Faculty Handbook

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Introduction to Penn State Berks

Penn State Berks currently offers baccalaureate degrees in Accounting, Applied Psychology, Biochemisty & Molecular Biology, Biology, Business, Childhood and Early Adolescent Education, Communication Arts & Sciences, Criminal Justice, Electro-Mechanical Engineering Technology, Global Studies, Hospitality Management, Information Sciences & Technology, Kinesiology, Mechanical Engineering, Organizational Leadership, Professional Writing, Rehabilitation and Human Services, Science, Security and Risk Analysis, and Theatre. Associate degree programs are offered in Business Administration; Information Sciences & Technology: Hotel, Restaurant and Institutional Management; Letters, Arts and Sciences; and Occupational Therapy. A variety of Continuing Education programs such as management development, paralegal, and professional engineering review courses. Students are currently able to take the first two years of more than 180 Penn State baccalaureate degree majors at Penn State Berks before transferring to Penn State University Park campus; Penn State Erie, The Behrend College; or Penn State Harrisburg to complete these programs.

With an enrollment of approximately 2,800 students, the college offers many clubs and organizations, including varsity, intramural, and club athletics. The college presents diverse cultural events, a lecture series, community service initiatives, leadership development activities, and a wide variety of social activities for students. On-campus housing is available for approximately 800 students.

Campus History

In 1958, there were six full-time faculty members and fifty-eight daytime students. Until 1972, the Berks Center occupied facilities in Wyomissing formerly used by the Wyomissing Polytechnical Institute; then the institution was established on a new 106-acre site in Spring Township, Berks County, and was renamed the Berks campus. In 1987, the Berks campus acquired an additional 110 acres.

The Luerssen Building, which houses administrative and faculty offices, classrooms, and laboratories, was opened in 1972. The following spring (1973) the Student Center, which accommodated the student bookstore, food service facilities, classrooms, and administrative offices, was opened. In 1975, the Memorial Library was opened.

Two generous gifts of real estate were received during the 1976-77 academic year from Mrs. Helen Janssen Wetzel which included fourteen acres of land near the corner of Tulpehocken and Broadcasting Roads and ten acres and six buildings on a life tenancy basis adjacent to Tulpehocken and Broadcasting Roads. In 1980, the Beaver Community Center was completed. This building provides facilities for physical education, recreation, and convocations for 1,000 people. The first phase of residence halls (spaces for 200 residents) was completed in 1990, and a freestanding bookstore was completed in spring 1991. A new administrative/classroom building, the Franco Building, and the second phase of residence halls were completed in 1992. Nearly 800 students now live in residence halls on campus. The Information Commons is a

16,000-square-foot addition to the Thun Library completed in 2001 that includes a multimedia studio, an electronic classroom, technology pods for electronic research and communication, a Cyber Café, an instructional design laboratory, and a Wyomissing Polytechnic Institute exhibit. An addition to the Perkins Student Center was completed in 2001, and an expansion of the Franco Building was completed in 2002. In Spring 2012, classes were first held in the Gaige Technology and Business Innovation Building, an innovative 60,000 square foot facility that is home to the Engineering; Business; Information Sciences & technology; and Hotel, Restaurant & Institutional Management programs.

Penn State Berks and Lehigh Valley campuses merged to form Penn State Berks-Lehigh Valley College, effective July 1, 1997. The campuses became separate units on July 1, 2005.

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STRATEGIC PLAN, 2014-2019

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Penn State Principles

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles embody the values that our students, faculty, staff, administration, and alumni possess. It is understood that members of the Penn State community agree to abide by the Principles to ensure that Penn State is a thriving environment for living and learning. By endorsing these common principles, members of the community contribute to the traditions and scholarly heritage left by those who preceded them and promise to leave Penn State a better place for those who follow.

I will respect the dignity of all individuals within the Penn State Community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or in-tolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University's Code of Conduct, I will practice integrity in regard to all

academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.

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Administrative Organization

R. Keith Hillkirk
Dean of the College and Chancellor
108 Janssen Office Building, 610-396-6010

Paul Esqueda
Senior Associate Dean for Academic Affairs
307 Gaige Building, 610-396-6219

Kim Berry
Chief Operating Officer and Director of Business Services
103 Peiffer Farm 610-396-6030

Walter Fullam
Director, Continuing Education and Outreach

Williams Cottage 610-396-6223

Dennis L. Mays
Financial Officer
130 Franco Building, 610-396-6042

Teresa Sabatelli
Director of Student Affairs and Enrollment Management
14 Perkins Student Center, 610-396-6066
tcs5@psu.edu

Lisa Baldi
Director of University Relations
207 Janssen Office Building, 610-396-6054

Dave Delozier
Director of Development and Alumni Relations
210 Janssen Office Building, 610-396-6006

Janelle Larson
Division Head, Engineering, Business and Computing
210 Gaige Building 610-396-6183
jbl6@psu.edu

Pradip Bandyopadhyay
Division Head, Science
133 Luerssen Building, 610-396-6034
Pkb10@psu.edu

Belen Rodriguez-Mourelo
Division Head, Humanities, Arts and Social Sciences
134 Franco Building, 610-396-6171
brm4@psu.edu

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Berks College Senate

The Penn State Berks Faculty Senate is the representative body of the faculty with authority on all matters that pertain to the academic interests of the campus and on all educational matters that concern the faculties of the college. Information about the Faculty Senate may be located at the following Web site for Berks Faculty Senate. Among the matters within the legislative jurisdiction of Penn State Berks are:

- Senate educational philosophy and policy
- Instructional programs
- Courses and programs of study
- Academic admission standards
- Graduation requirements
- Scholarships and honors
- Academic standards for intercollegiate athletic participation
- Access to library and information systems for academic purposes

The Faculty Senate also acts as an advisory and consultative body to the administration and to the University on any matter that may affect the attainment of the educational objectives of the campus.

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Continuing Education

Because learning never ceases, Continuing Education at Penn State serves the educational needs of business and industry; it has a public service responsibility demonstrated by localized programs that respond to specific educational and community service needs of the Commonwealth. The mission of Continuing Education is to provide relevant, quality instructional training to area business, technical, and public service institutions. This instruction embraces basic needs training, technical skills training, management development, and advanced certification programs.

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Selected Administrative Policies and Procedures

Faculty Paychecks

Faculty at Penn State are paid monthly. Paychecks are deposited on the last working day of the month directly into the account designated by the employee at the time of hiring.

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Mail Service

Each faculty member is assigned a mailbox. Intercampus mail should include the campus location. Any mail being sent to University Park must be sent by U.S. mail as there is no inter-office mail service from non-UP campuses. Mailboxes are also used to send/receive exams and other confidential materials and should be off limits to students. Students should not be encouraged to pick up material from faculty mailboxes. The only sure way of avoiding the sticky issues of confidentiality and academic integrity, which emerge from returning students' work, is to return all work in person.

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Email/Access Account/Use of Technology

All faculty are provided with an Access Account with a USERID and password to access Penn State e-mail, Web-based class lists, and access to other Internet activity such as online grade entry. With this account you will be able to send and receive e-mail and access the Web. Individuals are expected to exercise responsible, ethical behavior when using the University's computers, information, networks or resources, and are expected to abide by University policies and the law. Penn State has several policies that apply to the correct use of the technologies that the University provides for personal and educational use. These policies that cover topics like guidelines for the proper use of personal Web space, computer and software misuse, computer and network security, and confidentiality can be found at http://www.psu.edu/policies/.

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Security and Emergency Procedures (and evening escort service)

Police Services: 610-396-6111 (6111 from campus phones) or Pager: 610-856-4822.

Blue light emergency phones are located on the campus grounds.

You can dial 911 (for serious crimes and life threatening emergencies only) from all phones on campus. Please contact campus police, rather than 911, as your first option.

Safety in the Evening-Escort Service

Auxiliary Service's Escort Program is available between 7:00 pm-12:30 am Monday through Thursday and is designed to enhance the safety and peace of mind of faculty, staff, and students if you must walk after dark. The primary goal of this free program is to make you feel more comfortable, and to enable you to travel from one location to another with a greater sense of security at night.. Escorts are carefully screened students employed by the University Police. All escorts undergo interpersonal communication and sensitivity training. However, escorts are not bodyguards and are not required to have defensive training. **Escorts will be identified by their ESCORT ID badges and will be carrying a 2-way radio for prompt service.**

Call 610-396-6406 for more information.

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Faculty IDs

All full-time faculty are issued faculty ID's. Call the Housing Office at 6353 to obtain your ID. Part-time faculty are not normally issued ID's.

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Parking on Campus

Parking on any campus lot requires a parking permit that must be displayed. The permit can be obtained at Police Services, 114 Luerssen Building. Be sure to bring your driver's license and license plate number. Cars parked without a permit will be given a warning and then a ticket. Fines will be levied. Vehicles are required to be registered and to display a valid parking sticker. When using one's personal vehicle to travel to University Park, a home campus permit or a one-day University Park permit (available from the business office) must be displayed. Faculty and staff traveling to University Park campus in University vehicles may park in any legal space that is not metered or otherwise reserved by signage.

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Staff Assistant Services

Typing, photocopying, transparencies, and supplies are available through the staff assistants. A *three-day* turn-around period is requested on all work submitted (including long copying projects). *The staff assistants cannot accept work that requires immediate completion.* A priority will be given to all classroom material. Other work, including research related items,

will be done on a time available basis. In most cases, this will be completed promptly without unnecessary delay. When submitting work, please consider the staff assistants' workload.

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Reserving Rooms

To reserve a room for a meeting or other activity, contact your Division Head staff assistant.

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Use of University Vehicles

Faculty may use the Penn State vehicles for official University business. Assignments are made on a first-come, first-served basis and/or with priority given to those traveling the greatest distance. Vehicles can be reserved in the business office. The Office of Student Affairs (610-396-6065) also has a seven- and fifteen-passenger van that can be reserved for general campus use when not in use by office personnel. Only pre-certified individuals may operate the van per University policy.

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Reimbursement for Professional Expenses

Faculty will be reimbursed for all appropriate and approved professional expenses. To obtain reimbursement, complete and sign the appropriate expense forms and submit required receipts to the staff assistant in your building; expense forms may also be obtained from the staff assistant. If you have questions about the appropriateness of a professional expense, be sure to consult with your division head before incurring the expense.

Note that faculty are expected to assume personal responsibility for ensuring that the University does not incur unwarranted charges. Because the college will not reimburse unwarranted charges, faculty and staff who incur such charges must pay for them out-of-pocket. Examples of unwarranted charges covered by this policy may include, but are not limited to, failure to act in canceling a hotel reservation, failure to complete a flight with a non-refundable plane ticket, failure to cancel a conference registration, and overdue fines related to past due books or rented videos. Exceptions to this policy will be made for extraordinary circumstances and only with approval of the Chancellor if it is determined that the charge was beyond the control of the employee.

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Phone Policy

The University will reimburse faculty members for reasonable charges for professional long-distance calls. The University will also reimburse faculty members who are traveling on University-related business for reasonable charges for up to two long-distance calls. Faculty members traveling in Pennsylvania may access the Internet by dialing the server at a local Penn State campus. The University will not be able to reimburse exorbitant Internet access charges incurred by faculty members who are traveling outside of Pennsylvania. There is no provision for faculty and staff to reimburse the University for personal long distance phone calls made from University phones. Therefore, phone cards or other provisions must be made for personal phone calls that would incur a charge.

Some faculty members may choose to give students their home phone numbers so students can reach them off-campus. The administration will not give out faculty home phone numbers.

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Smoking Policy

University policy prohibits smoking near building entrances, inside University buildings and vehicles.

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Copyright Policy and WWW

See the Web site http://www.psu.edu/policies/digitalmedia/index.html.

The correct and proper use of images, video, and audio is getting harder to understand as technology makes it easier to borrow such resources. For this reason, Penn State's Office of University Relations has created a brochure titled "Ethical and Legal Use of Digital Media at Penn State" that provides basic information about copyright and also points to other resources, within Penn State as well as external to the University, that can give you more information.

Under the copyright laws, certain photocopying of copyrighted works for educational purposes may take place without the permission of the copyright owner under the doctrine of "fair use" (presently set forth in Section 107 of the Copyright Act). This principle is subject to limitations, but neither the statute nor judicial decisions give specific practical guidance on what photocopying falls within fair use. To achieve greater certainty of procedure and to reduce risks of infringement, instructors should consult the "University Copyright Handbook" available in the library or the bookstore.

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Technology, Education and Copyright Harmonization (TEACH) Act:

In a letter to faculty on September 3, 2003 , Provost Erickson described the implication of the 2002 TEACH act: The Technology, Education and Copyright Harmonization (TEACH) Act. The TEACH Act revised and expanded parts of the U.S. Copyright Law governing the conditions under which faculty may use copyrighted materials without permission from the copyright owner and without payment of royalties. Since our faculty produces a great amount of copyrighted material each year, we are sensitive to the importance of not infringing on others' copyrighted materials. Let me summarize a couple of key points about how the TEACH Act affects faculty. The focus of the TEACH Act is "distance education," but its requirements apply to **all** online learning, not just to our World Campus. An important requirement is that if you are using copyrighted materials in your courses, you must ensure that access is restricted to students who are enrolled in your courses. If you are using ANGEL, then this requirement is easy to meet, but if you are not, you must still ensure that the materials are password protected and restricted only to registered students. An especially complicated issue is "fair use." How can you determine if your use of copyrighted material meets the requirements of "fair use"? There is no simple answer, so I ask that you read carefully the materials that we have assembled to help you answer the question. I believe that the Penn State website (http://tlt.its.psu.edu/dmd/teachact/) will answer many of your questions. I would also encourage you to send questions via email to L-TEACH-Act@lists.psu.edu.

Use of Penn State Name

The name of the University is not in any way to be connected with service-rendered results obtained in any private professional work. The faculty member must make it clear that his or her consulting work is a personal matter. He or she must not use the official stationery of the University or stationery having a University address or a University telephone number for non-University purposes.

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Selected Personal Policies and Procedures

Policy on Intolerance

The University is committed to creating an educational environment that is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. As an educational institution, the University has a mandate to address problems of a society deeply ingrained with bias and prejudice. Toward that end, the University provides educational programs and activities to create an environment in which diversity and understanding of other cultures are valued.

Intolerance refers to an attitude, feeling or belief wherein an individual shows contempt for other individuals or groups based on characteristics such as race, color, national origin, gender, sexual orientation, or political or religious belief.

Actions motivated by intolerance violate the principles upon which American society is built and serve to destroy the fabric of the society we share. Such actions do untold and unjust harm to those who experience this pernicious kind of discrimination and threaten the reputation of the University.

The expression of diverse views and opinions is encouraged in the University community. Further, the First Amendment of the United States Constitution assures the right of free expression. In a community which recognizes the rights of its members to hold divergent views and to express those views, sometimes ideas are expressed that are contrary to University values and objectives. Nevertheless, the University cannot impose disciplinary sanctions upon such expression when it is otherwise in compliance with University regulations.

When any violation of a University policy, rule or regulation is motivated by intolerance toward an individual or group based on characteristics such as race, color, national origin, gender, sexual orientation, or political or religious belief, the sanction will be increased in severity and may include separation from the University.

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Policy of Nondiscrimination

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Direct all inquiries regarding the non-discrimination policy to the Affirmative Action Director, the Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801; tel. 814-863-0471; TDD 814-865-3175.

Penn State encourages persons with disabilities to participate in its programs and activities. The University will do its best to accommodate students with disabilities. Rules that limit participation, such as prohibiting tape recorders or guide dogs in classrooms, are contrary to University policy. Information regarding the procedures for resolving complaints may be found on page 6 of *Policies and Rules for Students*.

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Statement on Sexual Harassment

"The Pennsylvania State University does not tolerate sexual harassment of its students and employees. Unwelcome sexual advances, requests, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive educational or work environment... It is the responsibility of all administrative and supervisory personnel, faculty members, and students to report any conduct that is perceived to be sexual harassment." (See AD-41, "Sexual Harassment.")

Faculty should be aware that romantic or sexual relationships with students or subordinate employees have the potential for adverse consequences, including the filing of charges of sexual harassment. Given the fundamentally asymmetric nature of the relationship where one party has the power to give grades, thesis advice, evaluations, recommendations, promotions, salary increases, or performance evaluations, the apparent consensual nature of the relationship is inherently suspect. In such a situation, the person in the position of power bears special responsibilities. Even when both parties have consented to the relationship, there may be serious concerns about conflicts of interest and unfair treatment of others. Under such circumstances, the person in the position of power should relinquish decisions relative to grading, thesis advice, evaluations, recommendations, promotions, salary increases, or performance evaluations.

If a student feels that she/he has been a victim of sexual harassment, the incident may be discussed informally with the designated University employee.

