

# **FACULTY MANUAL**

## **Including the Constitution, By-Laws, and Handbook of the Faculty of Juniata College**

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# CONSTITUTION OF THE FACULTY OF JUNIATA COLLEGE

## Preamble

The Faculty of Juniata College recognizes the ultimate authority of the Board of Trustees as the governing body of the College. Within the framework set forth by the Board, the Faculty has certain responsibilities. The purpose of this Faculty Constitution is to define those responsibilities.

## Article I (Name)

The name of this organization shall be The Faculty of Juniata College.

## Article II (Purpose)

### ***Section I.***

The Faculty shall be responsible, within the framework of a liberal arts college as determined by the Trustees, for the educational program, its structure, its graduation requirements.

### ***Section II.***

Subject to the availability of resources provided by the Trustees and Administration, the Faculty shall determine educational policies to implement the academic program approved by the Board of Trustees.

### ***Section III.***

The Faculty shall advise the administration on matters of general college planning, academic resources, personnel relations, and student life.

### ***Section IV.***

The Faculty shall insure that each of its members, whether tenured or untenured, retains academic freedom as defined by the 1940 statement of the A.A.U.P. and adopted by the Board of Trustees on June 1, 1970.

## Article III (Membership)

The membership of the organization shall consist of those individuals employed by the Board of Trustees and granted the faculty rank of Professor, Associate Professor, Assistant Professor, or Instructor, but shall exclude those who are retired, emeritus, or in phased retirement. Members on official leave from the College retain their faculty status.

## Article IV (Procedures)

The Faculty shall construct a set of By-Laws which shall specify the procedures by which the Faculty governs itself and executes its purposes.

## Article V (Amendment)

### ***Section I.***

Amendments to this Constitution may be initiated by the Executive Committee of the Faculty or by a petition addressed to that Committee and signed by twenty-five members of the organization. The proposed amendment must be presented in writing at a regular faculty meeting in the month before it is to be placed before the faculty for a vote.

### ***Section II.***

For the adoption of a proposed amendment, a three-quarter majority vote of those voting at any regular faculty meeting shall be required and whatever procedures of ratification are required by the Board of Trustees.



# BY-LAWS OF THE FACULTY OF JUNIATA COLLEGE

## Article I (Officers)

### ***Section I.***

The officers of the organization shall be the Chair, the Deputy Chair, the Secretary, and the Parliamentarian.

### ***Section II.***

The Chair of the Faculty shall be the Provost; the Deputy Chair shall be the Associate Provost. If there is no Associate Provost, the Deputy Chair shall be the Assistant Provost. In the event that there is more than one Associate Provost (or Assistant Provost), the Provost shall designate to the faculty which Associate Provost (or Assistant Provost) shall serve as the Deputy Chair. The Secretary and the Parliamentarian, whose terms are one year, are elected by the Faculty during the last meeting of the academic year.

### ***Section III.***

These officers shall perform the usual duties of such offices as prescribed by the parliamentary authority adopted by the organization.

## Article II (Meetings)

### ***Section I.***

The regular meeting of the Faculty shall be the first Wednesday (that classes are in session) of each month of the academic year unless the Executive Committee cancels the meeting. In addition, there shall be two other regular meetings: one to open the college year and one to close it.

### ***Section II.***

Special meetings of the Faculty may be called by the President, the Provost or the Executive Committee. Except in emergencies, such meetings will be announced at least three days in advance of the meeting.

### ***Section III.***

One-half of the voting Faculty currently active on campus constitutes a quorum.

### ***Section IV.***

The Faculty shall determine who may attend and who may speak at the meetings of the Faculty.

## Article III (Committees)

### ***Section I.***

The standing committees, subcommittees, and ad hoc committees of the Faculty shall carry out the purpose of the Faculty as stated in Article II of the Constitution. The committees are empowered to discharge the functions as set forth in Sections III and IV of this Article of this set of Bylaws.

### ***Section II. Membership and Procedures***

- A. The standing committees, subcommittees, and ad hoc committees of the Faculty are composed of elected members, appointed members, ex officio members, and/or student members.
- B. The Provost chairs the Executive Committee. The chairs of all other faculty standing committees shall be chosen no later than faculty conference by the respective committees from among their membership.
- C. If a permanent vacancy occurs on any committee or subcommittee, an election shall be held to fill the unexpired term. One-year vacancies will be filled by election of a member to a one-year term. Should the vacancy be that of the Chair, it shall be filled by election as described previously, and following the election the members will caucus to select a Chair.

### ***Section III. Faculty Committees: Principles of Operation***

- A. No member of the Faculty may serve on more than one standing committee or standing subcommittee of the faculty, with the exception of representatives from one committee to another committee or subcommittee.
- B. Where possible, positions on ad hoc committees should be filled first by faculty who are not serving on a standing committee or standing subcommittee.
- C. Elections for the Personnel Evaluation Committee occur in April. Elections for the other faculty standing committees occur at the May faculty meeting. Newly elected members of PEC begin serving their terms at the end of the academic year following the April election. Newly elected members of other standing committees begin serving regular terms of office at the beginning of the academic year. Each standing committee and standing subcommittee of the faculty will elect a chair from among its members during faculty conference in Au
- D. All standing committees are required to maintain summary minutes for all meetings.
- E. Meetings and minutes of faculty committees are open to all faculty and administrators; minutes of these meetings are maintained by the Office of the Provost. However, some meetings, or portions thereof, of the Personnel Evaluation Committee may be closed to maintain confidentiality, and the minutes of such meetings shall not contain confidential information. In addition, some meetings, or portions thereof, of the Student Academic Development Committee (SAD) must be closed to protect individually

identifiable student information in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal laws. Specifically, those meetings, or portions thereof, shall be closed whenever SAD discusses individually identifiable student information, including whenever it exercises its responsibility to review student petitions for exceptions to academic policies; whenever it exercises its responsibility to review and act upon individual student cases related to academic standing; and whenever it exercises its responsibility to review and act upon individual cases related to academic forgiveness and completion programs for erstwhile students. Likewise, the minutes shall not contain any individually identifiable student information arising from those circumstances described above.

- F. All standing committees are required to report to the faculty at each regular meeting.
- G. All standing committees and ad hoc committees which have motions requiring action by the full faculty are required to submit all such motions to the Executive Committee for review 15 days before the faculty meeting at which the vote is to occur. In addition to the motion, a report stating both the pros and cons of the motion must be submitted.
- H. All motions requiring action by the full faculty must be presented to the faculty, in writing, at least seven days prior to the faculty meeting at which the actual vote on the motion is to occur.
- I. The term of office for faculty elected to standing committees and standing subcommittees is three years. The terms will be staggered as fully as possible.
- J. All ad hoc committees of the faculty must be established with the approval of the faculty, or the Executive Committee in lieu of full faculty action. At the time of creation, each department chair whose programs may be affected by the work of the ad hoc committee must be notified in writing of the existence and charge of the ad hoc committee. All ad hoc committees must have a written charge and a fixed date for the completion of tasks. Should the task not be completed on time, the committee may be extended for an additional period of time by vote of the faculty. Faculty who serve on ad hoc committees shall be appointed by the Executive Committee in consultation with the Provost or, at the discretion of the Executive Committee, shall be elected by the faculty from a slate of candidates prepared by the Executive Committee. The Executive Committee may receive suggestions for ad hoc committees from the initiator of the ad hoc committee (be the initiator a committee, a faculty member or a College administrator). Elected faculty will serve one-year terms on ad hoc committees, unless otherwise specified in the committee's charge. Elected faculty are eligible for reelection.

#### ***Section IV. The Policy on Appeal of a Faculty Committee Action***

Any member of the faculty may challenge an action taken by a standing faculty committee for any of the following reasons. Any student who has been directly affected

by a standing faculty committee action may challenge the action taken by the committee for the following reasons:

1. In light of new evidence
  2. If the appellant believes the committee has examined data selectively or ignored relevant data available to it or misinterpreted data
  3. If the appellant believes the committee has misinterpreted the bylaws or faculty handbook, or has made a decision inconsistent with college policy
  4. If the appellant believes the committee has not followed the appropriate procedures or has denied due process
  5. If the appellant believes that a conflict of interest affecting one or more committee members has affected the committee's decision
  6. If the appellant believes that the committee's decision was arbitrary and capricious
  7. If the appellant believes the committee's action is the result of discrimination on the basis of race, national origin, sex, religion, sexual orientation, or political opinions
- A. The appeal must be in the form of a written statement to the committee in question. The committee in question must reconsider its action and report its findings in writing to the appellant normally within four weeks. If it takes longer the appellant should be notified.
  - B. If the appellant is not satisfied, they may refer a written petition to the Executive Committee which will act as (or will appoint) a hearing board within two weeks. The petition must be filed no more than two weeks after notification of the final action by the standing committee. No member of the committee whose decision is being appealed will serve on the hearing board. The appeal will be acknowledged at the regularly scheduled meeting of the faculty which follows the Executive Committee or hearing board's decision.
  - C. Appeals of the actions of the Executive Committee or an appointed hearing board must come before the full faculty. A student who needs to carry an appeal before the full faculty must find a faculty sponsor to introduce the appeal and act as advocate on the floor of the faculty. Such appeals must appear in the Executive Committee minutes and on the agenda of the next regularly scheduled faculty meeting.
  - D. In the case of an appeal of a Personnel Evaluation Committee recommendation to the Provost on contract renewal, tenure or promotion the Executive Committee must appoint a panel of three full professors to serve as a hearing board to affirm or nullify the action in question based on the arguments of the petition. Only the faculty member who is the subject of the recommendation may appeal the Personnel Evaluation Committee recommendation. Neither the Provost nor the personnel Evaluation Committee representative to Executive Committee will participate in the selection of the hearing board. The faculty members of the Executive

Committee will select one member to serve as chair to conduct the meeting to select the hearing board. No current member of the Personnel Evaluation Committee may serve on the hearing board. The hearing board will designate one of its members as the chair. The Board is charged with reviewing the appeal and submitting a recommendation based on the merits of the appeal. The Board may in the process of gathering evidence, seek permission from the appellant to read any of the documentation available to the Personnel Evaluation Committee.

- E. Certain specialized appeals may require variation from this procedure. These variations are outlined elsewhere in the Faculty Manual.

#### Article IV (Parliamentary Authority)

The rules contained in the current edition of *Robert's Rules of Order* shall govern the organization in all cases in which they are both applicable and not inconsistent with these by-laws and any special rules of order the organization may adopt.

##### **Section I.**

Amendments to these by-laws may be initiated by the Executive Committee or by petition addressed to that Committee and signed by twenty-five members of the organization. The proposed amendment must be presented in writing at a regular faculty meeting in the month before it is voted on.

##### **Section II.**

For the adoption of a proposed amendment, a two-thirds majority vote of those voting at any regular business meeting shall be required, as well as approval by the President of Juniata College.

# FACULTY HANDBOOK

## 1.6 COMMITTEES OF JUNIATA COLLEGE

### 1.6.1 Faculty Committees

The general principles of operation of faculty committees are described in Section III of Article III of the By-Laws. All standing committees have the following responsibilities.

1. To create and dissolve such subcommittees as are necessary to complete specific aspects of the charges of the committee or to meet the specific requests of the President or the Provost for planning, curricular development or review.
2. To initiate whatever action is necessary to fulfill their duties and responsibilities.

#### ***1.6.1.1 General Education Committee (GEC)***

This Committee oversees and assesses general education. It establishes and supervises general education learning communities and establishes general education policies. It is responsible for ensuring the integrity of the general education curriculum.

#### **A. Membership:**

1. Five Ranked Faculty Elected by the Faculty
2. One Student Appointed by Student Government (Voice and Vote)
3. Provost or Designee, Ex Officio (Voice and Vote)

#### **B. Responsibilities:**

1. To oversee and ensure the health and integrity of the general education curriculum.
  - a. To oversee professional development opportunities deemed necessary for the health and integrity of the general education curriculum.
2. To determine policy for general education courses and for course designations.
3. To determine general education course designations.
  - a. To establish policies for the expiration and renewal of general education designations.
4. To assess general education.
  - a. To develop policies and procedures for assessment of general education.
  - b. To assess the contributions of the general education curriculum to the College's Mission and Institutional Learning Outcomes.
  - c. To require changes to general education courses on the basis of such assessment.

- d. To develop policies and procedures to ensure that the general education curriculum is in compliance with assessment standards established by the College's accrediting body.
  - e. To make recommendations to the Provost's Office about the structure and staffing of the general education program on the basis of such assessment.
5. To establish and oversee learning communities related to the general education curriculum.
    - a. Learning communities will develop policy proposals related to the general education requirements for consideration by the General Education Committee.
    - b. Learning communities will play a central role in assessing the general education curriculum as directed by the General Education Committee.
  6. To create policies that waive or adapt the general education graduation requirements for transfer students, English for Academic Purposes students, students studying abroad and partner degree students.
  7. To propose revisions to the Faculty Handbook as they relate to general education graduation requirements.
  8. To advise the administration in all areas of resource allocation related to general education curriculum.
  9. To maintain a publicly available manual of all policies enacted by the General Education Committee. All such policies must be consistent with those academic policies detailed elsewhere in the Faculty Handbook.
  10. To oversee the implementation by the Registrar's Office of Faculty Handbook policies and the General Education Committee policies.

#### ***1.6.1.2 Department and Program Committee (DPC)***

This Committee oversees department and program undergraduate curricula and the assessment of these curricula. It establishes policies related to programs of emphasis, secondary emphases, and the approval of new undergraduate courses by departments and programs. It approves new programs of emphasis and secondary emphases. It is responsible for overseeing and ensuring the health and integrity of the undergraduate department and program curricula.

##### **A. Membership:**

1. Five Ranked Faculty Elected by the Faculty
2. One Student Appointed by Student Government (Voice and Vote)
3. Provost or Designee, Ex Officio (Voice and Vote)

##### **B. Responsibilities:**

1. To oversee and ensure the health and integrity of the undergraduate department and program curricula.
2. To determine undergraduate curricular policies for undergraduate academic programs and departments
  - a. To determine policies for designated POEs, individualized POEs, and secondary emphases.
  - b. To determine policies by which department chairs will approve new undergraduate courses in their disciplines within the resource parameters enumerated by the provost.
  - c. To approve programs that require greater than 63 credits only in the cases where the excess credits are required for accreditation.
3. To approve designated POEs and secondary emphases.
  - a. To establish policies for the review of existing POEs and secondary emphases.
4. To oversee department and program assessment of undergraduate curricula.
  - a. To develop policies and procedures for the assessment of undergraduate curricula provided by departments and programs.
  - b. To assess the contributions of the undergraduate department and program undergraduate curricula to the College's Mission and Institutional Learning Outcomes.
  - c. To develop policies and procedures to ensure that undergraduate departments and programs are in compliance with assessment standards for undergraduate curricula as established by the College's accrediting body.
  - d. To make recommendations about department and program structure, staffing, and policies to the Provost's Office on the basis of such assessment.
5. To create policies that waive or adapt the non-general education graduation requirements for undergraduate transfer students and undergraduate partner degree students.
6. To propose revisions to the Faculty Handbook as they relate to undergraduate graduation requirements other than general education requirements.
7. To advise the administration in all areas of resource allocation related to department and program curricula, including the establishment, abolition, or reorganization of departments and programs.
8. To maintain a publicly available manual of all policies enacted by the Department and Program Committee. All such policies must be consistent with those academic policies detailed elsewhere in the Faculty Handbook.



9. To oversee the implementation by the Registrar's Office of Faculty Handbook policies and Department and Program Committee policies.

### ***1.6.1.3 Student Retention Committee***

This committee is responsible for formulating, guiding, and institutionalizing strategies that support student persistence and degree completion in areas that fall within the Faculty's purview.

#### **A. Membership:**

1. Four Ranked Faculty Elected by the Faculty
2. One Student Appointed by Student Government (voice and vote)
3. Provost or Designee, Ex Officio (voice and vote)
4. Dean of Students or Designee, Ex Officio (voice only)

#### **B. Responsibilities:**

1. To create and maintain a written plan that guides student retention efforts by the Faculty;
2. To set appropriate benchmarks for student persistence;
3. To formulate and propose practices that address student persistence in one or more of the following ways, as appropriate:
  - a. Refer strategies to a faculty standing committee for action, via the Faculty Executive Committee;
  - b. Recommend actions to other offices within academic affairs, via the Provost;
  - c. Coordinate retention efforts with appropriate offices outside Academic Affairs;
  - d. Advise the administration on institutional barriers to persistence and their solutions;
  - e. Consider and integrate input from other college stakeholders;
4. To report progress on benchmarks annually to the Faculty, and on the effectiveness of recently adopted strategies;
5. To disseminate and promote best practices on student retention to the Faculty;
6. To pay special attention to strategies that promote the persistence of students with identities that are historically underrepresented in higher education;
7. To incorporate feedback and ideas from students on the student experience as it pertains to persistence and degree completion.

### ***1.6.1.4 Faculty Development and Benefits Committee***

This Committee has the responsibility of overseeing resources to support the professional development and growth of all faculty. The committee recommends policy for the awarding of sabbatical leaves and faculty development funds. The Committee advises the Dean in the awarding of resources for faculty development. The Committee

also advises the Administration in the area of Faculty Compensation including Faculty Salary and Benefits.

**A. Membership:**

1. Four Ranked Faculty Elected by the Faculty
2. Provost, (or designate) Ex Officio (Voice Only)

**B. Responsibilities:**

1. To promote development of a range of faculty development services for individual faculty members and for departmental, interdepartmental, and general education programs subject to the availability of institutional funding.
2. To recommend to the faculty and administration policies and procedures for developing and implementing an on-going faculty development program, including training sessions, consultative services, and other appropriate activities such as the establishment of a Faculty Development Center.
3. To create, as necessary, subcommittees (e.g., PDC ("Professional Development Committee")) for the purpose of disbursement of professional development funds. To provide to the Faculty an annual report of the disbursement of funds as allocated by PDC, and the criteria utilized by PDC in their allocation decisions.
4. To recommend to the President and the Provost institutional changes which are supportive of faculty development or which are necessitated by faculty development.
5. To recommend to the administration policies and procedures for the orientation and mentoring of new faculty to the College.
6. To review periodically the PDC guidelines governing the awarding of faculty development funds, and to recommend changes in the guidelines to the Provost when appropriate.
7. To review (or see to its completion via a subcommittee) individual faculty, departmental, interdepartmental and general education proposals for the use of faculty development funds and to recommend dispersal of such funds following the guidelines outlined in Section 2.10 of this manual.
8. To review periodically the guidelines for the awarding of sabbaticals, and to recommend changes in the guidelines to the faculty when appropriate.
9. To review faculty proposals for sabbatical leaves, and to recommend the awarding of sabbaticals based upon the guidelines outlined in Section 2.10.2 of this manual.
10. To review the College's compensation program for faculty and to compare it to relevant information, such as data from similar institutions, competitive segments of business, the Consumer Price

Index, and tuition increases and make yearly recommendations to the Provost.

11. To study and to recommend to the faculty and the administration the total size and relative distribution of compensation in the form of salaries, fringe benefits, and other professional benefits.
12. To develop and recommend to the faculty and the administration policies and procedures for faculty workload.
13. To consult and collaborate with the Human Resources Office on a consistent and ongoing basis, such that the FD&B Committee learns about and can communicate to the faculty HR and administrative decisions affecting faculty compensation rather than simply having these changes announced to the faculty by HR.

#### ***1.6.1.5 Student Academic Development Committee***

This Committee has the responsibility for guiding the faculty in all areas relating to student academic development, including advising, satisfactory academic progress and policy in other areas relating to student academic development. The Committee establishes and monitors policy regarding recognition of student academic achievement, academic honesty, academic standing for current students, and academic forgiveness and completion programs for former students. The Committee serves as the review panel for those student petitions for exceptions to established academic policies that do not involve Title IX of the Education Amendments of 1972 or the Americans with Disabilities Act.

##### **A. Membership:**

1. Four Ranked Faculty Elected by the Faculty
2. Three Students Appointed by Student Government (Voice and Vote)
3. Provost (or designate), Ex Officio (Voice and Vote in Case of ties)
4. Registrar, Ex Officio (Voice only)

##### **B. Responsibilities:**

1. To recommend to the faculty the candidates for graduation each academic year.
2. To act as the primary board of review for those student petitions for exceptions to established academic policies that do not involve Title IX of the Education Amendments of 1972 or the Americans with Disabilities Act.
3. To recommend to the faculty policies regarding academic standing, to determine criteria and procedures for these policies, and to review and to act upon individual student cases as they are identified by the Registrar.
4. To recommend to the faculty policies governing academic forgiveness and completion programs for erstwhile students, and to review and,

in accordance with approved policies, to act upon individual student cases as the Registrar identifies them.

5. To work with the Registrar and make recommendations to the faculty regarding the advising system.
6. To review and make recommendations regarding diagnostic testing, orientation, and advising of new students as well as issues associated with student retention.
7. To review periodically the registration process of the College and, based upon its review, to recommend to the faculty proposals for improving the student registration process.
8. To review periodically and make recommendations regarding the academic honesty policy.
9. To recommend to the faculty programs to recognize and promote student academic development.
10. To recommend to the faculty criteria for academic honors.
11. To review periodically policies and procedures for the identification, nurturing and screening of Juniata students who are potential candidates for prestigious scholarships, fellowships, and awards (e.g. the Rhodes, Fulbright, and Goldwater Scholarships, the National Science Foundation and Woodrow Wilson Fellowships, etc.) and to oversee the work of the ad hoc committee assigned to carry out these tasks.
12. To determine policies for the scheduling of courses.
13. To determine academic policies for non-degree-seeking students.
14. To propose revisions to the Faculty Handbook as they relate to academic policies other than graduation requirements.

#### ***1.6.1.6 Personnel Evaluation Committee***

This committee has the responsibility for establishing and implementing policy and procedures for summative evaluation of faculty including evaluation for contract renewal, awarding of tenure and promotion. The Committee advises the Provost regarding individual candidates for contract renewal, tenure and promotion.

##### **A. Membership:**

1. Five Full Professors Elected by the Faculty

##### **B. Responsibilities:**

1. To maintain the standards of academic freedom.
2. To review periodically current policies on initial appointment, renewal of contract, tenure, promotion, termination, leaves of absence and other conditions of employment, and to recommend to the faculty revisions in any of these policies as necessary.
3. To conduct the evaluation of individual faculty members for promotion, tenure, contract renewal or at the specific request of the

Provost, employing the policies and procedures outlined in Section 2.5 of this manual. Recommendations for contract renewal, promotion, tenure and termination are made to the Provost.

4. To review periodically the various forms and instruments used in the evaluation of faculty and to recommend to the faculty changes which may be necessary in the materials.
5. To maintain the appropriate records of the faculty under consideration for contract renewal, promotion, tenure and termination.

#### **1.6.1.7 Executive Committee**

This Committee coordinates and monitors the activities of the other faculty committees and assigns items of business to the appropriate committee. It prepares the agenda for faculty meetings in consultation with the Provost. The Committee advises the President and Provost in Administrative issues relating to the faculty. The Committee also serves as the Nominating Committee of the Faculty.

##### **A. Membership:**

1. Six Ranked Faculty Elected by the Faculty
2. Provost, Ex Officio (Voice Only)

##### **B. Nominations:**

Nominations to the Executive Committee shall be made by an ad hoc committee composed of the chairs of the other faculty standing committees. In composing its slate, the ad hoc committee will follow guidelines parallel to those in 1.6.1.7.C. The Faculty may make additional nominations from the floor.

##### **C. Responsibilities:**

1. To determine the agenda for academic business for both regular and special faculty meetings. A special faculty meeting may be called if the College President, the Provost, a standing committee or standing subcommittee of the faculty, or an individual faculty member petitions the Executive Committee for such a meeting. Such a petition must be in writing, and state the reasons for the special meeting. Should the Executive Committee agree to schedule a special meeting, the faculty must be given five working days' notice of the date of the special meeting. In cases of emergency as described in Section 1.6.2.2 of this Handbook, the procedures outlined in that section shall be followed.
2. To serve as spokespersons for the faculty. At least once in each semester, the Committee shall meet with the President of the College.
3. To nominate the Secretary and the Parliamentarian of the Faculty to the Faculty for election each year. The Faculty may make additional nominations from the floor. The Executive Committee has the responsibility to oversee the Secretary in the recording of the minutes

- of each faculty meeting, to see that the minutes are cataloged, and to see that the minutes are published and distributed to the Faculty.
4. To designate a member of the Executive Committee to serve as a representative from the Committee to each of the standing committees and to the meetings of the department chairs. The Executive Committee member shall have voice but not vote on the committees.
  5. To refer matters of faculty business to the appropriate faculty committee. The Executive Committee may divide a proposal among two or more committees simultaneously or it may direct that the proposal be considered by several committees, with the order specified by the Executive Committee.
  6. To oversee the timely completion of assignments by the standing committees of the faculty.
  7. To serve as the Graduate Studies Committee
    - a. To oversee and ensure the health and integrity of graduate programs.
    - b. To determine curricular policies for graduate programs
    - c. To approve graduate degrees, certificates, and other post-baccalaureate programs.
    - d. To oversee the assessment of all graduate programs.
      - i. To develop policies and procedures for the assessment of graduate programs.
      - ii. To assess the contributions of graduate program to the College's Mission and Institutional Learning Outcomes.
      - iii. To develop policies and procedures to ensure that graduate programs are in compliance with assessment standards established by the College's accrediting body.
      - iv. To make recommendations about graduate program structure, staffing, and policies to the Provost's Office on the basis of such assessment.
    - e. To create policies for graduate transfer students and graduate partner degree students.
    - f. To propose revisions to the Faculty Handbook as they relate to graduate programs.
    - g. To advise the administration in all areas of resource allocation related to graduate program curricula, including the establishment, abolition, or reorganization of graduate programs.
    - h. To maintain a publicly available manual of all policies enacted by the Graduate Studies Committee. All such policies must be

consistent with those academic policies detailed elsewhere in the Faculty Handbook.

- i. To oversee the implementation by the Registrar's Office of Faculty Handbook policies and Graduate Studies Committee policies.
8. To poll the faculty annually to determine the committee interests and the current committee assignments of each faculty member.
9. To recommend faculty members to the appropriate authority for positions on committees filled by administrative appointment, keeping in mind the personal interests of the faculty members and the workload provisions of Section 2.11 in this manual.
10. To publish and disseminate annually, to the faculty and all other interested parties, the structure and current membership of all institutional and faculty committees.
11. To conduct and supervise all general faculty elections, and acting as a nominating body prior to general faculty elections to fill anticipated vacancies on faculty committees or other committees requiring election by the Faculty (except the Executive Committee, see above). The Committee shall follow the policies stated below.
  - a. The Committee will devise a slate of at least two candidates for each committee vacancy. In the event this is not possible, the Committee will devise a slate of at least one more than the number of vacancies. The slate of all candidates for all offices will be presented to the Faculty at least five days prior to the date of the election. The Faculty may make additional nominations from the floor with the consent of the person being nominated.
  - b. The Provost shall submit to the Committee by March of each spring semester a list of all faculty members eligible for faculty committee membership.
  - c. The Committee, from its review of standing committees, subcommittees and any other appropriate committees, will determine all vacancies and impending vacancies.
  - d. Executive Committee shall obtain the consent of all nominees is required before their names may be placed on the ballot. However, consent is not necessary for nomination to the Personnel Evaluation Committee (PEC) since it is a responsibility of all Full Professors to be willing to serve. Executive Committee will refrain from placing Full Professors on the PEC ballot without their consent if they have been on the PEC ballot in the past five years or have served two full terms on PEC. Prior to the nomination process, Full Professors will be given an opportunity to provide a written statement

containing reasons why their PEC service at the current time would not be in the interests of the College; Executive Committee will consider such statements when making nominations.

- e. When requested by the Faculty, the Committee shall provide slates of candidates and conduct elections for ad hoc or other special committees. The eligibility requirements for memberships on these committees shall be determined by the Faculty Executive Committee.
  - f. In the preparation of slates, the Committee will work towards the goal of having committees that are broadly representative with respect to discipline, age, gender and any other appropriate category.
  - g. In the event that an election for any committee, the Parliamentarian, or the Secretary ends in a tie, the winner(s) will be determined by lot from among the tied candidates in a manner determined by Executive Committee.
12. To determine whether elections will be held during and/or after Faculty meetings and whether such elections will be conducted by paper or electronic ballot.
- a. For elections concluding during faculty meetings, all results must be tabulated and the winners announced during the faculty meeting.
  - b. For elections concluding after Faculty meetings, the Faculty will be permitted to make nominations from the floor during the preceding Faculty meeting. All Faculty members shall be permitted to vote in such elections. Executive Committee shall determine the length of time that elections shall be open for voting and shall address any election irregularities that arise. Faculty members retain their right to contest elections concluding after Faculty meetings and must initiate the process via a written petition to Executive Committee filed within one week of the publication of election winners.
13. To maintain a record of all election results, including the number of votes received by each candidate, which shall be available for inspection by any member of the Faculty.
- a. The Provost shall announce the winners of all elections as soon as the results are available, and the Secretary shall include the list of winners in minutes of the Faculty meeting, even if the election concludes after the Faculty meeting has ended. The number of votes received by each candidate shall not be announced nor included in the minutes, but shall be provided by the Provost's Office upon request.



14. To coordinate the review of the Faculty Handbook with other faculty committees as outlined in Section 1.7.
15. To construct a slate of candidates whenever a vacancy occurs on any faculty committee requiring the election of a member
16. To hear appeals of the actions of other standing committees, subcommittees and ad hoc committees of the faculty.
17. To act as an advisory council at the call of the College President or the Provost.
18. To review and/or recommend candidates for honorary degrees.
19. To appoint, at the direction of the Board of Trustees or the College President, a faculty committee to serve as a search committee for a President, Provost or other administrators.
20. To appoint, at the direction of the President, a Grievance Committee.

## 1.6.2 Executive Committee Policies Concerning the Agenda of Faculty Meetings

### ***1.6.2.1 Order of Agenda***

#### **A. Agenda**

The agenda of faculty meetings shall be determined by Executive Committee.

Each agenda will include:

1. Approval of minutes;
2. Student Requests to Speak;
3. Announcements previously placed on the agenda;
4. Standing Committee reports;
5. Old business in chronological order; oldest business on the calendar first, most recent business last;
6. New business;

#### **B. Notes**

1. The Faculty do not vote to approve Standing Committee reports. Committee reports will not contain action items. An action item is anything that is not included in that committee's formal list of responsibilities as enumerated in Section 1.6.3 of the Faculty Handbook.
2. When Standing Committee reports are presented to the faculty, any faculty member recognized by the Chair may suggest that an item included in a committee report should be considered as an action item. That faculty member then proceeds to explain why they believe that the item is an action item. The Faculty then deliberates whether the item is an action item, deciding this narrow question by vote. If the Faculty determines that it is an action item, the item is removed from the Standing Committee report and is returned to the Standing Committee for further consideration. If it chooses to do so,

the Standing Committee can draft a motion to have the faculty vote on the action item at a future Faculty meeting.

3. Items of old business will continue to appear on the agenda until they have been disposed of by the faculty.
4. The Executive Committee will determine the priority of all new business.
5. The faculty may change the priorities in considering old business or new business by voting to table items for a specified time.

#### **1.6.2.2 Procedures for Bringing Business to the Faculty**

- A. Committees will present to the Executive Committee motions to be presented to the faculty. The Executive Committee reviews the legal and procedural implications of motions, and may place them on the agenda. Such motions must be presented to the faculty at least seven days prior to the meeting in which the actual vote will occur.
- B. Individual faculty members may bring items for faculty consideration to the Executive Committee. These items must be in writing. The Executive Committee may:
  1. Review the item for legal and procedural implications and place it on the agenda.
  2. Refer the item to the appropriate faculty committee(s) or subcommittee(s) for consideration.
- C. Student requests to speak should be submitted in writing to the Executive Committee at least seven days prior to the meeting in which the petition is heard. Executive Committee shall place one request on the agenda. Executive Committee shall respond in writing, on behalf of the Faculty, to all other requests, and publish a summary of all submitted requests in their standing committee report.
- D. An item placed on the agenda of the faculty meeting must be submitted to the Executive Committee 15 days before the date of the faculty meeting at which it is to be considered.
- E. The agenda for regular faculty meetings will be posted to the faculty at least 7 days prior to the faculty meeting. Any committee or individual business appearing on the agenda must also be posted at the same time.
- F. There may be emergencies when business arises during the week prior to the faculty meeting which must be disposed of promptly. Such business must be presented to the Chair of the Executive Committee with adequate justification of its emergency nature. The Chair may then place the business on the agenda.
- G. Emergency items may give rise to the calling of a special faculty meeting. In such cases, the usual rule of the Executive Committee may be suspended.

#### **1.6.2.3 Absentee Voting in Faculty Meetings**

- A. The following policies govern Absentee voting in faculty meetings:

1. The vote must be received in the Office of the Provost no later than noon on the day of the faculty meeting.
2. The motion as finally voted on must be identical (except for editorial changes) to the motion as originally presented in the agenda or with the materials sent with the agenda.
3. If the business is an election, a nomination from the floor does not disqualify an absentee ballot. If the election is to conclude after the Faculty meeting, absentee ballots will only be available for those who will be unable to participate during the entirety of the election.

