund)	5/13/2016
Classes begin	5/16/2016
Last day to change registration (80% refund)	5/20/2016
Last day to change registration (60% refund)	5/27/2016
HOLIDAY--Memorial Day--NO CLASSES	5/30/2016
Last day to change registration (40% refund)	6/3/2016
Last day to withdraw without failure (no refund)	6/10/2016
Deadline for Master's-level assistantship applications	6/10/2016
Application due to request August 2016 graduation	7/1/2016
HOLIDAY--Independence Day--NO CLASSES	7/4/2016
Fall 2016 course registration begins	7/11/2016
Fall 2016 course registration begins--new and non-matriculated students	7/13/2016
Assessment and evaluation window opens	7/13/2016
Grading window opens	7/13/2016
Assessment and evaluation window closes	7/22/2016
Classes end	7/22/2016
Grades due	7/29/2016
Degree conferral	8/19/2016

***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 27-August 5, 2016.

Summer 2016 course registration begins	3/14/2016
Summer 2016 course registration begins--new and non-matriculated students	3/16/2016
Late registration fee goes into effect at the close of the business day	6/3/2016
Deadline for Master's-level assistantship applications	6/10/2016
Last day to change registration (100% refund)	6/24/2016
Classes begin	6/27/2016
Last day to change registration (80% refund)	7/1/2016
Application due to request August 2016 graduation	7/1/2016
HOLIDAY--Independence Day--NO CLASSES	7/4/2016
Last day to change registration (60% refund)	7/8/2016
Fall 2016 course registration begins	7/11/2016
Fall 2016 course registration begins--new and non-matriculated students	7/13/2016
Last day to withdraw without failure (no refund)	7/15/2016
Grading window opens	7/20/2016
Assessment and evaluation window opens	7/20/2016
Assessment and evaluation window closes	8/5/2016
Classes end	8/5/2016
Grades due	8/17/2016
Degree conferral	8/19/2016

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

Accelerated programs -- Summer I & II -- The Graduate Accelerated programs consist of two (2) eight (8) week sessions running from April 25-August 13, 2016. Each class meets once a week from 5:30-10pm unless otherwise noted.

Summer 2016 course registration begins	3/14/2016
Summer 2016 course registration begins--new and non-matriculated students	3/16/2016
Late registration fee for Accelerated program goes into effect at the close of the business day	4/15/2016
Last day to change registration for Accelerated session--Summer I (100% refund)	4/22/2016
Classes begin for Accelerated session--Summer I	4/25/2016
Last day to change registration for Accelerated session--Summer I (80% refund)	4/29/2016
Last day to change registration for Accelerated session--Summer I (60% refund)	5/6/2016
Last day to withdraw without failure for Accelerated session--Summer I (no refund)	5/13/2016
HOLIDAY--Memorial Day--NO CLASSES	5/30/2016
Assessment and evaluation window opens	6/10/2016
Deadline for Master's-level assistantship applications	6/10/2016
Grading window opens	6/16/2016
Last day to change registration for Accelerated session--Summer II (100% refund)	6/17/2016
Assessment and evaluation window closes	6/18/2016
Classes end for Accelerated session--Summer I	6/18/2016
Classes begin for Accelerated session--Summer II	6/20/2016
Last day to change registration for Accelerated session--Summer II (80% refund)	6/24/2016

Application due to request August 2016 graduation	7/1/2016
Last day to change registration for Accelerated session--Summer II (60% refund)	7/1/2016
HOLIDAY--Independence Day--NO CLASSES	7/4/2016
Last day to withdraw without failure for Accelerated session--Summer II (no refund)	7/8/2016
Fall 2016 course registration begins	7/11/2016
Fall 2016 course registration begins--new and non-matriculated students	7/13/2016
Assessment and evaluation window opens	8/10/2016
Grading window opens	8/10/2016
Classes end for Accelerated session--Summer II	8/13/2016
Assessment and evaluation window closes	8/17/2016
Grades due	8/17/2016
Degree conferral	8/19/2016