The following staff are available to talk with students:

- Teri Sabatelli
  14 Perkins Student Center
  610-396-6066

- Saundra Reichel
  19 Perkins Student Center
  610-396-6067

Faculty and Staff Contacts:

- Maria Moceri
  610-396-6087
- Tami Mysliwiec
  610-396-6274
- Saundra Reichel
  610-396-6067
- Teri Sabatelli
  610-396-6066

(Refer to University Policy Manual, AD-29, AD-41 and AD-42 on sexual harassment, nondiscrimination and harassment and intolerance.)

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Uniform Leave Policy for Faculty of the Berks College

Uniform Leave Policy for Faculty of Penn State Berks
The following pertains to all full-time faculty members of the college.

TYPES OF LEAVE: The following are the types of leave of absence covered by this policy:

1. Faculty member's own serious health condition Family illness (spouse, child or parent) Paid Parental Leave
2. Personal.

Human Resources Guideline 11 – Family and Medical Leave details Penn State's policy regarding family and medical leaves, which mirrors federal law regarding absences from work due to medical, pregnancy, and child-rearing situations. The federal statute, commonly referred to as the FMLA (Family and Medical Leave Act of 1993), mandates that all employees are eligible for up to twelve workweeks of unpaid leave in any consecutive 12-month period providing the employee has been employed for 12 months prior to the leave. Requests for personal leaves of absence, which are not covered by any federal or University guidelines or mandates, will be approved on a case-by-case basis at the discretion of the associate dean for academic affairs.

Process:
When circumstances will require a faculty member to take a leave of absence, the faculty member needs to communicate with the associate dean for academic affairs regarding the type of absence (medical or personal) and the length of time expected to be absent. Faculty shall

provide at least 30-days' advance notice if the need for the leave is foreseeable. If 30-days' notice is not practicable because of a situation outside of the employee's control, notice must be given as soon as practicable. If an employee fails to give 30-days' notice for foreseeable leave with no reasonable excuse for the delay, the University may deny the taking of leave until at least thirty days after the date the employee provided notice.

1. For a Faculty Member's Own Serious Health Condition – Upon request from a faculty member and with physician documentation to substantiate the medical necessity for an absence during a semester, paid time may be granted to such faculty member for the time required to be absent from faculty duties providing such time does not exceed three months in duration. The University may require that a request for leave be supported by a certification issued by the health care provider, such certification stating:

- The date on which the serious health condition commenced,
- The probable duration of the condition,
- The diagnosis of the condition,
- A brief statement of the regimen of treatment prescribed for the condition by the health care provider (including estimated number of visits, nature, frequency and duration of treatment, including treatment by another provider of health services on referral by or order of the health care provider),
- Indication of whether inpatient hospitalization is required.

Requests for recertification may be made on a reasonable basis but not to exceed once per month unless there are extenuating circumstances.

The University may require, at its own expense, that the employee obtain the opinion of a second healthcare provider designated by the University (but not employed by the University). If the second opinion conflicts with that of the employee's health care provider, the University may require, at its own expense, that the employee obtain the opinion of a third healthcare provider designated jointly by the University and the employee. The opinion of the third healthcare provider shall be final and binding.

2. Family illness – Upon request, a paid leave, not to exceed three months, may be granted if the faculty member's spouse, parent, or child has a serious health condition and the employee is needed to care for such family member. A serious health condition is defined as one which involves either inpatient care or continuing treatment by a healthcare provider. Parent is the biological parent of an employee or an individual who stood in loco parentis to the employee when the employee was a child.

The University may require that a request for leave to care for a seriously ill spouse, parent, or child be supported by a certification issued by the health care provider, such certification stating:

- The date on which the serious health condition commenced,

- The probable duration of the condition,
- The diagnosis of the condition,
- A brief statement of the regimen of treatment prescribed for the condition by the health care provider (including estimated number of visits, nature, frequency and duration of treatment, including treatment by another provider of health services on referral by or order of the health care provider),
- Indication of whether inpatient hospitalization is required,
- A statement advising either that the employee is needed to care for the ill family member,
- A statement from the employee indicating the care he or she will provide and an estimate of the time period.

***3. Paid Parental Leave for Faculty: Effective June 1, 2004 (HR Guideline 18*)**

PURPOSE: The University is committed to helping faculty balance the often conflicting demands of acclimating newly born or adopted children into the family with professional responsibilities. Toward this end, this guideline provides for paid parental leaves for Standing, Fixed-term I, and Fixed-term Multi-year faculty as well as release from teaching responsibilities for tenured and tenure-eligible faculty following the birth of a child or the placement of a child for adoption with the faculty member. It is the intent of this guideline to provide consistency throughout the University community in granting paid parental leaves (and workload accommodations) without limiting any flexibility held by faculty and administrative heads.

DEFINITION: Paid parental leave for faculty is defined as the period of time a faculty member is relieved of all responsibilities while receiving full salary.

A leave with salary does not mean that the faculty member will be required to carry more than a normal load before or after the leave. A faculty member must not be required to "make up" for a paid leave.

Amount of Paid Time Off: The total amount of time off (with and without salary) available to faculty is dependent upon a variety of factors and is outlined in the policies referenced below. The intent of this guideline is to state the *minimum* amount of paid time off available to the faculty following the birth or adoption of a child in order to support the family needs of the faculty member. To retain as much flexibility as possible:

- No maximum time limits are provided herein.
- It is understood that a faculty member may wish to request a paid parental leave which is not as long as the minimum to which she or he is eligible.

For those faculty who accrue vacation time, personal holidays, or compensatory time off, such accrued paid time off is to be used as applicable rather than this guaranteed paid parental leave.

Leave Following The Birth of a Child**:** Upon request, a leave shall be granted following the birth of a child. During such leave, full salary shall be continued:

- For at least two weeks within three months of the birth of the child by the faculty member's partner.
- For at least six weeks immediately following the birth of the child by the faculty member. This guideline is to be used in arranging for a paid parental leave barring any unforeseen medical circumstances. This guideline does not address situations for which medical leave is required before the birth of a child if the woman faculty member cannot, for any medical reason, carry out her responsibilities, or situations that necessitate extended paid medical leave due to complications that may arise during or following the birth of a faculty member's child. Situations that require extended leave due to illness or disability are to be handled in the current collegial manner, by discussion and arrangement with the faculty member's administrative head.

Leave Following The Adoption of a Child: Upon request, a leave shall be granted following the placement of a child with the faculty member for adoption. During such leave, full salary shall be continued:

- For at least six weeks immediately following the placement of the child with the faculty member.
- If the adopting parents are both members of the faculty, they are eligible for a total combined paid parental leave of at least eight weeks.

RELEASE FROM TEACHING RESPONSIBILITIES: In addition to the paid parental leave for female faculty members following the birth of a child, a tenured or tenure-eligible woman has the option to either take a leave of absence without pay or to be relieved of classroom and classroom-related teaching responsibilities at full pay during the semester of the birth. In special circumstances, depending perhaps on the timing of the birth, the semester free of teaching might follow the one in which the actual birth occurs.

Tenured or tenure-eligible faculty adopting a child will receive a semester free from teaching within a year of the adoption. If the adopting parents are both members of the faculty, they are eligible for a combined period of one semester free from teaching immediately following the placement of the child with the family.

Faculty members who have chosen to be relieved of teaching responsibilities at full pay are expected to pursue scholarly work, student advising, research and other professional service, including departmental and University service, as appropriate and in keeping with reasonable expectations for flexibility, for the period of the semester that does not involve paid leave.

Arranging teaching replacement throughout the semester is the responsibility of the department head or other appropriate academic administrator.

The University and its colleges expect that faculty members giving birth or adopting children will routinely use this benefit. Use of this benefit shall not adversely affect the faculty member's standing or salary in any manner. Moreover, use of this benefit does not restrict faculty members and their department heads from making further personalized arrangements as necessary and appropriate. The reduction in teaching is not meant to be made up at a later date. The funding for the teaching reduction is provided by the college.

Procedure: Any child care policy must allow for some flexibility in its implementation. Department heads and other unit administrators should bear this in mind when working out individual arrangements and should consult with their deans as appropriate. They must be familiar with the policies and options for faculty giving birth or adopting a child and need to ensure that this information is provided to all faculty members in the department. Those situations involving care for infant children not specifically addressed by this policy can be considered on an individual basis.

In order to make any needed administrative accommodations for a parental leave, a faculty member should make her or his request for parental leave as soon as the date of the anticipated birth or adoption is known. If a faculty member has any ideas about administrative accommodations for their parental leave, they should share them with their administrative head as soon as possible. In the event of an unknown adoption date, a faculty member should inform her or his administrative head of the possibility of needing to request a parental leave at short notice. Contingency plans can then be discussed.

Arrangements for parental leave are to be made between a faculty member and her or his administrative head and reported simultaneously to the Provost and to the Associate Vice President for Human Resources. If the faculty member and the administrative head cannot reach a mutually satisfactory agreement regarding the paid leave, the advice and guidance of the Provost should be sought to resolve any disagreements on the issue.

In the interest of departmental harmony and avoidance of hard feelings toward the faculty member on parental leave, care should be taken in the distribution of the workload among the remaining members of the unit. The administrative head of the unit involved should consult, as soon as possible, with members of the unit about coverage of duties during the period of leave. While parental leave for faculty is not identical to sabbatical leave, the manner in which coverage of duties is distributed can be drawn from sabbatical leave examples. Creative solutions may be called for in small departments or when a very specialized course needs to be taught.

A faculty member in the tenure provisional period may apply for a staying of the tenure provisional period as described in HR23 , Promotion and Tenure Procedures and Regulations. Such an application is not in any way connected to these paid parental leave guidelines.

Other policies should also be referenced, especially:
HR16 - Leave of Absence Without Salary

HR23 - Promotion and Tenure Procedures and Regulations
HRG07 - Absence From Work Resulting From Pregnancy or Childbirth
HRG11 - Family and Medical Leave

4. Personal leave – Personal leave without pay may be granted by the Associate Dean for Academic Affairs for a maximum of three months.

Cross References: The following are in GURU at: http://guru.psu.edu/POLICIES/OHR/hrg11.html

HRG 11 Family and Medical Leave –
Employee's Own Serious Health Condition
Family Illness (spouse, child, or parent)
Absence from Work Resulting from Pregnancy or Childbirth
Paid Parental Leave

http://guru.psu.edu/POLICIES/OHR/hrg18.html

HRG 18 Paid Parental Leave for Faculty – this is the only 'University-wide' policy addressing specific leave issues for faculty. Basically, full-time faculty are relieved of all responsibilities while receiving full salary for a period of time for at least six weeks immediately following the birth of a child by the faculty member; for a faculty member whose partner has given birth, the same applies for at least two weeks within three months of the birth of the child.

Leave of Absence without pay. Full-time faculty members may request a leave of absence without pay for a period of up to one year. See Policy HR 16.

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Conflict of Interest and Institutional Commitment

Faculty and staff members of the University shall exercise the utmost good faith in all transactions touching upon their duties to the University and its property. In their dealings with and on behalf of the University, they shall be held to a strict rule of honest and fair dealings between themselves and the University. They shall not use their positions, nor knowledge gained there from, in such a way that conflict of interest might arise between the interest of the University and that of the individual. Faculty members shall disclose to the associate dean any potential conflict of interest of which they are aware before a contract or transaction is consummated. Full-time faculty should not teach at other institutions or provide services to other institutions of higher education without the written permission of the associate dean for academic affairs.

University tangible assets, equipment, supplies and services may not be used by employees for personal gain, or for purposes outside the scope of their employment. The first responsibility for adherence to this policy lies with the faculty or staff member(s) directly involved. If there is

reason to believe that this policy is not being adhered to, the matter should be reported to the faculty or staff member's administrative head for investigation and resolution. If the matter cannot be resolved at that level, it should be referred to the next higher administrative level for resolution.

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External Consulting

A member of the faculty may engage in a limited amount of private consulting with the understanding that this privilege pertains only if the outside activity does not interfere with the performance of regular University duties. Faculty members are to inform the associate dean of the type and extent of their outside activities, whether undertaken for compensation or otherwise, so that the associate dean may judge the appropriateness of the activity in relation to the performance of the faculty member's regular duties. The University assumes no responsibility for private professional services performed by members of its faculty. The name of the University is not in any way to be connected with the service rendered or the results obtained. The faculty member must make it clear that his or her consulting work is a personal matter. He or she must not use the official stationery of the University or stationery having a University address or a University telephone number.

In accordance with Policy HR-80 "Private Consulting Practice", full-time faculty must report the following to the Academic Affairs office each May. Refer to http://guru.psu.edu/policies/OHR/hr80.html

1) Name or Type of Organization and Type (level) of Consulting Activity;
2) Contract Period (in weeks); and
3) Days Away From University.

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Grievance Procedures

If a faculty member believes that there has been a violation of academic freedom, professional ethics, or procedural fairness, he or she should discuss the alleged violation with his or her division head or the associate dean for academic affairs. Each campus also has an ombudsman, whose responsibilities are to enhance communication and clarify possible misunderstandings in situations involving potential disputes, to advise faculty members and administrators about appropriate courses of action, and to help settle matters before they develop into serious disputes. The ombudsperson for the Berks campus is Dr. David Sanford and Dr. Tom Gavigan is the alternate.

Disputes that cannot be resolved through normal channels of administrative responsibility and procedure may be taken to the University Faculty Senate Committee on Faculty Rights and

Responsibilities. For further details about this procedure and about the duties of ombudsmen, see University Policy HR-76, "Faculty Rights and Responsibilities."

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Reporting Child Abuse Training (a.k.a. Mandated Reporter Training)

As outlined in Penn State Policy AD72, all employees, by virtue of their employment at Penn State, are required to take this training every calendar year, and are required to report suspected child abuse.

1. *All Penn State Employees and Students will now be able to use their Penn State access Account (WebAccess) to log into Reporting Child Abuse Training.*

Effective immediately, the log-in process is changed for all users of SkillPort, the learning management system that is hosting Reporting Child Abuse and other training. Users will be able to log-in using their WebAccess (Penn State Access Account) credentials. The use of separate passwords for SkillPort will no longer be needed. In addition, the training is now available to any employee or student who has a Penn State Access Account. Please visit The Center for Workplace Learning & Performance (CWLP) e-learning site (http://ohr.psu.edu/learning/) for access to the training.

If you have any questions or have trouble accessing SkillPort, please contact the Center for Workplace Learning & Performance at 814-865-8216 or learning@psu.edu.

2. Reporting Child Abuse Training is now available to Penn State Volunteers (who are considered Authorized Adults) through a special volunteer site in SkillPort.

If you are coordinating a program that involves minors, including but is not limited to workshops, sport camps, academic camps, conferences, pre-enrollment visits, 4H or Cooperative Extension programs and similar activities, online Reporting Child Abuse Training will be available to volunteers who are Authorized Adults. CWLP has added a training portal specifically for volunteers, part-time employees who work less than 100 hours a year, and county employees who work with the Extension Office. Program coordinators should contact the Berks Human Resources Office for additional information and an example of an email message that can be used to notify program volunteers of this site.

Per policy AD39, Authorized Adults at Penn State are defined as: Individuals, age 18 and older, paid or unpaid, who interact with, supervise, chaperone, or otherwise oversee minors in program activities, recreational, and/or residential facilities. This includes but is not limited to faculty, staff, volunteers, graduate and undergraduate students, interns, employees of

temporary employment agencies, and independent contractors/consultants. The Authorized Adults' roles may include positions as counselors, chaperones, coaches, instructors, etc. Authorized Adults are considered to be mandated reporters as defined by Pennsylvania law.

Program coordinators are reminded that per policy AD39, all Authorized Adults are required to have successfully completed the background check requirement within 12 months prior to the program/event.

If any individual requires a reasonable accommodation to participate in the online training, please contact the ADA coordinator at 814-863-0471 or AAO@psu.edu .

Reporting Resources

All members of the Penn State community are asked to be mindful of their individual responsibility to help keep the University a safe and ethical institution. The following resources are available for faculty, staff, students and others to report any suspected illegal or unethical conduct, and to seek assistance:

Reporting a crime: Contact the campus police or security office. In an emergency, dial 911.

Assistance for victims of sexual violence, sexual abuse or sexual harassment:

- The Penn State Sexual Assault and Relationship Violence Hotline at 800-550-7575 (TTY 866-714-7177), available 24/7.
- The University-wide designated sexual harassment resource person for students: The Director of the Center for Women Students at 814-863-2027, at http://studentaffairs.psu.edu/womenscenter/ online.
- A list of sexual assault resources for each campus location: http://studentaffairs.psu.edu/womenscenter/resources/ccsar.shtml online.

If a child is a victim of any kind of abuse, including sexual abuse:
Contact the Pennsylvania Child Welfare Services "ChildLine" at 800-932-0313.