**1.6.2.4 Limitations on Debate**

- A. Each individual motion at a faculty meeting may be debated no longer than twenty minutes. If amendments are offered, the time for the total motion is extended by five minutes for each amendment.
- B. No individual faculty member may speak more than twice on a given motion and may not be recognized for a second presentation on the motion under consideration until all other faculty have been given a first opportunity to speak. Responding to specific questions is not considered speaking on a motion.
- C. No faculty member may speak longer than three minutes during a presentation.
- D. The Parliamentarian shall assist the Chair in enforcing these time regulations. The Chair shall control time when the Parliamentarian is participating in the debate.
- E. Any of the time regulations may be set aside for discussion of a given motion by a majority vote of the faculty in attendance, provided those present represent a quorum of the faculty.
- F. These rules take effect upon the opening of debate, and do not include the time required for the presentation of the motion or the second.

**1.6.3 The Policy on Appeal of any Faculty Committee Action**

The policy on appeal of any faculty committee is described in Section IV of Article III of the By-Laws.

## 1.7 REVISION OF THE FACULTY HANDBOOK

### 1.7.1 Procedure for Revision of the Faculty Handbook

The Faculty recognize that the Board of Trustees retains the right to govern and administer the College as it deems appropriate, and that the Board of Trustees retains the prerogative to amend any portion of the Faculty Handbook. Any amendments to the Faculty Handbook adopted by the Board of Trustees under this provision become effective upon written notice delivered by the Board of Trustees to the Faculty Executive Committee and cannot be further amended by the Faculty for a period of three years. All other amendments to the Faculty Handbook must be proposed and processed as described in Sections 1.7.2 and 1.7.3.

### 1.7.2 Proposed Amendments

Proposals for revising the Faculty Handbook may be made to the Faculty Executive Committee by any person, committee, or subcommittee connected with the College. While the manner of making such proposals is a matter of individual style and custom, it is nevertheless required that:

- A. Proposals be made in the form of texts intended to replace or supplement in whole or in part, some current expressions of the Handbook.
- B. A report stating both the pros and cons must accompany the proposal.
- C. When proposing amendments, committees and subcommittees do so by a simple majority vote of the voting membership of the committee or subcommittee.

Furthermore, it is recommended that:

- D. A particular proposal contain no more than one alteration of substance.

### 1.7.3 Processing of Proposals

- A. Regardless of where proposals originate (as described in Section 1.7.2), the Faculty Executive Committee will act upon all proposals that are submitted to the Faculty Executive Committee using one of the following courses of action. In accordance with Section III.G of the Faculty By-Laws, proposals that are submitted to the Faculty Executive Committee at least 15 days prior to the next faculty meeting will be acted upon by the Faculty Executive Committee prior to the next faculty meeting. (Proposals that are received within 15 days of the next Faculty meeting will be acted upon prior to one of the next two Faculty meetings.)
  1. The Faculty Executive Committee may receive and transmit the proposed amendment without change or comment to the Faculty for consideration.
  2. The Faculty Executive Committee may attach its endorsement or comments and transmit the proposed amendment to the Faculty for consideration.
  3. With the consent of the submitter, the Faculty Executive Committee may alter the proposed amendment and transmit it with or without endorsement or comment to the Faculty for consideration.

4. The Faculty Executive Committee may object to the proposed amendment and attach its objections before sending the proposed amendment to the Faculty for consideration.
  5. The Faculty Executive Committee may attach a description of its concerns and return the proposed amendment to the submitter without presenting it to the Faculty. The submitter then has two options. The first option is to modify the proposed amendment and send it back to the Faculty Executive Committee as a new proposal. The second option is to return the proposed amendment to the Faculty Executive Committee unmodified, in which case the Faculty Executive Committee must forward the proposed amendment to the Faculty for consideration using one of the first four courses of action described above.
- B. The Faculty shall accept or reject the amendment(s) by a simple majority vote. The Faculty may modify the proposal and accept the modification, or may return the proposal to the Faculty Executive Committee for further work, modification, or referral to a more appropriate committee.
  - C. Once approved by the faculty, all amendments to the Faculty Handbook shall be reported to the Board of Trustees by the Chair of the Faculty or their designee.

#### 1.7.4 General Rules of Implementation

- A. Amendments to any part of the Faculty Handbook will be reported in the minutes of the Faculty meeting and will take effect upon the approval of the minutes by the Faculty, unless otherwise indicated in the specific language of the amendment.
- B. The Faculty Manual shall consist of the Faculty Constitution, the Faculty By-Laws, and the Faculty Handbook. All Faculty shall have access to the current edition of the Faculty Manual. All new Faculty shall receive access to the current edition of the Faculty Manual at the time of their initial appointments.

## 2.1 INSTRUCTIONAL PERSONNEL

The instructional personnel consist of all persons having an appointment for the instruction of college students at Juniata College (except for those who are primarily college students with limited instructional responsibilities). Instructional personnel shall consist of two distinct groups: Ranked Faculty and Unranked Instructional Personnel. Unranked Instructional Personnel have limited rights and responsibilities as defined in the Faculty Handbook.

The following table summarizes the types of instructional personnel described in Section 2.1. In the event of a contradiction between this table and the text of Section 2.1, the text shall prevail.

### Summary of Instructional Personnel

Rank	Tenure Status	Category
Instructor Assistant Professor Associate Professor Professor	Tenable	Full-time Faculty Pro Rata Faculty Provost President Ranked Faculty Who Become Administrators
Instructor Assistant Professor Associate Professor Professor	Not tenurable	Sabbatical Replacements Fixed-Term Faculty Visiting Faculty Administrators Given a Faculty Rank upon Hiring
Unranked	Not tenurable	Adjunct Lecturer Administrative Lecturer Emeritus and Retired Faculty Who Teach Scholars-in-Residence Postdoctoral Researchers or Fellows Teaching, Research, or Laboratory Assistants (including Foreign Language Teaching Assistants)
Any	Any	Summer and Winter Session Instructional Personnel

### 2.1.1 Ranked Faculty

A ranked faculty member is an employee of the College who has been appointed to one of the four regular academic ranks (Instructor, Assistant Professor, Associate Professor, or Professor) but is not retired, emeritus, or in phased retirement. All ranked faculty members are full voting members of the Faculty. Unless explicitly stated otherwise, references in this handbook to members of the faculty shall be construed to mean members of the Ranked Faculty as defined in this section of the Handbook.

**2.1.1.1 Criteria for Appointment as Ranked Faculty**

At the time of initial appointment of a ranked faculty member, the provost, after consulting with division head and department chair, makes a judgment about rank for the initial contract using the criteria described herein. Written notification of the appointment will be provided to the department(s) or program(s) involved, the ranked faculty member, and the Personnel Evaluation Committee. For ranked faculty who are given reduced teaching duties in exchange for performing administrative functions, or who are appointed to more than one department or program, the details of such arrangements and how they affect the expectations for tenure and promotion will be detailed in this notification.

Throughout this section of the Faculty Handbook, the College recognizes the earned doctorate as the terminal degree, but the Provost with the approval of the President may accept specialized degrees (such as the MFA, MSW, and MBA) as terminal. The specifics of such special cases must be recorded in the initial contract upon first appointment and shared with the Personnel Evaluation Committee.

Candidates for appointment at each rank must meet the criteria listed in this section of the handbook (Section 2.1.1.1) and the criteria used for promotion to the applicable rank as specified in Section 2.6. The evaluation and promotion processes for tenure-track faculty are specified in Section 2.5 and Section 2.6, respectively, unless explicitly stated otherwise.

**A. Instructor**

Initial appointment to the rank of Instructor requires, at minimum, a Master's degree, or equivalent graduate study, in the field or discipline of the appointment. Instructors must show clear evidence of commitment to continued study toward a terminal degree.

**B. Assistant Professor**

Initial appointment to the rank of Assistant Professor requires the candidate to hold a terminal degree in their field.

**C. Associate Professor**

Initial appointment to the rank of Associate Professor requires a terminal degree in the faculty member's field and a minimum of six years of full-time college teaching at the rank of Assistant Professor.

**D. Professor**

Initial appointment to the rank of Professor requires a terminal degree in the faculty member's field and a minimum of twelve years of full-time college teaching, with six years at the rank of Associate Professor. References in this

handbook to “Full Professor” refer to someone who has earned the rank of Professor.

### ***2.1.1.2 Categories of Ranked Faculty Eligible for Tenure***

#### **A. Full-time Faculty**

Full-time faculty fulfill the following criteria and responsibilities:

- i. Have a teaching load as described in Section 2.11.1 or have a reduced teaching load that, when combined with additional duties as assigned by the Provost, is equivalent to a full-time teaching load,
- ii. Have non-teaching duties as described in Section 2.11.2.
- iii. Fulfill the duties of faculty members as described in Section 2.9.1; and
- iv. Hold academic rank as described in Section 2.1.1.1.

#### **B. Pro Rata Faculty**

Pro rata Faculty are ranked faculty members who are given an appointment less than full-time but at least half-time. Pro rata faculty fulfill the same criteria and have the same responsibilities as full-time faculty as listed in Section 2.1.1.2, A, except on a pro rata basis. Expectations for promotion and tenure of pro rata faculty will be the same as for full-time faculty, except on a pro rata basis. Pro rata faculty are eligible for sabbatical leave as outlined in section 2.10.2. Pro rata faculty have full fringe benefits.

#### **C. Provost**

At the time of initial appointment of the Provost, the Board of Trustees makes a judgment about rank of the Provost using the criteria specified in Section 2.1.1.1. Thereafter, rank changes are at the discretion of the Board of Trustees. Upon appointment, the Provost automatically becomes a tenured member of the Faculty. An interim Provost, if necessary, is a ranked member of the faculty but does not automatically receive tenure.

#### **D. President**

At the time of initial appointment of the President, or at any time thereafter, the Board of Trustees may make the President a member of the Faculty by granting the President an academic rank using the criteria listed in Section 2.1.1.1. Promotion of the President in academic rank is at the discretion of the Board of Trustees. The president has the right to attend faculty meetings, but only votes if they are is a member of the faculty. The Board of Trustees shall decide whether to award tenure to the President, but may only award tenure to a president who holds academic rank.

#### **E. Ranked Faculty Who Become Administrators**

Ranked faculty who become administrators retain their faculty rank, and tenure status. Such faculty continue to be evaluated for promotion as specified in



Section 2.6. Such faculty members are evaluated for promotion according to the professional development criteria listed in Section 2.5.1.3 and the service criteria listed in 2.5.1.4. The Provost determines the extent to which the teaching and advising criteria listed in Section 2.5.1.1 and Section 2.5.1.2 shall apply and reports this information to the Personnel Evaluation Committee. The Provost decides whether ranked faculty who become administrators retain their Department membership. Ranked faculty members who become administrators will continue to be eligible for sabbatical leave and to accrue years of service towards sabbatical leave (see Section 2.10.2.1).

### ***2.1.1.3 Categories of Ranked Faculty Not Eligible for Tenure***

Ranked faculty described in this section (Section 2.1.1.3) are not tenured and are not on the tenure track.

#### **A. Sabbatical Replacements**

Those hired as sabbatical replacements may have full-time or pro rata appointments. They are hired to fill in for another faculty member while that faculty member is on sabbatical. Those hired as sabbatical replacements fulfill the same criteria and have the same responsibilities as full-time faculty as listed in Section 2.1.1.2, A, except there is no expectation that they will serve as advisors or on committees. The faculty rank for sabbatical replacements is determined by the Provost at the time of hiring and in accordance with the criteria listed in Section 2.1.1.1.

#### **B. Fixed-Term Faculty**

Fixed-term contracts are often given to faculty who are hired to fulfill a specific college need. Fixed-term contracts but may also be given for other reasons at the discretion of the Provost. While the length of a single term may vary, it shall not exceed three years. Those on fixed-term contracts may have full-time or pro rata appointments. Fixed-term faculty members fulfill the same criteria and have the same responsibilities as full-time faculty as listed in Section 2.1.1.2, A, except that the Provost may reduce or eliminate advising and service expectations. The faculty rank of those with fixed-term contracts is determined by the Provost at the time of hire or contract renewal (if offered) according to the criteria listed in Section 2.1.1.1, but shall be limited to Instructor or Assistant Professor.

#### **C. Visiting Faculty**

Visiting appointments are reserved for faculty members of other academic institutions and persons distinguished in their fields. While the length of the contract for a Visiting Faculty member may vary, it shall not exceed three years. Visiting Faculty may have full-time or pro rata appointments. The extent to which the responsibilities of full-time faculty members (as listed in Section 2.1.1.2, A) apply to Visiting Faculty members shall be determined by the Provost, except that Visiting Faculty members shall always retain the right to participate

in faculty meetings. The faculty rank of those with Visiting Faculty contracts is determined by the Provost at the time of hire or contract renewal (if offered); the Provost may award Visiting Faculty the ranks of Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor, and Distinguished Visiting Professor. The Provost is not constrained by the criteria listed in 2.1.1.1 when determining the rank of visiting faculty.

**D. Administrators Given a Faculty Rank upon Hiring**

Administrators may be hired with faculty rank if, in the opinion of the Provost, they meet the criteria listed in Section 2.1.1.1. Thereafter, rank changes are subject to Section 2.6. Such faculty members are evaluated for promotion according to the professional development criteria listed in Section 2.5.1.3 and the service criteria listed in 2.5.1.4. In addition, the Provost determines the extent to which the teaching and advising criteria listed in Section 2.5.1.1 and Section 2.5.1.2 shall apply and reports this information to the Personnel Evaluation Committee. Administrators given faculty rank upon hiring are not eligible for sabbatical leave.

***2.1.1.4 List of Faculty and Proportion of Ranked Faculty Eligible for Tenure***

The Faculty Executive Committee shall maintain a publicly available, up-to-date list of all ranked faculty that includes the section of the faculty handbook under which each faculty member is categorized (see Sections 2.1.1.2 and 2.1.1.3). At least three-fourths of ranked faculty excluding Sabbatical Replacements (2.1.1.3.A) will be tenured or on the tenure track (see Sections 2.7.5 and 2.7.3). The Faculty Executive Committee shall ensure that appointments of ranked faculty defined under Section 2.1.1.3.B (Fixed Term), Section 2.1.1.3.C (Visiting) or Section 2.1.1.3.D (Administrators Given Faculty Rank upon Hiring) will comprise at most one-fourth of the total ranked faculty excluding Sabbatical Replacements (2.1.1.3.A) by communicating to the Provost how many such appointments can be made for any given semester.

***2.1.1.5 Faculty Titles***

All ranked faculty shall be given a title that indicates their faculty rank. The holding of an endowed chair or other named professorship does not affect one's faculty rank.

***2.1.1.6 Ranked Faculty Currently Active on Campus***

All ranked faculty members are considered to be currently active on campus unless they are on official leave, including sabbatical leave.

***2.1.1.7 Effective Date***

All faculty holding the rank of Instructor, Assistant Professor, Associate Professor, or Professor on May 1, 2016, whose name also appears on the official list of faculty for the Spring 2016 semester as approved by the Executive Committee and the Provost prior to May 1, 2016, will continue to hold their current rank for the duration of their continuous employment (excepting official leaves) as ranked faculty with the College regardless of

any constraints imposed in Section 2.1.1.1 or Section 2.1.1.2. To be considered for promotion, all faculty must meet the requirements for the new rank as described in Section 2.6.

## 2.1.2 Unranked Instructional Personnel

Unranked instructional personnel consist of all persons having appointment for the instruction of college students except for those who are primarily college students with limited instructional responsibilities, and except those who are ranked faculty.

### ***2.1.2.1 Criteria for Appointment as Unranked Instructional Personnel***

Selection of unranked instructional personnel should be consistent with the academic standards of the College. Unranked instructional personnel should have a Master's degree, or equivalent graduate study, in the field or discipline in which the instruction will take place. In lieu of these requirements, considerable experience in an appropriate academic, technical, artistic, or professional field may be substituted.

### ***2.1.2.1 Categories of Unranked Instructional Personnel***

#### **A. Lecturer**

Lecturers teach one or more classes on a per-course basis. Lecturers have no other faculty duties except those related to the course(s) they are teaching and holding office hours for 90 minutes per week, per course.

#### ***i. Adjunct Lecturer***

Adjunct lecturers are hired to teach one or more classes on a per-course basis. They are not otherwise employed by the College. Adjuncts are selected by the department chair with the approval of the provost. All adjunct lecturers shall carry the title of Lecturer.

#### ***ii. Administrative Lecturer***

Administrative Lecturers are college employees who are either assigned to teach one or more classes as part of their administrative duties or are hired to teach one or more classes beyond their administrative duties. Administrative lecturers may or may not carry the title of Lecturer in addition to their administrative title.

#### **B. Emeritus and Retired Faculty Who Teach**

Those who have retired from the College, are in a process of phased retirement from the College, or have been given emeritus status by the College, but who are nonetheless employed by the College to teach one or more courses, shall carry the title they held at the time of retirement, initiation of phased retirement, or being given emeritus status. These individuals will carry a designation of "retired," "phased retirement," or "emeritus," after their title. As specified in the Faculty Constitution, these individuals are not ranked faculty members.

**C. Scholars-In-Residence**

The College may appoint distinguished artists, writers, poets, scholars, entrepreneurs, and others to In-Residence appointments. Such appointments shall be full-time or part-time depending on the needs of the College. Such appointments may or may not include the instruction of students in a formal classroom setting, although all such appointments will be designed to benefit the needs of the College. The appointments are for terms of no more than three years. Scholars-In-Residence will carry titles such as Artist-In-Residence, Writer-In-Residence, Poet-In-Residence, etc.

**D. Postdoctoral Researchers or Fellows**

The College may employ Postdoctoral Researchers or Fellows depending on the needs of the College. Such appointments shall be full-time or part-time depending on the needs of the College. Such appointments may or may not include the instruction of students in a formal classroom setting, although all such appointments will be designed to benefit the needs of the College. The appointments are for terms of no more than three years.

**E. Teaching, Research, or Laboratory Assistants**

The College may appoint, on an annual basis, instructional assistants as needed to carry out the instruction of students within departments or programs. Such persons are selected by department chairs with the approval of the provost. These instructional assistants may teach or assist in the classroom or laboratory and are supervised by a Ranked Faculty member. While some students may be hired to teach or assist in the classroom or laboratory, such students are not considered Teaching, Research, or Laboratory Assistants because their primary affiliation with the College is as a student.

**i. Foreign Language Teaching Assistants**

Foreign Language Teaching Assistants teach foreign language courses. Foreign Language Teaching Assistants may also be students taking no more than a half-time course load.

**F. Summer and Winter Session Instructional Personnel**

Summer and Winter Session instructional personnel may be hired from the ranked faculty or may be unranked instructional personnel. They are selected by the Provost in accordance with the needs of the College. While summer and winter session instructional personnel who are also ranked faculty members may continue to use their faculty rank, all summer and winter session instructional personnel are offered per-course contracts for the teaching of specific courses. Teaching in summer or winter session is not taken into consideration for decisions regarding tenure, promotion, or sabbatical leave and cannot be an expectation or requirement of being a ranked faculty member. Summer or

## 2.1 INSTRUCTIONAL PERSONNEL

Winter Session instructional personnel are expected to be available for a reasonable amount of time to counsel students regarding their coursework. Shall the College adopt other sessions beyond those of the academic year, the policies described herein shall apply to those sessions as well.

## **2.2 APPOINTMENT TYPES AND POLICIES FOR INSTRUCTIONAL PERSONNEL**

### **2.2.1 Terms of Appointment**

The terms and conditions of appointment as Instructional Personnel shall be stated or confirmed in writing, and a copy of the appointment letter shall be supplied to the employee. Any subsequent extensions or modifications of an appointment, and any special understandings, and any notices incumbent upon either party to provide, shall be stated and confirmed in writing, and a copy shall be given to the employee.

Ranked Faculty Eligible for Tenure have a probationary period which is normally six years. The length of the probationary period may be shortened in some cases for prior experience in teaching at another institution. See Sections 2.7.2 and 2.7.6.

Appointments shall be of seven kinds:

#### **2.2.1.1 Term Appointments**

Term Appointments at Juniata College are given to Sabbatical Replacements, Fixed-Term Faculty, Visiting Faculty, and Unranked Instructional Personnel for short-term curricular needs with the approval of the Provost, in consultation with the Department Chair, and are limited to the term of employment outlined in the letter of appointment. Term Appointments are not tenure track and do not confer upon a faculty member an entitlement to continued employment after the term specified in the letter of appointment expires.

Term Appointments are also be used with all summer and winter session instructional personnel.

#### **2.2.1.2 Administrative Appointments**

Administrators Given Faculty Rank upon Hiring are given administrative appointments according to the policies established by Human Resources.

#### **2.2.1.3 Probationary One-Year Appointments**

Ranked Faculty Eligible for Tenure will be on probationary one-year appointments during their first three years of employment. Notification of non-renewal for the second year must occur on or before March 1 of the first year of employment. Notification of non-renewal for the third year must occur on or before December 15 of the second year of employment.

Evaluations for renewal or non-renewal for the first two years are conducted by the Department Chair and Provost as specified in Section 2.5.5.3.1. During the third year of employment, persons will be evaluated by the Personnel Evaluation Committee and, based on this evaluation, offered one of the following at the option of the Provost: (1) a three-year appointment, (2) a one-year growth appointment, (3) a one-year terminal

appointment, or (4) twelve months' severance pay. Procedures for third-year evaluations are described in Section 2.5.5.3.2.

#### **2.2.1.4 Three-Year Appointments**

Faculty Eligible for Tenure who are in their third year of employment and who show outstanding promise in their contributions to Juniata College, the criteria for which shall be established at the sole discretion of the faculty, are eligible to receive a three-year appointment. Should the College choose not to offer a three-year appointment, a one-year growth appointment, a one-year terminal appointment or one year's severance pay, at the option of the College, will be offered.

##### **A. Two-Year Appointments**

Faculty given credit for prior teaching experience under Section 2.7.4 may be given a Two-Year Appointment instead of a Three-Year Appointment. Except for the reduction in years, Two-Year Appointments operate similarly to Three-Year Appointments.

#### **2.2.1.5 One-Year Growth Appointments**

Upon recommendation of the Personnel Evaluation Committee, the Provost may offer a one-year growth appointment to a person being considered for a three-year appointment. The Department Chair, or designate, and the Personnel Evaluation Committee will write a growth plan in consultation with the person under review. If the person elects to accept the growth plan, the Committee and the Chair will conduct another evaluation during the growth plan year according to procedures specified in Section 2.5.5.3.2. If the evaluation is positive with respect to the growth plan, the Committee shall recommend that the one-year growth appointment be considered the first year of a three-year appointment. If not, a one-year terminal appointment shall be recommended.

#### **2.2.1.6 One-Year Terminal Appointment**

Faculty Eligible for Tenure who are in their third year of employment and who do not show outstanding promise in their contributions to Juniata College may, at the discretion of the Provost and based on the evaluation conducted by the Personnel Evaluation Committee, be offered a One-Year Terminal Appointment or one year's severance pay, at the option of the College. At the conclusion of this appointment, employment as Instructional Personnel shall terminate.

#### **2.2.1.7 Tenured Appointments**

At the end of the three-year appointment, those outstanding Faculty Eligible for Tenure will be offered a tenured appointment if they meet the following criteria in an exemplary way: teaching effectiveness, advising, professional development, and service.

The definition of the foregoing criteria shall be conclusively determined by the faculty. Review for a tenure appointment is conducted by the Personnel Evaluation Committee of the Faculty as specified in Section 2.5.5.3.2. Failure to meet these criteria will result in the offering of a one-year terminal appointment or one year's severance pay, at the option of the College.

### **2.2.2 Locus of Appointments**

All ranked faculty appointments have as the locus of their appointment the department of the College which is stated in the annual letter of appointment.

### **2.2.3 Issuance of Appointment Letters**

All current members of the ranked Faculty Eligible for Tenure (including those on tenured appointments) shall be issued appointment letters for the upcoming academic year on or before June 15. Notifications of salary and any substantive changes in benefits shall be issued no later than August 1.

Appointment letters for newly hired Faculty Eligible for Tenure and for instructional personnel on term appointments are issued on an individual basis as the necessity arises.



## 2.3 POLICIES AND PROCEDURES FOR APPOINTMENT

The quality of initial appointments is vital to the quality of teaching and scholarship to which the College is committed. Prospective faculty members are considered on the basis of competency in their specific disciplines, potential or demonstrated teaching effectiveness, and willingness and ability to contribute to and support the total program and general aims of the College. The following statements of policy and procedures are intended to aid Chairs of departments, the Provost, and others who are involved in making initial appointments.

### 2.3.1 Authority to Hire

Sole authority to hire and retain faculty is vested in the President. Recommendations come to the President from the Provost, who follows the procedures described below to assure adequate consultation with the faculty and full compliance with human rights responsibilities.

### 2.3.2 Equal Employment Opportunity Commitment

It has been and will continue to be the policy of Juniata College to provide employment opportunities without regard to sex, race, religion, national origin, age, color, or handicap.

The basic principle of the employment policy is that equal employment opportunities be available to all qualified individuals so that all decisions are based solely on their experience and ability, potential and willingness to support the total program and general aims of the College, and advancements based on the individual's achievements in present positions and capacity to succeed in new positions. This policy emphasizes that all applicants for employment and all employees shall receive fair treatment in the initial employment and subsequent employment practices, including, but not limited to, hiring, firing, promotion, layoffs, transfers, and benefits.

The College seeks to maintain highly productive and loyal employees by hiring qualified men and women and providing them with compensation and opportunities for advancement in accordance with this policy.

The College advertises openings so that persons have an equal opportunity to learn about available positions. Advertising procedures are designed to reach an applicant pool which fairly reflects the relevant labor force profile. Advertisements will be specifically noted and documented with actual copies when possible, and are filed in the office of Personnel Services.

### 2.3.3 Procedure for Hiring Faculty

When, after appropriate consultation, the President determines that a position is open, a written document is prepared, usually by a Department Chair, and approved by the President and Provost, which includes (a) the position title, (b) a summary of responsibilities, (c) education, training, or experience required, and (d) additional criteria, if any. This document becomes the basis for advertising and is filed in the Office of Provost.

Advertising procedures are designed to reach an applicant pool which fairly reflects the labor force profile, including women and minorities. In all cases this will include some form of general advertising. In addition, announcements are frequently placed with graduate schools and in professional journals. All advertising is arranged with the approval of the Provost.

### 2.3.4 Recruitment File

For each position a file is maintained in which copies of all inquiries, applications, resumes, recommendations and other correspondence are placed. The file should carry information on each candidate, including notations as to which candidates were judged unqualified, which candidates were invited for interviews, evaluations of the interviewers, and the name of the candidate who was offered the position. During and after the search, files are maintained in the office of the Provost. After the appointment is made, the file will remain in the office of the Provost for one year.

The resume, letters of recommendation, and other materials of the appointed faculty member are retained in the personnel file in the office of the Provost.

### 2.3.5 Periodic Review

The Director of Personnel Services, Provost, and the Personnel Evaluation Committee periodically review the administration of faculty personnel policies and, where deemed necessary, implement changes which will insure equitable treatment of all employees or prospective employees of the College.

## 2.4 PERSONNEL RECORDS

The Personnel Records referred to in Section 2.4 and all subsections thereof are records found in the offices of administration and do not include files of the Personnel Evaluation Committee which are described in Section 2.5.

Because appointment as a ranked faculty member may lead to a continuing relationship with the College, it is essential that there be adequate and detailed documentation to support every action involving each individual, especially those actions pertaining to appointment, promotion, tenure, and severance.

### 2.4.1 Official Personnel File

Basic documents to be found in each faculty member's files in the Office of the Provost and/or the Office of Personnel Services include:

- a. Letters of application (originals)
- b. Letters of recommendation
- c. Appointment and acceptance letters (originals)
- d. Personal data information (race, sex, date of birth, marital status, etc.)
- e. Hiring transaction documents (payroll notices, etc.)
- f. Performance reviews and evaluations
- g. Payroll change documents (salary increases or changes, changes in status)
- h. Current official transcript with an updated vita
- i. Human rights compliance forms (employee requisitions, search activities)
- j. Salary and fringe benefit data
- k. Notice of commendations, warnings or discipline.

This file is available on a need-to-know basis only to the Board of Trustees, Legal Counsel, the Provost, the Personnel Office, or others specifically designated by the signature of the President. In addition, the contents of a faculty person's own personnel file, with the exception of letters of recommendations made by colleagues who are not employees of the college, are available to that faculty member.

The faculty member may, for the cost of duplication, obtain copies of any items available to them in their official personnel file. Any such copies will be made by a member of the Provost staff.

The official personnel file will be kept in strictest confidence and will be available for confidential use only to the individuals indicated above. However, for a valid reason, the faculty member may authorize in writing access to their file by a person not indicated above.

Further the College may permit access to and copying from such files pursuant to lawful requests and identification of federal or state agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts.

### 2.4.2 Personnel Files for Part-time Per Course and Visiting Faculty

The Provost will maintain a separate file for each of these faculty members which will contain:

- a. A copy of the faculty member's term contracts;
- b. The faculty member's official credentials and resume, including letters of recommendation;
- c. Copies of any faculty evaluations;
- d. Information the faculty member wishes to place in this file on professional background or accomplishments;
- e. Personnel information.

Access to such files is defined in Section 2.4.1.

### 2.4.3 Pennsylvania Law on Access to Personnel Files

Pennsylvania law provides that employees shall be permitted to inspect their personnel files at any time during regular office hours. A faculty person wishing to inspect their own personnel file must present a written request in the office in which they wish to inspect the files. The written request must include the reason access to the file is desired. The definition of personnel files as set forth in the law is as follows:

"If maintained by the employer, any application for employment, wage or salary information, notices of commendations, warning or discipline, authorization for a deduction of withholding of pay, fringe benefit information, leave records, employment history with the employer, including salary information, job title, dates of changes, retirement record, attendance records and performance evaluations. The term 'personnel file' shall not include records of an employee relating to the investigation of a possible criminal offense, letters of reference, documents which are being developed or prepared for use in civil, criminal or grievance procedures, medical records or materials which are used by the employer to plan for future operations or information available to the employee under the Fair Credit Reporting Act (84 Stat. 1127-1136, 15 U.S.C S1681, et seq.)."

## 2.5 EVALUATION

### 2.5.1 Criteria for Evaluation

Faculty at Juniata College are evaluated in four major areas. They are: Teaching Effectiveness, Advising, Professional Development, and Service.

#### **2.5.1.1 Teaching**

Juniata College recognizes excellence in teaching as the most important attribute of a faculty member. Excellent teachers are professional role models who demonstrate content expertise and promote student learning through effective course and curriculum development, strong course delivery and management, fostering an inclusive environment, active mentoring, and clear articulation and assessment of student outcomes. In addition, excellent teachers develop and teach courses that fulfill departmental and curricular needs, reaching beyond their specific areas of expertise when necessary; they also develop instructional materials and provide experiences that stimulate and support learning across a diverse array of learners, create classroom environments and interact with students in ways that are conducive to learning, and employ effective pedagogical strategies that reflect their philosophy of education and increase the likelihood of student learning.

#### **Teaching excellence is demonstrated by skill in the following areas:**

- A. Knowledge and Understanding of the Field: Have appropriate academic credentials and demonstrate in-depth knowledge and current understanding of the field(s) being taught;
- B. Course Development and Instructional Design: Carefully plan and communicate course goals, expected student outcomes, reading materials, grading and attendance policies, and course assignments; carefully plan and develop course activities and materials that enhance student learning;
- C. Inclusive Practice: Model equity and inclusion in the classroom by employing pedagogical practices and course materials that are attentive to student learners from diverse cultural and economic backgrounds and across a range of abilities; provide students with opportunities to demonstrate proficiency of material in a variety of inclusive ways; meaningfully strive to include diverse voices in the course content and/or in the classroom environment.
- D. Course Delivery and Management: Use effective and inclusive pedagogical strategies and methods to promote active engagement and enhance student learning; create welcoming classroom environments; provide support for all students; and use assessment results to inform instruction;

- E. Student Assessment: Develop and use a range of appropriate methods of assessing student outcomes; provide constructive criticism; and offer feedback that promotes student learning in a timely fashion;
- F. Mentoring: Serve as an engaged and supportive mentor for all students;
- G. Responsiveness to Curricular Needs: Understand and account for how one's courses relate to other courses in the department and at the College; review existing course offerings in consultation with colleagues, and develop new courses as appropriate;
- H. Acting as a Professional Role Model: Demonstrate enthusiasm for the course of study and for teaching and learning; model behaviors that support inclusion, equity, and access to education for all students and colleagues; and model discipline-specific competencies and professional behavior, including respect for students and colleagues.

**Evaluation of Teaching:**

Evidence of teaching effectiveness must include the following items provided by the candidate:

- A. Professional Data Sheet;
- B. Self-assessment of teaching activities;
- C. Syllabi;

and the following items collected by PEC:

- D. Evaluations by colleagues, including the chair;
- E. Student evaluations

In preparing self-assessments, candidates should include such activities as serving as mentor to students doing research and supervising internships and other forms of experiential learning. Faculty members who develop new courses or programs within their areas of previous training and experience should highlight those courses among their materials submitted as evidence of Teaching Effectiveness. Course or curriculum development outside one's area of previous training or experience may be considered as Professional Development (see § 2.5.1.3).

Candidates are invited to include assessment materials other than those listed above to help make their case. In such instances, it is incumbent upon the candidates to provide persuasive evidence that the assessment mechanism is appropriate. Examples might include student work in a course or evidence of student success after leaving Juniata.

The candidate's self-assessment may include a teaching philosophy and a description of how one's teaching supports it (why you do what you do); between the Professional Data Sheet and the self-assessment, PEC should find a complete record of continuing education, including professional meetings, coursework, and seminars/workshops that enhance teaching.