***Students should confirm that these dates apply to their particular course/program of study. Courses meeting on Thursday in the non-Accelerated program must address the missing class time in their syllabi.*

School of Continuing and Professional Studies Academic Calendar – 2015 - 2016

Fall 1 (August 24, 2015 – October 17, 2015)

August 24	Fall 1 Classes Begin
August 24 – August 29	80% Withdrawal Refund
August 29	Add Period Ends
August 31 – September 5	60% Withdrawal Refund
September 7	Labor Day Holiday (No Classes)
September 8 – September 12	40% Withdrawal Refund—No refund after this date
September 19	Last day to withdraw from a course without academic penalty
September 26	Last day to make up incomplete grades from Summer 2
September 30	Last Day for On-line Exit Interview for December Graduates
October 10	Late Registration Fee for Fall 2 Begins
October 17	Fall 1 Classes End

Fall 2 (October 19, 2015 – December 12, 2015)

October 19	Fall 2 Classes Begin
October 19 – October 24	80% Withdrawal Refund
October 24	Add Period Ends
October 26 – October 31	60% Withdrawal Refund
November 2	Registration begins for Spring I and 2, 2016
November 2 – November 7	40% Withdrawal Refund—No refund after this date
November 14	Last day to withdraw from a course without academic penalty
November 21	Last day to make up incomplete grades from Fall 1
November 25 – November 28	Thanksgiving Holiday (No Classes)
December 5	Late Registration Fee for Spring 1 Begins
December 12	Fall 2 Classes End

Spring 1 (January 4, 2016 - January 4	February 27, 2016) Spring I Class Begin
January 4 – January 9	80% Withdrawal Refund
January 9	Add Period Ends

January 11– January 16	60% Withdrawal Refund
January 18 – January 23	40% Withdrawal Refund—No refund after this date
January 30	Last day to withdraw from a course without academic penalty
February 6	Last day to make up incomplete grades from Fall 2
February 13	Last Day for On-line Exit Interview for May Graduates
February 20	Late Registration Fee for Spring 2 Begins
February 27	Spring 1 Classes End

Spring 2 (February 29, 2016 – April 23, 2016)

February 29	Spring 2 Classes Begin
February 29 – March 5	80% Withdrawal Refund
March 5	Add Period Ends
March 7 – March 12	60% Withdrawal Refund
March 14	Registration begins for Summer 1 and 2, 2016
March 14 – March 19	40% Withdrawal Refund—No refund after this date
March 22	Last day to withdraw from a course without academic penalty
March 23 – March 27	Easter Holiday (No Classes – Offices Closed)
April 2	Last day to make up incomplete grades from Spring 1
April 16	Late Registration Fee for Summer 1 Begins
April 23	Spring 2 Classes End

Summer 1 (April 25, 2016 - June 18 2016)

April 25	Summer 1 Classes Begin
April 25 – April 30	80% Withdrawal Refund
April 30	Add Period Ends
May 2 – June 7	60% Withdrawal Refund
May 9 – May 14	40% Withdrawal Refund—No refund after this date
May	Graduation (No Classes)
May 21	Last day to withdraw from a course without academic penalty
May 28	Last day to make up incomplete grades from Spring 2
May 30	Memorial Day Holiday (No Classes)
June 11	Last Day for On-Line Exit Interview for August Graduates
June 11	Late Registration Fee for Summer 2 begins
June 18	Summer 1 Classes End

Summer 2 (June 20, 2016 -

June 20	August 13, 2016)
June 20 – June 25	Summer 2 Classes Begin
July 25	80% Withdrawal Refund
July 27– July 2	Add Period Ends
July 4	60% Withdrawal Refund
July 11– July 16	Independence Day Holiday (No Classes)
July 11	40% Withdrawal Refund – No refund after this date
July 16	Registration begins for Fall 1 and 2, 2016
July 23	Last day to withdraw from a course without academic penalty
Aug 6	Last day to makeup incomplete grades from Summer 1
August 13	Late Registration Fee for Fall 1 Begins
	Summer 2 Classes End