Reporting ethical violations (including fraud, theft, conflict of interest and violations of University policy, including research compliance, discrimination and athletics-compliance issues):

- The Penn State Ethics and Compliance Hotline at 800-560-1637 or http://www.mycompliancereport.com/brand/psu online, both anonymous and available 24/7.
- The Penn State Ethics website provides a listing of contacts at http://www.universityethics.psu.edu/contact_us.shtml online.

Reporting a bias or discrimination incident:

- The Affirmative Action Office at 814-863-0471.
- Visit the Report Hate website at http://www.equity.psu.edu/REPORTHATE/index.html online.

There also are other ways to report acts of intolerance. For students at University Park, call the Lion Support Help Line at 814-863-2020, while students at campuses other than University Park may contact their campus Student Affairs office.

In addition, employees should be aware of Penn State's Conflict of Interest policy: http://live.psu.edu/story/63413.

The following University offices also are available:

- The Employee Relations Division of the Office of Human Resources at 814-865-1412.
- Office of University Ethics and Compliance at 814-865-8353.
- The office of Internal Audit at 814-865-9596.
- College and administrative unit Human Resources Representatives listing at http://ohr.psu.edu/hr-representatives online.

If it is not clear where to turn for assistance, any of these offices will guide the individual to someone who can help.

Training is available on many of the above topics. Please contact the Office of Human Resources' Center for Workplace Learning and Performance at 814-865-8216.

The University does not condone wrongful conduct by any member of the Penn state community no matter what position he or she may hold. Members of the University community are urged to speak up if they see or suspect illegal or unethical conduct, and to be assured that the University will protect them from retaliation.

Sources for Additional Personnel Information

The University's complete personnel policies can be found at http://guru.psu.edu/

You may find the following policies especially useful:

HR-61 Faculty Contracts
HR-21 Definition of Academic Ranks
HR-40 Evaluation of Faculty Performance
AD-47 General Standards of Professional Ethics
HR-76 Use of an Ombudsman for Conflict Resolution.

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Evaluation of Teaching

The following groups of faculty members must administer SRTEs in all of their courses:

- tenure-track faculty members (In addition, tenure-track faculty must administer a second approved measure of student evaluation in all of their courses--typically, the student comment sheet).
- full-time faculty members who have taught at our College for fewer than five years
- part-time faculty members

Tenured faculty members and full-time faculty who have taught for more than five years must administer both SRTEs and a written comment form in at least one course per semester; in the remainder of their courses, they must administer SRTEs or another approved measure of student evaluation, such as the comment sheet.

Student Rating of Teaching Effectiveness (SRTE)

The Student Rating of Teaching Effectiveness (SRTE) procedure is completed electronically by students during the last two weeks of each semester. The completed evaluation results are reviewed by the division heads. SRTE results can be reviewed through a secure website soon after the final grades have been entered at http://www.srte.psu.edu and click on View Results. Faculty and division heads are the only individuals who can view their results online since a PSU access id and password are necessary to obtain the information online.

Mid-course Evaluations

New faculty or instructors who are trying something new in the classroom are encouraged to carry out a mid-semester evaluation of instruction. This can be done independently by the instructor or with the help of a peer. The evaluation can take the form of a printed questionnaire, a classroom discussion, or a combination of the two. Information on developing a questionnaire can be found at:
http://www.schreyerinstitute.psu.edu/Services/Assessment/MidsemesterFeedback/.

Teaching Portfolios

It is also recommended that instructors develop teaching or course portfolios in which they discuss their teaching philosophy and strategies and track their efforts to monitor their own success and improve their abilities to promote student learning. An effective portfolio will often contain additional feedback from students, which has been collected during the semester. An overview of some of the basic formats, along with a protocol for designing a teaching portfolio, is available from the Associate Dean.

Peer Review of Teaching

Classroom visits by peers are required of all tenure-track and fixed-term faculty and strongly encouraged for other faculty. Part-time faculty can make arrangements for peer reviews or see a division head for assistance.

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Outstanding Teaching Awards

Berks recognizes a full-time faculty member with an outstanding teacher award. All full-time faculty who have served the campus for three years or more and have not won the award in the last five years are eligible for this recognition. Each spring, faculty, staff, and students on each campus will be asked to send nominations for the outstanding teaching award to selection committees composed of former Outstanding Teaching Award recipients. In addition, the associate dean will present the two selection committees with a list of the five full-time faculty members on each campus with the highest SRTE scores for the previous semester. The committees will collect or solicit evidence on the finalists' teaching and advising effectiveness. Demonstration of teaching effectiveness is the primary consideration for the award. Other factors to be considered are a demonstration of an understanding and practice of good advising, scholarly activity that has advanced the quality of the instructor's teaching effectiveness, and effective service to students and the campus. Award recipients are expected to be available as mentors to assist other instructors in improving their teaching effectiveness. The campus also has an annual award to recognize excellent teaching by part-time faculty. Primary consideration will be given to faculty who have demonstrated outstanding effectiveness and quality instruction that exceed normal expectations.

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Annual Reviews—Faculty Activity Report (FAR)

Full-time faculty members complete the Faculty Activity Report (FAR) each year and submit a copy to the division head by January 31. The division head will then meet individually with the faculty and develop a letter of evaluation. The letter is reviewed and co-signed by the division head and associate dean for Academic Affairs. (The letter is co-signed by the division head and representative of the academic department at University Park in the case of faculty whose academic home is at University Park.) The evaluation letter forms the basis for the annual merit increases in salaries.

Information should be recorded at
https://www.digitalmeasures.com/login/psu/faculty/dashboard/showDashboard.do
The results can then be downloaded.

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Penn State Berks Promotion and Tenure Statement

Revised April 20, 2009

The promotion and tenure policies of Penn State Berks contribute to academic excellence and are consistent with the College's mission of providing a high quality education for its students; fostering teaching, research, creative activity, and scholarship; providing service to the University; and enhancing the intellectual, cultural, and economic lives of the community. These promotion and tenure guidelines are to be reviewed in light of the mission of Penn State Berks. Innovative responses to the challenges inherent in our mission are encouraged.

The Pennsylvania State University policy governing promotion and tenure (HR-23) states that it is the responsibility of each academic unit within the University to develop its own specific expectations and standards as the operational basis for tenure and promotion recommendations. The purpose of this document is to delineate the expectations and standards for tenure and promotion at Penn State Berks. This document should be read in the context of the broader procedures and standards of the University.

Knowledge concerning the expectations and standards contained in this document should be generally available, especially to newly appointed faculty members. The criteria presented in this document are widely applicable to the variety of disciplines represented by the faculty at Penn State Berks.

Criteria for Tenure and Promotion

Faculty members of Penn State Berks become eligible for tenure and/or promotion when they fulfill the expectations specified in The Pennsylvania State University policy (HR-23). With the exception of University Library faculty at Penn State Berks, the criteria for this evaluation embrace three areas: the scholarship of teaching and learning; the scholarship of research and creative accomplishments; and service and the scholarship of service to the University, society, and the profession. Evaluation of librarians includes a fourth criterion: scholarship of librarianship as detailed in Promotion and Tenure criteria for University Libraries.

Promotion and tenure decisions for faculty shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. The College values independent activity in each of these areas, but also recognizes them as interrelated and supports faculty initiatives to integrate them.

The presumption is that a positive tenure decision for an assistant professor is sufficient to warrant promotion to associate professor. In an exceptional case, a decision can be made to tenure but not to promote; however, the burden would be on the committee(s) or administrator(s) who wish to separate promotion from a positive tenure decision to show why promotion is not warranted.

Promotion decisions for librarians are based on recognized performance and achievement in each of the criteria. Tenure decisions are based on the potential for further achievement in the criteria as indicated by performance during the provisional appointment. The presumption is that a positive tenure decision for an Assistant Librarian is sufficient to warrant promotion to Associate Librarian.

For tenure and promotion to Associate professor, candidates must present evidence of a sustained record of quality research and creative accomplishments, demonstrate effectiveness in teaching and a commitment to ongoing instructional improvement, and demonstrate a sustained record of service to the University, society, and the profession.

For tenure and promotion to associate librarian, the candidate should possess the same qualifications as the assistant librarian (should possess a graduate degree in library or information studies or other appropriate degree; must have demonstrated potential ability as a librarian; and must have shown promise of growth in research and service), demonstrate excellence in librarianship, show evidence of an established reputation in research, and have a strong record of service to the University and the profession.

For promotion to Professor, candidates must demonstrate accomplishments significantly beyond those presented at the time of promotion to Associate Professor. The candidate must present evidence of a sustained record of research and creative accomplishments at a level sufficient to earn a national or international reputation for excellence from leaders of the profession, demonstrate continuing effectiveness as a teacher and a commitment to ongoing instructional improvement; and demonstrate substantial service to the University, society, and the profession.

For promotion to Librarian, in addition to the qualifications for Associate Librarian, the Librarian should demonstrate sustained excellence in librarianship, give evidence of creativity in his/her field of specialization (including a continuing capacity for significant contributions in research and creative accomplishments), and show evidence of leadership in the profession. The rank of Librarian should be reserved for persons of proven stature in librarianship, research, and service.

Elaboration of the Three Basic Criteria for Tenure and Promotion

<u>1. The scholarship of teaching and learning.</u> In accordance with our mission, Penn State Berks values highly the teaching and advising roles of its faculty. Faculty members must demonstrate an ongoing commitment to promote student learning. Effectiveness in this area will be measured primarily by input from students and from faculty colleagues in the form of course, advising, and peer evaluations, as well as by evidence of a faculty member's commitment to achieving instructional excellence. Student interviews, letters from former students, evaluation of course syllabi and other course materials, and any other means that will attest to the candidate's teaching and advising effectiveness may be considered.

2. The scholarship of research and creative accomplishments. In accordance with our mission, we recognize that the vitality of the faculty, both collectively and individually, depends upon ongoing research and creative accomplishments. Penn State Berks equally values all forms of research and creative accomplishment. Such accomplishments are to be demonstrated in part through publication, exhibition, or performance. Additional demonstrations of achievement in this area may include presentations at professional meetings, obtaining grants, outreach activities utilizing the candidate's expertise, the development of new courses and academic programs, or other activities considered significant in the candidate's discipline. Penn State Berks encourages innovative, interdisciplinary ways for faculty to realize professional growth and achievement in these areas. Any demonstration of achievement in these areas should ultimately produce or enhance recognition of a faculty member's expertise by members of the profession outside of Penn State University.

3. Service and the scholarship of service to the University, society, and the profession. In accordance with our mission, we recognize that Penn State Berks views a record of active service as evidence of the candidate's commitment to furthering the missions of the College and the University. This service may include but is not limited to committee work, participation in governance bodies, administrative support work, service to student groups, and professionally related service to the public or the profession.

THE PENNSYLVANIA STATE UNIVERSITY
Penn State Berks Promotion and Tenure Peer Review Procedures

A. PURPOSE

The purpose of these procedures is to implement Policy HR-23: Promotion and Tenure Procedures and Regulations of The Pennsylvania State University.

B. LEVELS OF REVIEW

Each faculty member at Penn State Berks holds an appointment in one of the academic divisions of the College. Librarians will continue to seek and hold tenure and promotion in the University Libraries. The initial review of a candidate for tenure and/or promotion takes place at the academic division level. (For faculty retaining appointments in their departments at University Park, see HR-23.) It is at the academic division level that specific criteria are presented and evaluated. Each academic division may therefore further define the specific criteria for tenure and promotion in a manner compatible with the general standards set by the University and Penn State Berks. The college level of review will bring broader faculty and administrative judgment to bear and will also monitor general standards of quality and equity of academic division policies and procedures. The review at the University level applies to promotion and tenure decisions dossiers. At each level there is administrative review and consultation with preceding levels of review.

B-1. Divisional Level of Review

Purpose. The divisional Promotion and Tenure (P & T) Committees are constituted in accordance with the policy, HR-23, Promotion and Tenure Procedures and Regulations to review candidates for promotion and tenure within their divisions. The review is based on dossiers submitted by the Office of Academic Affairs.

B-1a. Initiation of Review Process Cycle

Peer Review of Teaching Effectiveness. The Division Head will assign three full-time faculty members to review the teaching effectiveness of each candidate for tenure and/or promotion in January of the previous academic year. At least one reviewer should be in the same division as the candidate. Peer reviewers need not all be from within the division or the college. In view of the high value placed upon teaching by this college, a careful evaluation of each candidate's teaching effectiveness is appropriate. If the candidate is being considered for promotion, at least two of the reviewers must be of a rank higher than the candidate.

Each reviewer will make no fewer than two visits to the candidate's classroom, on-line discussion, and/or laboratory and may request any teaching materials that are made available to students. Peer reviewers are expected to review syllabi and assignments and may meet with students.

By September 15 for 6th–year reviews and by December 15 for 2nd-year and 4th-year reviews, for each candidate visited, the reviewer will complete a summary of his/her review. All peer summaries will be submitted to the Associate Dean's office. Each peer summary will be included unedited in the dossier and will indicate the reviewer's college, division, rank and name, and carry the reviewer's signature.

A description of the Peer Review Goals and Processes along the Peer Review Format is found on the college's P drive.

External Letters of Review (6th-year and /or tenure and promotion review only)
6th-Year Tenure Review. The Division Head in consultation with appropriate department chairs at University Park and other Penn State locations will seek external letters of review for all promotion and tenure reviews. Candidates will be asked to submit names, addresses, and positions of possible external reviewers. The Division Head will, in compliance with HR-23, select external reviewers and solicit letters from them, ensuring that a majority of the external letters of review shall not be from the list of names submitted by the candidate. Letters for 6th-year review will address all University criteria.

Promotion. The Division Head in consultation with appropriate department chairs at University Park and other Penn State locations will seek external letters of review for all promotion and tenure reviews. Candidates will be asked to submit names, addresses, and positions of possible

external reviewers. The Division Head will, in compliance with HR-23, select external reviewers and solicit letters from them. Letters for promotion review will address all University criteria. Performance in all of the University criteria will be evaluated when considering a faculty member for promotion. Promotion is granted as a reward for academic achievement.

Student Evaluation of Teaching Effectiveness. The Office of Academic Affairs is responsible for providing evidence for the dossier of student evaluations of teaching effectiveness in accordance with the provisions specified in HR-23. The Division Head will be responsible for summarizing the students' comments.

B-1b. Promotion and Tenure Committee

Committee Composition. Each division will elect three faculty members tenured at the rank of associate professor, professor and/or equivalent rank to serve as the P & T Committee. No member may serve on more than one level of review in any given year of any given candidate. The term of service shall be two years or the time served in fulfillment of a committee vacancy. Terms shall be staggered to ensure continuity of membership.

If a division does not have at least three faculty members who are eligible to serve on a review committee, the college's academic officer can appoint members from other campuses to the college committee, and the division head can appoint members from outside the division and the college/campus to the division committee. Such appointments to division committees shall be from "related fields" or "similar disciplines."

Selection. The Faculty Affairs Committee of the College Senate will administer the selection process. All tenured members of each division's faculty will be eligible for election unless the member will be on leave of absence or is ineligible because of recent committee service or is otherwise unable to serve. A member may not serve two consecutive terms on the division committee. Additionally, a member may not serve more than two successive terms on the division and college committees unless there is insufficient number of tenured faculty members; a faculty member who has served two successive terms on the division and college committees may not stand for election in the following academic year. All tenured and tenure eligible members of the division who hold full-time continuing appointments will be eligible to vote. Final decisions on inability to serve on the committee shall be made by the Faculty Affairs Committee in consultation with the Division Head.

Election. Elections for the divisional P & T Committees will take place only after the election for the College P & T Committee (see below) is completed. By mid-September, the Faculty Affairs Committee will prepare and distribute a ballot to all faculty eligible to vote in each division listing the names of faculty members who are eligible to serve, with the number to be elected for each divisional committee specified. The Faculty Affairs Committee will conduct an election in accordance with P & T review procedures.

Results of the Election. Winners of the election will be determined as follows: Associate professors, professors, or candidates of equivalent rank who receive the most votes will be elected to the committee. These individuals will serve two-year terms.

In the event that a committee member(s) is (are) unable to serve the first year of the term, a replacement(s) will be chosen to complete that year. The first-year replacement will be the individual(s) who received the highest number of votes in the remaining pool of nominees. The committee member who won the election will complete the second year of the term.

In the event that a committee member(s) elected the previous year is (are) unable to complete the second year of a term, (a) replacement(s) will be chosen to complete the remaining year of the term. The replacement will be the individual who received the highest number of votes in the remaining pool of nominees for the most recent election.

In the event of a tie for the final two-year term position or a final replacement position on the committee, the Chair of the Faculty Affairs Committee, after consulting with the candidates who are tied, will determine the selection.