### **2.5.1.2 Advising**

Juniata College's curriculum demands that great emphasis be placed on advising students. Advising is consulting with students individually concerning their academic and professional endeavors. Faculty members are expected to write letters of recommendation for current and past students when appropriate; to provide appropriate advice and referrals even to students who are not their advisees; and to participate in campus meetings and workshops as appropriate. Advisors should strive to act as professional role models for all students they advise.

#### **The hallmarks of good advisors include:**

- A. Knowledge - of rules, regulations, requirements, and opportunities (scholarships, careers, etc.), including the educational requirements for those fields in which the faculty serves as a POE advisor;
- B. Accessibility - appropriate availability, effective communication, welcoming attitude, etc.;
- C. Diligence - working with students to design and approve schedules and POEs, confirming that advisees are on track, and assisting those who are not on track to establish appropriate goals.
- D. Participation in and/or facilitation of trainings and workshops that develop skills in equity and inclusion to effectively engage students, colleagues and members of larger communities from diverse cultural and economic backgrounds and abilities.

#### **Evaluation of Advising:**

In assessing a candidate's advising, PEC will examine evidence such as:

- A. Professional Data Sheet;
- B. Student evaluations;
- C. Self-assessment of advising activities;
- D. Evaluation by the chair;
- E. Colleague evaluations.

Candidates are invited to include assessments other than those listed above to help make their case. In such instances, it is incumbent upon the candidates to provide persuasive evidence that the assessment mechanism is appropriate. For example, candidates are free to ask colleagues other than those writing the formal PEC evaluations to evaluate their advising if they feel there are those who can do so effectively.

### **2.5.1.3 Professional Development**

One of the primary duties of a Juniata College faculty member is professional development, "the growth in competence as a teacher which follows from a continuing and lively pursuit of scholarly interests" (§ 2.9.5). Evidence of professional development is provided by scholarly or creative activity that is recognized by professional colleagues

outside the institution. Professional development enhances and acknowledges the expertise of the faculty member, enriches the classroom, and increases the visibility of Juniata College. Faculty members should involve Juniata students in their professional activities, either directly (by engaging with students in scholarship) or indirectly (by providing students opportunities to witness the practice of scholarly endeavors), and should act as professional role models for their students.

**Professional development includes, but is not limited to, the following activities:**

- A. Individual or collaborative research, writing, or artistic production as recognized by experts in the particular field;
- B. Participation in professional meetings, especially by presenting peer-reviewed papers or posters, presenting workshops, or serving as a panel member or discussant;
- C. Board membership or consulting, where participation reflects the candidate's standing as an expert in the field;
- D. Published reviews of the work of other scholars in the field;
- E. Invited testimony before government bodies as an expert in the field;
- F. Grant applications and funding for research from outside sources;
- G. Research on the scholarship of teaching and learning;
- H. Active work with students on artistic, scholarly, or research projects that connect with or engage the community.
- I. Mastery of a field significantly outside the candidate's previous training and experience (see § 2.5.1.1) to prepare and teach courses in support of departmental or college-wide priorities;
- J. Activities in support of the activities listed in A-I above (e.g., learning a new language or other research tool, attending a workshop or conference in support of a new line of scholarly inquiry).

Candidates are also invited to include activities other than those listed above as professional development. Where a candidate presents activities not included in A-I above, the candidate should document how the activity constitutes professional development comparable to those enumerated in A-I, and explain how the quality of the activity and its results were assessed. Department chair and colleague evaluations should specifically discuss these activities as well.

**Evaluation of Professional Development:**

PEC will evaluate the candidate's professional development following the principles set forth in section 2.9.5. In particular, there should be documentation of the candidate's pursuit of independent and/or collaborative scholarly and creative work. In assessing a candidate's professional development, PEC will look at evidence such as the following:

- A. Professional Data Sheet;
- B. Self-assessment of Professional Development activities;



- C. Evaluations or statements by professional peers;
- D. Evaluations by colleagues, including the chair;
- E. Juried publications;
- F. Non-juried publications, including book reviews;
- G. External recognition of professional development activities;
- H. Awards, grants, prizes, or commendations;
- I. Participation in professional meetings;
- J. Reports on sabbatical and other grants of leave;
- K. Reports on the outcomes of Professional Development funding, where relevant and appropriate.

Candidates are invited to include assessments other than those listed above to help make their case. In such instances, it is incumbent upon the candidates to provide persuasive evidence that the assessment mechanism is appropriate.

#### **2.5.1.4 Service**

As a community of learners, Juniata depends on its faculty for services to the College outside the classroom; service to the College is among the “normal duties of the faculty member” (§ 2.9.1). Service activities use a professor’s knowledge, interests, and skills to benefit the College, professional organizations, and the community.

**There are three types of service: service to the College, service to one’s profession, and service to the community.**

##### **A. Service to the College**

Service to the College involves carrying out assigned and volunteer non-teaching duties or responsibilities, not necessarily related to one’s recognized area of expertise and not necessarily academic in nature, that contribute to the functional operation of the department and/or institution. Juniata expects all faculty to serve the College. Such activities may include:

1. participation and performance in College and Trustee Committees;
2. performance of administrative duties such as division head, department chairperson, program/course coordinator, or facility director;
3. effective collaboration with departmental colleagues and active participation in departmental efforts and initiatives;
4. assistance with enrollment events;
5. active participation in campus life, such as advising student organizations, assisting with student extracurricular activities, serving on student life committees, and coordinating or offering assistance with campus events;

6. acting as a role model for students and colleagues in supporting the activities of the College community.
7. contributing to activities that support inclusion, equity, and access, especially for and among students, faculty, and staff from systemically underrepresented groups. Systemically underrepresented groups are defined as groups who have historically been denied equitable opportunities for/in higher education.

These efforts are intended to support the college's commitment to a diverse, equitable, and inclusive working and educational environment.

Examples of such activities might include:

- A. attending, participating in and/or facilitating equity, diversity, and inclusion workshops on campus, or through one's professional organizations;
- B. Organizing and/or leading similar trainings or workshops for colleagues or students and/or members of local/global communities;
- C. mentoring students or colleagues from systemically underrepresented groups;
- D. connecting students with people or resources who can assist them;
- E. participating in committees and activities that focus on making our community more diverse and inclusive;
- F. mentoring relevant student organizations;
- G. outreach to systemically underrepresented communities;
- H. working on Title IX issues.

### **B. Service to the Profession**

Service to the profession involves voluntarily carrying out responsibilities or duties which contribute to the functional operation of a professional organization within one's content field. Service in this capacity may include:

1. holding elected or appointed office in local, regional, state, or national organizations within one's area of expertise;
2. organizing professional conferences and events; serving on professional organization task forces or committees;
3. reviewing books, articles, and grant proposals; and evaluating faculty, departments, and programs at other schools.

### **C. Service to the Community**

A faculty member's Community Service may enhance the quality of the education Juniata provides.

Faculty should bring such service to the attention of PEC along with their rationale for the benefit to the college. One example might be service that increases internship or project possibilities for Juniata students. Another might be an activity that provides the faculty member with additional experience or training that enhances their effectiveness as a teacher or advisor.

Candidates are invited to include activities other than those listed above. In such instances, it is incumbent upon the candidate to document the activity and demonstrate how it constitutes service to the college, the profession, or the community comparable to those listed. Department chair and colleague evaluations should specifically discuss these activities as well.

**Evaluation of Service:**

PEC will evaluate the candidate's service in accordance with the description of faculty duties set forth in sections 2.9 and 2.11. Candidates are expected to provide evidence of service to the college, and may also discuss professional and/or community service as appropriate.

Demonstration of service activities should include, but is not necessarily limited to, the following documentation:

- A. Professional Data Sheet;
- B. Self-assessment of service activities;
- C. Department chair evaluations;
- D. Evaluations from colleagues and administrators;
- E. Evaluations from committee members or committee chairperson, or evaluations from the supervisor of an activity;
- F. Statements from professional peers as appropriate;
- G. Student evaluations as appropriate;
- H. Statements from leaders of community groups as appropriate.

Candidates are invited to include assessments other than those listed above. In such instances, it is incumbent upon the candidates to provide persuasive evidence that the assessment mechanism is appropriate.

### 2.5.2 Policies of Personnel Evaluation Committee

The purpose of faculty evaluation is to provide information for use in making recommendations for non-probationary appointments, promotion, and tenure.

- A. The Personnel Evaluation Committee will make no recommendation pertaining to a faculty member without evaluating the person involved. Specific evaluation procedures are outlined in Section 2.5.5.
- B. A faculty member shall be notified when they are being evaluated.
- C. The faculty member may collect data for and write letters to the Committee.
- D. Faculty members shall be informed of the results of the evaluation by a written summary.
- E. The Committee shall study all available evaluation documents and make its recommendations to the Provost.
- F. The Committee may seek additional documentation when it deems the current file inadequate to make an evaluation. The faculty member under review will be notified of such action.
- G. It shall be the responsibility of the Personnel Evaluation Committee to develop and review policies and procedures related to evaluation for promotion and non-probationary appointments. The implementation of the periodic review of faculty is the responsibility of the Personnel Evaluation Committee and the Department Chair. Evaluation of faculty members in the first two years (during their probationary one-year appointments) is handled by the Department Chair and Provost (see Section 2.5.4).
- H. On the recommendation of the provost, a division head, a department chair, or the faculty member, any member of the faculty may be evaluated by the Personnel Evaluation Committee at times other than for promotion or contract renewal.

#### ***2.5.2.1 Waiver of Evaluation***

A tenured faculty member who is eligible to be evaluated for promotion to Full Professor may ask not to be evaluated for promotion by presenting a written request to the Personnel Evaluation Committee. The member's name will remain off all subsequent evaluation lists until the faculty member requests reinstatement to the evaluation list in writing to the Committee. Since the Committee must consider evaluations of the four most recent semesters (excluding summer and winter courses) of a candidate's teaching and advising at Juniata (see 2.5.5.3.2.B), the summary report will be made the year following the collection of data.

### **2.5.3 Evaluation Files**

The Personnel Evaluation Committee makes recommendations to the Provost on such matters as appointment (after the probationary period), promotion, and tenure. The files accumulated in the process of evaluation are maintained by the Committee.

#### ***2.5.3.1 Contents of Files***

The Personnel File maintained by the Personnel Evaluation Committee contains all letters of evaluation written by colleagues and the Department Chair as well as copies of information gathered as a part of the administrative reviews during the initial probationary period (Section 2.5.4.1) and any previous committee reports. The Personnel Evaluation Committee may solicit additional letters when it determines that

the current letters in the file are insufficient to enable a conclusive evaluation. The File will also contain student evaluations with names removed, the Professional Data Form prepared by the faculty member, any materials requested by the committee, any unsolicited material, and any other materials which the faculty member wishes to add to the evaluation file. Excerpts of minutes of any meeting in which the evaluatee figured, such as an appeal, may be placed in the File.

#### **2.5.3.1.1 Policy on Unsolicited Material**

Unsolicited evaluation material that is submitted to the Chair and/or the Personnel Evaluation Committee will be placed in the Personnel File maintained by the Personnel Evaluation Committee. For such materials to be considered in the Committee's evaluation of the candidate, they must be received by the same date the Committee has set for receipt of colleague evaluations. The evaluatee will be notified in writing of the existence of such information, and will have ten days from the date of that notification to respond should the evaluatee desire to do so.

#### ***2.5.3.2 Access to Files***

Files may be kept electronically and/or as paper records. The evaluatee, the Department Chair, the Provost, the President, and members of the Personnel Evaluation Committee may have regular access to the file. When the committee's evaluation is complete, it will send its report and recommendation to the Provost and provide the Provost and the President access to the evaluatee's file for administrative review (section 2.5.4.2).

### **2.5.4 Administrative Review**

#### ***2.5.4.1 Administrative Review of Initial Probation Period***

During their first two years of appointment, faculty members on one-year appointments are evaluated by the Department Chair as specified in Section 2.5.5.3.1. The Department Chair must file a report with the Provost by January 15 of the academic year in which a first-year faculty member is evaluated and by November 15 of the academic year in which a second-year faculty member is evaluated. The evaluatee must file a Professional Data Sheet with the Provost's Office by the same date.

The Provost will then review the report and any material that the faculty member chooses to submit. The Provost will then meet with the faculty member to review the report. After each review, the Provost will prepare in writing a summary of the meeting. The faculty member will have an opportunity to respond to this document in writing. Copies of the Chair's report, the Provost's report, the evaluatee's responses, the Professional Data Sheet, student evaluations, and all other relevant documents will also be placed in the evaluatee's file which is maintained by the Personnel Evaluation Committee.

#### ***2.5.4.2 Administrative Review of Recommendations by the Personnel Evaluation Committee***

The President and the Provost will independently review recommendations brought forward by the Personnel Evaluation Committee for appointment (after the probationary period), promotion, and tenure. In recommending these actions to the Board, the President and the Provost will consider the following factors:

1. Level of support expressed by the Personnel Evaluation Committee.
2. The four evaluation criteria which are the only criteria for retention, promotion, and tenure, as described in Section 2.5.
3. For promotion in rank, the standards of performance described in Section 2.6.
4. In the case of promotion, both time in rank and length of service.
5. Considerations for tenure are specified in Section 2.7.2.

#### **2.5.5 Procedures of Evaluation**

All faculty will be evaluated on the basis of the criteria in Section 2.5.1, according to the policies and procedures specified in 2.5.1, 2.5.2, 2.5.3, 2.5.4, and 2.5.5. In cases of exceptional circumstances, as determined by the Provost and the Personnel Evaluation Committee in consultation with the evaluatee, portions of the evaluation procedure may be modified by agreement of the Provost and the Personnel Evaluation Committee to conform to those circumstances.

##### ***2.5.5.1 Selection of the Faculty to Be Evaluated***

At the beginning of each academic year, the Provost forwards to the Department Chairs and the Personnel Evaluation Committee a list of faculty to be reviewed for appointment, , promotion, and/or tenure in the following academic year. The Committee will inform all prospective evaluatees, and those who are eligible and wish to waive the evaluation may do so following procedures outlined in Section 2.5.2.1. The Committee then presents that list to the faculty for verification. Any errors in the list should be brought to the attention of the Provost and the Personnel Evaluation Committee immediately.

Persons who wish to nominate a faculty member under the policy of "Special Promotions" (see Section 2.6.3) should send the nomination to the Personnel Evaluation Committee by March 1, so that the Committee can include that person in the schedule of evaluations for the following year.

The Provost may also request an evaluation of any faculty member. Such a request must be made in writing before the beginning of any semester.

##### ***2.5.5.2 Evaluation Documents***

Four main types of data are used in preparing evaluation reports for faculty under review. They are: student evaluations of teaching and advising, colleague evaluations,

Portfolios, and Department Chair evaluations. Copies of all forms are available from the Personnel Evaluation Committee.

#### **A. Student Evaluations**

Two written forms are used to evaluate teaching: (1) a standardized evaluation instrument of classroom performance which is subject to statistical analysis, and (2) a written comment sheet. Students are also asked to evaluate advising by completing the Advising Comment Sheet. In addition, students may be interviewed by the Committee. Student evaluation data, with names removed, will be maintained in the Personnel File maintained by the Personnel Evaluation Committee.

#### **B. Colleague Evaluations**

Selected colleagues (see Section 2.5.5.3.2 C) are asked to complete a colleague evaluation form that calls for comments and evaluations in the four major evaluation areas: teaching effectiveness, advising, professional development, and service. These forms are kept in the Personnel File maintained by the Personnel Evaluation Committee.

#### **C. Portfolios**

The evaluatee prepares a professional portfolio that includes (1) The Professional Data Sheet; (2) a current *curriculum vitae*; (3) a personal statement, including a philosophy of teaching and information that helps the committee to contextualize the candidate's professional activities; (4) copies of syllabi and other course materials; (5) evidence of professional development; and (6) any other materials that will be helpful to colleague evaluators and the committee in evaluating the candidate's teaching, advising, professional development, and service. The committee will set a deadline by which this portfolio should be available to colleague evaluators and the committee (see Section 2.5.5.1).

#### **D. Department Chair Evaluations**

The Department Chair plays an important role in all faculty evaluations by gathering data and submitting a written evaluation. In the case of Probationary One-Year Appointments, the Department Chair conducts the evaluation and files a report with the Provost. In cases of non-probationary appointments, promotion, and tenure, the Department Chair files the report with the Personnel Evaluation Committee. Further description of the Department Chair's role follows in Section 2.5.5.3.1.

#### **2.5.5.3 Evaluation Processes**

Criteria areas and major types of data collected are the same for all faculty under evaluation. However, evaluation of faculty with a Probationary One-Year Appointment is carried out by the Department Chair and the Provost. The Personnel Evaluation

Committee evaluates faculty who are being considered for non-probationary appointments, promotion, and/or tenure. The steps for each category follow.

### **2.5.5.3.1 Evaluation of Faculty for Probationary One-Year Appointments**

New faculty members in their first two years are normally evaluated for Probationary One-Year Contracts in the following way:

- A. The Personnel Evaluation Committee will conduct course evaluations for all courses taught by the evaluatee. If the evaluations are completed in the classroom, the evaluatee must leave the classroom during the evaluation.
- B. The Personnel Evaluation Committee will arrange to survey the advisees of the evaluatee with the cooperation of the Registrar's Office.
- C. The Department Chair distributes and collects the Professional Data Sheet from the evaluatee by November 1 of the academic year of evaluation.
- D. The Department Chair may make classroom visits. A twenty-four-hour notice must be given to the faculty member.
- E. The Department Chair may call a department meeting by December 1, of the same year for department members to discuss the evaluatee's performance. The department may decide whether to allow the evaluatee to be present during this meeting.
- F. The Department Chair meets periodically with the evaluatee to discuss progress toward departmental and professional goals. The Department Chair reviews student evaluations with the evaluatee.
- G. After receiving the report, the Provost follows the procedures outlined in Section 2.5.4.1.

### **2.5.5.3.2 Evaluation for Non-Probationary Appointment, Promotion and Tenure**

The Personnel Evaluation Committee conducts evaluations of faculty being considered for non-probationary appointment, promotion and tenure, writes a summary report, and makes a summary recommendation to the Provost according to the following process:

- A. After receiving a list of faculty eligible for consideration, the Committee notifies each individual on the list as specified in Section 2.5.5.1.
- B. The Personnel Evaluation Committee reviews evaluations of the four most recent semesters (excluding summer and winter courses) of a candidate's teaching and advising at Juniata. In some circumstances the Personnel Evaluation Committee may conduct a review using one full year's of course and advising evaluations (for example when a review follows a sabbatical leave, a leave of absence, or when faculty receive teaching credit towards tenure and/or promotion). Faculty will be notified of exceptions at the beginning of their review cycle.



- C. The Personnel Evaluation Committee will collect six written colleague evaluations. The Committee will select at least three colleagues, one of whom is normally the Department Chair, and notify the evaluatee of the choices. The evaluatee will select three additional colleagues, who may or may not be members of the evaluatee's department, to complete additional colleague evaluations. The six colleague evaluators will be given access to the student evaluations of the evaluatee's teaching and advising and to the evaluatee's portfolio. Such access will cease upon submission of the colleague evaluation.
- D. The evaluatee will have ten days from the deadline set by the Committee for receipt of colleague evaluations and unsolicited material to respond in writing to the Committee to those documents. Should colleague evaluations arrive after the deadline and be accepted by the Committee, the evaluatee will be notified in writing of their acceptance and will have ten days from that date to respond.
- E. After all of the data specified in Section 2.5.5.2 have been reviewed, the Committee prepares a summary report.
  - 1. The summary is divided into four categories: teaching effectiveness, advising, professional development, and service. Of these categories, teaching effectiveness is the most important; excellent teaching should be the goal, and effective teaching is a minimum requirement for any Juniata faculty member. Candidates are likely to vary in their strengths and needs for growth in the remaining three areas (professional development, service, and advising), but all areas are significant. In preparing its summary report, the Committee will assess the candidates' performance in each of the four evaluation areas, indicating strengths as well as opportunities for future growth. In its summary, the Committee will assess the candidate's performance in the way that is most beneficial to the candidate. In the preparation of the summary report, members of the committee should recuse themselves from discussing any candidate about whom members believe that their objectivity will be impaired. Members who are married or partnered to a candidate, or who are in the same department as a candidate, must recuse themselves from discussing that candidate.
  - 2. Each member of the committee assesses the results of the evaluation on an individual basis and a secret ballot is taken whether to recommend, recommend with reservation, or not recommend for the pending action. Members of the committee should recuse themselves from voting on any candidate about whom those members believe that their

objectivity will be impaired. Members who are married or partnered to a candidate, or who are in the same department as a candidate, must recuse themselves from voting on that candidate. Members who have recused themselves from voting on the candidate must vote "abstain." Members who have not recused themselves may not vote "abstain." The Committee's vote is tabulated and included in the summary report.

3. The report is then sent to the evaluatee with a memo advising that the faculty member may appeal to the Personnel Evaluation Committee concerning any aspect of the report, or accept the report as written. The evaluatee may also attach an additional statement/document to the report before it is transmitted to the Provost and the President. The faculty member has one week to submit a written appeal to the Committee. The Committee will then consider all appeals and finalize the report.
4. After the Committee concludes its review of the appeal, the final report with any modifications is sent to the Provost and the President for action as specified in Section 2.5.4.2 of this handbook. The evaluatee receives a copy of the final report and a copy is placed in the Personnel File maintained by the Personnel Evaluation Committee.

## 2.6 PROMOTION

Juniata College seeks to sustain and improve its academic stature. Maintaining and improving the quality of the faculty is a primary means of achieving these ends. Promotion in academic rank is a means by which the College encourages, recognizes and rewards faculty members for excellence in the performance of their duties.

### 2.6.1 Eligibility for Promotion

Faculty are promoted on the basis of the excellence of their qualifications discussed in this section and in Section 2.5, "Evaluation Criteria for Faculty."

#### **2.6.1.1 Assistant Professor**

Promotion to Assistant Professor normally requires a terminal degree and at least the equivalent of one year of college teaching.

To qualify for the rank of Assistant Professor, a faculty person is expected to hold a terminal degree in their field; in this respect, Juniata normally recognizes the academic doctorate as the terminal degree, but the Provost and the President have in the past accepted such specialized degrees as the MFA, and MBA as a terminal degree. Such special cases are at the discretion of the Provost and President and specifics of those cases must be recorded in the initial contract upon initial appointment.

#### **2.6.1.2 Associate Professor**

To be eligible for promotion to the rank of Associate Professor normally requires that the individual possess a terminal degree in their field and six years of full-time college teaching at the rank of Assistant Professor.

In addition, eligibility for promotion to the rank of Associate Professor, requires considerably more than meeting the above time in rank. Just as a faculty person expects to progress in rank, so the college expects the faculty person to progress in teaching and advising effectiveness, professional development, institutional service, and overall worth to the college and its students.

#### **2.6.1.3 Professor**

Eligibility for promotion to the rank of Professor normally requires a terminal degree in an appropriate field and a minimum of twelve years of full-time college teaching, six at the rank of Associate Professor.

In addition to the above requirements, promotion to the rank of Professor requires evidence of excellence in candidate's value to the college and its students. This is reflected through continuing strong contributions in teaching effectiveness, advising, professional development, and service. (See Section 2.5.1.3).

### 2.6.2 Time in Rank

Although a Department Chair, the Provost, or the Personnel Evaluation Committee may recognize superior service by recommending advancement in rank and the College may concur by offering advancement in rank, individual faculty members ordinarily may not be considered for advancement until the minimum length of time in current rank has been completed. Sabbatical leave and leave with pay will count in the satisfaction of years in rank toward promotion, except that normally the Personnel Evaluation Committee will not recommend a person for promotion in the year immediately following a sabbatical year or other full-year leave. Leave without pay may or may not count toward promotion (See Section 2.13).

### 2.6.3 Procedures for Promotion Review

The initiation of a promotion review starts with the office of the Provost where the official data on years of service in particular ranks is maintained. Those identified as becoming eligible during the following academic year comprise the list of eligible faculty members. This list of eligible persons is sent to the Personnel Evaluation Committee and the appropriate Department Chairs; the committee then initiates data collection during that academic year. The data collected is placed in a file for use in preparing the summary report during the following academic year in which the person becomes eligible for promotion. (Further procedures are specified in Section 2.5.5.3.2.)

The Personnel Evaluation Committee will notify all candidates who will be evaluated in the current academic year and will request permission to proceed. At this point, a faculty member who does not wish to be reviewed may inform the Committee in writing that they do not wish to be evaluated for promotion. Procedures are specified in Section 2.5.2.1.

### 2.6.4 Special Case Promotions

A faculty member can be considered eligible for appointment or promotion in other ways. In the past, appointments at Juniata have been made and promotions granted to individuals who did not hold the normal terminal degrees. The statements in this section identify additional ways in which a faculty member may be considered eligible to be evaluated for promotion or appointment.

#### ***2.6.4.1 Eligibility for Special Case Promotion***

- A. Eligibility for appointment or promotion to the rank of Assistant Professor and Associate Professor may be made on the basis of clear evidence of excellence in teaching, advising, campus leadership, scholarly recognition, and/or creative production. Examples of such activities are innovative leadership in pedagogy, extensive cross-disciplinary teaching, major excellence in development of courses that support all- college goals, and extra-campus recognition of original scholarship or creative production. Candidacy is not limited to these examples.
- B. Appointment or promotion to the rank of Associate Professor or Professor may be made on the basis of scholarly or creative work formally recognized

by experts in the academic or professional field, work normally judged as equivalent in rigor or professionalism to the doctorate.

- C. Appointment or promotion to the rank of Associate Professor or Professor may be made on the basis of distinguished professional attainments. Examples of such attainments are extended professional experience in government or law, publication or production of a well-received creative work, professionally recognized success in performance, recognized professional experience in science or technology, or outstanding executive experience in business.

#### ***2.6.4.2 Procedures for Nomination to Eligibility for Those Not Normally Eligible***

##### **A. Nomination**

Any faculty member may nominate a colleague with that colleague's permission. Nominations should be sent directly to the Personnel Evaluation Committee. The deadline for nominations is October 1.

##### **B. Making the Case**

The faculty member making the nomination assumes the responsibility for demonstrating ways in which their nominee does in fact deserve to be considered an exceptional case; a strong and considered case must be made, employing the criteria given in Section 2.6.4.1.

##### **C. Notification and Data Collection**

The faculty member making the nomination also notifies the Provost and the department of the nominated faculty member of the nomination; this is done through the Department Chair and the nominator may seek support from the nominee's department. Input from the department is a necessary source of data.

##### **D. Recommendations**

The Personnel Evaluation Committee considers the nomination. The Committee notifies the Provost of the nomination, detailing the nomination and the Committee's decision as to whether it will proceed with data collection.

##### **E. Procedure**

Once a nominee is declared eligible by the Personnel Evaluation Committee for review by the Committee, the regular procedures of the Personnel Evaluation Committee governing evaluation for promotion apply.

## 2.7 APPOINTMENT AND TENURE POLICY AND PROCEDURES

### 2.7.1 Objective

To set forth the rules governing appointment and tenure at Juniata College.

### 2.7.2 Policies

- A. First- and second-year faculty members may be given one-year probationary appointments. During the first and second years, probationary faculty members will be reviewed by the Department Chair and the Provost as specified in Section 2.5.1.4. Administrative Review of Initial Probation Period. During the third year, the Personnel Evaluation Committee will conduct a rigorous evaluation of the faculty member's effectiveness using procedures detailed in Section 2.5.5.2 of this Handbook. Based on this evaluation of the recommendation of the Personnel Evaluation Committee, the Administration may grant the faculty member a One-Year Terminal Appointment (see Section 2.2.1.6), a One-Year Growth Appointment (see Section 2.2.1.5), or a Three-Year Appointment (see Section 2.2.1.4). During the faculty member's sixth year, the Personnel Evaluation Committee will again conduct a rigorous evaluation of the faculty member. If at that time they find the individual to be of tenurable quality, they will recommend the individual for a Tenured Appointment (see Section 2.2.1.7). If they do not find the individual to be of tenurable quality at that time, the Personnel Evaluation Committee will recommend a One-Year Terminal Appointment (see Section 2.2.1.6).
- B. For faculty members appointed with demonstrated and well-recognized exceptional professional experience, the schedule of appointments and evaluation may be negotiated at the time of appointment with the Administration after consultation with the Personnel Evaluation Committee. Length of service at another institution, per se, is not an argument for change of schedule. Any deviations to the typical schedule of appointments and evaluation that have been negotiated at the time of initial appointment will be documented in the faculty member's initial appointment letter and shared with the Personnel Evaluation Committee.
- C. Once a faculty member has been granted tenure, non-renewal may occur for retrenchment as outlined in Section 2.8.4. A tenured faculty member may also be dismissed for just cause as outlined in Section 2.8.3 or prolonged mental or physical illness as outlined in Section 2.8.6.
- D. Faculty in their first year at Juniata College will be notified of non-renewal on or before March 1 and those in their second year on or before December 15. Those in their third year or beyond will have no less than twelve months' notice.
- E. All ranked faculty members and all other instructional personnel are guaranteed academic freedom as defined in Section 2.9.6.

### 2.7.3 Academic Freedom for Faculty on One-Year Appointments and Three-Year Appointments

The One-Year Probationary Appointments and the Three-Year Appointment typically give tenure-track faculty time to demonstrate their ability and also gives the College time to observe and evaluate them on the basis of their performance in a faculty position. During this period, such faculty members have the same academic freedom as a tenured faculty member, and non-reappointment (see Section 2.8.3.) cannot be based on claims which involve a violation of academic freedom. Non-reappointment, termination, dismissal, or suspension of a such faculty members can occur only in accordance with the provisions of Sections 2.8 of this Handbook. Faculty members holding One-Year Probationary Appointments or Three-Year Appointments are evaluated for reappointment or non-reappointment according to procedures given in Section 2.5.5.3.

### 2.7.4 Prior Teaching Service Credit: Policy and Procedures

- A. An individual with two or three years of prior full-time, post-secondary, teaching experience may be eligible for a five-year track to a tenured appointment (instead of six). Someone with four or more years prior teaching full-time at the post-secondary level may be eligible for a four-year track to a tenured appointment (instead of six). Under exceptional circumstances, it may be possible to be placed on an even faster track to a tenured appointment. Comparable experience and graduate teaching assistantships may be considered as equivalent to teaching experience in certain cases. Decisions related to the granting of credit for prior teaching service will be made by the President and the Provost after consultation with the Personnel Evaluation Committee. The individual being offered prior credit may decline the offer and must indicate their decision in writing.
- B. The following procedures constitute the most probable schedule for an abbreviated track to a tenured appointment. Any changes to the scheduled track for a tenured appointment that has been negotiated at the time of initial appointment will be documented in the faculty member's initial appointment letter and shared with the Personnel Evaluation Committee.
  1. Normally, a faculty member eligible for a five-year track to a tenured appointment will be evaluated administratively in the first year for a second Probationary One-Year Appointment according to the procedures outlined in the Faculty Handbook. In the second year, the candidate would be evaluated by the Personnel Evaluation Committee with recommendation for a Three-Year Appointment following a positive outcome according to the procedures outlined in the Faculty Handbook. Review for a Tenured Appointment would occur in the fifth year and follow the procedures outlined in the Faculty Handbook.
  2. Normally, a faculty member eligible for a four-year track to a tenured appointment will be evaluated administratively in the first year for a second Probationary One-Year Appointment according to the procedures outlined in the Faculty Handbook. In the second year, the candidate would be evaluated by the Personnel Evaluation Committee with recommendation for a Two-Year Appointment (see Section 2.2.1.4.A) following a positive outcome according to the procedures outlined in the Faculty Handbook.

Review for a Tenured Appointment would occur in the fourth year and follow the procedures outlined in the Faculty Handbook.

### 2.7.5 Definition of Tenure

The principal purpose of tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in higher education. When faculty members can lose their positions because of their speech, publications, or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge. (AAUP Statement on Tenure)

Tenure is a commitment by the college to retain a faculty member indefinitely, barring exceptional circumstances. Because of this commitment, the College seeks a promise of excellence in tenure candidates.

Conferral of tenure means that a faculty member with the rank of Assistant Professor or higher is entitled to annual appointment renewal by Juniata College until retirement or resignation as defined in Section 2.8.1 and 2.8.2. Non-renewal of a tenured faculty member may occur for retrenchment as outlined in Section 2.8.4. A tenured faculty member may also be dismissed for just cause as outlined in Section 2.8.3 or prolonged mental or physical illness as outlined in Section 2.8.6.

By the time a faculty member is considered for tenure, there must be convincing evidence that the faculty member has carried out teaching, advising, professional development, and service that meets the standards set out in section 2.5.1. The faculty member must also meet the standards for the rank the faculty member holds or aspires to. In addition, it is the responsibility of the faculty member to articulate a vision of future growth in each of the four areas of evaluation. These materials should provide the Personnel Evaluation Committee ample reason to expect that once granted tenure, the faculty member will steadily continue to improve in the four areas under evaluation.

Prior to the awarding of tenure, a faculty member must have completed a minimum of six years of full-time teaching at the college or university level. Those initially appointed in the rank of Professor must accumulate at least two years of service at Juniata unless the Board grants tenure at the time of initial appointment. (See also Sections 2.9.6 on Academic Freedom and 2.9.7 on Professional Ethics.)

### 2.7.6 Eligibility for Tenure

A leave with pay (as defined in Section 2.13.1) for an academic year or less will count toward seniority in the granting of tenure. A leave without pay (as defined in Section 2.13.2) for one academic year or more will not count toward seniority unless the faculty member and Provost agree in writing to the contrary at the time the leave is granted.