No Friday Evening Classes Scheduled during Summer 1 and 2

No Classes Scheduled Week of August 15 to August 20, 2016

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, 2016 - Begin August 22 – End October 15 , 2016

Fall 2, 2016 – Begin October 17 – End December 10 , 201

Section VII: 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 be able to 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	
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	
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	
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	
PROFICIENT	
DEMONSTRATED	
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	
Published books, professionally exhibited or performed art	
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 COURSES AT CHESTNUT HILL COLLEGE (revised 2013)

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 25% of the time in an online environment and at least 40% of the time in a face to face environment in 14-week courses, and at least 25% of the time in face to face environment during accelerated-format sessions; exact distribution of class time (within these parameters) will be determined by the instructor in consultation with the hybrid coordinator, the department chair, and appropriate dean.

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

Hybrid courses at CHC may be offered at any level other than course designed for first-year students or to attract a significant number of first-year students (this restriction is a result of the stipulation that a student must have a minimum of 30 credits to take a hybrid course at CHC—see below).

Conditions for Offering a Hybrid Course

Instructors

Instructors will receive a 3-credit course release or payment for a three-credit course for a first-time development of a hybrid course. Adjuncts will be paid for one course for the first-time development of a hybrid course.

The Application Process.

To adapt an existing course:

- The instructor must obtain approval of department chair and Dean of Undergraduate Studies to adapt an existing course into hybrid form. Please use "Hybrid Course Request Form."

To develop a new course:

- All hybrid classes must first be approved as a traditional CHC course through the curriculum committee. The instructor must obtain approval of department chair and Dean of Undergraduate Studies to teach the proposed new course as a hybrid, but the instructor must first work with the department chair to submit a new course proposal to curriculum committee. The instructor should use both the "Hybrid Request Form" to seek initial approval to develop the course as a hybrid and the traditional "New Course Proposal Form" (available in the faculty manual) to submit to the curriculum committee.

Requirements for developing/adapting a course.

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

- Must design the course so that it uses multiple interactive, online technologies (technologies might include use of approved Learning Management System (LMS), PowerPoint, Jing, wikis, whiteboards, online lectures, podcasting, etc.). Therefore, instructors must be willing to self-assess their readiness to teach such courses and be willing to take appropriate technology training classes to prepare for the online portions of the course.
- Must be sure course is listed as a hybrid in the course schedule. This description should include a specific list of the technologies the instructor plans to use in the course so that students can determine their preparedness for the course.
- Must fully develop, design, and post the course on approved Learning Management System (LMS) **before** the semester begins.
- Must (regardless of rank or prior experience with hybrid courses) agree to work with a hybrid course mentor to ensure that the course meets Quality Matters (QM) rubric standards before and during the course. No course will be listed in the course schedule as a hybrid course until it has met the requirements of the QM rubric.
- Must (regardless of rank) agree to comprehensive course review through specific course evaluation forms and review of the course by colleagues.

- 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 met and be aware of the following requirements for enrolling in a hybrid course. These requirements will be made available to students in the Undergraduate Academic Catalog, the Student Handbook, the course schedule, and through discussion with his or her advisor.

Students:

- Must have a minimum of 30 academic credits (15 of which must be CHC credits). If the student does not meet the minimum standards, he or she must seek special permission from the department chair and course instructor 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 rules of “netiquette” and the college’s “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.

Course Design for Hybrid Courses

Syllabus and Policies

The syllabus and policies for a hybrid course must meet CHC standards for traditional syllabi and policies (e.g. they must include learning outcomes, a statement of academic integrity, a list of support services, etc.). See Faculty Handbook.