Filling Committee Vacancies. Results of the election will be kept on file by the Associate Dean. In the event that a vacancy occurs during the year of a review cycle, the individual with the highest number of votes in the election will be selected from the remaining pool of eligible faculty to complete the review year with the provision that the rank requirement be met.

Notification of Committee Membership. As soon as is practical after the election, the Chair of the Faculty Affairs Committee will announce the election winners. In September, the Faculty Affairs Committee will send a memo to all college faculty that lists the members of the P & T Committee and indicates the Chair of the committee.

Convening the Committee and Selecting a Chair. The Associate Dean shall call the initial meeting to charge the Committee, to outline procedures to be followed, and to arrange a schedule so that the College review process can be followed and completed in time to meet administrative requirements for the next review level. The Associate Dean will provide each division P&T Committee with a list of all faculty members who are to be reviewed that year for tenure with the review year designated for each, and a list of faculty members to be reviewed for promotion, with the promotion level designated for each. The newly constituted Committee will elect a Chair at its first meeting.

Responsibilities of the P&T Committee. The divisional P & T Committee will be responsible for assessing candidates within their divisions for consideration for tenure and/or promotion and preparing letters of evaluation based on candidates' completed dossiers. The divisional committee is expected to assess the review process and pass on any recommendations to the Penn State Berks Senate and Associate Dean.

Evaluation of the Dossier by the Committee. The Associate Dean will make the completed dossier available to the Committee in accordance with the agreed-upon schedule. The committee will write a letter of evaluation for each candidate based on the dossier and the vote of the Committee.

(a) For Tenure. The Committee will meet as a whole to discuss the performance of each tenure candidate. Additional information and/or a meeting with the candidate may be requested. At the conclusion of the discussion each Committee member will cast a ballot for or against the candidacy.

(b) For Promotion to Associate and Professor or Equivalent Rank. Only faculty members of a rank equivalent to or higher than the rank a promotion candidate is being considered for may vote on that promotion. In the event that there are Committee members of the same or a lower rank than a promotion candidate, an additional member (s) with the required rank will be appointed by the Associate Dean from the college faculty to assist in the reviewing and voting process for that promotion. If a faculty member(s) with the required rank is not available at Penn State Berks, the Associate Dean will appoint (a) faculty member(s) with the appropriate rank from another Penn State college. Additional information may be requested. At the conclusion of the evaluation each member will cast a ballot for or against each candidacy.

Letter of Recommendation. The letter of evaluation will address each criterion based on the evidence in the dossier. Each member who voted on a candidate will sign the letter of recommendation. All signed letters of evaluation must be addressed to the Division Head in accordance with the schedule developed earlier.

When there is dissenting opinion among the Committee, the reasons for the dissent must be addressed in the letter.

(a) 2nd-Year Tenure Review. Letters of evaluation for 2nd-year tenure reviews will be developmental in order to provide advice to candidates to assist them in earning tenure and promotion.

(b) 4th-Year Tenure Review. Letters for the 4th-year review should evaluate progress to date on all of the University criteria and continue to be developmental in preparation for the 6th-year review.

Confidentiality of the Process. Individual evaluations of teaching effectiveness are considered confidential information. Deliberations and votes of the Committee are confidential activities. Committee members should respect the confidentiality of the peer review process as mandated by HR-23.

B-1c. Completion of the Review Cycle

At the completion of the Division review process, the Division Head prepares a letter of evaluation addressed to the Chancellor to be added to the dossier, which the Associate Dean's Office will forward for review by the College P & T Committee.

B-2. College Level of Review

Purpose. The College Promotion and Tenure (P& T) Committee is constituted in accordance with the policy, HR-23, Promotion and Tenure Procedures and Regulations, to review candidates for promotion and tenure within the college. The review is based on dossiers submitted by the Associate Dean's Office and evaluations conducted sequentially by divisional P & T Committees and Division Heads.

B-2a. Promotion and Tenure Committee

Committee Composition. The College Committee will be comprised of five (5) tenured faculty members holding the rank of associate professor, professor and/or equivalent rank. Four will be elected by faculty. The Associate Dean will nominate the fifth member after the election takes place. This nominee must be approved by the Berks Faculty Affairs Committee prior to his/her appointment to the College P&T Committee. Each of the three divisions must be represented by at least one member of the committee, although this requirement may be waived on an exceptional basis when there are too few faculty members at the appropriate ranks eligible for election. No member may serve on more than one level of review of any given candidate. The term of service shall be two years or the time served in fulfillment of a committee vacancy. Terms shall be staggered to ensure continuity of membership.

Selection. The Faculty Affairs Committee of the College Senate will administer the selection process. All tenured members of the College faculty holding the rank of associate professor, professor, or equivalent rank will be eligible for election unless the member will be on leave of absence or is ineligible because of recent committee service or is otherwise unable to serve. A member may not serve two consecutive terms on the college committee. Additionally, a member may not serve more than two successive terms on the division and college committees unless there is an insufficient number of tenured faculty members; a faculty member who has served two successive terms on the division and college committees may not stand for election in the following academic year. All tenured and tenure-eligible members of the faculty who hold full-time continuing appointments will be eligible to vote. Final decisions on inability to serve on the committee shall be made by the Faculty Affairs Committee in consultation with the Division Head. Each division will elect one representative to the College P & T Committee. After the representatives of the divisions have been elected, a college-wide election will be held to elect the at-large members of the committee. The at-large members will be elected from all the eligible faculty members of the college.

Election. By mid-March, the Faculty Affairs Committee will prepare and distribute a ballot to faculty eligible to vote in each division to select a divisional representative to the College P & T Committee. Following that selection, the Faculty Affairs Committee will distribute a ballot to all

faculty eligible to vote to elect the two at-large members of the College P & T Committee. One full week will be allowed for return of the ballot. (Elections for the divisional P & T Committees (see above) will follow the completion of the elections for the College P & T Committee.)

Results of the Election. Winners of the election will be determined as follows: The candidate(s) who hold(s) the rank of associate professor, professor or equivalent rank who receives the highest number of votes will be declared (a) winner(s). This (these) individual(s) will serve (a) two year term(s).

In the event that a committee member(s) is (are) unable to serve the first year of the term, a replacement(s) will be chosen to complete that year. The first-year replacement will be the individual(s) who received the highest number of votes in the remaining pool of nominees. The committee member who won the election will complete the second year of the term.

In the event that a committee member(s) elected the previous year is (are) unable to complete the second year of a term, (a) replacement(s) will be chosen to complete the remaining year of the term. The replacement will be the individual who received the highest number of votes in the remaining pool of nominees for the most recent election.

In the event of a tie for the final two-year term position or a final replacement position on the committee, the Chair of the Faculty Affairs Committee, after consulting with the candidates who are tied, determines the selection.

Filling Committee Vacancies. Results of the election will be kept on file by the Associate Dean. In the event that a vacancy occurs during the year of a review cycle, the individual with the highest number of votes in the election will be selected from the remaining pool of eligible faculty to complete the review year with the provision that the rank requirement be met.

Notification of Committee Membership. As soon as is practical after the election, the Chair of the Faculty Affairs Committee will announce the election winners. In September, the Faculty Affairs Committee will send a memo to all college faculty that lists the members of the Promotion and Tenure Committee and indicates the chair of the committee.

Convening the Committee and Selecting a Chair. The Associate Dean shall call the initial meeting to charge the Committee, to outline procedures to be followed, and to arrange a schedule so that the College review process can be followed and completed in time to meet administrative requirements for the next review level. The Associate Dean will provide the College P&T Committee with a list of all faculty members who are to be reviewed that year for tenure with the review year designated for each, and a list of faculty members to be reviewed for promotion, with the promotion level designated for each. The newly constituted Committee will elect a Chair at its first meeting.

Responsibilities of the P&T Committee. The Committee will be responsible for assessing candidates for consideration for tenure and/or promotion and preparing letters of evaluation

based on candidates' completed dossiers. The committee is expected to assess the review process and pass on any recommendations to the Penn State Berks Senate and Associate Dean.

Evaluation of the Dossier by the Committee. The Associate Dean will make the completed dossier available to the Committee in accordance with the agreed-upon schedule. The committee will write a letter of evaluation for each candidate based on the dossier and the vote of the Committee.

(a) For Tenure. The Committee will meet as a whole to discuss the performance of each tenure candidate. Additional information may be requested. At the conclusion of the discussion each Committee member will cast a ballot for or against the candidacy.

(b) For Promotion to Associate and Professor or Equivalent Rank. Only faculty members of a rank equivalent to or higher than the rank a promotion candidate is being considered for may vote on that promotion. In the event that there are Committee members of the same or lower rank than a promotion candidate, an additional member (s) with the required rank will be appointed by the Associate Dean from the college faculty to assist in the reviewing and voting process for that promotion. If a faculty member(s) with the required rank is not available at Penn State Berks, the Associate Dean will appoint (a) faculty member(s) with the appropriate rank from another Penn State college. Additional information may be requested. At the conclusion of the evaluation each member will cast a ballot for or against each candidacy.

Letter of Recommendation. The letter of evaluation will address each criterion based on the evidence in the dossier. Each member who voted on a candidate will sign the letter of recommendation. All signed letters of evaluation must be addressed to the Dean in accordance with the schedule developed earlier. When there is dissenting opinion among the Committee, the reasons for the dissent must be addressed in the letter.

(a) 2nd-Year Tenure Review. Letters of evaluation for 2nd-year tenure reviews will be developmental in order to provide advice to candidates to assist them in earning tenure and promotion.

(b) 4th-Year Tenure Review. Letters for the 4th-year review should evaluate progress to date on all of the University criteria and continue to be developmental in preparation for the 6th year review.

Confidentiality of the Process. Individual evaluations of teaching effectiveness are considered confidential information. Deliberations and votes of the Committee are confidential activities. Committee members should respect the confidentiality of the peer review process as mandated by HR-23.

B-2c. Completion of the Review Cycle

At the completion of the College review process, during the 2nd- and 4th-year reviews, the Chancellor prepares a letter of evaluation addressed to the candidate to be added to the dossier. During the 6th-year review, the Chancellor's letter is addressed to the Executive Vice President and Provost of the University.

B-3. College and University Libraries Review Levels

The College P & T Committee shall review each dossier for promotion and tenure in light of college and University Libraries criteria, as well as the quality of documentation, equity, and procedural fairness, and shall forward its recommendations to the College Chancellor, who shall forward his or her recommendations to the University Libraries Dean. If the decision is made at the College or University Libraries level of review not to award tenure, the College or University Libraries Dean shall notify the faculty member accordingly in writing (see Section IV.4).

B-4. 6th-Year Review

All candidates for tenure and/or promotion will be informed by the Chancellor promptly whether or not their dossiers have been forwarded by the Chancellor to the University P & T Committee. In all cases where a Chancellor intends to make a negative tenure or promotion recommendation, and where all recommendations prior to the Chancellor's level have been positive, that Chancellor is required to meet with the college committee for consultation. The intent is to require full and candid discussion when such divergent recommendations occur.

Conclusion

The University Promotion and Tenure Review Policy is intended to assist faculty members in improving their performance as well as to reward them for past performance. To assist faculty members still on the tenure track with performance development, the candidate needs feedback from the review process. Within a reasonable time after the dossiers have been returned to the College, the Chancellor should inform the Division Head of the action taken. The Division Head is responsible for providing feedback from the results of the entire review process to the candidate. Dossiers are retained in the Office of Academic Affairs and are accessible for candidate review.

Endorsed by the Penn State Berks Senate September 30, 2005
Revised April 2006
Revised by Penn State Berks Senate March, 2008
Revised by Penn State Berks Senate April 20, 2009
Revised by Penn State Berks Senate November 18, 2013

Division of Humanities, Arts, and Social Sciences
Penn State Berks
The Pennsylvania State University Promotion and Tenure Guidelines
Effective May 1, 2006

The Humanities, Arts, and Social Sciences Division of Penn State Berks is committed to educating its students, both on and off campus, and to expanding and applying knowledge. Its candidates for promotion and tenure will be evaluated for evidence of significant accomplishments in their performance of assigned teaching duties, in their scholarship or creative activity, and in their professional service. Each of these responsibilities will be documented in the dossier. It is recognized that the responsibilities of individual divisional faculty in relation to these fundamental commitments will vary. In some cases, candidates may be formally assigned a set of responsibilities differing from that of most faculty in the division, such as program coordination or outreach. In such cases, the relative weighting of the three criteria will reflect that difference, but whatever the assignment, faculty in the professorial ranks will engage in appropriate scholarship and/or creative activity. In support of our University's goal of becoming a national leader in the integration of teaching, research, and service, the Division appreciates that many important faculty accomplishments will simultaneously impact all these areas.

The scholarship of teaching and learning

[College guidelines: In accordance with our mission, Penn State Berks values highly the teaching and advising roles of its faculty. Faculty members must demonstrate an ongoing commitment to promote student learning. Effectiveness in this area will be measured primarily by input from students and from faculty colleagues in the form of course, advising, and peer evaluations, as well as by evidence of a faculty member's commitment to achieving instructional excellence. Student interviews, letters from former students, evaluation of course syllabi and other course materials, and any other means that will attest to the candidate's teaching and advising effectiveness may be considered.]

The teaching of students is central to our mission. Most divisional faculty members have significant responsibilities in instruction:

- in presenting academic courses, including resident instruction, continuing-education, and distance-learning programs;
- in directing undergraduate research and internships;
- in advising and mentoring students.

Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role. In this regard, it is necessary for faculty to demonstrate a commitment to engaging students actively and to promoting student learning outcomes, as well as their command of their subject matter and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contributions to curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- incorporation of relevant co-curricular activities, such as collaboration with colleagues in other units, outreach, service-learning, public performance, field experience, and travel;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic peer evaluations; tabulated responses from learners or participants; and written student responses using approved instruments. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

The division recognizes the importance of academic advising and the various ways of mentoring student learning and development outside of the classroom. Multiple methods of evaluation may be used to document the extent and quality of such service.

The scholarship of research and creative accomplishments

[College statement: In accordance with our mission, we recognize that the vitality of the faculty, both collectively and individually, depends upon ongoing research and creative accomplishments. Penn State Berks equally values all forms of research and creative accomplishment. Such accomplishments are to be demonstrated in part through publication, exhibition, or performance. Additional demonstrations of achievement in this area may include presentations at professional meetings, obtaining grants, outreach activities utilizing the candidate’s expertise, the development of new courses and academic programs, or other activities considered significant in the candidate’s discipline. Penn State Berks encourages innovative, interdisciplinary ways for faculty to realize professional growth and achievement in these areas. Any demonstration of achievement in these areas should ultimately produce or enhance recognition of a faculty member’s expertise by members of the profession outside of Penn State University.]

All divisional faculty in the professorial ranks have a responsibility to engage in scholarship and/or creative activity appropriate to their discipline. More specifically, such work in its diverse forms should be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the College and its local community. When work that is the product of joint effort is presented as evidence of scholarship, clarification of the candidate's role in the joint effort should be provided in the dossier. Success in obtaining competitive grants and contracts, especially those that are peer-reviewed and external to the University, may be considered a component of achievement in scholarship. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

Service and the scholarship of service to the University, society, and the profession

[College statement: In accordance with our mission, we recognize that Penn State Berks views a record of service as evidence of the candidate's commitment to furthering the missions of the College and the University. This service usually takes the form of committee work, participation in governance bodies, administrative support work, service to student groups, professionally related service to the public, and participation in professional seminars and workshops. Penn State Berks expects that this record of service will eventually incorporate positions of leadership at various levels: academic division, college, university, professional, or public (discipline-related) organizations.]

Faculty service is essential to the College's success and is a responsibility of all divisional faculty. Faculty members are expected to provide service to the University, the College, the community, and the profession. Service that is relevant to a faculty member's assignment, which draws upon professional expertise, or contributes significantly to the College's success is an essential element of consideration in promotion and tenure decisions. Service to the community is recognized as relevant achievement when it is related to the faculty member's expertise, professional responsibilities or appointment in the division. All divisional faculty seeking promotion and tenure are expected to have regularly participated in committee and divisional meetings and to have assumed leadership roles in appropriate service activities, such as outreach activities, faculty governance, and the development of new courses and programs.

Criteria for Promotions

Criteria for Promotion from Assistant to Associate Professor

- demonstrated effectiveness in teaching, advising, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate institutional, public, and professional service;
- positive contribution to the goals of the Division and/or College.

Criteria for Promotion to Professor

- significant accomplishment in teaching, advising, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas;
- significant accomplishment in scholarship, as evident in the candidate's national recognition and significant contributions to the field or profession;
- significant institutional, public, and/or professional service;
- significant positive contribution to the goals of the Division and/or College.

Penn State Berks
Division of Engineering, Business, and Computing
PROMOTION AND TENURE PROCESS
Revised November 17, 2010

PURPOSE

The purpose of these procedures is to implement Policy HR–23: Promotion and Tenure Procedures and Regulations of The Pennsylvania State University.