A faculty member may request an extension of the track to a tenured appointment under the following circumstances, which may or may not require a full or partial leave of absence:



## 2.7 CONTRACT AND TENURE POLICY AND PROCEDURES

- a. The faculty member acquires or experiences a medical condition; or
- b. The faculty member is a primary or coequal caregiver of a family member.

Consideration for tenure can be delayed for up to one year per event; however, there may be no more than two one-year extensions of the track to a tenured appointment. Such arrangements must be approved by the Provost in consultation with the faculty member, department chair, and Human Resources. Such arrangements will also be shared with the Personnel Evaluation Committee. A faculty member granted such an extension shall not be subject to additional expectations beyond those normally required to qualify for retention or tenure.

## 2.8 SEVERANCE

### 2.8.1 Resignation

It is the expectation of Juniata College that any faculty member will carry out assigned responsibilities until the end of the appointment.

A faculty member employed under a term contract who tenders a resignation that is effective prior to the end of the contract term without consent of Juniata College may be subject to penalty.

A faculty member employed on a probationary or three-year contract may resign an appointment without penalty if written notice is given to the President or Provost by the 15th day of April preceding the first day of the contract term or by the 30th day after acceptance of the appointment, whichever is later in time or, otherwise, with the consent of Juniata College.

A tenured faculty member should give written notice to the President or Provost at least one semester prior to the effective date of resignation.

### 2.8.2 Retirement and Elevation to Emeritus Status

Retirement is defined as the completion of an active professional career after a period of employment as a ranked faculty member at Juniata College. A ranked faculty member may be offered a phased retirement after attainment of age 55 in anticipation of full retirement at a later date. At the initiation of phased retirement, the ranked faculty member gives up their membership in the ranked faculty and continues teaching on a part-time basis as mutually agreed upon by Juniata College and the employee. In such cases, supplementary benefits, if any, and access to college facilities and services will be set forth in the appointment letter. After retirement, the individual may be offered an appointment to teach one or more courses under Section 2.1.2, B or in summer or winter session (see Section 2.1.2, F).

Faculty members should inform the Provost of their intention to retire no later than October 1, of the academic year preceding retirement. The Provost will consult the Personnel Evaluation Committee to review eligibility for Emeritus(a) status. The Provost will make a recommendation to the Board of Trustees.

Any ranked full-time or pro rata faculty member who retires (rather than resigns) from Juniata College, has obtained tenure, and has held a ranked faculty appointment at the College for at least 10 years, including leaves, may be recommended to the Board of Trustees for consideration of emeritus (emerita) status at the highest rank they have attained. Other faculty members may occasionally be considered by the Board for emeritus status by special recommendation of the President after consultation with the Provost and the Personnel Evaluation Committee.

No compensation accrues to those with emeritus status unless by mutual agreement between the President and the individual.

### 2.8.3 Dismissal for Cause

#### **2.8.3.1 Criteria**

The appointment of a faculty member may be terminated by the College for just cause. Just cause shall mean: incompetence; dishonesty, including, but not limited to, plagiarism, falsification of academic credentials; misappropriation or misapplication of funds; failure to perform assigned duties; breach of the terms and conditions of employment; knowing or reckless violation of the canons of professional ethics of the College or of recognized canons of ethics of the faculty member's discipline or profession; or moral turpitude (as construed in light of the mission and goals of the College).

#### **2.8.3.2 Dismissal Procedures**

##### **2.8.3.2.1 Preliminary Proceedings**

When adequate cause to consider dismissal of a faculty member arises the preliminary procedure shall be as follows:

- a. The faculty Personnel Evaluation Committee shall make the appropriate recommendations.
- b. The Provost shall discuss the matter with the faculty member in a personal conference, looking toward a mutual settlement.
- c. If there is no adjustment, the Provost shall communicate with the faculty member setting forth specific charges in writing.

##### **2.8.3.2.2 Formal Proceedings**

- a. The communication addressed to the faculty member by the Provost, in addition to stating grounds proposed for dismissal, shall inform that member that if they so request, they will be entitled to a hearing conducted by an ad hoc subcommittee appointed by the Personnel Evaluation Committee and composed of tenured faculty members (hereafter referred to as the Hearing Committee). In setting the date of the hearing, sufficient time shall be allowed the faculty member to prepare a defense. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives the hearing, but denies the charges against them or asserts that the charges do not support a finding of adequate cause, the Hearing Committee shall evaluate all evidence and rest its recommendation upon the evidence in record.
- b. The Committee, in consultation with the Provost (or the Provost's representative) and the faculty member, shall exercise its judgment as to whether the hearing should be public or private.

- c. During the proceedings the faculty member shall be permitted to have an advisor and/or counselor of faculty member's own choice.
- d. At the request of the Provost, the faculty member, or the Hearing Committee, a representative of a responsible educational association shall be permitted to attend the proceedings as an observer.
- e. A verbatim record of the hearing or hearings shall be taken and a typewritten copy shall, upon request, be made available to the faculty member without cost.
- f. The burden of proof that adequate cause exists rests with the institution, and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
- g. The Hearing Committee shall grant adjournment to enable either party to investigate evidence to which a valid claim of surprise is made.
- h. The faculty member shall be afforded an opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of the institution shall, insofar as it is possible for it to do so, secure the cooperation of such witnesses and make available necessary documents and other evidence within its control.
- i. The faculty member and the administration shall have the right to confront and cross-examine all witnesses. Where the witness cannot appear, the Committee determines that the interests of justice require admission of the witness's statement, the Committee shall identify the witness, disclose the witness's statement and, if possible, provide for interrogatories.
- j. In the hearing of charges of incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.
- k. The Hearing Committee shall not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every reasonable effort shall be made to obtain the most reliable evidence available.
- l. The findings of fact and the decision shall be based solely on the hearing record.
- m. Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers shall be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees. The Provost and the faculty member shall be notified of the decision in writing and shall be given a copy of the record of the hearing.
- n. If the Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it shall so report to the Provost. If the Provost rejects the report, they shall state their reasons for doing so, in writing, to the Hearing Committee and to the

faculty member and provide an opportunity for response before transmitting the case to the President and the Board of Trustees. If the Hearing Committee concludes that adequate cause for a dismissal has been established but that an academic penalty less than dismissal would be more appropriate, it shall so recommend with supporting reasons.

#### **2.8.3.2.3 Action by the Board of Trustees**

If dismissal or other penalty is recommended, the Provost shall, on request of the faculty member, transmit to the President and the Board of Trustees the record of the case. The President's and Board of Trustees' review shall be based on the record of the Committee hearing, and it shall provide opportunity for argument, oral or written or both, by the principals at the hearing or by their representatives. The decision of the Hearing Committee shall either be sustained or the proceeding returned to the Committee with specific objections. The Committee shall then reconsider, taking into account the stated objections and receiving new evidence, if necessary. The President and the Board of Trustees will make a final decision only after study of the Committee's reconsideration.

#### **2.8.3.2.4 Suspension**

Until the final decision upon termination of an appointment has been reached, the faculty member shall be suspended or assigned to other duties in lieu of suspension only if immediate harm to themselves or others is threatened by their continuance. Before suspending a faculty member, pending an ultimate determination of their status through the institution's machinery, the administration shall consult with the Personnel Evaluation Committee. Suspension is appropriate only pending a hearing; a suspension which is intended to be final is a dismissal and shall be dealt with as such. Salary shall continue during the period of suspension.

#### **2.8.3.2.5 Terminal Salary or Notice**

If the appointment is terminated the faculty member shall receive their salary for the unexpired term of their appointment or notice in accordance with the following schedule, at the option of the College:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; if the appointment terminates during an academic year, at least three months in advance of its termination.
2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least six months before the expiration.
3. At least twelve months before the expiration of an appointment after two or more years of service at the institution.

This provision for terminal notice need not apply in the event that there has been a finding that the conduct which justified dismissal involved moral turpitude. In any case involving dismissal for reasons of moral turpitude, only three days' notice need be given to the person being dismissed. On the recommendation of the Faculty Hearing Committee or the Provost, the Board of Trustees in determining what, if any, payments shall be made beyond the effective date of dismissal may take into account the length and quality of service of the faculty member.

The notice shall specify the cause of the termination, provide a summary description of the facts relied on by the College in specifying the cause, and a reference to the faculty member's right to process a grievance pursuant to Section 2.15. Notice shall be sufficient if placed in the ordinary U.S. mails, first class, postage prepaid and addressed to the faculty member at the last address provided by the faculty member to the Business Office of the College.

#### ***2.8.3.3 Review***

A faculty member provided notice of termination of contractual rights pursuant to this Section may file a grievance under Section 2.15. The burden of proving that cause exists will be on the College. The faculty member may present evidence relevant to any legally sufficient defense to the issues raised by the College's presentation of its case.

## **2.8.4 Retrenchment**

#### ***2.8.4.1 Criteria***

The College may terminate or reduce the appointment of the faculty members when the Board, in consultation with the President, determines it is necessary to alleviate a financial exigency within the College or to effectuate a reorganization, elimination or curtailment of academic program or courses offered to students of the College. Financial exigency is defined as a critical need to reorder the College's expenditures in order to allow the College to maintain its financial security or to prevent a sustained and debilitating loss of funds.

#### ***2.8.4.2 Preparation of a Plan***

If the College declares financial exigency the Board will prepare a plan in consultation with the President to alleviate that exigency. Any plan to alleviate exigency that involves a reduction or termination of the appointment of any faculty member will be developed in consultation with the Provost, the Faculty Executive Committee, and the Department and Program Committee. In the development of the plan primary consideration must be given to protecting the appointments of those faculty with longest length of service while addressing the most pressing programmatic needs of the institution.

**2.8.4.3 Notice**

If the College determines to terminate or reduce appointment of a faculty member pursuant to this section, the College shall provide written notice as soon as possible and never less than twelve months' notice or, in lieu thereof, severance salary for up to twelve months if no notice is given.

The notice shall specify the cause of the termination or reduction, provide a summary description of the facts relied on by the College in specifying the cause, and a reference to the faculty member's right to process a grievance pursuant to Section 2.15. Notice shall be given in writing, mailed first class, return receipt requested, and addressed to the faculty member at the last address provided by the faculty member to the Office of Personnel Services of the College.

**2.8.4.4 Alternative Positions**

Faculty members whose appointments are terminated or who are reduced in full-time teaching equivalents will be eligible to transfer to any other vacant position at the College for which they are qualified, subject, however, to the terms and conditions of employment attendant to that position. A faculty member's qualification for a vacant position shall be determined by the President based upon the job description for the position, if any, and after consultation with the supervisor of the administrative unit within which the position is located. A faculty member who exercises the rights accorded under this paragraph and who is determined by the President to be qualified will have a preemptive right to the position over any other applicant except another faculty member exercising the rights accorded under this paragraph who is also qualified and has greater length of service with the College. Length of service will be equal to the years of paid service to the College.

**2.8.4.5 Review**

If a faculty member is provided notice of termination or reduction of appointment pursuant to this section, that person may file a grievance under Section 2.15. The burden of proof will rest with the College and the College will be considered to be the complainant/grievant. The faculty member may present evidence relevant to any legally sufficient defense to the issues raised by the College's presentation of its case. The faculty member may file a grievance as the complainant/grievant if they can identify a grievance covered under Section 2.15. In such an event the faculty member will bear the burden of proof.

**2.8.4.6 Recall**

Tenured faculty members and faculty members on subsequent three-year contracts beyond the sixth year of service to the College who are terminated due to reduction in force shall be retained on a recall list for a period of 365 calendar days from the last date of contracted employment with the College.

Individuals on the recall list shall be given first right of refusal for any faculty position at the College which is opened for hiring by the College provided the individual is qualified to perform the duties of the position as determined by the Provost, after comparing the position description and the vita of the individual.

If more than one individual is qualified for the position, the Provost shall offer the position first to the best qualified individual, in Provost's judgment. If the offer is declined, the position shall be offered to the next best qualified individual in descending order until the position is accepted or until all qualified individuals have been offered the position, whichever occurs first. If one or more individuals are equally qualified, the position shall be offered first to the individual with greater length of service to the College as determined by the Provost. Length of service will be the total years of paid service to the College.

Offers shall be presented to individuals on the recall list in writing, mailed first class, return receipt requested, to their last known address as contained in the office of the Provost. The offer must be accepted by written notification to the Provost which must be received in the Provost's office no later than the close of business on the twentieth (20th) calendar day after delivery of notice to the individual, as evidenced by postal receipt.

Any individual who is offered a position under this provision and who declines the offer, or fails to properly respond, or respond at all, shall be removed from the recall list and all rights under this provision shall end.

Individuals on the recall list shall be obligated to maintain on file with the Provost at all times during the recall period their current mailing address, telephone number and vita.

An individual who is reemployed under this provision shall be restored to the rank, tenure status, and salary held at the time of termination.

### 2.8.5 Non-reappointment

The term non-reappointment means that the College has decided not to renew a faculty appointment at the conclusion of their Probationary One-Year (appointment or at the conclusion of their Two- or Three-Year Appointment (see Section 2.2.1.3, Section 2.2.1.4 and Section 2.7.2).

Non-reappointment is different from "Dismissal for Cause" in Section 2.8.3. Dismissal for Cause applies to all faculty--ranked and unranked, full-time and part-time, tenured and probationary. It is a severance action by the College for just cause and may occur at any time.

Legitimate reasons for non-reappointment of a probationary contract may include, but are not necessarily limited to, the following:

- a. Cancellation of or change in a program as defined in Section 2.8.4.2.



- b. Declining enrollment.
- c. Financial exigencies.
- d. Over-staffing.
- e. Incongruence between the teaching interests of the faculty member and the educational goals of the College.
- f. Unfavorable reviews of the faculty member's major appointment responsibilities of teaching and/or advising as illustrated in Sections 2.9 and 2.11.1 and as evaluated according to the procedures described in the appropriate portion of Sections 2.5 and 2.7.
- g. Inadequate performance of the faculty member's other appointment responsibilities as illustrated throughout Section 2.7 and the appropriate Sections of 2.11 and as evaluated according to the procedures of the appropriate sections of 2.5 and 2.7.

The decision not to reappoint a ranked faculty member is made at the sole discretion of the President except that any such decision may not be arbitrary or capricious. The President shall act following completion of the evaluation process by the Personnel Evaluation Committee described in Sections 2.5 and 2.7 or after receiving the recommendation of the Provost who shall have consulted with the appropriate Department Chair. If the faculty member is the Department Chair, the recommendation of the Provost shall suffice.

In cases where a faculty member believes that their non-reappointment has been arbitrary, or capricious, they may pursue a grievance in accordance with procedures established in Section 2.15 of this Handbook. The burden of proof shall be on the faculty member.

#### ***2.8.5.1 Notice of Non-reappointment***

Notice of non-reappointment must be given in writing by the following dates:

- a. On or before March 1 of the first academic year of service if the initial appointment is not to be renewed, or at least three months prior to the expiration of an initial Probationary One-Year Appointment, if it expires during an academic year.
- b. On or before December 15 of the second academic year of service if the appointment is not to be renewed, or at least six months prior to the expiration of the appointment if it expires during an academic year.
- c. At least twelve months from the time of official notice not to reappoint the faculty member if the faculty member is in the third or more year of an academic probationary appointment.

The probationary faculty member is entitled to know the reasons for non-reappointment and, upon written request, to have the reasons given in writing. If the faculty member wishes to know the reasons for non-reappointment, the request should be made to and be honored by the Provost.

#### **2.8.6 Prolonged Mental or Physical Illness**

Termination of an appointment with tenure, a subsequent three-year contract, or a probationary contract for medical reasons will be based upon substantial medical evidence that a faculty member is or will be unable to perform the terms, conditions, and normal duties of the appointment due to medical circumstances for a period of at least one year despite reasonable accommodation.

The decision to terminate for medical reasons will be made only after there has been appropriate consultation and after the faculty member or their representative evaluation process by the Personnel Evaluation Committee described in Sections 2.5 and 2.7 or after receiving the recommendation of the Provost shall suffice who shall have consulted with the appropriate Department Chair. If the faculty member is the Department Chair, the recommendation of the Provost.

In cases where a faculty member believes that their non-reappointment has been arbitrary, or capricious, they may pursue a grievance in accordance with procedures established in Section 2.15 of this Handbook. The burden of proof shall be on the faculty member 2.8.5.1 Notice of Non-reappointment

Notice of non-reappointment must be given in writing by the following dates:

- a. On or before March 1 of the first academic year of service if the initial **Probationary One-Year Appointment** is not to be renewed, or at least three months prior to the expiration of an initial **Probationary One-Year Appointment** if it expires during an academic year.
- b. On or before December 15 of the second academic year of service if the **Probationary One-Year Appointment** is not to be renewed, or at least six months prior to the expiration of the appointment if it expires during an academic year.
- c. At least twelve months from the time of official notice not to reappoint the faculty member if the faculty member is in the third or more year of an academic probationary appointment.

The probationary faculty member is entitled to know the reasons for non-reappointment and, upon written request, to have the reasons given in writing. If the faculty member wishes to know the reasons for non-reappointment, the request should be made to and be honored by the Provost.

Termination of an appointment with tenure, a subsequent three-year contract, or a probationary contract for medical reasons will be based upon substantial medical evidence that a faculty member is or will be unable to perform the terms, conditions, and normal duties of the appointment due to medical circumstances for a period of at least one year despite reasonable accommodation.

The decision to terminate for medical reasons will be made only after there has been appropriate consultation and after the faculty member or their representative has been informed in writing of the basis of the proposed action and the reasons for it. If the faculty

member or their representative so requests, within ten working days of the notice of termination, a grievance may be pursued pursuant to Section 2.15 before final action is taken by the President. The College will in each case work within the disability program to ease the burden of any such medical termination as far as is contractually possible.

## 2.9 FACULTY RIGHTS AND RESPONSIBILITIES

### 2.9.1 Faculty Duties

A Full-time Faculty Member is appointed with the understanding that service to the student and the College has several aspects. Of prime importance are teaching duties in the classroom, in the laboratory, in tutorials, in independent study, and in individual instruction. Faculty members are also expected to engage in the preparation necessary to carry out these duties, including the design of new courses.

The curriculum of Juniata College demands that great emphasis be placed on advising students. Academic advising consists of helping students develop Programs of Emphasis appropriate to their abilities and plans. It also includes counseling in the faculty member's area of special competence. On some occasions personal advising is appropriate although there are special resources in the College for this purpose.

Other normal duties of the faculty member involve committee work, administrative duties such as departmental duties, and other responsibilities relating to the academic program as appropriate.

The actual work load of any particular faculty member is a combination of the above components so that one faculty member may have, for example, more committee work and less advising than other, or vice versa. (See the section on Workload, Section 2.11.)

Recommendations for renewal of contract, tenure, and promotion are made considering the totality of service and proper fulfillment of assigned duties. (See Section 2.5.)

Faculty members are obligated to attend important college functions such as convocations, faculty meetings, and Commencement Exercises. Requests to be excused from such functions must be directed to the Provost.

Although faculty salaries are paid over twelve months (beginning with September through August), the period of assigned work, unless specified otherwise in the contract, is from about one week before the beginning of the academic year as determined by the academic calendar through Commencement. This permits faculty to accept contracts for other work during the summer after Commencement.

There are announced times when College is not in session, usually at Thanksgiving, Christmas, and breaks between semesters. Faculty are expected to have grades turned in to the Registrar's Office in proper form before they depart from campus on a semester break.

Cancelling classes before vacation periods is normally not permitted. Such actions place unwarranted pressures on other faculty conscientiously attempting to fulfill their obligations. All cancellations of classes should be submitted to the Provost for approval.

In courses that have been approved with final examinations as components of their evaluation system, faculty are obligated to give final examinations and are expected to do as scheduled. No final examination will be rescheduled without the written approval of the Provost.

Faculty are expected to hold classes during all those times scheduled in the list of courses distributed by the Registrar. Any change in time or room must be negotiated with the Registrar.

It is the policy of Juniata College to accommodate whenever possible and without regard to religious persuasion the request of any member of the College community to participate in major religious holidays.

### 2.9.2 Outside Activities

The primary responsibility of a full-time faculty member is to render to the College the most effective service possible and to devote their full working time during the academic year to the College. At the same time, consulting and other outside activities of a professional nature are encouraged by the College where such activities give the faculty member experience and knowledge valuable to professional growth and development. These activities may help the member of faculty make worthy contributions to knowledge, or contribute to instructional programs, or otherwise make a positive contribution to the College or the community. See Section 2.9.1.

#### **2.9.2.1 Definition of the "Academic Year"**

The members of the full-time faculty are engaged from the beginning of Faculty Conference preceding the Fall semester through Commencement, period of approximately nine months. The faculty is paid on a twelve-month basis, beginning in September. If a member of the faculty is asked to be on duty between Commencement and the fall Faculty Conference, they will receive additional compensation.

#### **2.9.2.2 Conflicts with Primary College Responsibilities and Outside Activities**

No outside service or enterprise, professional or other, should be undertaken that might interfere with the faculty member's primary responsibility to the College as defined in Sections 2.9 and subsections 2.11.1 and 2.11.2. While the member of faculty is encouraged to engage in outside professional activities, these must be clearly subordinate to their teaching, advising, research and College service responsibilities.

#### **2.9.2.3 Definition of "Outside Professional Activities"**

"Outside professional activities" are those activities compensation or uncompensated, which are related to the faculty member's academic specialty which involve persons, entities or governmental agencies other than the College (an "outside entity") or programs administered through or sponsored by an outside entity. Examples of "outside professional activities" include:

1. practicing a profession on a part-time basis;

2. providing professional, managerial, or technical consulting services to an outside entity;
3. serving on a committee, panel, or commission established by an outside entity;
4. testifying as an expert in administrative, legislative, or judicial hearings;
5. participating in or accepting a commission for a musical, dramatic, dance, or other artistic performance or event sponsored by an outside entity; and,
6. teaching at an institution other than the College.

**2.9.2.3.1 Examples of Usual "Outside Professional Activities"**

Ordinarily, faculty may be engaged in one or more of the following outside professional activities:

1. writing of scholarly books, monographs and articles;
2. participating in professional organizations, seminars, and colloquia that are relevant to the educational process at the College and/or to the individual's academic interest;
3. acting as reviewers or editors for professional journals or book manuscripts; or,
4. presenting occasional lectures or papers at meetings of an outside entity.

**2.9.2.3.2 Applicable Procedures**

All "outside professional activities" are subject to the College policy that conflict between such activities and a faculty member's primary responsibility or the appearance of conflict be avoided. However, in recognition that "outside professional activities" may make a valuable contribution to the College and to an individual's professional growth (as long as the activities are undertaken in a manner consistent with the full performance of the faculty member's primary obligations to the College), the following procedures are adopted:

**2.9.2.3.3 Prior Authorization Required**

A member of faculty should inform the Chair of the department and the Provost prior to any instances where a conflict between the faculty member's primary responsibility and their outside activity may arise. Such planning is in the best interests of the faculty member, the department, and the College.

A faculty member is not requested, however, to obtain prior authorization before engaging in "outside professional activities" in the academic and scholarly activities described above.

**2.9.2.3.4 Use of College Facilities and Services**

College facilities may be used by faculty members in connection with the academic or scholarly activities described above without being subject to the requirements of prior approval or reimbursement.

While faculty members may utilize the services of the secretarial staff of their respective department to assist in the preparation of professional articles, papers, reviews, etc., such clerical assistance should not interfere with official work.

Except for the use of office space assigned to a faculty member and available library services, College facilities (including, with limitation, computers and other equipment) may be used by faculty members in connection with "outside activities" and "outside professional activities" only after written approval by the Chair of the faculty member's department, the Provost and the person responsible for operating the facility or equipment. In all cases, the faculty member or their outsider employer or sponsor will pay the rate established by the College for the use of the facility, equipment, materials or services.

### ***2.9.2.3.5 Use of the College Name and Seal***

The College's name and seal are the exclusive property of the College and, consequently, may not be used in connection with goods or services offered by any outside organization without the prior permission of the Provost.

Official stationery may not be used in connection with any outside activities except with respect to those academic and scholarly activities described above. No report or statement relating to outside activities may have the name of Juniata College attributed to it. The use of official College titles for personal gain or publicity is prohibited without the written approval of the Provost.

### ***2.9.2.3.6 College Assumes No Responsibility***

The College assumes no responsibility for the competence or performance of "outside activities" engaged in by a faculty member, nor may any responsibility be implied in any advertising with respect to such activities. Faculty members may not represent themselves as acting on behalf of the College when they are not.

### ***2.9.2.3.7 Political Activity***

Faculty members, as citizens, are free to engage in political activities. Any member of the faculty who wishes to engage in direct political activity which will involve a substantial amount of time away from the performance of College responsibilities (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to arrive at a mutually satisfactory agreement for a leave of absence with the Department Chair and the Provost before undertaking such activity.

The terms of such leaves of absences will be set forth in writing, and the leaves will not affect unfavorably the tenure status of a faculty member, except that

time spent on such leave will not count as probationary service unless otherwise agreed to.

### **2.9.2.3.8 Compliance and Enforcement**

The Provost and the Department Chair are available for advance consultation with respect to resolving potential conflicts between a member of faculty's primary responsibility and outside activities. The College expects faculty and staff members to seek advice from these sources. Legal guidance is also available for problems not otherwise resolvable.

If either the Department Chair or the Provost is concerned as to whether or not a faculty member is meeting the standards of this policy, the Chair will discuss the concern with the faculty member. If a satisfactory resolution cannot be reached, the Chair will advise the Provost. The Provost will then meet with the member of faculty to resolve the issue.

### 2.9.3 Absence from Duty

Members of the faculty who expect to be absent from their campus responsibilities for more than one day should inform the Department Chair in advance and indicate how their work will be done. Absences of more than one week must be approved in advance by the Provost. Last minute absences, such as those due to illness, should be reported to the Department Chair as soon as possible in order that word may be sent to the classes which will be missed.

### 2.9.4 Tutoring

Juniata College does not permit faculty to tutor enrolled Juniata students for compensation during the academic year. Arrangements can often be made with other students for tutoring when a student needs or desires it.

### 2.9.5 Scholarship Policy

There are several kinds of scholarly engagement, apart from the immediate acts of instruction, which are appropriate to the faculty member of the liberal arts college. One of these is professional development, the growth in competence as a teacher which follows from a continuing and lively pursuit of scholarly interests. A second is artistic production in which the creativity of a faculty member results in some tangible or observable product. A third is pure research, which is the responsible investigation of a problem aimed at the discovery of new knowledge. A fourth is applied research, which is the responsible investigation of a problem aimed at application of existing knowledge to a particular situation. The practice of one's profession (e.g., management, social work, law, and secondary, elementary, and early childhood education) is deemed a form of applied research.

The first of these represents a minimal necessity in the teacher at a liberal arts college. A person may be a scholar without superior competence as a teacher, but it is inconceivable that a person can remain competent as a teacher without scholarly pursuits. Growth in knowledge,



refinement of rational capabilities, and the cultivation of the imagination--in a work, the expected outcomes of a liberal education--are improbable in the junior scholars of a campus apart from the stimulating presence of mature and active senior scholars. This certainly means that as minimum qualifications teachers should possess independent powers of understanding in the field of their special interests and that they should be capable of reflecting critically and appreciatively upon the continuing scholarly developments in their fields. Reflecting these attributes, members of the faculty may well produce from time to time critical and review articles in their disciplines. Other scholarly endeavors include activities which increase independent powers of understanding in pedagogy, inspire critical and appreciative reflection upon the continuing scholarly developments in pedagogy, and result in writing and conference participation concerning issues of pedagogy. Scholarly activity also includes maintaining a current awareness of the discipline through the reading of appropriate periodicals and books and, on occasion, attending conferences or participating actively on the program of a conference. Such scholarly activity can and should result in the continual revision and updating of courses taught by the faculty members and enable them to teach those new courses required by a changing environment.

Some artistic productions may be part of a faculty member's academic assignment designed to enrich the cultural aspect of the college program. In addition, a faculty member may wish on their own to produce creatively not only for personal benefit but also for the wider community. The College encourages these efforts when they are consistent with its policies. Some endeavors are self-supporting. On occasion, the College may be able to give some aid, as in typing of a manuscript. The guidelines at the end of this Section apply to artistic production as well as research.

The third form of engagement, pure research, is, in a sense, a continuation of the first since it represents an attempt by a scholar to answer some of those questions which their reading has raised. The fourth form of engagement, applied research, is also a continuation of the first since it represents an attempt by a scholar to put into practice what is known theoretically. Obviously, there are some kinds of research (pure or applied) which are impossible to conduct at an institution like Juniata for want of material resources or massive amounts of time. Much valuable research is possible within the context of a liberal arts college, however, and outside sources of support can occasionally be identified to aid in the acquisition of needed facilities. The latter is often particularly true when it can be shown that the facilities will also aid in the undergraduate instructional program. Juniata College encourages scholarly research and assumes that many members of the faculty will engage in it.

The policies applicable to the conduct of artistic production and research at Juniata College beyond the normal academic assignment are as follows:

- A. Any member of the faculty involved in research or creative productivity should also be actively engaged in teaching.
- B. The education of students is the central reason for the existence of Juniata College, and all faculty should see their primary responsibilities in these terms.

- C. When possible, faculty research or productivity should be designed to involve, or at least affect Juniata students, so that such activities provide students with an opportunity to witness the practice of scholarly endeavors.
- D. Any such activity carried out in the name of the College, or which utilizes College facilities other than the libraries (i.e., laboratory supplies, equipment, secretarial time, studios) or for which released time is made available, requires the advance approval of the Provost.
- E. The College, through its development office, will aid faculty members in locating funds to support their professional development activities. Modest professional development funds are allocated on a competitive basis. Applications for these funds are made to the Professional Development Committee through the Provost. (See Section 2.10.)
- F. Released time may, on occasion and with sufficient planning time, be made available. However, the available funds supporting the creative effort must be sufficient to support the released time.

### 2.9.6 Statement on Academic Freedom

Juniata College believes that academic freedom is essential to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights (See the Code of Professional Ethics that follows). The College endorses the statement below on academic freedom that is taken from the 1990 edition of AAUP Policy Documents and Reports. The word "teacher" as used is understood to include the investigator who is attached to an academic institution without teaching duties. The wording of this statement was changed in several places by the AAUP in 1989 to remove gender-specific references from the original text.

#### ***Academic Freedom***

- a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- c. College and university teachers are citizens, members of a learned profession, and officers of an education institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect

for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

### 2.9.7 Code of Professional Ethics

Juniata College exists to provide students a rigorous engagement with the academic community, and the ethical responsibilities of faculty members follow from this primary fact. We are mindful, however, that the academic community has not always been as open as we profess, and that a commitment to a diverse, equitable and inclusive working and educational environment requires sustained effort. That effort, we believe, should also be understood as an ethical responsibility of faculty members. Although no set of rules or professional code can either guarantee or take the place of the faculty member's personal integrity, Juniata College believes that the "Statement of Professional Ethics" promulgated by the American Association of University Professors in April of 1966 and revised in 1987 and 2009 may serve as a reminder of the variety of obligations assumed by all members of the academic profession. .

#### 2.9.7.1 The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom on inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for the students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues.

Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

### 2.9.8 Statement on Sexual/Gender Harassment

The College seeks to create and maintain an academic environment in which all members of the community are free of harassment based on gender or sex. Juniata College espouses values which infuse the academic and residential life on its campus. Undergirding community life must be the awareness on the part of every member of the rights and human dignity of every member. Attitudes of condescension, hostility, role-stereotyping, and sexual innuendo weaken the health of the community.

Furthermore, harassment based on sex or gender compromises the integrity of a liberal arts education, because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop strong, positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of sexual or gender harassment can be tolerated on our campus.

#### 2.9.8.1 Definition

1. It is the stated policy of Juniata College to promote and maintain a campus environment free of all forms of discrimination, intimidation, and exploitation, including sexual harassment. The use of one's institutional position or authority to seek or solicit unwanted sexual relations with a member of the Juniata College community is incompatible with the mutual trust and respect among members of the college community fundamental of the mission of Juniata College.

2. Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work;
  - b. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual, or;
  - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or performance, or creating an intimidating, hostile, or offensive working, or academic environment.
3. Sexual harassment violates the ethical and professional standards of the Juniata College community, and is illegal under applicable state and federal law. Such conduct will not be tolerated or condoned by Juniata College; any person who engages in acts of sexual harassment will be subject to appropriate disciplinary action by the College, including suspension and/or permanent separation from the College.

### **2.9.8.2 Investigation and Appeals Procedures**

#### Administrative Procedures

- a. Any person who believes that they have been a victim of sexual harassment or who believes that they have witnessed conduct that would constitute sexual harassment should report the matter to the immediate attention of the Provost or the chief human resources officer. The report should be made as soon as possible after the incident of alleged harassment occurs; failure to report the matter promptly to one of the College officials named above may hamper effective administrative action, and preclude recourse to subsequent legal proceedings.
- b. Upon receiving a report of alleged sexual harassment, the College official will make every effort to investigate the report fully and fairly. If after an initial informal meeting with the College official, the alleged victim of sexual harassment (the complainant) decides to proceed with a complaint, the complainant should provide the official with a written statement that presents all pertinent information concerning the specific act, behavior, or conduct alleged to constitute sexual harassment. Upon receipt of such a written complaint, the official will notify the alleged offender (the respondent) in writing of the allegation.
- c. Upon notification of the respondent, the College official will initiate such action as they may consider appropriate and necessary to effect a resolution of the complaint acceptable to the complainant and respondent, and consistent with Juniata College policy. If such a resolution is achieved through these efforts, the case will be closed. A written statement prepared by the official listing the official's finding, the terms and conditions of the resolution, and a waiver of the right to a formal hearing, will be signed and dated by the complainant and respondent, and acknowledged by the

official, who will retain the original for their files, and provide a copy to the complainant and respondent.