The syllabus and course policies (posted on the approved LMS) for a hybrid course must also include:

- Instructor contact information and policies for contacting the instructor and expected response times.
- A statement that the course is a hybrid with hardware and software requirements a student will need to complete the class.
- Clear instructions regarding how to contact the helpdesk and 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 of classes that outlines both FTF and online meeting times.
- A clear statement about expectations for student participation in both the FTF and online environments.

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

- The class must meet in person on first day and instructor must assign online work within first week of classes to ensure student readiness.
- The course should use a variety of multimedia formats to enrich and enhance the learning experience (Jing, wikis, whiteboards, discussion boards, video and voice tools, PowerPoint, etc.)
- The course must meet the standards of the QM Rubric. Courses should be designed with the Quality Matters Rubric in mind.
- Courses should be designed in compliance with the CHC hybrid course format and architecture (see sample courses and resource materials for more information).
-

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

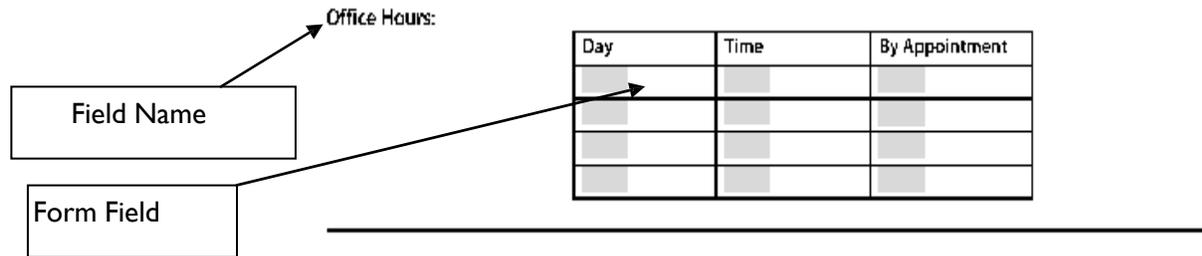
Creating a Syllabus Using Microsoft Word

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 Kristin Tracy, Director of the Disability Resource Center, 331 St. Joseph Hall, Phone: 215-753-3655, Fax: 215-242-7748, TracyK@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:

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 F

FORMS

Forms can be obtained in the appropriate offices.

Chestnut Hill College
Event and Meeting Reservation Form

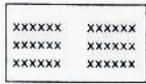
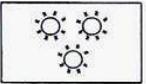
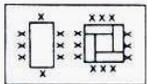
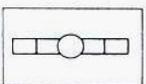
Date Submitted	Requested by:
CHC CONTACT NAME & PHONE #	Department Budget #
Type of Event :	NON-CHC CLIENT NAME/ORGANIZATION:
Expected attendance:	NON-CHC EVENT PLANNER NAMES:
Date of Event	
Time:	

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.).



Office of Residence Life
9601 Germantown Avenue
Philadelphia, Pennsylvania 19118
(215) 248-7118

Incident Report Form

Staff Member Filing Report: _____ Date of Incident: _____

Time of Incident: _____ **AM/PM** Incident Location: _____

Course Name (and Section if applicable): _____

Type of Violation: *Prohibited Item/Activity* *Disorderly Conduct* *Disruption of Teaching*
Other

Was the Dean of the School or Undergraduate Studies informed? **YES NO**
Did Security respond? **YES NO** If yes, who? _____

Please list all students involved below (Please add additional lines if necessary):

Name: _____

Name: _____

Please describe the facts of the incident. Include any action taken or penalty determined by the faculty member.