LEVELS OF REVIEW

Each Penn State Berks faculty member holds an appointment in one of the academic divisions of the college. The initial review of a candidate for tenure and/or promotion within the Division of Engineering, Business, and Computing (EBC) takes place at the Division Level. (For faculty retaining appointments in their departments at University Park, see HR–23.) It is at the Division Level that specific criteria are presented and evaluated. The Division Level of review is conducted in accordance with the general standards set by the University and by Penn State Berks. The College Level standards bring broader faculty and administrative judgment to bear and also monitor general standards of quality and equity of academic division policies and procedures.

DIVISION LEVEL OF REVIEW

The Division Level of Review will be conducted in accordance with the procedures of the Penn State Berks Promotion and Tenure Peer Review Procedures (Section V), B–1., Divisional (departmental) Level of Review. The following procedures and criteria define specific procedures and criteria for the Division. The procedures and criteria subsume those for the College and University.

PROMOTION AND TENURE CRITERIA

General

To be considered for tenure or promotion, a faculty member should have demonstrated accomplishments in the areas of:

- The scholarship of teaching and learning;
- The scholarship of research and creative accomplishment;
- Service and the scholarship of service to University, society and the profession.

Promotion and tenure decisions are separate decisions, although the same general criteria apply to both. Tenure is based on performance and the potential for future advancement. Promotion to the rank of Associate Professor is based upon both actual performance and potential for continued growth and development. Someone considered for promotion to Associate Professor should have demonstrated the ability to be a successful faculty member and the growth potential to merit promotion to Professor.

For promotion to full Professor, a continuing record of high-quality teaching must be evident, appropriate levels of service must be maintained, and accomplishments in the area of research and scholarship must be significantly beyond those presented at the time of promotion to associate professor. The record of performance and external letters should clearly demonstrate that the individual has made important and recognizable contributions to the profession.

AREAS OF DEMONSTRATED ACCOMPLISHMENTS

The Scholarship of Teaching and Learning: Ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising and service to students. (HR–23)

Excellence in teaching ability and effectiveness refers to the broad area of student–faculty interaction for educational purposes. A faculty member who is excellent in teaching presents the technical material required by the unit in a clear manner, guides and inspires students through instruction, and advances the understanding of the subject matter and matters of instruction.

The candidate should have demonstrated the ability to advise students in their studies.

Teaching in this Division involves teaching the state–of–the–art in each field. It is therefore expected that the candidate will update and revise courses and programs to keep current with technological change.

Teaching effectiveness is evaluated in part by student evaluations, peer reviews, recognition received for teaching excellence, and other appropriate evidence provided by the Division in consultation with the candidate.

The Scholarship of Research and Creative Accomplishments: Competence, usually demonstrated through publications in refereed journals, exhibitions, or presentation of scholarly papers, to carry out research or creative work of high quality and scholarly significance; evidence of thorough understanding of the field; maintenance of high levels of

academic performance; recognized reputation in the subject matter field; evidence of continued professional growth and active contribution to professional organizations. (HR–23)

Faculty members must demonstrate a consistent ability to initiate, conduct and complete high quality, innovative and creative activities and to disseminate the results of research and scholarly activities in appropriate journals or in forms appropriate to the candidate's area of specialization.

Scholarship of research competence is evaluated in part by assessing publications, particularly those in refereed journals. External letters of assessment play an important [role] in judging the quality of research contributions and the faculty member's reputation in the discipline.

Faculty members are expected to be active scholars who have recognized mastery in a major area of scholarly activity. In addition to the University-wide criteria, professional activities and competence in professional practice (such as board licensure and registration) are important factors for faculty in the Division.

Recognized scholarly activity is evaluated in part on the basis of external letters of assessment from peers, presentation of work as an authority, evidence of the development of state–of–the–art teaching methods, and professional activities and practice.

Further evidence of research competence and scholarly activity is the acquisition of grants.

Service and the Scholarship of Service to the University, Society, and the Profession: Participation in University, College, divisional, and unit affairs; competence in extending specialized knowledge to the University and to the Public. (HR–23) University service requires evidence of active participation in Divisional, College, Campus and University committees, governance bodies and related activities. It includes evidence of administrative support work. Public service requires evidence of contributions of a professional nature to community affairs, government, industry and public and private organizations, including positions of leadership in professional organizations. Additional activities may be considered service, upon review at the division-level.

To excel in service, a faculty member should demonstrate leadership activities and make significant professional contributions.

Approved by EBC Faculty on April 12, 2006
Revised and approved by EBC Faculty on Nov. 17, 2010

Division of Science
Penn State Berks
The Pennsylvania State University Promotion and Tenure Guidelines
Effective November 17, 2010

Faculty undergoing review for promotion and tenure will be evaluated for their impact on their science, on their students, on their University, and on their profession. Evaluations will be based upon the three criteria of The Scholarship of Teaching and Learning, The Scholarship of Research and Creative Accomplishments, and The Service and the Scholarship of Service. A continuing record of effective and committed teaching is expected for candidates seeking promotion and tenure. Research and scholarship sufficient to confer upon the candidate significant recognition beyond the university will be central to the evaluation. Appropriate levels of service must be maintained. In some cases, candidates may be formally assigned a set of responsibilities differing from that of most faculty in the division, e.g. extension and outreach. In such cases, the relative weighting of the three criteria will reflect that difference.

Criteria for Tenure and Promotion to Associate Professor

The Scholarship of Teaching and Learning

The successful candidate will have demonstrated an ongoing commitment to promote student learning. The candidate will provide evidence of high-quality and effective teaching. This will be measured primarily by input from students and faculty colleagues in the form which may include but is not limited to student comments on course evaluation questionnaires, peer evaluations, letters from former students, evaluation of course syllabi and other course materials, by the adoption by peer institutions of text materials or teaching methodologies developed by the candidate, mentoring students, and any other means that will attest to the candidate's effectiveness.

The Scholarship of Research and Creative Accomplishments

The successful candidate will also provide clear evidence of high quality research and scholarship. Such evidence will originate from an active research program which may include but is not limited to the publication of research results in professional refereed journals, by the publication of reviews or other scholarly articles, by the publication of articles representing significant advances in the pedagogy of the field, by invited talks at other academic institutions, industrial and governmental laboratories, and conferences, by contributed talks at professional meetings and conferences, by refereeing for professional journals, by participation in the activities of professional societies, by receipt of external grants and professional honors or awards, by carrying out research or creative work of high quality and scholarly significance, the

ability to train students in research methods and practices, and by any other means indicating that the candidate is achieving significant professional growth.

The extent of the candidate's external reputation will be measured in large part by letters of assessment requested by the Division Head from distinguished scholars in the candidate's fields of research and scholarly efforts.

The Service and the Scholarship of Service to the University, Society, and the Profession

In accordance with our mission, we recognize that Penn State Berks views a record of active service as evidence of the candidate's commitment to furthering the missions of the College and the University. This service may include but is not limited to committee work, participation in governance bodies, administrative support work, service to student groups, and professionally related service to the public or the profession.

Criteria for Promotion to Professor

For promotion to full professor, a continuing record of high-quality teaching must be evident, appropriate levels of service must be maintained, and accomplishments in the area of research and scholarship must be significantly beyond those presented at the time of promotion to associate professor. The successful candidate will have realized the promise implicit in the award of tenure by demonstrating a level of research and scholarship sufficient to earn a national reputation for excellence.

Supported by the faculty in the Division of Science/Penn State Berks November 17, 2010

Administrative Guidelines for HR-23: Promotion and Tenure Procedures can be found at http://guru.psu.edu/policies/OHR/hr23.html

Policy HR23 Promotion and Tenure Procedures and Regulations

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HR-40—Evaluation of Faculty (Extended Review)

Penn State Berks Policy on Evaluation of Faculty
(College supplement to HR-40)

The first two sections are copied from the University Faculty Senate revision of HR-40 EVALUATION OF FACULTY which was passed on October 27, 1998, with an implementation date of July 1, 1999. The first two sections of this document cannot be changed by the college.

Rationale

Critical review is a natural element of a productive academic career. A faculty member's work is reviewed regularly in many different ways. Teaching is evaluated by peers and students; proposals for funding are evaluated by individual reviewers or panels of specialists; papers and books submitted for publication are reviewed by authorities in the field; published books are reviewed by other scholars; a faculty member's contributions in teaching, research and scholarship, and service are carefully scrutinized when the individual is considered for hiring or promotion.

In addition, the annual performance review is not only necessary for the process of determining merit salary increases; it also provides an occasion for self evaluation and reassessment of the role a faculty member is playing, which may evolve significantly during the course of a career. It is an opportunity to acknowledge and recognize good work, point out areas for improvement, and, in a few cases, identify productive new uses of a faculty member's talents. It is a means of ensuring that the diverse talents of the entire faculty are productively applied to the many responsibilities of the University. In addition, performance reviews can identify resource targets – places where additional resources could re-energize a faculty member whose energy or morale has run low or could lift an already productive member to new levels of achievement.

Scope of Review

All faculty must be reviewed annually by the appropriate administrative officer. Each review should include the faculty member's written annual report and evidence of teaching effectiveness, and may involve thorough one-on-one discussions with the administrative officer of the faculty member's teaching, research, service, future plans, assignments, and salary.

The evaluations are made using elements listed in HR-21, Definitions of Academic Rank, and HR-23, Promotion and Tenure Procedures and Regulations, and are conducted in accordance with procedures developed independently within each college. Each faculty member's evaluation is related to his or her area of assignment and responsibility, with maximum weight given to the area of major emphasis in the individual's assignment. Disciplinary heads or comparable administrative officers will provide written documentation to the faculty member of the results of these reviews.

To be most effective, the review must, at least periodically (e.g., five years), not only deal with the previous year's performance, but also take a longer-range view. General guidelines for such reviews, consistent with this policy statement, must be established with participation of the unit's faculty by college or school – which may in turn ask for more precise guidelines for departments or other similar units, with the school keeping the responsibility of oversight.

In the event that improvements in performance are necessary, the faculty member and his or her administrative officer should work on an appropriate response, the implementation of which should be monitored by the administrative officer.

Finally, a clear link must be established between the performance review and faculty rewards.

Responsibility for overseeing the implementation of HR-40 rests with the Executive Vice President and Provost.

PROCEDURES FOR EVALUATION OF FACULTY AT PENN STATE BERKS
Approved by Penn State Berks Faculty General Assembly, April 29, 1999

In order to implement HR-40 EVALUATION OF FACULTY at Penn State Berks, the following procedures will be implemented:

1. All faculty are to be reviewed annually by the appropriate division head in accordance with HR-40.

2. All faculty who have been employed at Penn State Berks for at least five years are to be reviewed periodically for an extended period of five years under the following circumstances: The faculty member has not been promoted for at least five years, and has not been reviewed for promotion within that time period, providing also the faculty member does not have an agreed upon retirement date within two years. If a large number of faculty originally fit into the above circumstances, the periodic reviews will be spaced over a period of three years with those having the longest period in rank to be reviewed first. The periodic review replaces the annual review in the year it occurs.

3. All faculty members will be informed of the upcoming periodic review at the annual review the previous year.

4. The division head is responsible for assembling past review materials such as Faculty Activity Reports, written annual review letters, and teaching evaluations for the review. In consultation with the associate dean, the division heads will arrange for two faculty members of appropriate rank to conduct peer reviews of the teaching of each of the faculty members being evaluated and to submit a report on their peer reviews to the appropriate division head. The faculty member is responsible for providing a current curriculum vitae, and, when appropriate, a brief statement of past accomplishments when not included in the curriculum vitae, and for drafting a statement of relevant plans for the next five years. (The faculty member may use the appropriate guidelines from HR-23 as an aid in preparing this material.)

5. At the review, the faculty member and division head will review the relevant documents and discuss the future plans of the faculty member. If agreed to by the faculty member, adjustments in the future plans of the faculty member may be made.

6. The division head, after consultation with the Department Head when a faculty member's locus of tenure is in a University Park college, or after consultation with other relevant administrators when there is a joint appointment, shall prepare and submit to the associate dean for review (both associate deans for faculty whose tenure home is at

University Park) a written evaluation of the faculty member's performance with comments on strengths and weaknesses, as well as suggestions that will help the faculty member improve.

7. After the division head and the associate dean(s) have agreed on the content of the letter, they shall co-sign the letter and send it to the faculty member, who will have the opportunity to prepare a written response for placement in his or her permanent file.

8. For all faculty who are effectively carrying out the mission of Penn State Berks, the evaluations will make recommendations as to the appropriate recognition of the faculty members' contribution through institutional support that would further enhance the quality of their work.

   The evaluation process will also identify faculty who are in need of redirection or revitalization. In these cases, a development plan will be formulated to help the faculty member improve his/her academic contribution. If appropriate, such faculty development plans will be accompanied by institutional resources and assistance necessary for successful implementation.

9. The division head shall meet with the faculty member to discuss the results of the evaluation and, if appropriate, recommend a plan of professional development. Any such developmental plan should be constructive in nature, and again, if appropriate, be supported by institutional resources to implement it.

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Promotion of Full-Time, Non-Tenure-Track Faculty

Promoting full-time, non-tenure-track faculty to Senior Lecturer
Approved by the Penn State Berks Faculty Senate in January 2006

Fixed-term multi-year faculty members who have taught at Penn State Berks for at least five years may be eligible for promotion to Senior Lecturer.

Criteria for promotion

Nominees for promotion to Senior Lecturer must demonstrate significant accomplishments in teaching and service that exceed the expectations for lecturer. These significant accomplishments may include but are not limited to the following:

- evidence of an ongoing commitment to remain current in their fields.
- evidence of and a commitment to ongoing instructional improvement.
- evidence of participation in curricular development.
- evidence of sustained service and leadership in service to the university and society.

Procedures

- Division Head may nominate a lecturer on his/her own or at lecturer's request.
- Nominee prepares dossier. Office of Academic Affairs forwards dossier to Faculty Review Committee.
- Chancellor appoints a Faculty Review Committee composed of two senior lecturers and one tenured faculty member. The review committee members must represent the candidate's division and at least one other division.
- Review Committee meets and evaluates nominee's dossier and forwards its recommendation to Associate Dean in the form of a letter.
- Associate Dean evaluates dossier and forwards recommendation to Chancellor in the form of a letter.

Dossier

The candidate's Division Head will be responsible for providing the following supporting documentation for the dossier:

- the annual letters of evaluation responding to the candidate's faculty activity reports for the five years prior to the review
- at least two current peer teaching evaluations (modeled on the current suggested format)
- a summary of the candidate's written student evaluations
- a table summarizing SRTE results for the previous five years.

The nominated faculty member will be responsible for providing the following supporting documentation:

- a current curriculum vitae
- a narrative statement of no more than three pages identifying and integrating the teaching and service accomplishments that support a promotion to Senior Lecturer
- a teaching portfolio that will include a table of contents, a one-page statement of teaching philosophy, representative syllabi and class materials, letters of support by students, alumni, and/or colleagues, and other relevant evidence of teaching effectiveness.

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Academic Policies and Procedures

University Policies

The University's Academic Administrative Policies and Procedures can be found at http://www.psu.edu/dept/oue/aappm/aappm.html.

University Faculty Senate Policies for Students are located at http://www.psu.edu/ufs/policies.

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Student Records and Confidentiality

The policy of confidentiality of student records is outlined in Policies and Rules for Students. Under the Family Educational Rights and Privacy Act of 1978 (FERPA), the University exerts control over what information is included in the student's record. *Generally, no information from records, files, and data directly related to a student may be disclosed by any means (including telephone) to parents, other individuals, or agencies outside the University without the written consent of the student*. Contact the Registrar's office or your division head for questions about this. Because student grades must be kept confidential, posting them is a threat to that confidentiality. Grades may be posted only if the names are not in an alphabetical or other identifiable pattern. *Make sure that the PSU ID does not appear on any posted list*. Tests or term papers that include comments and/or grades should never be left in a public place for pick-up by students.

Even though parents or guardians may be paying the bills, Penn State students who are eighteen years of age or older are considered adults legally, so parents are not entitled to information about whether their children are succeeding or failing without the express written consent of the student. This does not mean, however, that there may not be instructor-student-parent conferences if the student requests such a meeting. If a phone call is received from a concerned parent, encourage the parent to have the student come in for a meeting. Similarly, other instructors are not entitled to know the grades of students in other courses unless they have an official role as their advisers. For more information, see http://www.registrar.psu.edu/

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Faculty Workload Policy and Guidelines

The members of the faculty of Penn State Berks enjoy professional prerogatives, among them their participation in determining, in consultation with the academic administrator, their teaching assignments and an appropriate balance of teaching, research, outreach, and service. This policy should be implemented according to the following guidelines.