- d. Should such a mutually acceptable resolution not be possible, the College official will proceed in a timely manner so to notify the complainant and respondent in writing, advising both of the availability of a formal administrative hearing on the matter, and enclosing a copy of the College's Administrative Hearing Policy. In the event that the complainant chooses for whatever reason not to request a formal hearing, and the College official concludes as a result of a full and fair investigation that an act of sexual harassment occurred, the official will take appropriate action to initiate a formal administrative hearing on the matter.
- e. Cases of alleged sexual harassment involve particularly sensitive issues and require special attention to ensure confidentiality and fairness. Dissemination of information concerning allegations of sexual harassment will be strictly limited on a need to know basis by College officials; every effort will be made to safeguard the privacy and reputation of all individuals involved, and to protect those involved from unprofessional, inappropriate, or retaliatory action resulting from an initial report or complaint, and any subsequent investigation or proceedings.

### 2.9.9 Civil Rights Complaints or Harassment

Juniata College is committed to maintaining a human atmosphere in which the race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap or veteran status of an individual or group are respected and not disparaged.

Therefore, should any member of our community feel that such an atmosphere is not being maintained, they may follow the Grievance Policy outlined in Section 2.15 of this Faculty Handbook.

### 2.9.10 Policy on Alcohol and Controlled Substance Abuse

Juniata College has a strong commitment to provide a drug- and alcohol-free workplace. As a condition of employment, all employees are required to become familiar with and adhere to the following rules and regulations:

1. All employees are forbidden to use or possess illegal drugs at any time during the working day. Workers also are forbidden to engage in any sale or other transaction involving such substances on the employer's premises. Violators will be subject to immediate discipline.
2. Disciplinary action will be taken if any employee is under the influence of alcohol or illegal drugs on the job.
3. Employees who may appear to be in an impaired condition on the job may be required to submit to a test to determine whether they are under the influence of alcohol or illegal drugs. The types of tests that may be used include breathalyzer tests, and urinalysis.

4. Any sale of illegal drugs during the work day or on the employer's premises will be treated as gross misconduct punishable by immediate discharge for the first offense.

### 2.9.11 Violations of Faculty Rights, Academic Freedom, and Professional Ethics

Disputes involving a charge that a faculty member's rights or academic freedom has been abrogated or that professional ethics have not been maintained are to be settled through the Grievance Policy (see Section 2.15). While affirming academic freedom as a right, Juniata College recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence or irresponsibility. In the effort to distinguish between these sometimes-confused issues, the guiding principle is that charges of professional incompetence or irresponsibility shall not be used to limit academic freedom, nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

### 2.9.12 Policies Applicable to Research

#### **2.9.12.1 Human Subjects**

Juniata College follows federal guidelines in its policies relation to the use of human subjects. The Human Research Ethics Committee, appointed by the Chief Executive Office of the College, oversees all research practices which involve human subjects to insure conformance to federal standards and ethical guidelines.

#### **2.9.12.2 Laboratory Animal Care**

Federal law requires that research facilities that use live animals have an Institutional Animal Care and Use Committee that is appointed by the Chief Executive Office of the institution. All procedures for the care and use of live laboratory animals must be approved by the Animal Care and Use Committee to insure conformance to federal standards and regulations for the use and care of laboratory animal.

## 2.10 PROFESSIONAL DEVELOPMENT

### 2.10.1 Professional Development Fund

Juniata College provides modest funds for the support of professional development activities, including research, curriculum development, pedagogical inquiry or innovation, and travel to conferences, workshops, and symposia. These funds are administered by the Professional Development Committee and the Provost. The policies and guidelines for the Professional Development Fund are as follows and are available in the Office of the Provost.

### 2.10.2 Sabbatical Leave

Sabbatical leaves are designed to encourage the professional development of faculty members, which in turn will advance the educational objectives of the institution. Sabbaticals may take a variety of forms, including writing, research, artistic production, study at another institution, and travel specifically related to the faculty member's proposed sabbatical project.

Sabbatical leaves may be for one or two semesters. Faculty granted one-semester leaves will receive their full annual salaries; those granted two-semester leaves will receive one-half of their annual salaries.

#### ***2.10.2.1 Eligibility***

Sabbatical leaves are available to Full-Time Faculty, Pro-Rata Faculty, and Ranked Faculty Who Become Administrators (See Section 2.1.1.2) who have served for six years or longer as a member of the Faculty at Juniata College. Applications for a sabbatical leave during a given academic year shall be received on or before September 1 of the preceding academic year. Taking a sabbatical leave is contingent upon a successful tenure decision. Subsequent sabbatical leaves are available after six years of additional service following a prior sabbatical. In either case, satisfaction of the years of service requirement does not imply automatic granting of a sabbatical. A leave with pay (as defined in Section 2.13.1) for an academic year or less will count toward years of service in the granting of sabbatical. A leave without pay (as defined in Section 2.13.2) for one academic year or more will not count toward years of service.

#### ***2.10.2.2 Procedure for Application***

The application, which is sent electronically to the Office of the Provost, should include the following:

1. A document which includes, at a minimum,
  - A. an outline of the program which the applicant intends to follow;
  - B. a description as to how the program will benefit both the individual and the College or address an identified institutional need;
  - C. a short review of past sabbaticals, indicating their impact from the applicant's point of view and the amount of time elapsed since the last sabbatical leave. The applicant should also include the prior sabbatical report submitted to the Provost's Office.



2. Your Professional Data Form and any additional information supporting the proposal;
3. A statement of support from the Department Chair or, if the applicant is the chair, a colleague approved by the Provost by September 1. The statement should include a plan for continuity of instruction in the department should the sabbatical be granted. (See Section 2.10.2.4 for criteria by which the Administration will evaluate sabbatical proposals.)

Applications for a sabbatical leave during a given academic year shall be received on or before September 1 of the preceding academic year.

The Provost shall make all applications available to the Faculty Development and Benefits Committee for review and recommendations. Rankings and recommendations of the Committee shall be forwarded to the Provost who will make recommendations to the President and to the Board of Trustees for final approval. The Provost will notify all applicants of the outcome of the Board's deliberations by November 1.

Faculty members whose sabbaticals were deferred from a prior year should submit in writing to the Provost a confirmation of the original plan, including a statement of any changes, by September 1 of the year preceding the sabbatical.

### ***2.10.2.3 Criteria for Ranking Sabbatical Proposals***

Recommendations shall be made by the Faculty Development and Benefits Committee to the Provost based on the sabbatical leave proposal. In addition to the overall quality of the proposal, the following factors will be influential in the evaluation process.

#### **Criteria**

1. Clarity of the proposal: To receive full consideration, the proposal must be understandable to the committee. Thus, the applicant is encouraged to define technical terms and to supply sufficient detail so that the committee can appreciate the relation of the plan to the faculty member's present or intended assignments.
2. Viability of the plan: The committee will weigh the practicality and merit of each plan. The applicant should make a clear case that they are capable of accomplishing the intended program, and supply sufficient evidence to show that the plan is realistic, beneficial, and achievable. For example, the committee will consider evidence that the applicant has sufficient groundwork for the sabbatical through appropriate reading, discussion with others in the field, or preliminary research. The plan should involve substantial time off campus. If it does not, the applicant must provide justification that the sabbatical activities can best be accomplished locally.
3. Benefits of the plan: The intended outcome of the sabbatical should be clear and concrete and in keeping with the professional aim and college assignments of the faculty member, or address an identified institutional

need. Specific goals should be enunciated. The applicant should indicate how these goals will benefit the institution and the faculty member. In general, proposals involving the creation of original scholarly products, consulting with external organizations related to the applicant's area of expertise or curricular programs initiatives will be given more weight than those that solely propose study of topics. Professional development efforts on a sabbatical should be of a scope beyond what could be accomplished normally during the school year without a sabbatical.

4. History of the applicant: The applicant should make a clear case as to the efficacy of prior sabbaticals in furthering their professional development, and demonstrate successful completion of past projects or provide a rationale as to why as prior sabbatical activities were not completed. The committee should be confident that the applicant's record conveys that the applicant will, to the best of their ability, complete the described proposal.

#### ***2.10.2.4 Administrative Criteria for Awarding Sabbaticals***

The following criteria will be used to determine which sabbatical proposals will be approved:

1. The relationship between a sabbatical leave proposal and College-wide priorities and needs shall have primary consideration.
2. Equalization of opportunities among individual departments and among faculty within a given department shall be taken into consideration.
3. The impact of the sabbatical leave upon departmental or programmatic plans as outlined in the Department Chair's statement of support will be carefully considered.
4. Sabbatical leaves shall not be granted for the purpose of taking other remunerative employment without specific justification of this employment as an educational program which will benefit the teacher and the College. In special situations an equitable determination regarding financial arrangements shall be made by the Provost.
5. Sabbatical leaves may be denied or deferred by the College on the basis of financial or educational reasons. If a person is asked to defer their leave after it has been granted, the leave shall automatically be implemented the following year.
6. Except in most unusual circumstances there shall be a period of at least three years between leaves of any kind.
7. If a faculty member wishes to extend the sabbatical leave in order to complete a project, that member may apply for a second year's leave without pay. In such case, they shall follow the regular procedures for making application.

#### ***2.10.2.5 Responsibilities of the College***

Sabbatical leaves shall not interfere with consideration for promotion and ordinary salary increases or benefits.

The College shall be responsible for determining arrangements for continuity and temporary staffing in the departmental program. Such staffing will not necessarily involve hiring substitute personnel.

***2.10.2.6 Responsibilities of the Awardee***

The faculty member shall, to the best of their ability, carry out the program as presented in their application for sabbatical leave.

If, for any reason, the plans of the faculty member must be substantially changed after the leave has been granted, that member shall submit a new plan to the Provost for approval. Once a leave has been granted, a change in plans shall not in itself be sufficient cause for the leave to be rescinded.

The faculty member shall submit a report to the Provost by the end of the drop/add period of the semester immediately following their sabbatical leave. No subsequent leaves will be approved unless a satisfactory report is submitted.

Sabbatical leaves shall be granted with the requirement that the individual will return to give full-time service to the College as a faculty member for a period equivalent to a full academic year, excluding summer school or, alternatively, reimburse the College for the full salary and institutional costs of fringe benefits received while on leave. If a faculty member returns, but fails to perform their full year return-to-service obligation, then their repayment obligation shall be prorated. Any repayment obligation shall be due in full, immediately after the end of the leave period or any subsequent, successive leave periods. A faculty member who cannot perform their return-to-service obligations due to death or permanent or total disability, shall be released of all repayment obligations. Determination of a faculty member's permanent and total disability to perform shall be made by the Board of Trustees.

## 2.11 WORKLOAD

### 2.11.1 Guidelines for Teaching Loads

There is no way to develop standards of equitable teaching loads for all faculty. It is necessary to consider such factors as the number of preparations the faculty member has, the total enrollment in the courses the faculty member teaches, course format, level of the course, the number of new and revised course preparations the faculty member has, the experience of the teacher, and any administrative duties, committee responsibilities, or other activities required of the faculty member. The following guidelines describe how teaching loads will be determined for each individual faculty member. A concerted effort will be made to make the load for each faculty member as equitable as possible within the framework of maintaining a strong advising system, encouraging academic program development, faculty professional activities, and providing opportunities for faculty to work with students on an individual basis. These guidelines are subject to revision in light of financial realities.

- A. A lecture course section staffed by one faculty member will have a teaching load credit equal to the number of credit hours the course carries.
- B. Supervision of a laboratory experience is 1 hour of teaching load for each 2-1/2 hours of laboratory time supervised.
- C. Team-taught courses shall normally carry a teaching load of the course credit hours divided by the number of faculty teaching it. However, this equivalency can vary depending upon the involvement of each person in the lectures and grading in the course, and the number of students in the course.
- D. Each faculty member teaching a Connections course will receive the same teaching load credit as if the course were solo-taught.
- E. Academic experiences that span semesters shall be broken into multiple courses in proportion to the amount of teaching that occurs in each semester. Faculty teaching load credit shall be divided likewise. For example, a Summer academic experience that requires significant class time in the prior Spring semester should be comprised of a credit-bearing Spring course and a separate credit-bearing Summer course.
- F. Supervision of students in internships, student teaching, independent study, credit-by-exam, and similar activities will be assigned teaching load credit by the Provost according to accreditation guidelines, nature of the involvement of the faculty member in the activity, and other factors.

Based upon the above guidelines the faculty course load is determined on a department-by-department basis. Departmental load should average at 21 hours of teaching load per faculty member per academic year. This means that normally each person in the department is expected to carry a teaching load of 21 hours per academic year. However, with appropriate rationale, individual faculty members may be assigned loads which vary between a minimum of 18 and a maximum of 24. Flexibility within the department may depend upon factors such as class size, number of course preparations, advising load, and other similar conditions.

After consultation with the department heads and with appropriate rationale, the Provost may alter individual load requirements due to class size, administrative duties, or other conditions which either increase or decrease the amount of time faculty members need to carry out their teaching responsibilities. Also, the Provost may limit class size for any course because of the nature of the course requirements, the time demands of the course upon the faculty member, or the nature of the facilities required for the course.

### 2.11.2 Non-Teaching Duties

The normal non-teaching duties and activities of the faculty beyond advising duties (see also Section 2.9.1) include:

- A. Research, writing, membership in professional societies, artistic performance, and other means of professional self-improvement.
- B. Preparation for each class of syllabus sufficiently detailed to provide the student with adequate direction.
- C. Participation in college, faculty and department meetings, committees and activities.
- D. Attendance at official college functions.
- E. Representation of the college educational groups when called upon by the President to do so.
- F. Writing letters of recommendations for students both past and present.
- G. Examination of library holdings in appropriate fields and recommendation of purchases.
- H. Service as advisors to various clubs and organizations.

### 2.11.3 Definition of "Year"

The members of the Full-time faculty are engaged from the beginning of faculty workshops preceding the Fall semester classes until Commencement, a period of approximately nine months. The faculty is paid on a twelve-month basis. If a member of the faculty is asked to be on duty between Commencement and the Fall Workshop, they will receive additional compensation.

### 2.11.4 Primary Faculty Responsibility

The primary responsibility of a faculty member is to render to the College the most effective service possible and to devote their full working time to the College. At the same time, consulting and other outside activities of a professional nature are encouraged by the College where such activities give the faculty member experience and knowledge valuable to professional growth and development. These activities may help the member of faculty make worthy contributions to knowledge, or contribute to instructional programs, or otherwise make a positive contribution to the College or the community. See Section 2.9.1ff.

## 2.12 WORKING CONDITIONS

### 2.12.1 Closure

The Board of Trustees or the President of the College, or persons acting under their authority, may close the College due to circumstances beyond the College's control which impair its ability to continue normal operations. Such circumstances may include, but are not limited to, inclement weather, natural disaster, labor disputes, national emergencies, or other *forces majeures* or circumstances beyond the College's control. During such periods of closure, ranked faculty shall be considered to be on leave of absence with pay. Administrative supporting staff, and other employees shall be on leave of absence without pay.

Announcement of the closure of the College shall be disseminated by means of appropriate public media. During such occurrences, the employees are requested to monitor the radio stations for information. Indefinite term employees who report to work during periods of closure shall not be compensated for commuting time or for the performance of any compensable activities.

### 2.12.2 Sale of Employee Created Materials to College Students

Faculty and staff members often create materials in which they hold commercial interests and which might be used in courses or programs which the faculty or staff member is teaching or administering for the College. It is the policy of the College that faculty or staff members may require students to purchase materials in which the faculty or staff member holds a commercial interest for courses taught or programs administered by that faculty or staff member.

### 2.12.3 Hazardous Waste Disposal

Employees who handle toxic or hazardous substances on behalf of the College are required to maintain, use, and dispose of such substances in accordance with applicable state, federal and local laws and regulations as a condition of their employment. The employee may obtain assistance in ascertaining their obligations under these laws and regulations from the Brumbaugh Science Center Safety Officer, the Chemical Hygiene Officer, and the Radiation Safety Officer. Any employee who violates any such laws, unless such violation occurs despite reasonable reliance upon advice given by the College, shall be deemed to have acted outside the scope of the employee's authority.

### 2.12.4 Fundraising Policy

While the College encourages employee fundraising on its behalf, proper coordination and approval is necessary to avoid conflicts and confusion.

Therefore, all fundraising activities conducted on behalf of or in the name of the College by any employee shall be subject to the coordination of the Vice President for Advancement. Grants or gifts may not be accepted on behalf of the College unless approved by the Vice President for Advancement.

Instructional personnel may not solicit funds on behalf of any organization other than an approved College organization on College property unless prior approval is received from the Provost. Employees may not sell, or solicit the sale of, products on College property or on work time other than College approved products, the sale of which is part of the employee's job duties or responsibilities.

It is unlawful for anyone to appropriate to their own use or the use of the College name, seal, emblem, or any other trademarks or service marks of the College without the written permission of the President.

### 2.12.5 Government-Sponsored Research

The following situations describe possible conflict of interest situations where a faculty member undertaking or engaging in government-sponsored work has a significant financial interest in, or a consulting arrangement with, a private business concern:

- A. Undertaking or orientation of the faculty member's College research to serve the research or other needs of the private firm without disclosure of such undertaking or orientation to the College and to the sponsoring agency.
- B. Purchase of major equipment, instruments, materials, or other items for College research for the private firm in which the staff member has the interest without disclosure of such interest.
- C. Transmission to the private firm or other use for personal gain of government-sponsored work products, results, materials, records, or information that are not made generally available. (This would not necessarily preclude appropriate licensing arrangements for inventions, or consulting on the basis of government-sponsored research results where there is significant additional work by the staff member independent of their government-sponsored research.)
- D. Use for personal gain or other unauthorized use of privileged information acquired in connection with the faculty member's government-sponsored activities. (The term "privileged information" includes, but is not limited to, medical, personnel, or security records of individuals; anticipated material requirements or price actions; possible new sites for government operations; and knowledge of forthcoming programs or of selection of contractors or subcontractors in advance of official announcements.)
- E. Negotiation or influence upon the negotiation of contracts relating to the faculty member's government-sponsored research between the College and private organizations with which they have consulting or other significant relationships.
- F. Acceptance of gratuities or special favors from private organizations with which the College does or may conduct business in connection with a government-sponsored research project, or extension of gratuities or special favors to employees of the sponsoring government agency, under circumstances which might reasonably be interpreted as an attempt to influence the recipients in the conduct of their duties.
- G. Consultations by a faculty member with one or more government contractors, or prospective contractors, in the same technical field as the faculty member's government sponsored research project.

## 2.12.6 Policy on Intellectual Property and Technology Transfer

### ***2.12.6.1 Purpose and Objectives***

#### **A. Purpose**

It is Juniata College's mission to prepare individuals for satisfying and beneficial lives by instilling qualities of character and intellect which encourage students to strive for excellence in their personal lives and professional careers. Consistent with that mission, it is the policy of the College to promote a lively spirit of intellectual inquiry among its students, staff, and faculty, and to encourage scientific research and academic scholarship.

The College believes that inventors should share in the fruits of their labor, and that policies must reflect this principle. With this principle in mind, the College has formulated objectives and policies concerning intellectual property, and technology transfer.

The emphasis of this policy is not whether the invention is patentable or copyrightable, but rather, an equitable determination of ownership and reward, consistent with any contractual obligations to sponsors. This determination will be made with the understanding that the policy is not meant to reverse the traditional ownership of, for example, the copyrights in a poem, scholarly work, or painting by the creator.

#### **B. Objectives**

The global objective of this policy is to promote the pursuit of knowledge for the benefit and use of society, while at the same time achieving fair and equitable determinations of the rights of ownership, use, and distribution of intellectual property which acknowledge both the contributions of inventors and the College. Specific objectives of the College's policy on intellectual property include the following:

1. To provide motivation and incentive to inventors and authors in the form of personal development, professional recognition, and financial compensation;
2. To identify and safeguard the intellectual property rights of students, faculty, the College, and research sponsors by fostering appropriate disclosure, evaluation, and protection of new inventions and copyrightable works;
3. To educate students and faculty concerning intellectual property rights so as to maximize the potential of new inventions and copyrightable works, while minimizing potential infringement of the intellectual property rights of others;



4. To provide for the effective and equitable administration and supervision of scientific research and academic scholarship; and
5. To generate revenue from patentable inventions and copyrightable works that can be used to support the academic and social missions of the College.

### **C. Definitions**

"Inventions" will be used herein to broadly include inventions, copyrightable works, creations, new processes, innovations, methods, software, compositions of matter, organisms, plant varieties, or other technology.

"Intellectual Property" refers to Inventions, and the patents, copyrights and trademarks that are obtained by the College pursuant to this policy in order to preserve and protect rights to them. It also includes works of art, and inventions, creations, or data bases developed on a proprietary basis.

"Creator" means any person(s) who is an inventor of a patent, author of a copyrightable work, or who otherwise creates an Invention.

### **D. Persons Subject to the Policy**

This policy applies to all full-time and part-time faculty members, administrative officers, and staff members engaged in teaching, research, study, or other forms of activity within the College or in connection with any College program and any students who are engaged in any research sponsored by a third party. Such individuals are required as a condition of their employment, enrollment, or association to review this policy and comply with the terms and conditions of all sponsored research, academic scholarship, and policies of the College. Such individuals may also be required as a condition of their employment, enrollment, or association to execute, and shall execute whenever requested by the College, certain contracts or agreements necessary to implement the policies and guidelines herein, including specifically an assignment to the College (or its assigns) of some or all interest they may have in any Inventions and/or Intellectual Property.

### **E. Procedure with Respect to Ownership of Inventions**

The Office of the Provost will be responsible to the President of the College for the supervision and administration of all sponsored and institutional research, as well as all work which potentially involves use of the funds, facilities, personnel or other resources of the College that might result in Intellectual Property.

#### **1. Reporting of Inventions**

Inventions should be disclosed fully and in writing at the earliest time possible to the Provost. This reporting requirement does not apply to copyrightable works described in Section F hereof. In order to facilitate

such disclosures, the College shall provide invention disclosure forms through the Office of the Provost. The Provost will promptly acknowledge in writing the receipt of such invention disclosures.

Disclosure should be made to the Provost at the time when legal protection for the Invention is contemplated, and it must be made before the Intellectual Property is sold, used for profit or disclosed to the public. Whenever legal protection for Inventions is contemplated, all persons engaged in such creative activity shall keep regular notebooks and records. Invention Disclosures must fully set forth the nature and scope of the Invention, and should be updated to include any new developments or aspects of the Invention.

### **2. General Principle**

All right, title and interest in and to all potentially patentable Inventions, including Intellectual Property rights in computer software and databases, conceived or first reduced to practice in whole or in part by full-time and part-time faculty members, administrative officers, staff members, and students engaged in teaching, research, study, or other forms of activity within the College or in connection with any College program, shall be the sole property of the College. The Creator shall cooperate and assist the College in all phases of Intellectual Property protection, including, where applicable, the patent application process, and shall assign such applications or any patents resulting there from to the College.

### **3. Ownership of Inventions**

Following receipt of a written invention disclosure, the Provost will promptly consult (the "Initial Consultation") with the Creator in considering all aspects of the Invention, including but not limited to issues of ownership, intellectual Property protection for the Invention, and the licensing and commercialization potential of the Invention.

Except where limited by external sponsorship agreements, the Creator and the College may negotiate individual agreements to govern ownership of Intellectual Property at the time of the Initial Consultation. Intellectual Property which is the subject of a specific agreement between the College and the Creator thereof shall be owned as provided in said agreement. It is anticipated that in most cases a swift and amicable determination will be reached between the Creator and the College at or following the Initial Consultation. Such agreements by the College and the Creator are encouraged.

The Provost shall have absolute discretion in making the initial determination as to ownership interests in an Invention, and shall prepare a written summary of the determination in every presented case. The Provost shall be guided by the following principles in making its determination:

1. Ownership in an Invention which is made subject to a duly authorized written agreement shall be controlled by such agreement;
2. The College's assertion of ownership in any Invention not governed by prior agreement shall reflect the commercial viability of the Invention, the extent of use of College resources, whether the Invention falls within the scope of the Creator's duties as an employee, and the College's best interests from the perspective of the College's social and academic missions; and
3. In considering the Invention's commercial viability, the Provost shall determine whether the Invention has sufficient value or is of a sufficient interest to the College to warrant its retention, or whether the same should be relinquished to the Creator or shall be otherwise dealt with.

In the event the Creator objects in writing to the Provost's determination, the Provost will provide the invention disclosure, supporting documentation and written determination to the Creator and to the President. The President, or the President's designee, is hereby empowered and authorized, after reviewing the specific circumstances of the case and considering the desirability of asserting the College's interests, to act on or reject the Provost's determinations. The President shall then provide the Creator and the Provost with the President's final and binding written determination.

Ordinarily, the College will pay the reasonable costs of conducting patent searches and obtaining patents on any such Inventions selected by the College for patenting.

#### **4. Reacquisition of Rights to Invention by Creator**

If at any point in time the College determines that it has no interest in an Invention to which it has asserted ownership rights under this policy, it may assign or release all rights therein to the Creator. Similarly, if the College cannot, or decides not to, proceed in a timely manner to patent and/or license an Invention, or elects not to commercially develop the Invention, it may reassign ownership to the Creator upon request, to the extent possible under the terms of any agreements that supported or related to the work. At the time the Intellectual Property is disclosed to

the Provost as required by Section E-1, or at any time thereafter, the Creator may request that the College decide whether it will commercially develop the Intellectual Property or execute an assignment of the Intellectual Property rights to the Creator. Such a decision will ordinarily be made within six (6) months of the formal request by the Creator, however, extenuating circumstances involving approvals from a sponsor, or contacts with prospective licensees must be resolved prior to assignment.

Upon reassignment, the Creators shall be free at their own expense, to pursue patent, copyright and/or trade secret protection and negotiations with third parties independently. The College assumes no liabilities or obligations in such cases, shall be released from all liability by the Creator. The Creator shall agree to require appropriate liability and indemnity clauses protecting the College to be included in any licenses or commercialization agreement. Further, the College shall receive a non-exclusive, non-transferable, royalty-free, perpetual, worldwide license to use the Invention, including rights of practicing, revising, adapting, reproducing and displaying the Invention. In the case of software, this license includes access by specified College personnel to the source listings, consistent with the educational mission of the College, and the College shall require each person to whom a disclosure is made to execute in advance a binding confidentiality agreement in favor of and enforceable by the Creator.

## **F. Exceptions to Institutional Ownership**

### **1. Intellectual Property Created Outside the Scope of Employment**

Intellectual Property that is 1) made by Creators on their own time and/or without the use of College resources and 2) outside the scope of the Creator's scope of duties as an employee shall belong to the individual Creator. Computer programs written on the job by staff computer programmers do not fall under this provision, absent written agreement with the College.

### **2. Scholarly Works**

Unless governed by other provisions of this policy, and in keeping with academic traditions at the College, the Creator retains all rights to the following types of scholarly intellectual property, without limitation: books (including textbooks); educational courseware, articles, non-fiction, novels, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other similar audio-visual works, and sound recordings, regardless of the level of use of the

College's facilities. Creators shall not license or use such works in any manner that would constitute a conflict of commitment to the College.

**3. Future Written Agreements For Externally Sponsored Work**

The College recognizes that future situations may arise where Intellectual Property is created pursuant to agreements (sponsorships, consulting, grants and contracts) between the College and government agencies, private sponsors, and other third parties. Intellectual Property created as a result of work conducted under an agreement between an external sponsor and the College that specifies the ownership of such Intellectual Property shall be owned as specified in said agreement. It is the College's policy that all such agreements must be memorialized in writing, and must contain appropriate provisions governing the ownership, equity, responsibilities, and obligations of all parties with respect to resulting Intellectual Property. No contract or agreement involving externally sponsored or funded scientific research or academic scholarship may be entered into on behalf of the College without written authorization and approval of the President. Lastly, no assignment, license or other contract or agreement may be entered into with respect to any interest the College may have in any Invention and/or Intellectual Property except as authorized and approved in writing by the President. Accordingly, the early submission of such contracts to the President for review and approval is necessary.

**4. Exemption for Existing Agreements**

The College does not intend this policy to alter the terms of any agreement in existence as of [insert date policy is to take effect], 2003 concerning prior Inventions. Intellectual property provisions of such prior agreements shall control over the provisions herein.

**G. Royalty Distribution and Administration**

For any Invention owned by the College pursuant to part E above, and in recognition of the efforts and contributions of the Creator, total net royalty income shall be distributed according to the following schedule:

The first \$500,000 of net royalty income shall be distributed as follows:

20% to the College;

80% to the Creator(s) (or the heirs and legatees of the Creator(s)).

Net royalty income in excess of \$500,000 but less than \$2,000,000 shall be distributed equally between the College and the Creator(s):

50% to the College;

50% to the Creator(s) (or the heirs and legatees of the Creator(s)).

Net royalty income in excess of \$2,000,000 shall be distributed as follows:  
 80% to the College;  
 20% to the Creator(s) (or the heirs and legatees of the Creator(s)).

Net royalty income shall mean gross royalties received by the College less directly assignable expenses resulting from patenting and licensing the particular Invention, including but not limited to the costs of pursuing and obtaining patent protection, developing the invention, and all marketing, promotion and licensing costs. Deducted costs shall be reasonable and fair, and shall be properly disclosed; the sources and amounts of compensation shall also be properly disclosed.

The College may make suitable arrangements not inconsistent with the provisions of this Policy with patent management agencies or firms for the purpose of obtaining services and advice with respect to the patentability of inventions, the obtaining of patents thereon and the management and licensing of any such patents.

#### **H. Continuing Responsibilities of Creator(s) and the College**

Unless otherwise determined by written agreement, the College assumes no liabilities, responsibilities or obligations with respect to the continued authorship, conception, reduction to practice, and/or development of a disclosed Invention. Nonetheless, the College shall have right of first refusal to participate in the continued authorship, conception, reduction to practice, and/or development of any Invention in which the College holds an ownership interest (whether pursuant to Section E above, or other ownership interest under contract or by operation of law). Should the College be unwilling or unable to exercise its right of first refusal or to provide support reasonably necessary to patent or commercialize an Invention, the College shall permit the Creator to petition for reassignment of the invention from the Creator, under paragraph E-4 of this Policy. The parties will agree upon an equitable apportionment of revenues from any subsequent commercialization to reimburse the College, the Creator, and any involved third parties, for their respective investments in the Invention.

#### ***2.12.6.2 Intellectual Property of Others***

The College recognizes the importance of respecting the Intellectual Property rights of others. Therefore, it is the College's policy that faculty, staff, students, and all other persons affiliated with the College shall be provided with copies of this Policy. Such persons shall exercise due care and diligence in identifying the Intellectual Property of others, and shall obtain appropriate permissions and licenses prior to use of such Intellectual Property in connection with any endeavor related to the College.

Because any failure to obtain appropriate permissions can result in liability of the infringer, and potentially the College, understanding is critical to avoiding infringement. In furtherance of education and understanding necessary to promote adherence to this policy, the following definitions and insights are provided:

**Copyrights.** Copyright protects any expression of an author which is fixed in any tangible format, including writings, drawings, sound recordings, computer software and screen displays, among other things. U.S. copyrights are governed by Title 17 of the United States Code (U.S.C.), and by regulations and guidelines. The U.S. copyright laws, regulations, guidelines, and helpful overviews are available on the Library of Congress website [www.loc.gov/copyright](http://www.loc.gov/copyright).

The College recognizes that recent attempts (such as by Napster) have been made to challenge copyright in computerized expressions. However, recent judicial and legislative developments, including the Digital Millennium Copyright Act of 2000 ("DCMA"), have clearly established that copyright protection for computerized works is enforceable. Importantly, the DCMA generally precludes the argument that unauthorized sharing of computer files is a "fair use of a copyright work." Therefore, faculty, staff, and students are advised against unauthorized sharing of the works of other authors, whether for classroom use or otherwise.

**Patents.** Patent protection is available for machines, compositions of matter, articles of manufacture, designs, plants, methods, and software. A patent is a federally granted right which provides an inventor with a 20-year monopoly on the invention in exchange for the dedication of the invention to the public at the end of the patent term. During the term of a patent, any imitator or unauthorized user of the invention can be held liable for infringement. U.S. patents are governed by Title 35 U.S.C., and by regulations set forth at Title 37 of the Code of Federal Regulations (C.F.R.). The U.S. patent laws, regulations, guidelines, and helpful overviews are available on the U.S. Patent and Trademark Office (USPTO) website [www.uspto.gov](http://www.uspto.gov).

**Trade Secrets.** Trade secret protection is a form of intellectual property which can be extended to information (including a formula, pattern, compilation, program, device, method, technique or process) that (a) has an independent economic value due to the fact that it is not generally known to (and not readily ascertainable by proper means by) other persons who can obtain economic value from its disclosure or use, and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy. The essence of trade secret is that those persons who are provided with access to the information are under strict obligation to keep the details secret. Therefore, confidentiality and non-disclosure agreements are required, and any violation of such an agreement may destroy the trade secret and may subject the violator to liability. Trade secrets in Pennsylvania are currently governed by common law, as the state legislature has yet to pass legislation adopting the Model Uniform Trade Secrets Act.