Faculty Initials: _____ **Date:** _____
Dean SUS Initials: _____ **Date:** _____
Dean of Student Life : _____ **Date:** _____

2012-2013

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:

Instructions to Accounts Payable Office:

Name _____		Mail check to address on the left
Address _____	_____	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
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



**CHESTNUT
HILL
COLLEGE**

REQUEST FOR APPROVAL OF POSITION:

Position: _____ Salary Range \$ _____ per _____

Full-time Part-time _____ hrs per wk/ _____ mos. per year
 10 month Temporary, from _____ to _____

Department: _____ Budget Account _____

Replacement Replacement is for _____

New Reason for addition _____

Summary of Duties and Qualifications _____

Approval of Initiating Supervisor _____
Signature Title Date

Approval of Administrator _____
Signature Title Date

Approval of VPFA _____
Signature VPFA Title Date

Approval of President _____
Signature President Title Date

NOTICE OF POSITION FILLED

New Employee Transferred Employee, from _____

Employee Name _____ Start Date _____

Address _____

City/State/ZIP _____

Full-time Part-time Salary/Wage \$ _____ per _____

Please send letter of appointment to home initiating supervisor

APPENDIX G

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

				Improvement	Observed
Course demands an appropriate level of academic rigor	<input type="checkbox"/>				
Provides group as well as individual instruction as needed	<input type="checkbox"/>				
Assesses the class climate and understanding of material presented	<input type="checkbox"/>				
Provides constructive feedback to students on assessments	<input type="checkbox"/>				
Establishes a positive rapport with students	<input type="checkbox"/>				
Conveyed enthusiasm for subject material	<input type="checkbox"/>				
Stated objectives were met in class	<input type="checkbox"/>				

Lesson Description

Commendations

Recommendations

Additional Comments

A written summary of the observation shall be presented to the adjunct within two weeks of the observation. After the Peer Evaluator and Adjunct Faculty member meet, a copy of the observation is sent to the Department Chair/Coordinator as well as the Dean of the appropriate school. 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 may request a second observation later in the session or semester.

Adjunct: Signing this observation indicates it was presented to you and you have read it; it does not indicate agreement or disagreement with the report.

A copy of this form is submitted to the Adjunct Faculty member, Department Chair/Coordinator and the Dean of the appropriate school.

Peer Evaluator Date

Adjunct Faculty member Date



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

				Improvement	Observed
Course demands an appropriate level of academic rigor	<input type="checkbox"/>				
Provides group as well as individual instruction as needed	<input type="checkbox"/>				
Assesses the class climate and understanding of material presented	<input type="checkbox"/>				
Provides constructive feedback to students on assessments	<input type="checkbox"/>				
Establishes a positive rapport with students	<input type="checkbox"/>				
Conveyed enthusiasm for subject material	<input type="checkbox"/>				
Stated objectives were met in class	<input type="checkbox"/>				

Lesson Description

Commendations

Recommendations

Additional Comments

A written summary of the observation shall be presented to the adjunct within two weeks of the observation. After the Peer Evaluator and Adjunct Faculty member meet, a copy of the observation is sent to the Department Chair/Coordinator as well as the Dean of the appropriate school. 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 may request a second observation later in the session or semester.

Adjunct: Signing this observation indicates it was presented to you and you have read it; it does not indicate agreement or disagreement with the report.

A copy of this form is submitted to the Adjunct Faculty member, Department Chair/Coordinator and the Dean of the appropriate school.

Peer Evaluator Date

Adjunct Faculty member Date



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 Sister Kathy Letts, lettsk@chc.edu see policy F 201.2

Graduate Studies to Sister Kathy Letts, lettsk@chc.edu

Self-Evaluation: Calendar year Spring 2013 - Fall 2013 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 H

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,
 Kristin Tracy, M.A., M.Ed., CRC
 Director, Disability Resource Center
 331 St. Joseph Hall
 Phone: 215-753-3655
 E-mail: tracyk@chc.edu

cc: Student Copy
 Student File.

Rev. 7/24/14

APPENDIX I

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.
Online Lecture in Streaming Audio or Video	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.
Attendance at Cultural or Artistic Events	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.
Conferences and Workshops on Learning Portfolio Preparation	Instructors meet with learners to compile, evaluate and produce learning portfolios prepared according to course/program rubrics and aligned with course/program learning outcomes.
Guest Lectures	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.

Learning Community Projects	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.
Instructional CDs, PowerPoints, Podcasts, DVDs, Presentations and Videos	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.
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.