1. Teaching loads for tenured and tenure-track faculty who are active in research/extension is eighteen contact hours per year. Those who take on other assignments may negotiate their workload with their Division Head and the Chief Academic Officer (CAO).

Research active faculty should publish manuscripts, have acceptances for publication, or present scholarly papers at academic conferences within a two-year period. A book or other long-term project may take longer. The faculty member should keep his or her Division Head and the Chief Academic Officer informed of work in progress. Standards for judging research productivity vary among disciplines. Therefore, definitions of research activity should be clarified by each division in accordance with the standards of each discipline. Further, status of research activity should be affirmed by individual faculty members and confirmed by their Division Head.

2. The teaching load of tenured faculty who are not active in research/extension is twenty-four contact hours an academic year. Tenured faculty returning to research after a period of inactivity may negotiate their teaching loads as provided for in paragraph one, and should be given ample time to demonstrate productivity.

3. Faculty on continuing or fixed term appointments are not asked to do research as part of their appointment; their teaching load is twenty-four contact hours a year. Those who take on other assignments may negotiate their teaching load with their Division Head and the Chief Academic Officer.

Non-tenure line faculty who demonstrate that they are research active should be encouraged in their work and may negotiate a reduced teaching load with their Division Head and the Chief Academic Officer.

4. A faculty member may teach a maximum of eight credit hours per academic year as overload. The extra compensation for these courses (or parts of courses) is set by the college.

5. Activities and assignments which require significant additional time and effort should be part of the workload negotiation for both research active and non-research active faculty.

Examples of activities and assignments (these do not include or restrict all possibilities): advising, mentoring, program and course development, program management, recruiting, laboratory maintenance, administrative functions, service and other activities that add to the welfare of the campus.

6. Any faculty workload greater or less than those listed in paragraphs one through three must be at the faculty member's request and approved by the Division Head. No faculty teaching load will exceed the expected load listed in paragraphs one through three, plus the additional credits listed in paragraph four, unless at the request of the faculty member and with the approval of both the Division Head and associate Dean for Academic Affairs.

7. Evaluations of faculty, for salary or other purposes, should be based on the individual assignment that the faculty member has negotiated with the Division Head and the Chief Academic Officer.

Approved by the Penn State Berks Senate on April 16, 2012
Approved by Chancellor Keith Hillkirk on January 22, 2013

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Teaching Assignments

Faculty members must have their teaching schedules approved each semester by their division head. Course overloads and independent studies must also be approved by the division head. Faculty must teach a minimum of three days a week at least one semester each academic year.

Textbooks

Some academic departments have entered into agreements with publishers to create customized textbooks. In these arrangements, the publisher pays the department to have faculty customize the text, and there generally is agreement that the department will make the customized version a required text for students taking the course. These agreements are **NOT** acceptable practice. All such agreements and any exceptions must be approved by the Provost's office. It would be a rare occurrence that such an agreement would be approved for further processing given that these agreements ultimately result in higher textbook prices for our students.

Team Teaching

Faculty are encouraged to consider team teaching a course with one (or more) colleague(s). Students respond very favorably to these kinds of arrangements, which enable them to experience course material from different perspectives. To encourage faculty to team teach, a stipend of $200 per credit will be paid to the teachers of team taught courses. For faculty to be eligible to receive a stipend for team teaching the course, they would not simply teach the

course on alternating days but jointly participate in the design, teaching, and evaluation of student work, for the entire course.

Proposals to team teach a course must be submitted to the division head when the schedule of courses is being developed for the following year. Send the following information (no more than one page) to your division head for review and approval:

- Course title and catalog designation
- Brief rationale for team teaching
- Brief explanation of how teaching responsibilities will be divided
- Explanation of how credits and supplementary stipend will be divided among team teachers. Note that no more credits can be assigned to a team taught course with respect to individual annual courseloads than have been approved for the course in the blue book; a three-credit course will be treated as a three-credit course regardless of how many faculty are involved in teaching it. However, a three-credit team taught course will now include a $600 stipend. Faculty members who team teach may decide how they would like to share the credits that will count toward their individual courseloads and stipend (e.g., one faculty member may get credit for teaching three credits toward their annual courseload and the other faculty member may receive the $600 stipend; one faculty member may get credit for teaching two credits and receive a $200 stipend, while the other faculty member may get credit for teaching one credit and receive a $400 stipend, etc.).

Learning Communities

How are learning communities organized?

Learning communities are usually based on the linked course model. Students in these learning communities take two or three courses linked with content that explores a shared theme and learning experiences (assignments) that relate and build on each other. Other ways of implementing learning communities can also be proposed.

Why propose a Learning Community?

Participation in a learning community has been shown to significantly enhance students' educational experiences. Here are some of the benefits to students of participating in a learning community:

- develop positive relationships with peers
- learn to work effectively in collaboration with others
- learn to appreciate differences among co-learners
- demonstrate their understanding of a topic from multiple perspectives

- contribute to campus life by organizing and/or participating in co-curricular activities
- learn to summarize, validate, and incorporate new information

Which faculty members can be involved?

Any faculty member (fixed term, tenure track, tenured or part time) may propose a learning community. Individual faculty members with ideas but no collaborators yet identified may propose communities. Or individuals intrigued by the idea and willing to be involved may indicate that interest. In the case of the second two approaches, the learning communities committee will work to put interested parties in contact with each other.

Which courses can be linked?

Any two or three courses may be linked. Some examples might be a one-credit First Year Seminar linked to a general education course where the seminar explores strategies and approaches that facilitate learning in the particular general education course, or a content course (like history, psychology) linked with a skills course (like public speaking or English composition).

How are the courses linked?

The courses might be linked around a shared theme with that content being explored from the two or three different disciplinary perspectives. Courses should be linked with common learning experiences and assignments that move the content from one course to another. For example, if the content course is sociology, then the writing assignments in the English course should involve sociology content.

What responsibilities do faculty members have?

Collaboration between faculty members teaching courses in a learning community is expected. Faculty should know what each other are doing and collaborate to develop connections between and among the courses in the community. They should work together on constructing syllabi, designing assignments, and developing an assessment plan for the community. Those teaching in learning communities should expect to be involved in regular professional development opportunities with other faculty members involved in the initiative.

How to apply:

Proposals need to be submitted when the course schedules are proposed to division heads in the beginning of November. Contact Martha Aynardi (mailto:mwa1@psu.edu) for the application electronically. A faculty committee will review the proposals and forward its recommendations to the Associate Dean for Academic Affairs. Funded learning communities will be announced in the beginning of December.

Applications need to include:

1. name(s) of faculty members proposing the community
2. courses in the community
3. name and description of the theme proposed for the community
4. description of the community (ideas for cross course collaboration, possible shared activities and linked assignments)
5. itemized budget for any anticipated learning community expenses (e.g., field trips, instructional materials, refreshments, etc.)
6. scheduling recommendation (semester and times for courses).

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Classroom Assignments

Classroom assignments are made by the campus Registrar. If a room change is necessitated due to the nature of your course, please contact the campus Registrar as soon as possible. To avoid conflicts with noncredit workshops and other programs, always check availability of rooms before using an unassigned room. Do not assume that a room, other than the one assigned, will be available for use.

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Classroom Courtesy

As a courtesy to your colleagues, please erase chalkboards/whiteboards at the end of class. Also, please make a point of ending classes on time in order to allow students enough time to get to other classes.

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Academic Freedom

From the Executive Vice President and Provost:

University Policy HR64 **Academic Freedom:**

The faculty member is entitled to freedom in the classroom in discussing his/her subject. The faculty member is, however, responsible for the maintenance of appropriate standards of scholarship and teaching ability. It is not the function of a faculty member in a democracy to indoctrinate his/her students with ready-made conclusions on controversial subjects. The faculty member is expected to train students to think for themselves, and to provide them access to those materials which they need if they are to think intelligently. Hence, in giving instruction upon controversial matters the faculty member is expected to be of a fair and

judicial mind, and to set forth justly, without supersession or innuendo, the divergent opinions of other investigators.

No faculty member may claim as a right the privilege of discussing in the classroom controversial topics outside his/her own field of study. The faculty member is normally bound not to take advantage of his/her position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his/her study. [Approved November 27, 1950; Revised January 30, 1987]

Furthermore, University Faculty Senate Policy 20-00 Resolution of Classroom Problems [Approved April 25, 2006] as well as Academic Administrative Procedure R-6 Classroom Academic Freedom Conference and Mediation [Approved July 6, 2006] spell out the process for dealing with student concerns related to HR64 and arising "…from questions about classroom situations or behavior…in a manner that provides for equity and due process for students and for instructors."

Students must be free to express their opinions without fear of ridicule, intimidation, or retaliation by any instructor. Instructors should be mindful of their relationship to students and, consistent with HR64, avoid political or philosophical statements or appearances that may be interpreted by students as biases or proselytizing.

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Summer Teaching

Faculty members are contacted during the fall semester regarding teaching during the following summer session. All assignments are approved by the division heads and may be adjusted to accommodate dropped sections and equity issues. Full-time faculty are paid a percentage of their annual salary for one course if there is an enrollment of at least twelve students. The part-time rate is paid to full-time faculty for additional courses or when enrollments are between six and eleven students. Classes with 5 or fewer students will be cancelled unless the instructor wants to be compensated at an independent study basis for each student in the class. Assignments will be finalized the week prior to the beginning of classes. A final commitment by the faculty member to teach summer course(s) must be made by March 1.

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Obtaining Class Lists on eLion and ANGEL

Up-to-date class lists may be obtained electronically using **http://elion.psu.edu/** on the Internet. To use this service, the instructor of record must have a valid Penn State Access Account. Select "Faculty" to retrieve an electronic version of the class list. A class list will be delivered in minutes to the instructor's Penn State Access Account E-mail Address and can be

easily imported into a spreadsheet, database, or e-mail distribution application. The campus Registrar's office can also provide current class lists at any time.

eLion Personal Message. Starting with the first day of classes, a personal message will appear if there are any students with incomplete registrations. The message will continue to appear every week through the last week of classes as long as there are students with incomplete registrations in the class, and the class has not ended.

Faculty can display their class lists from eLion using the feature "Display Classlist." The class list displayed will show the following information: student name, campus, major, semester standing and registration status. If the student's registration is incomplete, the message "Registration Not Complete" will appear. The options of sending a spreadsheet and/or an e-mail list are also available. Once the class list is displayed, it can be printed from eLion. The course enrollment is also shown.

Students who have not completed the registration process will have a message "Reg not Completed" in the right hand column of the class list. Students who have not completed the registration process six weeks into the semester will have their schedules cancelled.

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Preparing a Syllabus

University Faculty Senate policy stipulates that faculty members must distribute a written syllabus for each course to all students within the first ten calendar days of a semester. The course syllabus serves several functions. It enables students to plan ahead, to understand course goals and specific requirements, and to be made aware of the principles and practices that underlie course design. It should include the class name and number, instructor's name, campus phone number, e-mail address and, as appropriate, voice mailbox number, and Web page address. It should also include office hours, a list of required books, and other necessary materials which the student must acquire independently. There should be a calendar with dates of class meetings and exams and the due dates for written, oral, and reading assignments. Instructors should state their policy for extra credit work in the syllabus. It is helpful to indicate to students how they should contact instructors to accommodate special absences necessitated by religious holidays, participation in University sponsored activities such as athletic teams, or unusual situations.

Students perform best within clearly defined expectations of performance, behavior, and relevant policy areas. Do not assume that students know policies prior to attendance in class, even things that may seem obvious. Providing clear policy statements in the syllabus can ease the resolution of any complaints raised by students over grades, absences, etc. The clearer the information that is provided to students (especially in written form), the easier it will be to prevent, or later resolve, student disagreements. Each instructor is expected to provide clear policy statements on academic integrity, grading policy, and attendance (all discussed below).

The syllabus is the primary document (along with grade and attendance records) consulted in grade disputes. According to Senate Policy 47-20: Basis for Grades, faculty members should provide written notification of the basis for grades to students within the first ten calendar days of a semester. The syllabus must contain a detailed explanation of grading practices, especially how the final grade will be determined and any formula involving percentages or points. Students have a right to hold faculty to the statements on the syllabus, so it is important to think carefully about policies ahead of time, to express them clearly in the syllabus, and to reinforce them orally and perhaps on individual assignment sheets as well. (If you decide to change the basis for grades in a course, be sure to communicate these changes to the students in writing.) There are ways to retain some flexibility in grading for those cases where a student's performance is not fully measured by a mathematical calculation of grades, such as by indicating that grades will also take into account other factors, such as class participation and improvement.

Helpful suggestions and required syllabus elements can be found at the Schreyer Institute for Teaching Excellence at http://www.schreyerinstitute.psu.edu/tools/?q=syllabus

Place a copy of the syllabus for each class on the ANGEL website *PS Berks Syllabi* at the beginning of each semester.

Suggested Format for a Syllabus

PENN STATE BERKS
Instructor:
Semester and year:
Office location:
Office phone number:
E-mail address:
Home phone number (optional):
Office hours or student meeting times:
Course number, name, and section number:
Title of course (description from college catalog):
Meeting times of course:
Text (title, author, date of publication):
Objectives:
Methods:
Grading (composition and scale):
A = xx — 100
A- = xx —xx
B+ = xx —xx
B = xx —xx
B- = xx —xx
C+ = xx —xx
C = xx —xx

D = xx —xx
F = 0 — xx

Academic Integrity Statement
Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

All work submitted (tests, quizzes, homework assignments) must be your own—not copied in whole or in part from another student or from printed or electronic sources. In addition, all material that is not your own (ideas or words) in papers must be properly cited. If you are not sure how to cite material in your paper, check with the instructor. It is your responsibility to avoid plagiarism. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or citations, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, and tampering with the academic work of other students. A full policy statement is contained in Faculty Senate Regulation 49-20 (in Student Guide to General University Policies and Rules). Failure to comply with this rule could result in a failing grade and disciplinary procedures.

Assistance Statement. It can be helpful to include a statement like the following to let students know that they should contact the instructor when there are special circumstances.

NEED ASSISTANCE WITH YOUR COURSES?
Some students may have conditions, or other obstacles that may interfere with their academic success. Your instructor wants you to succeed and will help you meet the standards of the course despite problems that may arise. You must talk with the instructor and let him/her know if you want the help. If you have a need that may be related to a disability, which may require modifications or reasonable accommodations in this course, please inform the instructor or contact Disability Services (Michelle Strawley: 610-396-6410, 153 Franco Building) as early in the semester as possible.

Additional Information to include in the syllabus:

Lectures, quizzes, and assignments: dates and topics
Make-up opportunities for quizzes, tests, or exams

Class attendance policy
Extra credit opportunities

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Conducting the First Class

Use the first class to go over the syllabus carefully with students. This is an opportunity to discuss the course, goals, and objectives or, in other words, what students should come away with from having completed the course. Engage and excite the students as they commit to a semester of study, and have them understand that instructors make a commitment to help them to achieve the goals set for them. At the same time, make sure that they understand what is expected of them in performance and behavior. Clear and specific information on content, form, and criteria for evaluation can assist students in responding to course expectations, and can also assist in resolving student disputes about grades.

Instructors should establish the appropriate decorum and rules of classroom meetings. Faculty in larger classes may prefer to have seating charts and required seating. Others may prefer allowing students to select their own seating arrangements. Some instructors, depending on the nature of the course and the size of the class, use this first period to begin to get to know their students and their names, which, if possible, may be one goal, and to engage them in a discussion of what their expectations are for the course.

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Maintaining Office Hours and Accessibility

List your office hours in the syllabus and announce them in class. Encourage students to meet with you if they need help or advice. Penn State Berks recommends that full-time faculty be available to meet students a minimum of two hours for each course. Weekly office hours should be scheduled in the morning and afternoon as well as on different days of the week to enable as many students as possible to attend office hours. For part-time instructors this time can be immediately before and/or after class. It is desirable that they are not all within the same class period, thereby reducing the possibility that a student will not be able to make office hours because of a class conflict. Instructors should also be available by appointment and be willing to extend office hours during times of stress for students, particularly at the beginning and end of the semester and preceding and following exams. Some instructors actually also set up e-mail hours, so that students know when faculty will be checking for student queries. E-mail availability, however, is not a substitute for keeping regular office hours, which should be held on campus.

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Weather and Emergency Campus Closings and Delays

Based on the weather forecast and conditions, a decision will be made regarding the operational status of the campus.

a) **DELAYED –** for students and faculty only, all classes will begin at 9:30 a.m. All staff are expected to begin work at their normal time.
b) **CANCELLED -** for students and faculty only, classes may be cancelled in the morning, afternoon, or evening. All staff are expected to begin work at their normal time.
c) **CAMPUS IS CLOSED** – applies to everyone. Only **"ESSENTIAL STAFF"** are expected to be at work on the campus.