Trademarks. Trademarks are words, slogans, and designs which are used to identify the source of a good or service. Federal trademark registration provides benefits such as notice to competitors of the use of a trademark or service mark in interstate commerce. Unauthorized use of trademarks or service marks results in liability for the unauthorized use. U.S. trademarks are governed by Title 15 U.S.C. Chapter 22, by regulations and guidelines. The U.S. trademark laws, regulations, guidelines, and helpful overviews are available on the U.S. Patent and Trademark Office (USPTO) website [www.uspto.gov](http://www.uspto.gov).

The College encourages students, faculty and staff to make inquiries prior to use of Intellectual Property of others. Questions are encouraged, and can be directed to the Office of the Provost.



## 2.13 LEAVES

### 2.13.1 Leaves with Pay

#### **2.13.1.1 Sabbatical Leave**

Juniata College believes its most valuable asset is a strong faculty and that excellent teaching is of central importance to the learning process. Individual faculty members need constantly to be working to increase knowledge and remain up to date with developments in relevant fields. To do so, faculty need the intellectual stimulation of inspiring teachers and interaction with members of the outside academic community. Faculty need new opportunities to review and consider knowledge related to teaching and research areas, as well as uninterrupted time to prepare for new teaching areas, and opportunities to do research which will break new ground.

Therefore, sabbatical leaves are not to be considered as deferred compensation, but as a necessary provision for continuous faculty development and vitality. Accordingly, the College provides funding for such leaves of absence for the purposes of advanced study, research or travel when these are clearly related to the purposes mentioned above as determined by the Provost on advice of the Faculty Development and Benefits Committee. Guidelines and detailed application instructions for sabbatical leaves are given in the Faculty Manual 2.10.2 Sabbatical Leave.

#### **2.13.1.2 Sick Leave**

In case of illness or disability during the academic year on the part of regular, full-time faculty members, salary payments are made as follows:

- a. During the first month of illness, the eligible faculty member receives the full salary applicable at the time of the onset of the illness or disability.
- b. After the first month of illness or disability, the eligible faculty member receives 85% of the salary applicable for the period dependent upon their length of service at Juniata. During the first year of a faculty appointment, the 85% salary payments will be made for one month beyond the first month; during the second year for two months; during the third year for three months; during the fourth year for four months; up to a maximum of five months for persons who have been at Juniata five years or more.
- c. These sick leave benefits are not cumulative and are based on the number of weeks missed in any given academic year.

This plan is based on the mutual assistance of colleagues in the earlier stages of illness or disability and subsequently upon payments by the College for needed replacements. Ordinarily during the first month of illness, arrangements for staffing of courses will be determined by the Provost in consultation with the Department Chair, including temporary substitutions without compensation by colleagues of the absent faculty

member. After one month of absence, arrangements for replacement for the duration of the illness will be made by the Provost with suitable stipends to be paid to the substitute by the College.

Sick leave compensation will be reduced by the amount of any payments received from Social Security and/or Worker's Compensation. The fully paid, one-month sick leave benefit and up to one month of the 85 percent benefit will be reinstated on the next anniversary date following the faculty member's return to work; an additional month of the 85 percent benefit will be reinstated on each subsequent anniversary date until the maximum of five months of 85 percent salary sick leave benefits have accrued. If a faculty member should be on sick leave at the time of their anniversary date, continuation of the 85 percent benefit would be extended by one month if the maximum sick leave benefit is not already applicable.

In addition to these sick leave benefits, the College provides a disability income protection policy to provide assistance in cases of long-term disability.

The College reserves the right to require certification of illness or disability by a physician of the College's choice. In addition, the College requires a doctor's certification that the employee is physically able to return to work.

#### ***2.13.1.3 Civil Duty Leave***

A full-time College employee who is validly subpoenaed or summoned involuntarily to appear or serve as a juror during regularly scheduled work hours in a judicial forum, or compelled to appear before a judicial, legislative, or administrative body with civil power to compel attendance, shall be entitled to receive leave with pay for a period of time necessary for such appearance if the appearance may not be reasonably accommodated by rescheduling the employee's work hours, as determined by the College. Any compensation received for the appearance, other than travel and meal allowances, shall be reported to the College and deducted from any salary paid by the College for such civil leave. Civil leave shall not be granted for appearance as an expert witness for a party to litigation. Civil leave must be reported to the Provost.

#### ***2.13.1.4 Military Leave***

A Military leave without pay for limited field training will be granted to full-time Supporting Staff members who are members of the National Guard or other components of the Armed Services. The length of such field service is not to exceed the standards established by governmental agencies. Normally such leave does not exceed ten (10) working days per year. The College will administer Military Leave in accordance with current federal regulations.

#### ***2.13.1.5 Bereavement Leave***

In the event a death occurs in the immediate family or close relatives of a ranked faculty member, the faculty member will be entitled to a leave of up to five business days. A

bereavement leave longer than five business days may be granted by the Provost under exceptional circumstances. The department chair, in consultation with the Provost, will assist in coordinating coverage of courses and other responsibilities.

### 2.13.2 Leaves without Pay

Leaves of absence without pay may be granted to members of the faculty for special purposes such as continuation of graduate study, service as a professional consultant, research funded by grants, or reasons of health.

Applications for leave shall be made to the Provost as far ahead as possible, generally at least one year.

In general, leaves without pay shall be granted for no longer than one year, and no more often than once in three years.

Approved leaves for professional development shall not interfere with consideration for salary increase; the time spent on approved leave shall count toward years in rank for promotional purposes. Ordinarily faculty members will not be promoted effective with the year they return from leave. Benefits available for faculty members on leave are explained in Section 2.13.2.2. Such benefits require an application to the Provost.

#### **2.13.2.1 Personal**

Individual requests from regular, Full-time or Pro-rata Faculty members for personal leaves without pay will be evaluated on a case-by-case basis. All requests for personal leave without pay must be submitted in writing to the Provost, who, with the advice of the department chairperson, will make the decision on the disposition of the request.

#### **2.13.2.2 Fringe Benefits for Faculty on Leaves of Absence**

Regular, Full-time or Pro-Rata Faculty members on sabbatical leave or leave without pay which have been approved by the President and the Provost for professional development shall receive certain fringe benefits for a period of up to one year during such leave.

##### **a. Insurance Plans**

Subject to changes beyond the control of Juniata College, the medical care, disability income protection, life insurance, and accidental death and dismemberment insurances will be continued by the College for the faculty member on leave for a period of up to one year. The medical care, life insurance, and accidental death and dismemberment policies could be continued at an increased premium if the leave extends to more than one year.

##### **b. Retirement Programs**

For faculty members on sabbatical leave or on approved leaves of absence with pay for full-time study towards a doctoral degree or post-doctoral study and research, Juniata College will continue to contribute the prescribed amount to the regular retirement plan if the individual meets the required minimum

contribution. The "full salary" is an amount determined administratively on the basis of which a full-professional salary is paid during the year of sabbatical or leave with pay. If a faculty member has been granted a leave of absence without pay, the base salary of the year preceding the year of the leave will be used to determine the maximum amount upon which the faculty member and the College will pay their respective percentages.

**c. Educational Benefits**

During a sabbatical leave or other approved leave of absence, the educational benefit for dependents will continue to be in force.

**d. Expected Return**

Since the program of granting sabbatical leave and other leaves of absence has the ultimate purpose of the improvement of instruction at Juniata College, it is a condition of the grant that the persons receiving benefits during the leave will return to Juniata on a full-time basis for at least one academic year immediately after the leave. If a faculty member does not so return, they will be under the obligation to repay Juniata College for all salary and benefits paid, including tuition grants, during the entire year of the period of leave.

**e. Employment Elsewhere**

Payment of retirement benefits or tuition grant benefits will not be made if the faculty member accepts employment at another institution or agency during the leave of absence, except where a limited function as a graduate assistant may be undertaken in connection with advanced study. If a faculty member on approved leave accepts employment elsewhere, the medical care, disability income protection, life insurance, and accidental death and dismemberment insurances be shared.

**f. Employment at Juniata College**

A person on sabbatical leave or on leave of absence from the College will receive no additional compensation, beyond a sabbatical salary or agreed-upon grant stipend, for services rendered to Juniata College without a written contractual arrangement with the President of the College.

**g. Application**

The continuation of benefits during leave must be coordinated through the Director of Personnel Services.

The above benefits shall be effective until changed by the Board of Trustees at one of its regular meetings.

## **2.14 BENEFITS**

In accordance with Section 1.6.1.4, the Faculty Development and Benefits Committee is mandated to advise the administration in the area of faculty compensation including salary and benefits. While only the administration can change faculty compensation, it is expected that the Faculty Development and Benefits Committee will be consulted prior to any decision and that collaboration will be the norm.

## 2.15 GRIEVANCE POLICY

### 2.15.1 What is a Grievance?

Faculty members may bring a grievance if they believe any member or members of the faculty, staff, or administration have caused them significant harm in their professional capacity as a faculty member. For example, a grievance may arise when faculty members believe that their academic freedom and professional ethics have been violated, or that a decision concerning service, teaching responsibilities, departmental responsibilities, professional activities, award of leave, or compensation is unfair or reflects bias.

The grievance policy described in this section of the Handbook does not apply to separate appeal policies explicitly mentioned elsewhere in the Handbook. Grievances not covered in section 2.15 include, but are not limited to, appeals of promotion and tenure decisions, sexual misconduct or harassment, or grievances against committees that are affected by exterior federal regulations such as Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC).

### 2.15.2 Confidentiality Statement

Unless confidentiality is waived in writing by the parties, members of the Executive Committee and participants in all proceedings of this policy will make every effort to maintain the confidentiality of the proceedings. However, a breach of confidentiality will not invalidate the proceedings.

### 2.15.3 Process for a Grievance Against the President

If a faculty member has a grievance against the President, the faculty member is advised to take the matter to the Provost and/or the department chair for an informal solution. If this step fails, the grievance will be referred to the Executive Committee of the Board of Trustees.

### 2.15.4 Process for a Grievance Against the Provost

If the grievance is against the Provost, the faculty member is advised to take the matter to the department chair or to the Faculty Executive Committee (excluding the Provost) in an attempt to find an informal solution. If this step fails, the grievance would go through the process described in sections 2.15.3.2 and 2.15.3.3, except that the Provost will not otherwise participate in the grievance.

### 2.15.5 Process for a Grievance Against Others in Their Capacity as a Faculty Member

#### ***2.15.5.1 Step One: Informal***

The faculty member is advised to solve the grievance informally before mediation. If the grievance is against the department chair, the faculty member is advised to take the matter to the Provost. If the grievance is against anyone else, whether a single individual or a group, the faculty member is advised to take the matter to the Provost and/or the

department chair. No official report is created in this informal process. If this step fails, the grievance can go to the next step, which is mediation.

#### ***2.15.5.2 Step Two: Mediation***

The parties in the grievance must petition the Executive Committee and the Provost in writing for a formal mediation within 180 days of the discovery of the grievance. The Executive Committee or the Provost can grant exceptions to the 180-day petition deadline. The petition should contain a statement describing the central issue of the grievance and a brief report describing the informal process. If the Executive Committee agrees that there is a grievance, the Executive Committee will appoint a current, tenured full professor who has no involvement with the grievance to be the Coordinator for the grievance process. The Coordinator may be a member of the Executive Committee. The Coordinator shall hold all relevant documents of the grievance, provide updates to the relevant parties about the grievance, and facilitate communication between the parties in the grievance, but shall not be present for the mediation panel or serve on the Grievance Committee.

After the written petition is submitted, a mediation panel will be appointed. The mediation panel shall consist of three members. The faculty member bringing the grievance will choose one person as a representative, and the other party will choose a representative. These two representatives will then select a neutral third representative. These representatives must be current tenured faculty. The mediation panel is required to convene within 30 academic calendar days after appointment and will attempt to resolve the issue to the satisfaction of the parties involved.

Should a mutually acceptable resolution be reached, the panel will submit a report to the Coordinator describing the resolution. The Coordinator will forward this report to the Executive Committee and the Provost. In the event that the parties are unable to reach a mutually acceptable resolution, or in the event the Executive Committee and the Provost find an otherwise mutually acceptable resolution to be inappropriate, then the grievance can go before the Grievance Committee. The mediation panel must submit the original grievance petition, a timeline of the mediation process, and a report on the findings of the mediation panel to the Coordinator to be supplied to the Grievance Committee.

#### ***2.15.5.3 Step Three: Grievance Committee***

##### **A. Filing a Notice of Grievance**

In the event that mediation fails, the faculty member may file a "Notice of Grievance" with the Coordinator within 30 academic calendar days after the conclusion of mediation. The Coordinator will forward this notice to the Executive Committee. The Notice of Grievance must contain a statement of the reasons that led the faculty member to feel aggrieved, and will include the name of the parties whose action has given rise to the grievance. Members of the

Executive Committee who are involved in the grievance matter may recuse themselves from further involvement in the grievance process. Those individuals who are directly involved in the grievance or are family members of those involved must recuse themselves from further involvement in the grievance process.

### **B. Membership**

A Grievance Committee will consist of five current tenured faculty members who will be appointed by the Executive Committee within 30 academic calendar days of receiving the Notice of Grievance and other documents from the Coordinator. Members must have no direct involvement in the grievance. The Executive Committee shall select seven current tenured faculty members for submission to the parties, and each party may choose to exclude one member, making a total of five members.

### **C. Jurisdiction**

The Grievance Committee must conduct a hearing within 30 academic calendar days unless the parties waive their right to a hearing in writing. A grievance hearing is not a formal judicial proceeding. Its ultimate purpose is to evaluate the fairness of the action that gave rise to the grievance. To achieve that end, the Grievance Committee can determine the nature and scope of the hearing, call witnesses including members of the mediation panel, and require the submission of documents or other materials. The Grievance Committee may also exclude evidence deemed irrelevant and place reasonable limits on argument and the questioning of witnesses. The Grievance Committee can decide when it has enough information to decide the merits of the grievance.

### **D. Reporting**

The Grievance Committee will write a report within 15 academic calendar days after the hearing and provide that report to the Coordinator. The Coordinator will provide the report to the parties and to the Provost. The report will include the following:

- i. a brief summary of the grievance process;
- ii. whether a violation of College policy occurred;
- iii. whether a decision was reached or enforced through improper procedures;
- iv. a recommendation for a resolution of the grievance.

### **E. Decision**

The Coordinator will submit the Grievance Committee's report to the Provost and President of the College, with copies to the parties involved. The grievance falls to the President for a final decision. The President will report the final decision to the parties involved, the Provost, and the Board of Trustees.



## 2.16 DIVISIONS AND DEPARTMENTS

The academic units of the College shall be divisions and departments. Each division shall be headed by a division head. Departments shall be headed by a department chair. Division heads and department chairs are appointed by the provost with input from the faculty who are part of the division and/or department. The provost will provide professional development opportunities for division heads and department chairs annually.

### 2.16.1 Divisions

The divisions are the primary academic units of the College. The provost shall determine what the divisions of the College are and which departments are housed in those divisions. Division heads are appointed by the provost to two-year terms and cannot serve more than six years consecutively.

Division heads report directly to the provost. Any stipends and/or reassigned time are determined by the provost.

#### ***12.16.1.a. Responsibilities***

The division head drives strategy across the departments within their division. They shall promote cross-departmental collaboration and innovation while enhancing efficiency in terms of program development, faculty workload, and course offerings.

Division heads will collaborate with divisional faculty and department chairs as

they fulfill their duties. Their responsibilities include:A. Developing strategies to recruit and retain students within the division

B. Facilitating divisional planning and assessment, including facilitating the approval of new courses that have been endorsed by department chairs; recommending of new programs to the provost; and consulting with the provost concerning sunsetting of programs when circumstances warrant such action

C. Coordinating staffing of general education with goal of parity within and across the division(s)

D. Approving course schedules

E. Advising the provost on the allocation of human and financial resources regarding divisional hiring, budgets, and granting of administrative release time

F. Organizing divisional meetings to gather input and share information

G. Coordinating and/or conducting annual review of faculty goals and working in consultation with department chairs and the provost

H. Fostering a collegial and productive relationship among division members

### 2.16.2 Departments

Departments are organized by academic discipline and exist as distinct administrative/budgetary units within divisions. The provost typically assigns faculty

members a departmental/disciplinary affiliation upon hire. Departments shall be led by department chairs. Each department chair reports to a division head. The chair is appointed for a term of three years by the provost upon the recommendation of the division head. The term may be renewed with the expectation that chairs will serve a maximum of three consecutive terms. The provost will annually determine a stipend to be offered to the department chair for the semesters during which they serve in the role. Upon agreement among the department chair, division head, and the provost, this stipend may be replaced or supplemented by appropriate release time.**12.16.2.a. Responsibilities**

The department chair coordinates the academic and administrative functions of the department. Department chairs will collaborate with departmental faculty as they fulfill their duties. Their responsibilities include:

- A. Developing strategies to recruit and retain students within the department
- B. Acting as liaison/representative to College constituencies and outside groups
- C. Submitting course schedules to their division head; recommending new courses and POEs to their division head; and determining acceptance of transfer credits
- D. Disbursing and managing department resources
- E. Convening departmental meetings regularly
- F. Coordinating and/or conducting departmental planning and assessment
- G. Assisting department members in achieving departmental and professional goals, serving as an advocate for those efforts
- H. Fostering a collegial and productive relationship among department members

## 3.1 ACADEMIC POLICIES

### 3.1.1 Bachelor's Degree Graduation Requirements

#### ***I. General Education:***

General Education Mission: General education engages students in common academic experiences that integrate learning across academic fields with distinctive ways of knowing and develop habits of mind necessary for reflective choices and effective action in fulfilling careers, engaged citizenship, and meaningful lives. All general education courses will make contributions to a student portfolio.

#### **A. First Year Experience**

First year students take part in a two-semester course sequence (five credits in the first semester and 3 credits in the second semester) designed to help prepare them for success at Juniata.

##### **1. First Year Foundations**

First Year Foundations consists of a one-credit course in the first semester. This course provides students with the resources, skills, and information that will assist them in mastery of academic and social life at Juniata College. Along with acquisition of skills and knowledge, students will reflect on their journey at the start of their Juniata career, helping to set the path for the rest of their academic career. Students will add reflection to their portfolio to document their academic progress at Juniata College. Through thoughtful reflection of the Principles of the Liberal Arts Lifestyle, the Attributes of a Juniata Graduate, and the College's Mission Statement, students will engage with their classmates as they lay the foundations of success. This course will connect students with a wide variety of campus resources.

Students will demonstrate their ability to meet the following learning outcomes:

- substantively reflect on their own values and future goals
- substantively reflect on their place within the local and global community
- describe how a holistic and intentional approach to life fosters our collective wellbeing

Students will “think about who you are.” What does it mean for students to be in college, at this place, at this time? What are their goals for the future? Students will consider their values and goals both individually and in the context of a larger community: campus, Huntingdon, Pennsylvania,

and the world. Additionally, students work to develop skills necessary for lifelong learning.

### **2. First Year Composition**

First Year Composition is a four-credit course taken during the first semester of the first year. It focuses on developing critical reading, writing, and analytical skills. Course themes will be chosen by individual instructors. All First Year Composition courses are designated using an FYC course prefix, with the topic following the course number.

First Year Composition courses follow a process-oriented approach to college work and include peer review, individual conferences with the instructor, and revision cycles.

While course content will vary by instructor, there will be a two-week module related to diversity, organized around the instructor's selections from a common set of readings. These common readings will be determined by a learning community that includes some of those faculty members teaching the course.

The goals of the course are to introduce students to different types of reading and writing using varied models, genres, and forms (such as popular, scholarly, digital, and print). These courses build students' information literacy skills, rhetorical knowledge, critical thinking, and knowledge of appropriate genre and style conventions. First Year Composition courses will focus on developing these skills to prepare students for future academic work.

First Year Composition courses are capped at 18 students per section.

Students will demonstrate their ability to meet the following learning outcomes:

- write a persuasive argument using writing process strategies including invention, research, drafting, sharing with others, revising in response to reviews, and editing
- use a variety of credible secondary sources as evidence

### **3. First Year Seminar**

First Year Seminar is a three-credit course taken during the second semester of the first year. It is an introduction-by-immersion to college-level learning. Seminar topics are chosen by individual instructors and may, but need not, be interdisciplinary. All First Year Seminar courses are designated using an FYS course prefix, with the topic following the course number.

The format is primarily seminar, with the option of some lecture in support of seminar discussions. The content of the course is built on challenging reading and will include an approximately two-week module on the liberal arts, organized around the instructor’s selections from a common set of readings, which gives explicit attention to such things as the role of the liberal arts, how the course topic fits into the liberal arts, and how engagement with the topic can contribute to the common good and to “thinking about who you are.” Students develop the intellectual skills of analyzing evidence and arguments by examining issues such as what counts as evidence, what makes arguments strong or weak, and common errors in reasoning (what logicians call “informal fallacies”).

First Year Seminars are capped at 18 students per section.

Students will demonstrate their ability to meet the following learning outcomes:

- communicate effectively through written and oral expression
- demonstrate analytical thinking, critical questioning, and examination of evidence
- use a variety of credible primary and secondary sources as evidence

### **B. Ways of Knowing**

The Ways of Knowing requirement teaches students to think critically and intellectually about the world, introduces students to different epistemological perspectives, and helps students realize the benefits of interdisciplinary inquiry and a liberal arts education.

Because dialogue, debate, and active learning are central to the liberal arts tradition, Ways of Knowing courses will emphasize seminar formats or active learning and are capped at 28 students (lower caps are permissible if requested by the instructor and approved by the department chair and the Provost’s Office). Each Ways of Knowing requirement may be met through a single course or through a planned sequence of courses totaling at least three credits.

To foster an awareness of how Ways of Knowing are similar or different, each course or sequence of courses must include some comparison with another Way of Knowing. Faculty and students will consider how this second Way of Knowing supplements our understanding of the course topic. All Ways of Knowing courses are thus at least partially interdisciplinary.

Instructors of Ways of Knowing courses will identify with and demonstrate expertise appropriate to the Ways of Knowing category they are teaching.

The following policies govern Ways of Knowing courses:

1. A course may have only one Way of Knowing designation and may not carry any other general education designation.
2. Each Ways of Knowing course will have First Year Composition as a prerequisite or will have First Year Composition as a corequisite, determined by the instructor of the course.
3. Ways of Knowing courses may have no prerequisites other than First Year Composition except that in the case of a planned sequence of courses that satisfy the Ways of Knowing requirement, advanced courses in the sequence may require earlier courses in the sequence as prerequisites.
4. An individual student must satisfy the Ways of Knowing requirement with courses that each have a different course prefix.
5. Any Ways of Knowing course may simultaneously satisfy the Ways of Knowing general education requirement and count toward a Program of Emphasis, a Secondary Emphasis, or a Certificate.
6. Students must complete Ways of Knowing courses in at least two categories by the end of their second year.
7. With the approval of their advisors, students may waive one Ways of Knowing course that corresponds to a way of knowing inherent in their Program of Emphasis. Students whose Program of Emphasis embodies more than one way of knowing must choose which Ways of Knowing course to waive.

A course or planned sequence of courses totaling at least three credits is required in each of the following categories:

**1. Creative Expression**

Students explore their own potential to produce creative work through the study of the creative process and the practice of creativity and self-expression. Students will acquire the requisite skills to produce or perform a work of art and will explore the role of artistic expression in society.

Students will demonstrate their ability to meet the following learning outcomes:

- communicate effectively as appropriate for the audience (e.g., through written, oral, visual, or artistic expression)
- create or perform a work of art
- reflect on art as a vehicle for self-reflection, expression, or as a way of addressing issues that face society

**2. Formal Reasoning**

Students learn to think with rigor and precision through the study of formal systems and the application of deductive reasoning. Students will develop critical thinking and reasoning skills; use formal systems to identify, analyze, and solve problems; and critique current practices, structures, or claims through the application of formal reasoning.

Students will demonstrate their ability to meet the following learning outcomes:

- articulate the purpose of a formal language and give examples of its utility
- use deductive reasoning correctly
- represent a context in the formal language and manipulate the symbols of the language to analyze or draw conclusions

### **3. Humanistic Thought**

Students learn to engage in theoretical, historical, or critical analysis of texts, art works, cultural artifacts, or cultural practices. Students develop the analytic techniques and interpretive skills to appreciate human experiences and their representations and will be prepared to ask fundamental questions of value, purpose, and meaning.

Students will demonstrate their ability to meet the following learning outcomes:

- communicate effectively through written and oral expression
- use analytic techniques and interpretive skills to appreciate human experiences and their representations
- ask and explore fundamental questions of value, purpose, and meaning

### **4. Social Inquiry**

Students will learn to synthesize and apply qualitative or quantitative research to analyze human behavior, social organization, and the capacities that make society possible. Students will use reason and evidence to recognize and analyze distinctive forms of human behavior and social organization. Students will reflect on how social processes influence understanding of self, interactions with others, or access to power and resources. Students will explore ethical questions raised by social inquiry and consider its role in relevant public practices, policies, or popular media.

Students will demonstrate their ability to meet the following learning outcomes:

- communicate effectively through written and/or oral expression

- synthesize and apply qualitative or quantitative research to analyze human behavior, social organization, or social institutions
- consider the role of social inquiry in relevant public practices, policies, or popular media

### **5. Scientific Process**

Students gain an understanding of what is known or can be known about the world through the study and practice of developing hypotheses, making observations, analyzing quantitative data, and drawing evidence-based conclusions. Students will explore ethical questions raised by scientific inquiry and consider its role in relevant public practices, policies, or popular media.

Students will demonstrate their ability to meet the following learning outcomes:

- manipulate and interpret quantitative information to draw appropriate conclusions
- engage in scientific reasoning through the use of theories, hypotheses, data, and conclusions
- consider the role of science in relevant public practices, policies, or popular media

### **C. Connections**

Taken in the third or fourth year, Connections courses are team-taught by two or more instructors who bring different disciplinary perspectives to address a common topic. Students will learn to integrate knowledge and skills from multiple disciplinary perspectives to examine an issue through different ways of knowing. The Connections requirement may be met through a single course or through a planned sequence of courses totaling at least three credits.

The following policies govern Connections courses:

1. Students must complete Ways of Knowing courses in at least two categories before taking a Connections course.
2. A Connections course may not carry any other general education designation.
3. Any Connections course may simultaneously satisfy the Connections general education requirement and count toward a Program of Emphasis, a Secondary Emphasis, or a Certificate.

Connections courses are capped at 16 students per instructor.

Students will demonstrate their ability to meet the following learning outcomes:

- communicate effectively through written and oral expression
- address a challenging problem or question



- integrate knowledge and skills from different disciplinary approaches and ways of knowing to address a common topic

#### **D. Self and the World**

How should we engage with the world? What responsibilities do we have to our local and global communities? Self and the World courses foster the capacities necessary for wellbeing and responsible citizenship. These capacities include ethical reflection and a sense of purpose, knowledge of how diversity shapes the American experience, and knowledge about global challenges and cultural diversity. Together, these courses encourage us to engage with human diversity, contemplate questions about a just society, and consider the conditions that foster individual and collective wellbeing.

Self and the World course designations can be applied to any course in which one of the major course goals is to address a Self and World category. That is, Self and World courses need not focus exclusively on a given Self and the World category, but must include this content as one of the major course goals and the focus of a portfolio contribution. Self and the World instructors will demonstrate expertise in their Self and the World category.

Because dialogue, debate, and active learning are central to the liberal arts tradition, Self and the World courses will emphasize seminar formats or active learning or projects involving collaboration with community partners. Self and the World courses are capped at 28 students (lower caps are permissible if requested by instructor and approved by the department chair and the Provost's Office). Self and the World courses should strive to involve students in activities and reciprocal partnerships that extend outside of the classroom as they are designed to promote engagement with the world.

The following policies govern Self and the World courses:

1. A course may have only one Self and the World designation and may not carry any other general education designation.
2. Each Self and the World course, except foreign language courses, will have First Year Composition as a prerequisite or will have First Year Composition as a corequisite, determined by the instructor of the course.
3. Other than foreign language and local engagement courses, Self and the World courses may have no prerequisites other than First Year Composition.

Students will complete each of the following requirements: U.S. Experience, Ethical Responsibility, Global Engagement, and Local Engagement.

#### **1. U.S. Experience**

In what ways are U.S. experiences shaped by intersectional characteristics such as race, gender, and socioeconomic status? U.S. Experience courses focus on understanding the current or historical experiences of different groups within the U.S. (identified by, for example, gender, race, ethnicity, sexual orientation, geographic origin, immigration status, age, ability, or religion). Classes will address intersectionality, which refers to how identity-based systems of oppression and privilege overlap, connect, and influence one another. Students will critically examine systems such as racism and colonialism and their use of power, privilege, oppression, marginalization, and structural inequity and how these systems are challenged by cultural resilience and resistance. Coverage of such issues outside the U.S., such as through comparative methods, is optional.

In order to create a holding environment for difficult conversations and discourse, instructors of these courses are required to be engaged in sustained diversity training.

Students who complete this course will demonstrate their ability to meet the following learning outcomes:

- critically describe and respectfully discuss dimensions of diversity and intersectionality within U.S. social, cultural, political, or historical contexts
- critically examine lived experiences of participation in, and resistance and resilience to, systems of power, privilege, oppression, marginalization, and structural inequity within the U.S.

## **2. Ethical Responsibility**

What do we owe ourselves, our neighbors, and the world? Ethical Responsibility courses foster students' senses of empathy and social and ethical responsibility. Students will learn to engage in ethical reasoning and take the perspectives of different participants in situations requiring ethical judgment. Students will assess their own ethical values, explore the social contexts of problems, recognize and understand ethical issues in different settings and traditions, and consider ramifications of alternative actions.

The Ethical Responsibility requirement may be met through a single course or through a planned sequence of courses totaling at least three credits.

Students will demonstrate their ability to meet the following learning outcomes:

- communicate effectively as appropriate for the audience (e.g., through written, oral, visual, or artistic expression)
- engage in ethical reasoning using different ethical traditions or perspectives

### **3. Global Engagement**

What challenges do we face as an increasingly diverse and interconnected world? How are our cultural values similar or different? Global Engagement courses help students develop the knowledge and skills they need to engage effectively with and adapt to a changing world.

Students will demonstrate their ability to meet the following learning outcomes:

- articulate and contrast the values, beliefs, or practices of different cultures
- acquire skills (e.g. language, cultural humility) to effectively communicate and interact with other cultures and culturally diverse groups

To fulfill the Global Engagement requirement, students must complete at least two courses totaling at least six credits with a Global Engagement designation. Semester- or year-long study abroad at a Juniata-approved site fulfills this requirement. Courses with a Global Engagement designation may be in one of three categories:

- **World Language Study.** These courses focus on communication in a world language.
- **Short-Term Study Abroad.** These courses focus on a study abroad experience, a portion of which includes a pre-departure component and a portion of which must be completed after study abroad to promote reflection on the learning experience. The study abroad experience must be linked to a Juniata course that together with the travel portion totals at least three credits.
- **Human Cultures & Challenges.** These courses focus on a people and culture outside of the U.S. or a global challenge.

### **4. Local Engagement**

What challenges do we face in our local communities, the places where we live out most of our lives with people of diverse lived experiences and

varieties of perspectives? How are our values similar or different from those of our local neighbors? What are our opportunities to be agents of ethical change in meeting the needs of the people we live with in our local communities? Local Engagement experiences help students develop the knowledge and skills they need to engage effectively with the local communities they will inhabit throughout their lives. Local engagement options address specific learning outcomes designed to help students contribute their knowledge and skills to their local communities through meaningful engagement.

Students will demonstrate their ability to meet the following learning outcomes:

- work collaboratively in local cultural settings
- engage in citizenship through respectful interactions
- articulate how local engagement fosters individual and collective wellbeing

To fulfill the Local Engagement requirement, students must complete a Local Engagement course of at least one credit that includes at least 15 hours of approved community engagement. Students must include documentation of the community engagement activity and reflection on the experience in their Juniata Portfolio (Section 3.1.1.III). Because Local Engagement courses require some basic knowledge about community engagement and may require special knowledge or skills, additional prerequisites may be required at the instructor's discretion.

#### **E. General Education for Transfer, Partner Degree, English for Academic Purposes, and Transition Students**

The general education graduation requirements and their corresponding portfolio contributions can be waived or adapted by the General Education Committee for transfer students, partner degree students, English for Academic Purposes students, students studying abroad, and those students enrolled during the three-year transition to the new general education curriculum starting in August 2019.

### ***II. Program of Emphasis (POE)***

All Juniata students will complete a POE, including a POE Capstone. The Program of Emphasis (POE) is Juniata's unique approach to focused education in an academic area of a student's choosing. The POE is an opportunity for students to explore in depth a particular discipline (through a designated POE) or to craft an individualized plan to study an area (through an individualized POE).

#### **A. Types of Programs of Emphasis**

**1. Designated**

Designated POEs are designed by departments or programs and approved by the Department and Program Committee.

**2. Individualized**

Every student entering Juniata College has the opportunity to design their program of study. Students will be assisted in this effort by their advisors.

**B. Program of Emphasis Requirements****1. Requirements for All Programs of Emphasis**

- a. All POEs must contain at least 36 credit hours and no more than 63 credit hours, except as otherwise authorized by the Faculty Handbook or as authorized by the Department and Program Committee for POEs that require external accreditation.
- b. With advisors' help, students draft a POE goal statement and identify the appropriate classes.
- c. All POEs must contain at least 18 credits at the 300- or 400-level.
- d. No more than two courses in the POE can be research or independent study courses.
- e. All courses which are required, including prerequisites, must be in the POE.
- f. All POEs must include depth of knowledge in an academic field.
- g. All POEs must include analytical and creative thinking, critical questioning, and examination of evidence.
- h. All POEs must include oral and written communication.
- i. All POEs must include critical reflection on ethics as appropriate to the discipline.
- j. All POEs must include information and technological literacy as applied to the discipline.
- k. All POEs will have a capstone suitable to their academic fields. The POE Capstone is further described below.