The decision for day classes will be made later than 6 A.M. The decision for evening classes will be made by 4 P.M. The TV and radio stations are contacted as soon as a decision is made to delay, cancel or close.

Call the "Weather **Telephone Number**" 610-396-6375, to find out the operational status of the campus.

When you come to campus, please park in the parking lots that have been cleared of snow.

DELAYED CLASS SCHEDULE

MONDAY, WEDNESDAY AND FRIDAY CLASSES

Regular Beginning	Delayed Beginning	Delayed Ending
8:00 AM	9:30 AM	10:20 AM
9:00 AM	10:30 AM	11:20 AM
10:00 AM	11:30 AM	12:20 PM
11:00 AM	12:30 PM	1:20 PM
12:00 PM	1:30 PM	2:20 PM

No Delay for Afternoon Classes

TUESDAY AND THURSDAY CLASSES

Regular Beginning	Delayed Beginning	Delayed Ending
8:00 AM	9:30 AM	10:30 AM
9:25 AM	10:40 AM	11:40 AM
10:50 AM	11:50 AM	12:50 PM
12:15 PM	1:00 PM	2:00 PM
1:40 PM	2:10 PM	3:10 PM

3:05 PM	3:20 PM	4:20 PM
4:30 PM	4:30 PM	5:30 PM

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Canceling Classes

Faculty members should hold classes for all assigned periods and for the complete time that is allotted for the class. Faculty members may not terminate a class before the scheduled end of the semester, cancel classes before or after holidays or term breaks (even though students may request it), or move the regular time and place of the course as listed in the class schedule, without the consent of the division head. If bad weather requires the cancellation of classes, the radio and television stations will be informed.

When a last minute crisis prevents an instructor from meeting a class, a note needs to be posted at the classroom. Call the following to have a staff assistant post a message.

IF YOU LEAVE A PHONE MESSAGE, PLEASE CALL BACK IN 15 MINUTES TO ENSURE THAT YOUR MESSAGE WAS PICKED UP.

If your class meets in *Franco Building*, contact Danielle Moser, (610) 396-6145.
If your class meets in *Luerssen Building*, contact Robin Raifsnider, (610) 396-6306
If your class meets in Gaige Building, contact Gail Chiriani, (610) 396-6146
If your class meets in *Perkins Student Cente*r, contact Paula Adams, (610) 396-6062
After 4:00 PM, contact Joan Zaremski at (610) 396-6085
If no one answers the phone in these buildings, call the switchboard at (610) 396-6000.

The instructor should notify the students by email or ANGEL as soon as possible when a class must be cancelled at the last minute.

Making Up Canceled Classes

It is expected that all cancelled classes be made up in a manner that maintains the quality and integrity of the course material. There are a number of possible ways for students to continue the learning process when it is impossible for instructors to meet the class. They might arrange with a colleague to cover that class, or schedule an outside assignment, group work during class time, or a proctored exam; your colleagues in the Learning Center or Career Services are also available to present modules on such topics as study skills, time management, and job hunting. An alternative date might be scheduled, but a class time should be moved only if every enrolled student is able to attend the alternate time. Classes that meet in the evening may be extended to make up for lost time.

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Encouraging Class Attendance and Excusing Absences

It is the policy of the University that class attendance by students is encouraged and that all instructors organize and conduct their courses with this policy in mind. Students should be expected to come to class and be held responsible for all work covered. Instructors, however, decide if class attendance and participation will be a component of the student's final grade. Your course's attendance policy should be clearly stated on the syllabus. Students should also know that, according to University policy (Policies and Rules for Students [42-27]), "A student whose irregular attendance causes him or her, in the judgment of the instructor, to become deficient scholastically, may run the risk of receiving a failing grade or receiving a lower grade than the student might have secured had the student been in regular attendance." Please identify students who begin to show a pattern of absences early, and let them know that these absences will make it difficult to grasp the material of the course. Please report students with excessive absences to the campus advising center. The advising center will send a letter to students who are identified as having stopped attending class although they remain on the class list. (Please notify the Registrar's office of students who have never attended class so that their registration can be investigated.)

Allowing Students to Make Up Work

Faculty should provide, within reason, an opportunity for students to make up work when they are obliged to miss classes for legitimate reasons. Faculty Senate policy states that students who miss class due to unavoidable reasons such as illness, injury, or family emergency should have the opportunity to make up evaluative events. Instructors should also provide, within reason, the opportunity for students to make up work when they miss class for regularly scheduled, University-approved curricular and extracurricular activities (such as the United Way Day of Service, field trips, debate trips, choir trips, and athletic contests). Student participation in athletics as a member of the college's inter-collegiate athletic program is an excused absence.

When students miss a class, they should discuss with instructors (prior to the missed class) what will be missed and how this can be made up. It is the student's responsibility to initiate this contact. The student is also obligated to fulfill any class assignments that were due. Students who miss class to take part in religious observances should also be allowed to make up work that they miss. As stated in Policy R4 of the Administrative Policies and Procedures, "In preparing the calendar for an academic year, the University makes every effort to avoid conflicts with religious holidays. However, when conflicts are unavoidable, efforts are made to make special arrangements for the students affected." If the instructor considers a legitimate absence to be hurting the student's scholastic performance, the situation should be discussed with the division head.

Requiring Documentation for Absences

While students are expected to notify the instructor of absences in a timely manner, University policy does not mandate official documentation of student illness or other unavoidable reasons for absence. However, false claims by a student may be considered violations of the policy on Academic Integrity.

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Scheduling Field Trips

There are no student-insurance requirements for field trips. Students should be informed of field trips at the beginning of the semester through the course syllabus and an in-class announcement so that they can plan their off-campus schedules. Be sure to inform students at the beginning of the course about any costs of taking part in a field trip. Fields trips should be arranged so as to avoid students having to miss other classes. In the event that scheduling of a field trip will affect students' attendance in other classes, please request that students be excused from other classes at least two weeks prior to the field trip. Faculty should ensure reasonable oversight of the trip and provide for contacts in case of an emergency. Students are expected to abide by the rules and policies of the University while on a trip or other activity. Your division head may be able to help defray costs of the field trip.

The following documents provide guidelines for field trips.

Academic Field Trips

Documentation and Guidelines
Please note that this document is not an official policy statement. The Office of Risk Management should be consulted if you have any questions concerning safety and/or liability issues when planning a student field trip. The Risk Management Office maintains a web site at http://guru.psu.edu/risk. It currently has sections of the web site relating to insurances, contracts, and a listing of charter bus operators who have met the University's minimum auto liability insurance requirements.

Overview
Academic field trips are a common and frequent occurrence at Penn State. Risk and liability issues have recently emerged concerning academic field trips. At the present time, no University policy exists for local and domestic field trips. TR13 (International Group Travel Approval Policy) and GFUG 8.24 (International Group Risk Management Checklist) addresses international group travel, but there is no corresponding policy and guide for non-international travel exists. It is important that University departments and faculty/staff follow adequate procedures to ensure the safety of field trip participants and to reduce liability and risk to the University.

Guidelines

The following are guidelines that should be followed when planning an academic field trip:

• Any external field trip agreements, applications, releases or similar documents, all of which are considered "contracts", must be reviewed by Risk Management and signed by an Assistant Treasurer in advance of the field trip (in accordance with policy FN-11).
• A University employee is required to accompany a group if the field trip is sponsored by the University.
• Send the list of students traveling on a field trip to Dr. Paul Esqueda, Senior Associate Dean. A contact person, who remains on campus, should be identified in the event of an emergency.
• An itinerary should be available to the academic department or campus location, especially if a field trip involves visiting multiple locations.
• Emergency communications should be available at all times. A working cell phone would be sufficient for this purpose. If the field trip is in a remote location, emergency transportation should be available at all times during the field trip.
• Personal vehicles should not be used to transport students to the field trip location. The University should provide transportation if the event is sponsored by the University.
• For lengthy field trips in distant locations within the United States or its territories, the Risk Management international travel checklist form should be completed and followed. Unlike international travel, this form does not require Dean or CEO approval. It also does not need to be forwarded to the Risk Management Office. However, it provides a good format to follow for lengthy out-of-state visits.

To help protect both the University and its employees, the following should occur:
• Each college and/or campus location should have a procedure for faculty to notify their respective department or campus of field trips in advance.
• The purpose of the trip must be relevant to the University's academic mission and any University employee in charge of or helping to supervise the field trip must be acting within the scope of their employment.
• If an injury occurs on a field trip, the appropriate University injury report forms (different ones for employee vs. non-employee) must be completed. The accident should be reported immediately to the College or Campus Safety Officer.

A department or campus may implement additional field trip and safety guidelines, but these are the necessary minimum requirements.

Frequently Asked Questions
The questions listed below provide additional guidance for planning field trips:

• How is an academic field trip differentiated from other trips (i.e., student organization trips)?
• An academic field trip is defined as an academic experience sponsored by the University. By definition, the University is in direct control of the event if they are sponsoring the trip.

• What if the event is not "academic" in nature, but is more a "social" experience that is still sponsored by the University?

• If the University is the official sponsor of the event, then the University needs to be in direct control and assume responsibility for the event.

• How is “direct control” defined?
• If the University sponsors the event, the University is responsible for properly supervising the activities of the event.

• If a student organization sponsors a field trip, is this under the “direct control” of the University?
• The Office of Student Affairs (at University Park or at the respective campus locations) should be consulted for all student organization events. They can provide guidance as to when student groups are outside University control.

• Is a University employee required to accompany a group if the field trip is an academic requirement or a University sponsored academic experience?
• Yes

• Risk Management approves charter bus agreements. If a department or group charters a bus for an event (i.e., a Penn State football game), is the trip “sponsored” by the University?
• Risk Management reviews any Bus Charter agreements that are in the name of the University and it is presumed that a University employee accompanies the group. If an employee is not accompanying the group, the bus trip should not occur.

• Is the University responsible for an individual’s behavior on a field trip? Should a “Standards of Conduct Agreement” be utilized?
• The University is not responsible for behavior of individuals. The University would not require a Conduct agreement, but it may be considered for use, and sometimes is, by an individual department or campus.

• What type of emergency preparedness or communications is required for field trips?
• Emergency communications should be available at all times on a field trip. A working cell phone would be sufficient for this purpose. If the field trip is in a remote location, emergency transportation should be available at all times during the field trip.

• Can personal vehicles be used to transport individuals to a University-sponsored field trip?
• If the activity is sponsored and planned by the University, travel is to be provided by the University and would include an employee accompanying the group to and from the activity. In other words, the University has a duty to provide safe transportation for University sponsored events.

Academic Field Trip Checklist

Class, Club, or Organization Sponsor: _____
Name and Title of Penn State Employee in Charge of the Field Trip: _____

Trip Dates: _____
Trip Destination(s): _____
(Provide itinerary if multiple destinations)

Is the field trip (check all that apply):
• Part of a Course?
• A Course Requirement?
• Optional, but may be used for extra credit?
• Part of another University activity?

Trip Purpose: _____

Estimated number of participants: __ (provide list of participants)

List all means of transportation. Include departure and arrival times. Provide attachment if needed.
Emergency Contact Information (while on Field Trip):
Phone Number:
Please indicate location of phone: _____ (i.e., name of field trip destination)
Please indicate if personal cell phone: ___ (list name of person who owns phone)
Contact Information of individual(s) remaining on campus or within local area:
Phone Number: ___
Please indicate location of phone: _____ (campus or home location)
Please indicate if personal cell phone: ___

• Has Risk Management reviewed any contracts, agreements, applications, or similar documents required for this field trip?

• Has the Assistant Treasurer signed any such contracts?

• Is a University employee accompanying and in charge of the group?

• Is a list of those traveling on the field trip available at the campus location?

• Is emergency contact information for those traveling in the group remaining at the campus location?

• Are telephone or cell phone numbers available in case you need to contact anyone on the trip?

• Has a contact person been identified who remains on campus or in the local area, who may be contacted in the event of an emergency? Does this person have a list of attendees and emergency contact information available?

• Are emergency communications available to the group at all times?

• Has appropriate transportation been arranged for safe travel? (Personal vehicles should not be used to transport students to the field trip location.)

• Do you know who the Safety Officer is within your academic college or administrative area in the event of an accident?

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Inviting Guest Speakers

The Office of the Chancellor oversees a funding source called the Howard O. and Jean Beaver Endowment for Guest Lecturers. The purpose of this fund is to make possible lectures and presentations at Berks by individuals of local, national, and international stature to enhance the academic and cultural life of the campus. Funds may be used for the following expenses: honorarium, travel, food, and lodging. Obtain the application for funding from the chancellor's office. Funds are awarded by October 1. Other monies are available on a limited basis for guest speakers from your division head.

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Writing Across the Curriculum

Writing Across the Curriculum (WAC) is a nationwide movement designed to ensure that students have frequent and significant opportunities to write, revise, and discuss their writing in their classes – from their first year to graduation, whatever their major course of study.

The basic philosophy behind WAC is that students will learn more and will leave the university as better thinkers and communicators if they write consistently and repeatedly throughout their college courses.

The WAC movement has been around for about four decades, and it has thrived at colleges and universities across the country. A recent study suggests that more than half of the institutions of higher education in the U. S. offer a WAC program, with more developing every year.

WAC is defined by its decentered pedagogy, moving away from the lecture mode of teaching to a model of active student engagement. As a result, many WAC programs – including the Berks WAC program – focus on providing resources, training, and support for faculty who wish to develop the quality and quantity of writing in the courses they teach.

More information can be found at http://www.bk.psu.edu/Academics/33998.htm

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ANGEL – Penn State's Course Management System

Many course related functions are available on ANGEL including class lists, student access to the syllabus, email capabilities, grade reporting, loading of lessons, and access to articles. Pictures of students enrolled in your classes are available to instructors on ANGEL. Students do not have access to ANGEL for any course until the instructor "enables" ANGEL for the class. Contact Tricia Clark, tk3@psu.edu, 610-396-6349 for assistance.

Guidelines/Best Practices for Selecting Course Materials

As noted in **Policy AD69 Accessibility of Penn State Web Pages**, "The Pennsylvania State University is committed to ensuring equal access to information, programs, and activities through its technologies, web pages, services and resources for all its constituencies. This policy establishes standards for the accessibility of Web-based information and services considered necessary to meet this goal and ensure compliance with applicable local, state and federal regulations and laws."

Faculty are encouraged to collaborate with the staff from the Center for Learning and Teaching in the infancy stages of development when considering to enhance any course.

Faculty can help us efficiently meet federal requirements by:
Visiting this website: http://accessibility.psu.edu/courses/

Learning to Create Accessible Digital Documents

- Learn to create Word and PowerPoint documents that can be read with a screen reader. (See CLT staff for guidance or recommended training.)
- If posting PDF documents, post an alternate accessible version in Word or PowerPoint.
- When creating web-based content, …

Planning for Closed Captioning of Video-based Resources

When selecting videos created by others for face-to-face classes, hybrid and online courses, consciously choose versions which already contain closed captioning.

- Tip: When searching YouTube for appropriate content, filter your search to include only captioned videos

When creating your own video-based resources, consciously choose a workflow that will support closed captioning.

- Consider writing a script to streamline the captioning process

- Work with Center for Learning & Teaching to identify a manageable video captioning workflow for your course.

Dealing with Student Difficulties, Problems and Unusual Circumstances

Assisting Students Who are Not Succeeding

The primary responsibility for helping students who are having difficulty in a course lies with the instructor of the course. Recommending to students that they do additional problems, spend more time writing, or read additional books or articles related to the subject matter are all approaches that might be used by an instructor to help students on an individual basis. Also, instructors might advise students on how to take notes, read, or study more efficiently.

In addition to the first-line responsibility of instructors to students, the campus provides a service for tutoring, reading, writing, and study skills development in the Learning Center. If instructors identify students who are having particular difficulty in their courses and for whom they believe that extensive assistance is needed, then the students should be referred to the Learning Center or call 610-396-6288.

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Supplemental Instruction

Arrangements can be made with the Learning Center for supplemental group tutoring at a regular time each week to assist students in "high-risk" courses. This program involves peer led study sessions for courses that are traditionally more difficult, especially large classes. The session is scheduled for a set time each week and is open to all students in the course.

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Dealing with Students Who Have Not Completed Their Registration

The class lists show the official registration status of the students in class. Students who have a message "REG NOT COMPLETED" in the right-hand column of these lists should report to 125 Franco to complete the registration process. However, we do wish to ensure that the confidentiality of our students is respected and that no students are embarrassed by the disclosure of information that should not be publicized. Some students may not be aware that their registrations are incomplete. It is important that we let these students know they will not be able to continue attending class unless they complete the registration process. However, you can help avoid unnecessary embarrassment for our students by making a general announcement urging all students to check eLion concerning the status of their registration and reminding them that no grades can be given to students who have not completed registering. You may also invite students who are uncertain about their registration status to see you after class or to contact the Registrar at their campus. In order to respect the confidentiality of the students, *please do not read out the names of the students who have not completed their*

registrations or who have been disenrolled, and do not write their names on the board. You can put the last four digits of the students' PSU ID numbers on the board to identify students who need to report to the Finance Office.