**2. POE Capstone Requirement for All Programs of Emphasis****a. Description of the POE Capstone**

Each POE must require a capstone experience to be completed as part of a student's final 30 credits. The Capstone must be at least one credit and is considered both part of the POE and part of the student's general education.

The POE capstone represents the summation of a student's Juniata experience as well as a bridge to their future goals. The capstone

experience is an expression of the totality of a student's growth, development, and learning as an undergraduate. Capstones include connections from the POE to general education and support some of the Institutional Learning Outcomes. Research projects, internships, creative works, independent learning, community-engaged learning, and other disciplinary and interdisciplinary experiences are suitable capstones. POEs may offer different capstone experiences for different students.

b. Capstone Portfolio Requirements

All capstone courses require two contributions to the student's Juniata portfolio. One contribution will demonstrate the student's analytic and/or creative thinking and depth of knowledge in an academic field. The second will demonstrate reflection on the totality of their Juniata experience.

c. Capstone Learning Outcomes

Students will demonstrate their ability to meet the following learning outcomes:

- think analytically and/or creatively
- express depth of knowledge in an academic field
- substantively reflect on how their Juniata experience has shaped their own values and future goals
- describe how a holistic and intentional approach to life fosters personal wellbeing

**3. Additional Requirements for Designated Programs of Emphasis**

A student may follow an already designed program of study selected from a list of approved POEs. Depending on the area of study, some of the programs are made up of fully prescribed courses while others contain a variety of options and electives. No student rationale is required.

These designated POEs will be designed by departments or groups of departments and presented to the Department and Program Committee with supporting rationale. The Department and Program Committee will be responsible for authorization of POEs which become part of the official list kept in the Registrar's Office. The Department and Program Committee will use the following criteria to determine acceptance or rejection of proposed designated POEs:

- a. Coherence of the program
- b. Evidence of study in-depth
- c. If interdisciplinary, relationship of the courses to a specific objective

Within the POE, a minimum of ten courses will be prescribed, either by a department or a group of departments according to one of three rules:

- d. The prescribed courses are specifically named.
- e. The prescribed courses are made up of some which are specifically named and some which are taken from a list.
- f. All prescribed courses are chosen from a list.

#### **4. Additional Requirements for Individualized Programs of Emphasis**

Students who do not adopt a Designated Program of Emphasis may design an Individualized Program of Emphasis of their own. This option is for students with particular interests not addressed in designated POEs to make appropriate combinations of courses to precisely address those interests.

Students wishing to pursue this option must:

- a. Select an advisor in each department named in the title of the POE. In the unlikely event that an Individualized POE title named three academic departments, three advisors would be required.
- b. Create, in consultation with the advisor, a collection of courses to constitute the POE. If a course listed in the POE has prerequisites, these prerequisites must also be included in the POE.
- c. Create, in consultation with the advisors, a goal statement and a rationale, which explains how the courses included in the POE enable the student to fulfill the goals for the POE. Ultimately, the acceptance of an individualized POE will depend on the student's ability to justify that a particular combination of courses will allow them to reach the stated academic goals. Special attention should be devoted to the description of those goals and the rationale connecting them to the courses selected.
- d. Solicit from all of their advisors supporting comments attesting to the acceptability of the student's academic goals, the appropriateness of the course selections and rationale, and the overall coherence of the POE. Advisors' signatures without comments will not be sufficient.
- e. Submit the completed POE and the advisors' comments to the Registrar for approval. The Registrar, following policies established by the Department and Program Committee, will evaluate the appropriateness of the POE title, course selections, goal statement, and rationale.

Any POE that does not satisfy the requirements of a Designated POE is by definition an Individualized POE and must therefore be accompanied by a goal statement and rationale. Advisors should pay particular attention to

attempts which effectively weaken a Designated POE without contributing sufficient complementary breadth or depth.

All individualized Programs of Emphasis must be approved by the student's faculty advisors and the chair(s) of the appropriate department(s). Approval requires students to write a rationale that describes how the courses they have listed help them reach the academic goals of the individualized POE.

The POE Capstone for those with an individualized POE may be in a related designated POE or may be another appropriate experience in consultation with the student's advisors.

### **5. Exceptions to POE Credit Requirements**

The following are exceptions to the requirement that POEs contain at least 36 credits and no more than 63 credits:

#### a. Education POEs

Designated POEs in Education may exceed the 63-credit-hour limit if doing so is necessary for Pennsylvania state certification to teach in the public schools; in such cases, Education designated POEs may have no more than the number of credit hours required for certification by the Pennsylvania Department of Education.

#### b. Foreign Language POEs

A designated or individualized Program of Emphasis in French, German, Russian, or Spanish and Hispanic Cultures may be approved with fewer than 36 credit hours provided that students have placed beyond the WL 110 level by completing the department's designated placement exam. The POE must contain at least 33 credits in the target language beyond SP, GR, FR, or RU 210 and one credit hour of Language in Motion.

#### c. External Certification

Programs requiring more than 63 credits to obtain external certification as approved by the Department and Program Committee.

### **C. Program of Emphasis Home Department**

A home department or program is any recognized academic unit which sponsors designated and/or individualized POEs. In order to ensure quality and integrity of the POE, the responsibility of the home department is to review the sophomore and final POE submissions. In consultation with advisors, all students must choose a home department or program at the time of the submission of the sophomore POE. The home department is especially important for students with Individualized POEs. It allows these students the flexibility and creativity of self-



design while ensuring that they are housed within an academic unit that can provide accountability and support.

**D. Program of Emphasis Dates**

Sophomores must choose a designated POE or design an individualized POE and submit an appropriate POE statement to the Registrar by the second semester of the sophomore year.

Seniors must submit a faculty approved, final version of the POE to the Registrar on or prior to the preregistration period for the spring semester. No POE changes, other than those caused by scheduling conflicts, will be permitted after this period.

**III. Juniata Portfolio**

All Juniata students will complete a portfolio of their work from their general education courses and from their POE capstone course. These requirements are described by the General Education Committee.

**IV. A minimum of 120 credit hours with a grade of D- or better, including the courses described above.**

**V. A minimum cumulative grade point average of 2.0 on a 4.0 scale.**

**VI. Policies**

**A. Residency**

Students are allowed to transfer credits during their last semester within the provisions of the transfer policy. However, 30 of the last 36 credits must be taken in residence. There are degree requirements that are unique to Juniata and may not be completed elsewhere. Students participating in cooperative programs, study abroad programs, and other Juniata-approved programs are considered to be in residence.

**B. Effective Date**

Students must complete the graduation requirements in effect on the date of their matriculation.

**3.1.2 Grades**

**3.1.2.1 Grading Policy**

For each course faculty members should develop a clear policy on attendance and grading which should be stated unambiguously to the student at the beginning of the course, preferably in the course syllabus. The policy should explain the relative value of

class work, field trips, papers, and final examinations. Changes during the term in the system must be announced clearly to the students, preferably in writing.

Although the instructor sets the grading policy, they should not do it arbitrarily, for the policy should represent the best measure of the student's achievement. While setting the grading policy, the instructor should consider their expectations of students in terms of exams, papers, and other coursework. If attendance in the classroom is considered vital to the learning experience of the student, it may enter into the calculation of the grade, but if the course is conducted in such a manner that the student can progress equally well by completing their assignments whether they attend class or not, then classroom attendance is not a legitimate indicator of the student's progress and should not enter into the computation of the grade.

### **3.1.2.2 Definitions**

#### **3.1.2.2.1 Regular Grade Designations**

“A” — indicates work of the highest excellence, showing a superior grasp of the content as well as independent and creative thinking in the subject.

“B” — signifies unusual achievement wherein the student reveals exceptional insight and ability.

“C” — is given for satisfactory achievement on the college level where the work of the course has been conscientious and shows no considerable deficiency in either quality or quantity.

“D” — indicates that the work of the course is of less than average or of marginal quality.

“F” — signifies work which is distinctly unsatisfactory at the college level.

The above grades may be qualified by the use of a plus (+) or minus (-). For the permanent record, a grade point average (GPA) is compiled and the GPA appears on the transcript. The following equivalents should be used for calculating the GPA:

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	0.00
S	=	Satisfactory

U = Unsatisfactory

Performance in a few courses is graded as S or U, but in the majority of courses, the grades listed above are given. Only grades of A(-), B(+,-), C(+,-), D(+,-), and S are given credit toward a degree.

#### **3.1.2.2.2 AU (Audits)**

Performance in audit classes is given a grade of AU. This is given regardless of the students' participation. Audits cannot be changed after the drop/add period and it is up to the faculty to determine at what level a student should participate in their class. There is no withdrawal from audit coursework, if a student stops attending, they will still receive an auditing with no grade or credit.

#### **3.1.2.2.3 Irregular Grade Designations**

In addition to the regular grade designations, the following irregular grades are used as occasion may demand. The following grades are for individual courses. Irregular grades as a result of leaves of absence are covered under Section 3.1.5.4 Leave of Absence.

##### **I (incomplete).**

At the discretion of the faculty member involved, a grade of incomplete may be submitted. This option is to be used sparingly, however, and only when the student has given a satisfactory explanation (such as extended illness or accident) for failure to complete a required piece of work. Otherwise, a student receives an F for a course which is not completed. Simple preference on the part of the student for an extension of time is not regarded as sufficient cause for granting an incomplete. Upon the granting of an incomplete, the student must complete the work within three weeks of the beginning of the next semester of the academic year or an F automatically will be recorded. Any exceptions to this policy must be approved in writing by both the instructor and the Registrar.

##### **P/NP (Pass/No Pass).**

In consultation with their advisors, undergraduate students may elect to take up to 32 credits of coursework, not exceeding 8 courses, on a P/NP basis; however, only one of these courses (not exceeding 4 credits) can be in the student's POE. In order to receive a grade of P (Pass), a student must complete the course with a final grade of D- or better. A course grade below D- will result in zero credits for the course and a record of NP (No Pass) on the transcript. P/NP grades are not calculated into the GPA.

Students will have until noon on the last day of classes of the term during which they wish to take a course P/NP to elect the P/NP option. The

instructor will not be apprised of the change in grading status. Students wishing to revert to a regular grade for any P/NP course taken at Juniata College can do so by the last day of classes of their graduating semester. Individual departments and programs have the academic discretion to identify those courses that may not be taken P/NP. A list of courses that cannot be taken as P/NP will be maintained by the Registrar's office.

Students should consult with their POE advisor to determine whether specific POE classes may be taken P/NP. Students are also urged to discuss the implications of executing the P/NP option with academic advisors as admission to professional programs and/or eligibility for scholarships may be affected.

**W (course withdrawal).**

A withdrawal grade of W is recorded when a student drops a course after the official drop/add period at the beginning of the semester and before the withdrawal deadline. W grades are not calculated into the GPA.

A student may withdraw from a course, with documented consultation with the student's current advisors, up to the withdrawal date listed on the course syllabus. If the instructor has not indicated a final withdrawal date on the syllabus, the default deadline reverts to noon on the last day of classes that semester.

Withdrawals will be considered complete when they are filed with the Office of the Registrar. A student who does not complete the withdrawal process will receive the grade currently earned at the time the course instructor submits final grades.

Withdrawal from courses may impact financial aid and/or inter-collegiate athletic eligibility. Students are encouraged to discuss these implications with family, academic advisors, coaches, and counselors from Financial Planning or the Dean of Students Office.

Exceptions to this policy may be made via appeal to the Student Academic Development Committee.

If a student withdraws from the College during a semester with the Dean of Student's approval, the Registrar will enter a grade of W for all registered but not completed courses. W grades are not calculated in the student's cumulative GPA, but may have other ramifications. Students who withdraw during a semester may still have financial obligations to the College. Students are encouraged to discuss these matters with

family, faculty advisors, and counselors from Financial Planning and the Dean of Students Office.

If students withdraw from all classes (withdrawal from the College), they must apply to the Student Academic Development Committee through the Registrar to be readmitted.

### ***3.1.2.3 Notification of Grades***

#### **3.1.2.3.1 Mid-term Notices**

Midway through the semester faculty will send a mid-term notice to each individual student who is doing less than C work in a particular course. This notice is intended to make students aware of unsatisfactory performance in a course at a time when they have a chance to adjust to problems which could prevent them from achieving a passing grade.

#### **3.1.2.3.2 Final Grades**

Faculty members must report final grades to the Registrar within forty-eight hours of giving an exam. Prompt notification to students depends on prompt processing of submitted grades. Final Grades, once submitted, may not be changed except under unusual circumstances and then must be accompanied by rationale and approved by the Provost.

Grade reports will be posted by the Registrar's Office at the conclusion of each semester.

Performance in all courses should be reported to the Registrar by the faculty as A, B, C, D, or F (+ and -) with the exception of those courses specifically authorized by the Department and Program Committee for the S/U grading system. Grades of F should have an accompanying explanation.

#### **3.1.2.3.3 The Transcript**

The transcript is a complete record of a student's coursework (identified by course name, catalog number, and semester of registration), credit earned, grades (including W) and quality points assigned, and cumulative grade point average based on all attempted courses graded A, B, C, D, or F (+ or -). In addition, the following academic actions are reported on the transcript: Deans' List, graduation honors, academic actions, military LOA, and some program certification notices.

A copy of the official transcript may be released by the Registrar's Office upon written request of a student.

**3.1.2.4 Grade Appeal**

The assignment of grades for academic work is an important matter which falls within the professional responsibility of each individual faculty member. Grades are determined in such a way as to reflect as accurately as possible student performance according to criteria available to the student and to protect the academic freedom both of the faculty member and the student. There is an inherently subjective element to grading, but it does not follow from this that grading is done in an arbitrary fashion.

A student may dispute a grade given in or for a course. When this occurs, the student should follow the appeal procedure outlined below. The faculty member issuing the grade has final authority and responsibility for determining that grade.

1. Within two weeks of the time the questioned grade is received, the student should talk to the faculty member who assigned the grade and attempt to resolve the issue.
2. If the course is team taught and no resolution is achieved, the student may request, where course policy permits, a second faculty opinion from another section leader in the course selected by the director of the course. If this is permissible and the opinion of the second leader differs from the opinion of the first in the disputed grade, the course syllabus or past practice in the course should specify how these different opinions are resolved. Where there are recognized past practices, these should be included in the course syllabus.
3. If no resolution of the grade dispute is achieved after steps 1 or 2, the student should discuss the matter with the department chairperson or course director. In this case, the function of the chairperson or director is to attempt to determine the relevant facts and mediate the disagreement.
4. If no resolution is achieved at step 3, the matter may be referred by the student or the faculty member to the Provost, whose function it is to mediate the disagreement. The Provost will confer privately with the faculty member and the student and may call additional witnesses. Following this process, the faculty member communicates to the student the final decision. This step is the final step in the appeal process.
5. It is expected that a final decision will be made within four weeks of the time the questioned grade is received. All parties are requested to adhere to the deadlines.

**3.1.2.5 Final Examinations**

Testing is basically an educational service to the student. When examinations are given, the primary purpose should be to provide an opportunity for the student to respond creatively and systematically to the instruction which they have had. Secondly, the results may be used as a basis of grading. The teacher has a professional obligation to review tests seriously, pointing out for the benefit of the student both the strengths and inadequacies of the student's work. The tests should be returned promptly with grade and comment.

Written examinations are usually given in each course during the examination period at the end of the semester. Final examinations must be taken during the designated final examination period at the end of each semester. (This means faculty are not permitted to schedule final examinations during the last week of classes or during Reading Day.) The schedule is prepared by the Registrar, and students are expected to take examinations at the announced times. Exceptions to this rule may be granted by the Registrar in consultation with the Curriculum Committee if the Registrar deems it necessary.

Standing practice has set an unofficial guideline that final examinations, if given, are to be calculated at between one-third and one-half of the final grade. Final examinations may be repeated. In addition to final exams, faculty members are strongly urged to give frequent quizzes and tests throughout the semester, with or without advance notice.

### ***3.1.2.6 College Academic Integrity Policy***

#### **3.1.2.6.1 Judicial Board Membership**

The Judicial Board conducts hearings in which students have been charged with violating Juniata College policy. The Board is comprised of three faculty members, two students (appointed by the Student Government), one administrator from Student Affairs, and one administrator from Academic Affairs. The Judicial Board is chaired by a representative from the Provost's Office, typically either the Assistant Provost or the Dean of Students (or other appropriate appointee). A recording secretary appointed by the Judicial Board Chairperson is also present.

Each Judicial Board is selected from a pool of eight faculty members, five students designated by the Student Government and all members of the Academic Affairs and Student Affairs staff.

#### **3.1.2.6.2 Procedures for Judicial Board Hearings**

Major misconduct and/or repeat minor misconduct which violates the Student Code of Conduct or the Academic Integrity Policy, may result in referral to the Judicial Board.

If a student has been referred to the Judicial Board for a hearing, the accused student shall be informed in writing of the charges at least 48 hours in advance of any hearing. The notice shall include a copy of the hearing procedures. Students appearing before the Judicial Board may have an advisor from the college community and/or parents/guardian(s) attend the hearing.

The hearing is private (closed).

The student may call a reasonable number of witnesses on their own behalf. Witnesses are subject to questioning by members of the Judicial Board.

The student must inform the chairperson 24 hours in advance of the hearing if the student intends to have witnesses appear. The notification must include the names of any proposed witnesses and their relevance to the situation.

If the student does not appear, the hearing will be held in absentia and the student may be additionally charged with failure to comply.

When a student appears before the Judicial Board, the Chair reminds the student that he or she is expected to tell the truth. If it is later discovered that a student has been dishonest and/or misrepresented themselves to the Board, that student is eligible for suspension from the college.

On behalf of the college, the Chairperson of the Judicial Board presents the charge(s) against the student.

The student shall have an opportunity to make an opening statement.

In the specific case of a charge of academic integrity, the faculty member presents the evidence of the violation to the Board. The student is responsible for presenting any evidence in defense of themselves. The burden of proof is on the faculty member. The student and the faculty member may question any witness and inspect any document offered as evidence and make whatever statement or argument appears to be appropriate.

After the student's opening statement (and presentation of evidence from the faculty member for academic integrity charges), the Board may address questions to any party or witness summoned, but shall limit the scope of the testimony to matters relevant to the charges. (The Board may request the presence of any witness deemed necessary for the hearing.).

The student and/or advisor may not directly question any witnesses. However, the student and/or advisor may suggest questions to the Judicial Board to ask of witnesses.

At the end of the question-and-answer period, the student and/or advisor(s) and parent(s)/guardian(s) have the opportunity to make closing statements.

Following the conclusion of the hearing, the Board shall deliberate in private.

The Board shall, by majority vote, make a determination as to whether there has been a violation of Juniata policy and recommend sanctions. The Board provides



its recommendation to the hearing chairperson. The hearing chairperson will inform the student of the recommendation(s). The chairperson of the hearing prepares a final report documenting the hearing and the final decision.

The Dean of Students will officially notify the student charged of the final decision and any sanction imposed.

#### **3.1.2.6.3 Appeals**

A student has 48 hours from the hearing conclusion to submit an appeal in writing to the hearing chairperson. Failure to submit the appeal within the time allotted renders the decision final.

The Chairperson refers the appeal to the Provost. A decision on the appeal will be made within 48 hours and is based on the letter of appeal and the case file. The Provost may remand the case to the Judicial Board only if the Provost specifies procedural errors that denied the student a fair hearing, or if additional significant evidence becomes available.

The Provost shall send a copy of the written decision on the appeal to the student, the faculty member, and the hearing chairperson.

The decision of the Provost shall be final.

#### **3.1.2.6.4 Rights of Students Charged**

Certain procedural rights are normally afforded a student charged with a disciplinary violation of college policy.

The right to have one's case processed without undue delay.

Written notice (including email) of the charges and the regulation upon which the charges are based no less than 48 hours before the scheduled hearing.

Written notice of the time, place and date of the hearing. (Students are responsible for checking their electronic Inbox and mailboxes daily.)

The right, but not the obligation, to be present at an Administrative Hearing.

The right to testify on one's own behalf or to remain silent.

The right to be presumed innocent.

The right to be assisted in one's defense by any member of the college community of one's own choosing.

The right of appeal.

Following an alleged act of student misconduct, and until final disposition of the charges, the status of a student shall not be altered or their right to be present on campus and to attend classes suspended, except for reasons relating to their own physical or emotional safety and the well-being of other students, faculty or

college property, or for reasons relating to the protection of the normal functions of the college.

#### **3.1.2.6.5 Case Records**

Records of judicial proceedings shall be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA). Case Records shall remain part of the student's files, but will not be noted on the official college transcript. Case Records will be expunged upon the student's graduation.

### **3.1.3 Registration Procedures and Policies**

The Provost determines the dates during which students can register for courses and the dates during which students can drop and/or add courses with the following restrictions. Dates for drop/add during the Fall and Spring semesters shall always include the first three days of the semester (excluding weekends and holidays) and shall conclude no later than the seventh day of the semester (excluding weekends and holidays). However, these restrictions do not apply for courses that do not start during the first seven days of the Fall or Spring semesters (excluding weekends and holidays). During the drop/add period, students may make changes to their schedules in consultation with their advisors. Students must seek approval from the Student Academic Development Committee to drop or add courses outside of the approved period; any such changes may result in a late drop/add fee. Likewise, failure to register for courses during the registration period may result in a late registration fee.

#### ***3.1.3.1 Normal Course Load***

The normal course load for freshmen and upper-class students is 30 semester hours of credit per academic year. Normally students who complete an average of 15 credits per semester graduate in four years. Freshmen often opt to take lighter loads during the first few semesters and heavier loads later. Any course load above 18 credits per semester is considered an overload and will have the overload fee applied to the student's account.

#### ***3.1.3.2 Overload Policy***

In special cases, an upper-class student may register for an overload. An overload charge is made for all credit hours attempted above 18 per academic semester. The upper-class student who wishes to take more than 19 hours of credit must have an outstanding academic record, including satisfactory completion of all courses attempted and must obtain by petition the consent of the Student Academic Development Committee. No student may take more than 21 credit hours per semester.

Excluding advanced placement credit, freshmen normally are not permitted to receive credit for more than 34 credit hours that academic year. A freshman may take more than 18 semester hours of credit only during the second semester and must fulfill two special requirements: (a) satisfactory completion of all first semester courses attempted, and (b) approval by advisors and/or other appropriate faculty as determined by the Registrar.

If a student registers for an overload and then withdraws from the College, a refund will be made according to the refund policy explained under Student Finances. No refunds are given for course withdrawal from an overload after the drop/add period. Some courses extend over more than one term. All courses must be completed, however, within one academic year, not including the summer. All special arrangements for programs must be made in the Registrar's Office.

### ***3.1.3.3 Auditing Courses***

Persons who wish to audit classes may make arrangements with the Registrar to attend one or more courses without receiving grades or credit. The decision to audit a course must be made by the end of the drop/add period. The transcript does carry notations of audited courses. Permission of the course instructor is necessary and an auditing fee must be paid in the Business Office. This fee is waived for students enrolled in a regular full-time College program, but occasional academic course fees remain in effect (lab and field trip fees, etc.).

### ***3.1.3.4 Repeating Courses***

Students who wish to repeat a course must consult with the Registrar. Although credit may not be granted twice for a particular course, there is no limit on the number of times a student can retake a course for an improved grade. Only the highest grade received will be reflected in the student's grade point average.

### ***3.1.3.5 Independent Study, Credit by Examination, Tutorial, and Special Topics Courses***

A student may wish to pursue studies not listed as course offerings. In such a case, independent study may be appropriate. Requests for independent study are handled by Registrar's Office according to policies established and maintained by the Department and Program Committee.

#### **3.1.3.5.1 Independent Study**

Students applying for an Independent Study must make arrangements with a faculty member and register for the course (using forms available in the Registrar's Office and on the Registrar's website) two weeks prior to the semester in which the credit will be earned. The instructor will designate a syllabus, text, or other materials required and will submit to the Registrar an explanation of course requirements (i.e., examinations, papers, and faculty-student conferences). A student may enroll for no more than two Independent Studies in a semester. An Independent Study is considered an upper-level course; no more than two Independent Studies are permitted in a POE. Independent studies will carry no General Education designations.

#### **3.1.3.5.2 Credit by Exams**

Students may be given credit for some courses without participation in class meetings but by meeting all other requirements of the courses. To determine if a

course is available for Credit by Examination (CBE), the student should consult the faculty member who is currently teaching the course. If the course is not currently offered a faculty member who has taught the course at least once in the last three years may conduct the course on a CBE basis. A course may be offered CBE only to full-time Juniata students. CBE is intended to be used as an option when scheduling conflicts prevent a student from scheduling a course required for graduation, which will not be available in any other semester prior to their graduation and cannot be fulfilled by any other course. The decision to offer a course CBE rests solely with the faculty member responsible for the course, since not all courses lend themselves to Credit by Examination (e.g., courses dependent on discussions and field trips and laboratory courses). The faculty member currently responsible for a course is NOT obligated to offer the course CBE in a given semester, as each faculty member must consider their own previously scheduled work load. The deadline for CBE registration is the end of the drop/add period during the semester in which the course is to be taken. Independent Study and CBE courses are considered part of the normal load of a student and, if taken as an overload, are subject to the usual overload fee.

#### **3.1.3.5.3 Tutorial**

In a tutorial, the faculty instructor and the student work closely on a regularly scheduled basis involving lectures, demonstrations, explanations, and evaluation. The purpose of the tutorial is to enable a student to pursue a study which is too complex either in nature or scope to address as an independent study. Through regular contact with the instructor, the student will benefit from the instructor's expertise on a highly individualized basis.

During the Summer Session, a student may register for one Independent Study, Credit by Examination, or Tutorial if enrolling concurrently in one regularly offered course.

All forms can be found here: <http://www.juniata.edu/services/registrar/forms/>

#### **3.1.3.5.4 Special Topics Courses**

Faculty members may offer courses as a "special topic" with the approval of their departmental chair. Special topics courses are numbered as 199, 299, 399, or 499, where the course level is indicated by the first digit. Such courses provide a means for instructors to (1) teach topics which are of timely but ephemeral interest or (2) teach a course on a trial basis. They are expected to be as academically rigorous as designated courses. Special topic courses may be offered three times before a course must be formally approved. Special topics courses may be included in a student's POE, but they may not fulfill general education requirements (see section 3.3.1, I) unless approved to do so by the General Education Committee.

**3.1.3.6 Transfer Policy**

Juniata does not accept in transfer any coursework below a grade of "C-" nor coursework of a strictly technical or remedial nature, nor physical education coursework, nor coursework from a non-regionally accredited institution. Special circumstances may affect the transferability of an individual student record. These cases will be handled on an individual basis and decisions will be based on Juniata's academic policy. An official credit evaluation will be completed by the Office of the Registrar after a student has been admitted to Juniata.

Transfer without a Degree Students transferring without an Associate Degree will have their work evaluated on a course-by-course basis. Courses equivalent to Juniata's curriculum course description will be granted direct course equivalence. Coursework accepted in transfer may be used to meet both liberal arts graduation requirements and Program of Emphasis requirements.

Transfer with an A.A. or an A.S. Degree Juniata currently has a formal transfer agreement with Harrisburg Area Community College (PA), Community College of Allegheny County (Pittsburgh, PA), Cambria County Area Community College (Johnstown, PA), and Keystone College (La Plume, PA).

Students who possess an "AA" or appropriate "AS" degree from an accredited institution and wish to transfer to Juniata will be granted junior standing. Students would be awarded a minimum of 56 semester hours, a maximum of 60 semester hours, regardless of course equivalence. Courses will be granted direct course equivalence. All Juniata graduation requirements must be met. Coursework accepted in transfer may be used to meet both liberal arts and Program of Emphasis requirements; however, it may take the student more than the remaining 60-64 semester hours to complete all graduation requirements.

**3.1.3.6.1 Transfer Credit**

Transfer credit is granted only for academically-valid courses in which the student earns a grade of C- or higher. Transfer credit is granted in the form of a comparable course, distribution credit, or elective credit. Credit is only awarded for courses taken at a similarly accredited institution. Students who take courses at schools without a similar regional accreditation must provide syllabi for all courses for individual evaluation by the Registrar's office and departmental review. If the course is too focused or outside our curriculum delivery, no credit will be granted.

Current students wishing to transfer credit back to Juniata must obtain pre-approval by completing a "Request for Clearance of Transfer Credit" form available in the Registrar's Office. On this form, the appropriate department chair will note the comparable Juniata course(s) (consulting as needed with the most recent instructor of the comparable course), and the student's advisors will

indicate approval. For courses not deemed comparable with a Juniata offering, decisions will be made by the Registrar with advice from the appropriate department and the Student Academic Development Committee as appropriate. It is the student's responsibility to obtain information about the course and present this information to advisors and the department chair(s).

Students who enter Juniata with fewer than 24 credit hours may apply no more than 15 transfer credits toward a Juniata degree after their initial entry. No more than eight of these 15 credits can be included in the POE. Students who enter Juniata with 24 or more credit hours may transfer credit according to the following chart.

# of credits awarded upon entry	total # of transfer credits allowed after entry	# transfer credits allowed in POE after entry
0 - 23.99	15	8
24 - 53.99	9	4
54 - 86.99	6	0
87 or more	0	0

Exceptions may be made for students participating in cooperative programs, study abroad programs, and other Juniata-approved programs.

Students taking a leave of absence to study at another institution whether abroad or domestic, that is not a Juniata-approved program, must obtain pre-approval by completing a "Request for Clearance of Transfer Credit" form available in the Registrar's Office. These requests are subject to the guidelines listed above.

Students who have earned an associate degree elsewhere are awarded credit as indicated in the Admission section of this catalog. Students transferring to Juniata from an accredited institution without a degree (including those that previously attended Juniata) are awarded credit as indicated in the Admissions section of this catalog.

### **3.1.3.7 Advanced Placement Credit**

Juniata encourages students to pursue additional credits through the Advanced Placement process. Incoming freshmen with scores of 4 or 5 on an Advanced Placement test may be offered Juniata credits. Selected Advanced Placement tests have been designated by the appropriate academic programs as equivalent to one or more Juniata courses. If the student accepts Advanced Placement credit for such a test, the student is then exempt from taking the equivalent course(s) and in fact may not take the course(s) for additional credit. If an Advanced Placement test is not designated equivalent to a

Juniata course or courses, general credits in the appropriate division (Natural Sciences, Social Sciences, Arts and Humanities) may still be offered.

Test scores arrive at the end of July and are reviewed by the Registrar's Office. During the first week of school, students will receive a letter in their campus mailboxes with a form that directs them to department chairpersons for discussions about whether they will accept their AP test scores for college credit and/or direct course equivalency. Such meetings should preferably happen during the drop/add period (the first 7 class days of the semester).

A student who receives a sufficient number of Advanced Placement credits will be granted sophomore status.

To have scores sent to Juniata: Go to [www.collegeboard.org](http://www.collegeboard.org) or call 1-877-274-6477.

### 3.1.4 Classroom Policies

#### **3.1.4.1 Class Attendance**

Unless notice is given to the contrary by the course instructor, Juniata College expects every student to attend all classes without fail. Regular attendance of classes is necessary to reasonable progress for most students, and it is assumed that the faculty can stimulate attendance by the skill and imagination displayed in courses.

Faculty members have an obligation to make students aware, in writing, of their policy regarding absences from class, grading criteria, and examination policies. This information should be available during the first four days of the term in order that students may recognize schedule conflicts or prerequisite problems in time to take advantage of the Drop/Add period.

The faculty member is expected at all times to be familiar with the attendance behavior of their students, and should maintain such records as are necessary to achieve this end.

If a student is absent and approaches the faculty member for assistance in making up the missed work, the faculty member is expected to assist in so far as possible if the absence was for one of the following reasons: the student's illness, the illness of an immediate member of the family, a college-approved activity, or some emergency. For other reasons assistance may be given to the student at the discretion of the faculty member. In special cases, the Dean of Students may certify the absence of a student for medical reasons on the request of a faculty member.

A college-approved activity is an educational field trip approved by the Dean, participation in an extracurricular activity approved by the Student Affairs Council, or, on occasion, a special event approved by the Provost.

**3.1.4.1.1 Field Trips**

Juniata recognizes that field trips are important experiential learning events, and encourages faculty whose courses are affected to make every effort to accommodate students whose courses include planned trips.

Faculty wishing to schedule mandatory out-of-class field trips are required to include the field trip dates in the course syllabus prior to the end of the drop/add period.

**3.1.4.2 Absences during Election Campaigns**

The participation of students in November elections can be a valuable educational experience. The fourth paragraph of the above policy is adequate to cover absences for this purpose. A student may be excused by the faculty member with the privilege of making up missed work but the student must give prior notice to the faculty member of their intention to be absent for a stated period of time to engage in such activities. If the faculty member wishes to do so, they may require that on return, the student present bona fide evidence validating the reason for the absence.

**3.1.4.3 Cancellation of Classes**

Noting the very high number of canceled classes during the week prior to vacations, the faculty has gone on record as condemning the practice of canceling classes on the day before or the day after vacations. Any exceptions should be cleared with the Provost.

**3.1.5 Progress toward a Degree****3.1.5.1 Class Standing**

Class standing and satisfactory progress are measured on the basis of a student's ability to complete their studies in four years by carrying a normal course load each semester. A student is making satisfactory progress and has achieved the class standing at the semester credit hour intervals as listed below:

Freshman	0 - 23.99
Sophomore	24 - 53.99
Junior	54 - 86.99
Senior	87 and above

**3.1.5.2 Good Academic Standing**

Students who meet the following criteria are in good academic standing. Students who are not in good academic standing will be subject to an academic action and participate in the Academic Recovery process. All criteria will be assessed at the end of each semester, except the percentage of attempted credits, which will be assessed at the end of each academic year.

**3.1.5.2.1 Grade Point Average (GPA)**



Each student must meet both of the following requirements:

- maintain a grade point average of at least 1.66 each semester.
- maintain a cumulative grade point average of at least the minimums given in the table below.

Credit Hours Attempted	Grade Point Average
0-35.99	1.66
36-61.99	1.80
62-89.99	1.95
90 or more	2.00

#### **3.1.5.2.2 Credit Completion**

Each student must earn 67% of their attempted credits.

In addition, full-time, degree-seeking, undergraduate students must earn at least 12 credits per semester.

#### ***3.1.5.3 Monitoring of Good Academic Standing and Academic Actions***

The Registrar is responsible for identifying and notifying students who are not in good academic standing. Notification is also sent to academic advisors and other college officials as appropriate.

Good academic standing is determined at the end of the fall and spring semesters.

Academic Alert, Academic Warning, Academic Suspension, and Dismissal constitute a progression of levels of warning and support. The Registrar may enact these academic actions without progressing through all previous levels.

#### **3.1.5.3.1 Academic Alert and Academic Recovery**

The first time a student is not in good academic standing, the student will be given an Academic Alert and participate in Academic Recovery during their next semester of enrollment.

Students in Academic Recovery are expected to work with their academic advisors and other staff to design an academic improvement plan that describes how the student can regain good academic standing. The academic improvement plan must involve one or more individuals who will partner with the student for regular encouragement and accountability.

#### **3.1.5.3.2 Academic Warning, Academic Suspension, and Dismissal**

Students who do not return to good academic standing after participating in Academic Recovery may be given additional warning and support through the academic actions of Academic Warning, Academic Suspension, and Dismissal. Students who have received an Academic Warning or are returning from Academic Suspension will continue to participate in Academic Recovery with additional oversight.

- Academic Warning signals that a student may be at risk for Academic Suspension or Dismissal.
- Academic Suspension is a hiatus in enrollment during which a student is to reflect on their progress in order to make changes that will allow them to return and be academically successful. A student who has been suspended must work with the Dean of Students Office to return from suspension.
- Dismissal is a separation from the College that signals that a student has consistently not demonstrated ability to succeed academically at the current time.

The Registrar will keep a record of criteria for the different levels.

Students have the right to appeal Academic Suspension and Dismissal. Appeals should be made through the Registrar's Office and are based on the procedures and criteria established by the Student Academic Development Committee.

Students who have been dismissed may reapply to the Dean of Students Office for readmission. The student and their advisors will be notified of the results of the appeal. Students who successfully appeal Academic Suspension or Dismissal will have Academic Warning noted on their transcript.

#### **3.1.5.3.3 Financial Aid Probation**

In accordance with federal regulations, students must be in good academic standing at the end of an academic year in order to receive continued financial aid unless the student successfully appeals based on the procedures and criteria established by the Office of Student Financial Planning.

If the student appeal is successful, the student will be placed on Financial Aid Probation and will be reassessed to determine if they are in good academic standing at the end of their next semester of enrollment.

If a financial aid appeal is denied, the decision is final. A student may be able to re-establish eligibility on their own, for future semesters, by completing sufficient credit hours and/or improving their GPA such that they are in good academic standing. Students can consult with the Office of Student Financial Planning regarding questions about re-establishing eligibility.

**3.1.5.4 Leave of Absence**

Students who want to pursue a program of study at another institution, engage in other off-campus educational experiences, and/or address personal issues without severing their connection with Juniata may request a leave of absence. A leave of absence is granted only with written approval from the Dean of Students Office in consultation with the Registrar. A student requesting a leave of absence must be in good academic standing. Absent extraordinary circumstances, a leave of absence will not exceed one-year.

Any student who plans to take a leave of absence should consult the Registrar, Student Financial Planning, and The Dean of Students Office.

**Voluntary Medical Leave of Absence:**

When a student's health impedes normal academic progress and/or a situation requires a student to leave the College for one or more weeks, the student may seek a voluntary medical leave of absence. A medical leave of absence is granted through the Dean of Students Office in consultation with the Registrar. The student will be required to submit supporting documentation from their medical/health care provider to substantiate the need for the leave. A student on a medical leave of absence will be required to submit documentation from their medical/health care provider attesting to the student's ability to return from the leave of absence (and outlining any reasonable accommodations, if applicable) prior to expiration of the leave of absence.

Upon receiving notification of an approved medical leave of absence, the Registrar will enter a "W" grade for all registered but not completed courses in the current semester. "W" grades are not calculated into the student's cumulative GPA, but may impact progress towards the degree standards. A student who is granted a medical leave of absence may still have financial obligations to the college. The student should consult with Accounting Services and Student Financial Planning to clarify any outstanding financial obligations.

**Involuntary Medical Leave of Absence:**

A student may be required to take an involuntary medical leave of absence in situations where the student is a threat to their own health and safety or the health and safety of others, or where the student's illness or behavior interferes with the academic pursuits of the student or others or interferes with the regular activities of the College community. The student will be notified by the Dean of Students of the reasons for the involuntary leave and any conditions for the student's return. The student will be required to submit documentation from the student's medical/health care provider attesting to the student's ability to return from such a leave (and outlining any reasonable accommodations, if applicable).

Supporting documentation, along with the student's written request to return to the College, must be received by the Dean of Students at least 30 days prior to the first day of the semester in which the student wishes to return. This is designed to provide the College with sufficient time to evaluate the documentation and the student's request to return as well as to ensure that the student no longer presents any potential threat.

A student on an Involuntary Medical Leave of Absence will receive a "W" grade for all registered but not completed courses in the current semester. "W" grades are not calculated into the student's cumulative GPA and will not be reviewed for academic progress. Financial obligations to the College will be pro-rated based upon the date of involuntary medical leave.

**Military Leave of Absence:**

A student who receives orders to report for active military duty should contact the Dean of Students Office. The student should be prepared to present a copy of military orders (if timing does not permit an initial presentation of military orders, the student may begin the leave process by submitting, in writing, a personally signed request indicating times and dates of intended call-up). However, when available, a copy of the military orders must be provided in order for the leave process to be completed and any financial reimbursements made.

The Dean of Student Office will notify the Registrar's Office, Accounting Services, Student Financial Planning Office and if appropriate the Office of Residential Life to expedite the military leave of absence process. The Registrar will enter a grade of "W" for all registered but not completed courses in the current semester. If the leave occurs late in the semester, the student may arrange for a final graded evaluation of their course work or take Incompletes for all remaining coursework. The Registrar will add the notation of "Military Leave of Absence" to the student's transcript.

The Student Financial Planning Office will provide information on the status of the student's financial aid, including information on deferring any loan payments.

The College will refund complete tuition payments to a student who processes a military leave of absence for the current semester. Room and board charges will be prorated based upon the date of the military leave of absence (No refunds can be made until the College has received a copy of the military orders calling the student to active duty).

Upon completion of active military duty, the student will be automatically readmitted to the College by notifying the Registrar's Office in writing of their

intent to resume academic study at Juniata. All rights, privileges, academic status and rank are resumed at the same level as prior to the Military Leave of Absence.

**Medical Withdrawal:**

A student may make a request for a medical withdrawal from a course, or withdrawal for other extraordinary circumstances, through the Dean of Students Office or the Student Academic Development Committee. A request for a medical withdrawal must be accompanied by supporting documentation from the student's medical/health care provider.

Upon receiving notification of an approved medical withdrawal, the Registrar will enter a grade of "W" which will not be calculated in the student's cumulative GPA. Medical withdrawals may impact College progress- towards-the-degree standards. Students are encouraged to discuss these implications with family, faculty advisors and counselors from Financial Planning or the Dean of Students Office.

**Withdrawal from College:**

If a student is considering withdrawing from the College, an appointment should be arranged through the Dean of Students Office. A decision to withdraw from the College may have broad implications including as to the student's financial aid. A student should meet with the Dean of Students Office to discuss withdrawal procedures and to complete the appropriate clearance forms.

If a student withdraws from the College during a semester, the Registrar will enter a grade of "W" for all registered but not completed courses. "W" grades are not calculated in the student's cumulative GPA, but may have other ramifications. Students who withdraw during a semester may still have financial obligations to the College. Students are encouraged to discuss these matters with family, faculty advisors and counselors from Financial Planning and the Dean of Students Office.

### 3.1.6 Academic Honors

***3.1.6.1 Dean's List***

At the end of each semester, the Provost announces the Dean's List. Matriculated students are named to the Dean's List when:

1. they have taken at least 12 graded credits,
2. they achieve an average of 3.60 or better, and
3. they have no unsatisfactory grades.

A notation of Dean's List achievement appears on the transcript.

Juniata students studying abroad will not be eligible for the Dean's List. Students who are partner degree visiting students and visiting non degree students are also not eligible for this notation.

### **3.1.6.2 Graduation Honors**

Honors are conferred at commencement ceremonies according to the following grade point average scale:

<i>summa cum laude</i>	3.90 - 4.0
<i>magna cum laude</i>	3.75 - 3.89
<i>cum laude</i>	3.60 - 3.74

Students who are partner degree visiting students are not eligible for graduation honors.

### **3.1.6.3 Honor Societies**

The Juniata College Honor Society is a group of junior and senior students elected on the basis of outstanding academic achievement and leadership ability. Other honor and honorary societies on campus also recognize students for their accomplishments: Alpha Phi Sigma (criminal justice), Beta Beta Beta (biology), Lambda Pi Eta (speech communication), The Masque (theatre), Omicron Delta Kappa (leadership), Phi Alpha (social work), Phi Alpha Theta (history), Pi Lambda Theta (education), Pi Sigma Alpha (politics), Psi Chi (psychology), Rho Epsilon Chapter of Gamma Sigma Epsilon (chemistry), Sigma Gamma Epsilon (geology), Sigma Iota Rho (international studies), Sigma Pi Sigma (physics), Sigma Tau Delta (English) and Tau Pi Phi (accounting, business and economics).

### **3.1.6.4 Distinction in the POE**

To achieve distinction in the POE, a student must fulfill all graduation requirements and complete a senior experience that integrates several areas of their POE. This requirement can be fulfilled in many ways. Some possibilities might include: an original independent creative project that involves significant academic work, such as laboratory research resulting in a significant report; a major paper on a well-defined project; a body of artistic work equivalent to a major exhibition or performance; or field experience (e.g., student teaching or certain internships) culminating in a significant report. The project must be evaluated and judged worthy of distinction in the POE by two faculty members, at least one of whom must be from the home department. The project must also be presented in a forum open to all interested parties, either at Juniata or to an outside audience such as the National Conference on Undergraduate Research (NCUR).

Departments and programs will be free to establish further requirements for receiving distinction in the POE, including higher GPA requirements.

Departments shall forward the names and forms of successful candidates for distinction to the Registrar's Office.

### 3.1.7 Participation in Commencement Ceremony

There are two distinct processes that indicate completion of a student's academic career: satisfactory completion of academic requirements and participation in the commencement ceremony. This policy is solely concerned with the ceremonial event of commencement; i.e. not the conferral of degree.

Students who have not completed all graduation requirements will be permitted to participate in the commencement ceremony under the following circumstances:

- The remaining coursework consists of not more than eight academic credits, and the student is in good academic standing, defined in 3.1.5.2 Academic Standards of Progress. Whenever possible, the student submits a request to participate to the Registrar's Office by April 1st for consideration. The request to participate must provide a specific, detailed, and realistic plan for completing the remaining credits by the end of the summer and approved by the Registrar's Office.
- Students who have studied away and are waiting for official transcripts from the external institution may participate in the commencement ceremony if verification of sufficient academic progress at the external institution is provided to the Registrar's Office.
- Partner degree students who are waiting for official transcripts from their home institution may participate in the May commencement ceremony.
- Students in 3+ programs may participate in the commencement ceremony following their fourth or fifth year if verification of sufficient academic progress at the external institution is provided to the Registrar's Office.
  - 3+ programs are defined as designated programs where a student completes their final year at an external institution.

Petitions for all exceptions will be reviewed by the Student Academic Development Committee as provided in Section 1.6.1.5.B.2 of the Faculty Handbook. The committee will report decisions to the Provost.

Students who have not completed all outstanding requirements by the start of the academic semester following commencement will be charged an enrollment fee per term. Students who have not completed all outstanding requirements within three years will be administratively withdrawn and readmission will be required.

### 3.1.8 Exceptions to Academic Policies

Most exceptions to academic policies are processed by the Student Academic Development Committee as described in Section 1.6.1.5.

Exceptions to academic policies that involve Title IX of the Education Amendments of 1972 are processed by the Title IX Coordinator or Deputy. Exceptions to academic policies that involve the Americans with Disabilities Act are processed by the Coordinator of Disability Services or the supervisor of the Coordinator of Disability Services, as chosen by the student. Final approval for either exception is provided by the Provost or the Provost's designee.

## 3.2 ACADEMIC ADVISING POLICY

Academic advising is vital at Juniata, as it helps students determine their academic interests, strengths, and weaknesses. Sound advice is essential to students as they elect courses that both develop Programs of Emphasis and explore the liberal arts curriculum. Advisors also play a crucial role in helping students consider options in careers and post-graduate education. Academic advising is often an important factor in aiding in retention and increasing students' satisfaction with their college experiences.

There are three types of academic advisors. Summer Orientation, General, and POE advisors each has their own eligibility requirements, responsibilities and functions.

### 3.2.1 Advisor Eligibility

Faculty ranked at the Assistant Professor level or higher must serve as academic advisors and may serve as both General and POE advisors. Other faculty ranks, administrators, and staff members of the College may be named General Advisors based on approval of the Provost's Office in conjunction with the Student Academic Development Committee. Their POE advisor status must be further approved by the POE's home department chair. Any active academic advisor is eligible to volunteer as a Summer Orientation Advisor.

### 3.2.2 Types and Responsibilities of Advisors

The three types of advisors differ by the timing and processes by which they are assigned or chosen, their training schedules, and by their different responsibilities.

#### **3.2.2.1 Summer Orientation Advisors**

Assigning Summer Orientation Advisors to incoming students is the responsibility of the Office of Academic Support. That office will assign students to advisors based on the students' areas of academic interest and/or pre-professional programs when possible.

Summer Orientation Advisors are required to be trained annually to address the needs of first-year and incoming students. Summer Orientation Advisors will be required to retrieve a file on each advisee from the Office of Academic Support to be used during the orientation session. Following the session, advisors will return the files, and any notes taken during those orientation meetings, to the Office of Academic Support. These files will be distributed to assigned academic advisors at the start of the fall semester.

During Summer Orientation meetings, advisors should cover the following topics with their advisees:

1. course selection for the fall semester
2. process of choosing Program and General Advisors
3. Liberal Arts curriculum



4. development of a POE
5. drop/add process
6. course withdrawal policy

### **3.2.2.2 General and Program of Emphasis Advisors**

General Advisors are selected by students. Those students who have not chosen their General Advisor before the selection deadline during their second semester will be assigned one. Assigning those advisors is the responsibility of the Office of Academic Support in collaboration with department chairs. A General Advisor may not be from the same department as the advisee's Program of Emphasis advisor.

The initial assignment of Program of Emphasis (POE) Advisors is the shared responsibility of the Office of Academic Support, academic department chairs, and the Provost. Students may choose different POE advisors on their own throughout their academic careers.

Duties of General and POE Advisors include:

1. Maintaining a file of information on each student, which shall be passed on to the new advisor in event of an advisor change.
2. Advising students on course selection.
3. Electronically approving schedules during official registration periods.
4. Assessing how drop/add actions affect credit loads and academic progress.
5. Reviewing degree audits.
6. Referring students to other personnel who can further assist them on academic, career, financial, housing, and personal matters. Use the "Notice of Concern" form to share concerns with appropriate persons.
7. Discussing Mid-term Notices and other academic difficulties as they arise.
8. Consider writing letters of recommendation regarding internships, job placement, graduate schools, study abroad, scholarship applications, etc., when these letters are requested.
9. Meet with a student on Academic Recovery and approve the advisee's completed academic improvement plan. Monitor advisee's fulfillment of the improvement plan throughout the semester.
10. Knowing and explaining the Student Academic Development Committee's appeals process.
11. Informing students that they may or should change advisors when academic changes or personal factors so warrant. Students will use a "change of advisor" form available in the Registrar's Office for this purpose.
12. Participating in advisor training sessions as required.

Program of Emphasis advisors have the additional responsibilities of:

1. Assisting students in developing a designated or individualized Program of Emphasis.
2. Providing rationale for POE-specific course selections.

3. Monitoring student's progress through the POE over the academic career.
4. Assisting in formulation of plans for career, graduate school, and/or professional school.

### 3.2.3 Advising Students on Academic Recovery

The College has an obligation to give students who receive an Academic Alert or Academic Warning additional assistance. As a College we should utilize available resources as part of the Academic Recovery process to help these students maximize their potential and increase our efforts to retain these students if doing so is mutually advantageous to both the student and the College.

As soon as advisors are notified that an advisee has received an Academic Alert or Academic Warning and been placed on Academic Recovery, they should review the relevant information about the student's poor academic performance. The advisors should meet with the advisee as early as possible to discuss the student's plan for academic improvement in the current semester. After the student (in collaboration with both advisors and other staff) completes an academic improvement plan, the advisors should review the final document and note approval by signing the corresponding form. The student should share this plan with Learning Services and the Office of Student Financial Planning. Advisors are then expected to meet with the student periodically throughout the semester to ensure that the academic improvement plan is being implemented.

For assistance in finding resources for students on Academic Recovery, advisors should contact Learning Services.

### 3.2.4 Advisor Training

The Office of Academic Support and the Faculty Advising Committee coordinate training for the various types of academic advisors. All faculty who have advising as part of their job responsibilities shall receive both initial and on-going advisor training. Each year there will be one or more training session for Academic Advisors to cover the timetable and content of the advising program.

All new faculty and staff who have advising as part of their job responsibilities shall receive training on best advising practices, the Juniata liberal arts curriculum, and the operation of Juniata's advising technology in the academic year before they begin advising.

Attendance at the Annual Advisor Training, offered each spring, is mandatory for all advisors for their first six years as an advisor. The Provost's Office will monitor attendance.

Advisors with more than six years of experience are required to attend the Annual Advisor Training once every three years. The Provost's Office will administer the tri-annual attendance rotation for this training.

All advisors participating in a summer orientation advising session are required to attend the annual Summer Orientation Advising Training.

### 3.2.5 Advisor Evaluation

All Academic Advisors are evaluated by their advisees during a three-week interval immediately following the close of the course registration periods in both the fall and spring semesters. For faculty being reviewed for contract renewal, tenure, or promotion, the Personnel Evaluation Committee uses these evaluations as outlined in section 2.5 Evaluation, 2.5.1.2 Advising.

## 3.3 ACADEMIC PROGRAMS

### 3.3.1 Secondary Emphasis

Secondary Emphases will not be a part of the POE; they will have a separate status, will require separate paperwork, and will be recorded separately on the student's transcript. For each department, a secondary emphasis description can be found on the department's website. The general guideline is 18 credits with at least 6 of them upper level.

1. All secondary emphases are designated by a department or program.
2. The secondary emphasis must contain a minimum of 18 credits.

### 3.3.2 Internship Program

#### **3.3.2.1 Purpose**

An internship is a structured learning situation where a student applies concepts learned in the classroom to the realities of an on-the-job experience. The primary purpose of an internship is to provide an educationally sound platform for the development of the student's human, social, and management skills through a field-based activity. Interns receive practical training and experience in a variety of settings through cooperatively arranged placements. Interns are placed in preprofessional positions and work side-by-side with other employees or as "management trainees."

#### **3.3.2.2 Credit versus Non-Credit Internships**

Credit for internships is not given for work per se. Students apply theoretical concepts to the workplace and reassess ideas. Hence, academic credit is given for placing the preprofessional work experience in a conceptual and comparative context. The primary distinction between credit and non-credit internships is the degree to which students are required to reflect on their experiences. This distinction is exhibited in the differences in the academic requirements, the degree of college supervision, the investment of college resources, and the student's payment for the receipt of credit.

With both credit and non-credit internships placement is a coordinated responsibility of the Career Services staff, faculty members, and the students. In credit internships, the academic department is expected to lead the placement effort, while in non-credit internships the Career Services staff takes the lead. When a department or a program cannot be assigned for a for-credit internship (non-departmental; ND) the POE advisor will lead the placement effort.

In the case of credit internships, students may be compensated for internship work as long as the department and/or faculty sponsor believes that the college can maintain enough control of the internship experience to ensure its academic validity.

#### **3.3.2.3 Credit Internships**

**3.3.2.3.1 Application Procedure**

A student pursuing a credit internship must have a minimum 2.00 cumulative grade point average, have junior or senior status, and be in good academic standing. Individual departments may set additional requirements, such as higher GPA requirements. All faculty sponsors must have faculty status.

In order to apply for a credit internship, the student obtains a Learning Agreement Plan from the Career Services Office, recruits a faculty sponsor from the department or program most closely related to the internship, and secures a placement position. Then the student presents an internship proposal to the appropriate faculty members (the faculty sponsor, both advisors, and the department chair) for review. For non-departmental (ND) internships, a student's POE advisor will serve as the faculty sponsor or the student may suggest another faculty member who has expertise in the proposed internship field. A non-departmental internship proposal is reviewed by the POE advisor or the advisor-selected sponsor, and the ND chair. Upon approval of an internship application, the student next submits the proposal to the Director of Career Services and the Registrar for approval. Agency or placement contracts/agreements are developed as needed.

**3.3.2.3.2 Course Designation and Evaluation**

Students must register for an internship and an internship seminar. The seminar need not be a typical classroom experience but is intended to provide time for reflection, analysis, and feedback between the student and faculty sponsor. In both cases the student and faculty sponsor negotiate the amount of credit to be awarded, which in turn determines the intensity of the experience. A semester internship carries a minimum of 4 credits (2 internship credits + 2 seminar credits) and a maximum of 15 credits (normally 9 + 6, except in cases where an outside accrediting agency requires otherwise, such as Social Work and Education in which the division of credits is decided by the appropriate department). Students can earn no more than 15 internship credits towards their graduation requirements during their four years at Juniata. Faculty sponsors should note that a minimum of 12 credits, including the internship credits, must be maintained for students to be eligible to receive their financial aid awards for the semester.

The faculty sponsor awards standard letter grades (A-F) for the internship and the internship seminar.

**The internship** is designated as course 490 in the appropriate department ("Internship") and carries 2 to 9 credits. Credit is awarded in proportion to time spent on the job according to the following figures:

2 credits	= 8 hours/week
3 credits	= 12 hours/week
4 credits	= 16 hours/week
5 credits	= 20 hours/week
6 credits	= 24 hours/week
7 credits	= 28 hours/week
8 credits	= 32 hours/week
9 credits	= 36 hours/week

*Grading* is based on the following criteria:

- Successful completion of the Learning Agreement Plan
- Contact with the faculty sponsor with one on-site visit preferred, but allowing alternative communication as appropriate substitutions where an on-site visit is not feasible
- A final evaluation conducted by the student, the placement supervisor, and the Juniata faculty sponsor.

**The internship seminar** is designated as course 495 in the same department ("Internship Seminar") for 2 to 6 credits. Credit for this course is awarded in proportion to time spent with the faculty sponsor as follows:

2 credits	= 6 contact or study hours/week
3 credits	= 9 contact or study hours/week
4 credits	= 12 contact or study hours/week
5 credits	= 15 contact or study hours/week
6 credits	= 18 contact or study hours/week

*Grading for the seminar* is based on

- Contact with the faculty sponsor
- An extensive project, paper, or program as arranged with and periodically reviewed by the faculty sponsor
- Completion of other seminar components as designed.
- A student presentation is strongly recommended for high credit experiences.

*Examples of past seminar requirements* are:

- 2 credits:
  - Journal of activities, outline of final paper, final paper, talk to student group;
  - Work journal, portfolio, annotated bibliography, oral presentation;
  - Journal, public presentation, short assignment, term paper;

Meet with sponsor, submit copies of projects, descriptive analysis of operations at placement.

3 credits:

Log and annotated bibliography, research project and report, self-evaluation of performance, weekly meeting with sponsor;

Read three books, daily journal, 15-20 page research paper.

Journal, abstracts, outline of final paper, final paper, talk to student group.

4 credits:

Daily journal, two book reviews, outline of research paper, major research paper, weekly consultations with sponsor.

5 credits:

Daily journal, weekly consultations with sponsor, book review, 2 major research projects.

6 credits:

Daily journal on significant events, weekly consultations with faculty sponsor, three major research projects.

The intern must fulfill any additional departmental requirements provided these requirements do not conflict with internship policies.

#### ***3.3.2.4 Non-credit Internships***

##### **3.3.2.4.1 Application**

Individuals pursuing non-credit internships must have a minimum cumulative GPA of 2.00.

The student submits a registration card and the non-credit Learning Agreement Plan to the Career Services Office. Agency or placement contracts/agreements are developed as needed.

##### **3.3.2.4.2 Course Designation and Evaluation**

The Internship Committee oversees non-credit interns, awarding grades of satisfactory ("S") or unsatisfactory ("U"). Evaluation is based on the following elements:

A Learning Agreement Plan

Contact with the Career Services Office

Regular supervision and final evaluation by the placement supervisor;

Final evaluation by the intern

A presentation upon completion of the internship experience.

Upon successful completion of all necessary requirements, a non-credit internship unit appears on the academic transcript as course number XX1 ("Internship" followed by the title as approved by Career Services) in the appropriate department. Students may complete multiple non-credit internships and receive transcript notation each time (course XX2, XX3, etc.).

Interns must fulfill any additional departmental requirements provided these requirements do not conflict with internship policies.

### 3.3.3 Summer Sessions

#### **3.3.3.1 Course Offerings**

Summer Session academic programs are supervised by the Provost and administered by the Registrar. The number of courses offered and the size of the teaching staff are determined by the Summer Sessions' instructional budget which, in turn, is built upon the expected enrollment.

The Registrar is responsible for developing the schedule for the academic program. Faculty suggestions are solicited when the program is in the planning stages. No faculty member is permitted to teach more than two courses during the Summer unless the Registrar deems it necessary for a balanced academic program and no other qualified instructor is available.

The Academic Dean decides which courses are ultimately offered and will adjudicate difficulties not solved by negotiations with the Registrar.

Courses are expected to meet an average of 14 hours per session per semester hour of credit.

#### **3.3.3.2 Compensation**

The Summer Sessions' budget is established by the Registrar in consultation with the Provost. The salary schedule is approved by the Provost and the President, and the Office of Personnel Services prepares all contracts for the instructional staff.

Faculty who offer tutorials, independent studies, and Credit-by-Examinations during the Summer and those who supervise field work while not on regular academic year contract will be paid a stipend for the work involved in giving such courses. Field work courses may sometimes be offered as a regular part of the Summer program. In these circumstances, the faculty member supervising the field work will be offered a regular contract if there is sufficient student enrollment in the field work course.



### 3.3.4 Graduate Programs

#### **3.3.4.1 Criteria for Graduate Programs**

Juniata College's Graduate Studies Committee will use the following criteria in their evaluation of proposals for graduate programs at Juniata:

1. The graduate program must not change Juniata's Carnegie classification, which is currently "Baccalaureate, Arts and Sciences."
2. Graduate programs must enhance the undergraduate program.
3. Graduate programs must be financially viable.

### 3.3.5 Liberal Arts Symposium

The faculty agree to set aside a class day in the spring semester for students to present their research and artistic work to the campus community. No classes will be held on this day to encourage the full participation of faculty and students. The date will be selected, as far as possible, in such a way as to encourage students to apply and present at NCUR. The date of the spring event will be set prior to the end of the fall semester. Faculty agree to attend and to encourage students to participate in and attend these presentations of student work.

### 3.3.6 Sub-baccalaureate Certificate Programs

Certificates are credit-bearing programs that certify satisfactory completion of an organized program of study. New certificate programs must be approved by the Department and Program Committee. All new certificate program applications to the Department and Program Committee must be made after consultation with departments that house the certificate courses and the Provost.

All certificates will consist of a minimum of 18 credit hours. Certificates may be of different lengths, as defined by National Center for Education Statistics (NCES) standards:

#### Short-term Certificates

Less than 1 academic year or Less than 30 semester credit hours.

#### Moderate-term Certificates

At least 1 but less than 2 academic years or At least 30 but less than 60 semester credit hours.

#### Long-term Certificates

At least 2 but less than 4 academic years or 60 or more semester credit hours.

All pre-requisite courses must be part of the credit count for the certificate.

The certificate degree will have a separate status, separate paperwork, and will be recorded separately on the student's transcript.

#### **3.3.6.1. Sub-baccalaureate Certificate Degree Requirements**

Students wishing to earn a certificate must have a 2.0 grade average or above in their certificate courses.

When students seeking a B.A. or B.S. degree at Juniata are also enrolled in a certificate program, the policies and procedures regarding matriculation requirements, course registration policies, and graduation application guidelines remain the same. Students seeking a certificate must submit a faculty-approved, final version of the certificate form to the Office of the Registrar. Certificates may overlap with POE coursework.

However, if a student wishes to get a certificate and a secondary emphasis, there must be a minimum of 15 credits in the certificate that do not overlap with the secondary emphasis.

For students who enroll in certificate programs as a standalone degree, policies and procedures will be determined administratively with the on-going consultation of the Executive Committee.

## **3.4 AMENDING SECTION 3 OF THE FACULTY HANDBOOK**

Proposals for amending any portion of Section 3 of the Faculty Handbook may be made by any person or committee connected with the College. Proposals must specify the specific change to be made to the relevant text. The proposal must also include a brief explanation of the reason(s) for proposing the revision. Proposed amendments to Section 3 will be considered according to the procedures outlined in Sections 1.6.2.2 and 1.7.3. In the event that an approved faculty motion not specifying a change to the Faculty Handbook contradicts Section 3 of the Faculty Handbook, the text of the Faculty Handbook shall prevail. Changes to Section 3 of the Faculty Handbook cannot be made through Committee Reports. In the event that an approved Committee Report contains information that contradicts Section 3 of the Faculty Handbook, the text of the Faculty Handbook shall prevail.

## **PROCEDURES FOR EDITING THE FACULTY MANUAL**

The following procedures were approved by Faculty Executive Committee on February 8, 2022 for editing the Faculty Manual. These procedures are not considered part of the Faculty Handbook and can be changed by the Executive Committee.

### **Authority**

Section 1.6.1.6 of the Faculty Handbook gives the Executive Committee the authority to advise “the President and Provost in Administrative issues relating to the faculty.”

### **Purpose**

The purpose of these procedures is to ensure a clear, orderly, and transparent process for editing the Faculty Manual. This will ensure that all interested parties have confidence that the Faculty Manual is the authoritative version of the will of the faculty.

### **Editing versus Amending**

The procedures for editing the Faculty Manual described herein should not be confused with those procedures explained elsewhere for amending or changing the Constitution, By-Laws, or Handbook. Editing is an important administrative task in which the will of the faculty is translated to changes to the electronic document known as the Faculty Manual. The Faculty Manual is edited (updated) only after the faculty vote to amend the Faculty Manual and the minutes recording those amendments have been approved by the faculty). If the amendment is to the By-Laws, the president must also approve the amendment. If the amendment is to the Constitution, the Board of Trustees must also approve the amendment.

### **The Role of the Provost’s Office**

The Provost shall ensure that this process occurs as soon as practical after final action by the Faculty, President, and Board of Trustees. The Provost designates a staff member to be responsible for maintaining all records related to the Faculty Manual. If the Faculty Secretary does not update the Faculty Manual (as described below) in a timely fashion, the Provost’s designee makes the appropriate edits and forwards them to the Faculty Secretary and Parliamentarian for review and approval. Once the edits are approved by the Faculty Secretary and the Parliamentarian, the Provost shall ensure that the revised version of the Faculty Manual is made available to all interested parties and in a timely manner. The Provost shall also ensure that an archive of previous versions of the Faculty Manual is made available to all interested parties for reference purposes.

### **The Role of the Faculty Secretary**

The primary role of the Faculty Secretary is to ensure that the will of the faculty is retained when making updates to the Faculty Manual. The Faculty Secretary also reports to the Faculty when the updates to the Faculty Manual have been made. The Faculty Secretary is responsible for retrieving a copy of the current electronic version of the Faculty Manual from the Provost’s

Office and for making updates to this electronic document. The Parliamentarian then reviews all edits made to the Faculty Manual. Once both have agreed that the changes accurately reflect Faculty decisions, the Faculty Secretary returns the edited Faculty Manual to the Provost's office so it can be made available to all.

### **The Role of the Faculty Parliamentarian**

The primary role of the Faculty Parliamentarian is to ensure that the Faculty Manual remains the authoritative governing document for the Faculty. The Parliamentarian reviews the edits to the Faculty Manual that have been made by the Faculty Secretary and notifies the Secretary of any possible discrepancies.

### **The Role of the Faculty**

The Faculty have responsibility for ensuring that the process of updating the Faculty Manual is completed correctly and expeditiously. The Faculty settles any disputes that may arise over edits to the Faculty Manual.