Because students who have not completed their registration are not officially students, the instructor may refuse to grade assignments and tests of students who have not completed the registration process. About six weeks into the semester, students who have not completed the registration process will have their schedules cancelled. At that time they should not be allowed to attend class since they are no longer students.

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Accommodating Students with Disabilities

The University is expected to make reasonable accommodations for students with documented disabilities. Learning disabilities, physical handicaps, and personal adjustment difficulties often require individualized assistance from professional staff. If a faculty member receives a request for an accommodation from a student, contact **Michelle Strawley, Learning Disability Specialist (610-396-6410, 153 Franco Building) for more information.** General information about issues related to students with disabilities may be found at http://www.equity.psu.edu/ods/. The staff works with the students to document their needs and the special services to be provided. Students are not required to inform anyone on campus of their disability, and all such information should be held in the strictest confidence.

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Dealing with Disruptive Students

Among the rights and obligations of the University enumerated in the *Student Guide to General University Policies and Rules 2008-2009,* is the right to "set reasonable standards of conduct in order to safeguard the educational process." The student *Code of Conduct* provides examples of categories of behaviors that are inconsistent with this right, and with the values of an academic community. Policy Statement 9 (p.2) of the *Code of Conduct* defines obstruction or disruption of classes, research projects, or programs of the University; or obstructing access to University facilities, property, or programs as follows:

Disruption is defined as an action or combination of actions by one or more individuals that unreasonably interferes with, hinders, obstructs, or prevents the operation of the University or infringes on the rights of others to freely participate in its programs and services.

The following steps, suggested by procedures of departments within Penn State, as well as other universities, have been found useful by experienced faculty for coping with classroom disruption:

1. *Set Clear Standards of Behavior.*

Setting clear standards of behavior at the beginning of a course is a powerful deterrent to inappropriate behavior. Faculty members might consider stating their expectations for classroom behavior in their syllabi and define inappropriate behaviors. However, if such a statement is included, the syllabus should also contain a means by which students can address any questions or concerns they have with the standards of behavior policy, and provide contact information for a course administrator or department head for any follow up concerns that may arise. Any changes to such behavior policy should be presented to students in writing per Faculty Senate Policy 43-00.

2. Confront the Behavior.

When students behave inappropriately in class, it is important to confront the behavior as soon as possible. If it becomes necessary to reprimand a student in public, try to do so in a firm and friendly manner. Identify the inappropriate behavior. Explain how it is disruptive to the rest of the class, and request that it not be repeated. Rather than address one individual, it usually causes less embarrassment to use a general statement such as, "There are too many people talking at one time, let's all get focused on the same topic." The student must always be treated with respect and courtesy, not only to role-model civil behavior, but also to keep the situation from escalating.

3. If the Behavior Continues, Request that the Student Leave the Class.

Faculty have the authority to request that a disruptive student leave a class for the remainder of the period. However, faculty do not have the authority to expel students from class, either on an interim or permanent basis, or require them to drop the course. This can only be done following appropriate University judicial processes and procedures. Meet with the student privately as soon as possible to explain the inappropriateness of his or her behavior. Point out that if the behavior continues, you will have to file a complaint with the Campus Life Office. Follow up the discussion in writing, repeating the nature of the problem and what you and the student have agreed is necessary to resolve it. If you are concerned about your personal safety in a private meeting, consider asking your division head or another faculty member to be present.

If a disruptive student appears to be highly agitated and on the verge of violent behavior, avoid confrontation. Consider dismissing the class and summoning Police Services. Do not attempt to use force or threats of force except for immediate self-defense. Write down facts, identify possible witnesses, and notify your division head.

4. If Continuing Disruption Occurs, File a Complaint with the Campus Life Office.

The division head as well as the Judicial Affairs Director (Student Affairs Office) or designee should be notified when continuing disruptions occur. These should be handled through Judicial Affairs proceedings coordinated by the Campus Life office. Students involved in a serious disruption of the learning environment may not be permitted to return to class until University procedures have been completed.

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1 *Student Guide to General University Policies and Rules*, http://www.sa.psu.edu/ja/pdf/PoliciesRules.pdf

2 Code of Conduct, http://www.sa.psu.edu/ja/conduct.shtml; *The Pennsylvania State University, Office of Judicial Affairs.*

3 Also, see the *Judicial Affairs Training & Reference Manual* or the *Judicial Procedures .*

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Resolving Student Problems

Students having a complaint about an instructor will be encouraged to discuss the problem first with the instructor. If this does not resolve the problem, the student should then contact the division head.

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Understanding and Promoting Academic Integrity

Academic integrity—the pursuit of scholarly activity free from fraud and deception—is an educational objective of Penn State. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating or falsifying information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Instructors should help students learn the importance of academic honesty in the learning process by informing them that the University will not tolerate cheating, plagiarism, and other forms of academic dishonesty, and that instructors take such offenses seriously. At the beginning of each course, be sure to provide a statement clarifying the application of academic integrity criteria to that course.

The instructor is responsible for giving a student charged with academic dishonesty both oral and written notice of the charge. When confronted with a case of student dishonesty, discuss the infraction face-to-face with the student outside of class. *Under no circumstances should the student's case be divulged to other students*. Such matters must be handled in a prudent manner in order to prevent a student's rights from being abridged, and accusations should not be made on suspicion alone. Before proceeding with a case of academic dishonesty, you should review the University policy on violations of academic integrity (Senate Policy 49-20), which is reproduced below. The division head can also be helpful in discussing these situations and help you with the procedures to be followed, without violating the student's right to privacy.

With papers and essays available to download for free or for a fee from more than fifty term paper mills on the Web, students may be tempted to violate the policies on academic integrity. A helpful Penn State Internet site is "Cyberplagiarism: Temptations for Students and Tactics for Teachers" found at http://tlt.its.psu.edu/suggestions/cyberplag/. This Web site is designed specifically for faculty to get an up-to-date overview of the problem, to learn how technology can help you if you suspect plagiarism, and to learn the steps you can take to ensure the academic integrity of your students' written work.

Penn State offers the plagiarism detection tool Turnitin.com to faculty and students at every Penn State campus as a way to help maintain academic integrity at the University.

Turnitin performs originality checks on submitted papers, checking the submissions against four possible plagiarism sources. These include the Internet; Proquest, a database that contains full-text articles of many newspapers and magazines; Turnitins own database of thousands of student papers turned into the site from other universities; and a database of papers submitted from Penn State to Turnitin. Once the paper is checked, an originality report is sent to the submitter. The report highlights possible instances of plagiarism and the source of the questionable text.

Penn State faculty can set up their own Turnitin accounts, and can either submit papers themselves or allow students to do so. This allows more flexibility for faculty in deciding how to handle academic integrity issues and enables them to use Turnitin as a plagiarism prevention tool, not just a detection device. Turnitin cannot determine what a faculty member should do about a paper that has not cited its sources adequately it just makes it easier for the faculty member to start the conversation with the student, according to John Harwood, senior director of Teaching and Learning with Technology, a unit of Penn States Information Technology Services.

Faculty also can use Turnitin as an educational tool. Faculty can allow students to forward papers to Turnitin and get an originality report before submitting their papers for grading, enabling them to recognize plagiarism that may be unintentional. Many students don't necessarily write their papers; they compile them, and they don't realize that they are committing plagiarism, Harwood has said.

Plagiarism at Penn State has increased somewhat, but reports of plagiarism have not quadrupled as was recently reported. This incorrect number was due to changes in how Penn State officials were informed of suspected plagiarism. However, a survey conducted in November 2004 found that nearly 40 percent of faculty and teaching assistants at Penn State believe academic integrity is a major problem. This number is consistent with data in national and international surveys.

The Turnitin program is administered by Teaching and Learning with Technology, a unit of Penn States Information Technology Services. More information about Turnitin can be found at http://tlt.its.psu.edu/turnitin/ and www.turnitin.com/.
Information Technology Services

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Policy 49-20 Academic Integrity

Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments. At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

Committee on Academic Integrity: Each College Dean shall appoint a Committee on Academic Integrity made up of faculty, students, and academic administrators with faculty being the majority.

Procedures

When Academic Dishonesty Is Suspected: The instructor will offer to meet with the student to discuss the situation and to give the student an opportunity to respond. The student should be told what the allegation is and what the college procedure is for handling such cases. A drop or withdrawal from the course after this point may be reversed. The instructor may assign an academic sanction ranging from failure on the assignment to failure in the course and/or opt to pursue a disciplinary action in conjunction with the college committee and judicial affairs. College committees will provide guidelines on ranges of appropriate sanctions for given types of infractions.

If the student accepts responsibility for the violation and the proposed academic sanction, the instructor will have the student sign the Academic Integrity form (reproduced below), which closes the case as to the academic sanction, but not with respect to any disciplinary sanction that may be pursued. The instructor will forward this form to the associate dean, who will forward it to the Office of Judicial Affairs for record keeping.

If the student signs that he/she did not accept responsibility, the student can appeal the case to the college committee. In this case, the instructor will forward all relevant case materials to the college committee, which will review the facts of the case and/or the proposed academic sanctions. For academic sanctions, the decision of the college committee is final. At the close of proceedings, the college committee will notify all relevant parties of its decision and (if the student is found responsible) forward the outcome to the Office of Judicial Affairs for record keeping.

Referring Cases to Judicial Affairs: Cases must be referred to the Office of Judicial Affairs when the college committee recommends the application of formal University disciplinary sanctions. In these cases, in accordance with University procedure for handling disciplinary incidents, Judicial Affairs will review the facts of the case and assign disciplinary sanctions when appropriate. Under current University policy and practice, Judicial Affairs has the authority to initiate disciplinary sanctions for repeat offenders.

The "XF" Grade: An "XF" grade is a formal University disciplinary sanction that indicates on the student's transcript that failure in a course was due to a serious act of academic dishonesty. To record an "XF," the instructor, college committee, and Judicial Affairs must concur that this penalty is appropriate. Each college committee must develop conditions that, if met to the Committee's satisfaction, would allow the student to change an "XF" grade to an "F." The committee may also specify in specific cases that there are no conditions for the removal of the "XF" grade from the transcript.

Record Keeping: The appropriate assistant or associate deans shall be responsible for convening Committees of Academic Integrity and seeing that students and faculty have ready access to such bodies. They shall also be responsible for seeing that all cases handled on the college level, in which a student was found responsible for dishonesty, are reported to Judicial Affairs. Judicial Affairs alone will be responsible for central record keeping of all academic dishonesty cases. These records are confidential and kept for five years, or in accordance with University guidelines concerning students' educational records.

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Academic Integrity Implementation Policy for the Berks College

Academic Integrity Implementation Policy for Penn State Berks (revised 01/05)

In accordance with Senate Policy 49-20 on Academic Integrity, the following will govern the implementation Academic Integrity policy and procedures at the College.

Expectations for the individual faculty member:

1. Each faculty member should establish and enforce reasonable behavioral standards for academic integrity in each class. The faculty member should clearly state the University policy in his/her syllabus and explain its meaning as it applies to the class.

2. University and College Academic Integrity policies must be enforced consistently and equitably. Whenever academic dishonesty has taken place this policy must be implemented to ensure consistency and document patterns of dishonesty.

Procedures governing incidents of Academic Integrity:

1. Faculty are expected to attempt to resolve minor incidents expediently in a meeting with the student at which the incident is discussed in an objective manner.

a. The faculty member may consult appropriately and confidentially with the Division Head about the incident: whether it constitutes a violation of academic integrity, and if so, at what

level of seriousness.
b. The meeting with the student may occur during or after class, and should ensure the student's privacy when possible.
c. The meeting should review College and University policy.
d. The faculty member's Division Head may be asked to mediate a meeting between the student and faculty member when such a meeting would otherwise be difficult or impossible to arrange.
e. The specific incident and accusations should be clearly stated.
f. The student should have an opportunity to explain behavior and review the 'evidence.'
g. The faculty member should clearly state the academic sanctions that seem appropriate and the student's options.

i. The student may choose to accept or deny responsibility for the infraction. In addition, the student may separately choose to accept a sanction or to contest the sanction meted out. If in either case the student denies responsibility, or chooses to contest the sanction, the incident is forwarded to the Academic Integrity Committee of the College for a hearing.

ii. If a student fails to respond to attempts to notify him/her of the AI charge, the student will receive a DF for the course. The course instructor, chair of the AI Committee, or/and College administration will make every effort to notify the student of the academic dishonesty charge and sanction, including sending a letter to the student's permanent home address by certified mail. For graduating students, the DF will prevent a graduating student from receiving a degree (if the course is required for the degree). For non-graduating students, the DF will turn into an F six weeks into the next semester, if not resolved.

iii. If a student who is aware of the charge(s) and sanction(s) refuses to sign the form, the case will proceed to an Academic Integrity Committee review.

iv. A student or faculty member may change his/her mind after reflection for 3 business days.

v. Academic sanctions may range from a warning to failure of the course. (Note: Although Judicial Affairs alone may impose sanctions beyond Academic sanctions, the faculty member may request that Judicial Affairs consider additional sanctions beyond Academic sanctions identified in the Academic Integrity Policy.) See Appendix A for *Precedent Guidelines* prepared by the Office of Judicial Affairs.

NOTE: The XF may be assigned only by Judicial Affairs after a Judicial Affairs hearing (upon concurrence of the College's Academic Integrity Committee, the Judicial Affairs Committee and the faculty member) in accordance with University Policy. It is an extreme sanction.

h. The faculty member will file a report of the incident with the Associate Dean's Office (see Policy G-9) at the College (see Appendix B for a sample form) so repeat offenders may be

tracked. The Associate Dean will file this report with Judicial Affairs, even if the faculty member and student have reached agreement about academic sanctions.

i. The faculty member should retain a copy of the signed form and must give a copy of the signed form to the student.
ii. In the event a hearing is requested, a copy of the signed form should be forwarded to the chair of the Academic Integrity Committee.

2. Students may not drop any course in which there is either an alleged or confirmed violation of Academic Integrity.

Students involved in an unresolved AI case at the time when grades are filed will receive a DF grade until the allegation is resolved. The Associate Dean's office will direct the Registrar to enter a DF grade if the case is in dispute, and the Associate Dean's office will send notification to faculty member and the student.

3. Administrators may not discuss the specifics of unresolved AI cases. Any individual with questions about such cases should be referred to the chairperson of the Academic Integrity Committee.

The Academic Integrity Committee

The Academic Integrity Committee for Penn State Berks shall consist of

1. Five faculty selected by the Dean from a list of nominees supplied by the Chair of the Berks Faculty Senate.
Faculty alternates shall also be chosen so a faculty majority will be present for any hearing.
2. Two students (one from each campus) chosen by the College's Student Government Association.
A pool of student alternates representing Berks should also be chosen so student representation may be present at any hearing.
3. The College's Associate Dean of Academic Affairs or representative.
4. The Director of Student Affairs or representative.

The Academic Integrity Committee shall be responsible for timely publicizing to all faculty and students the responsibilities of each group to comply with Senate Policy 49-20.

Committee composition for hearings

If a hearing before the Academic Integrity Committee is required for any incident a minimum of five members of the Academic Integrity committee will hear the case. Each member should be objective. (If a conflict of interest may occur, the committee member should excuse him or herself and be replaced.)

The AI hearing committee must consist of a majority of faculty, one of whom shall chair the hearing. In addition one student and at least one representative from the College's Associate Dean Office or Student Affairs Office shall also be present.

The faculty members should first be chosen from the regularly appointed members of the committee and then from the alternates, if necessary. It is expected that no undue travel burden will be expected of the committee members.

Similarly the student should first be selected from the regular committee membership with campus location taken into consideration so there is not a travel burden placed on the student member. If the regularly chosen student member of the committee is not available, an alternate may be selected from a pool of student alternates.

Cases before the Academic Integrity Committee

The committee may review the case without a formal hearing (a Paper Review by the Academic Integrity Committee) under the following circumstances:

1. it is agreed upon by the student who has signed the Academic Integrity form
2 . the student is aware of the charge(s) and sanction(s) but has refused to sign the form
3. the level of the sanction is considered severe enough by either party to warrant a review of the case.

The review by the Academic Integrity Committee shall be conducted at a face-to-face meeting by the AI hearing committee as described above.

For either a review by the Academic Integrity Committee or a formal hearing, the Academic Integrity Committee
1. should provide a timetable to the faculty member and student for receipt of documentation
2. must be provided with documentation in a timely manner consistent with allowing both sides to prepare (See 1 above.)

All documentation received by the Committee must be provided to the faculty member and student/s involved in the case.

"Documentation" refers to
1. the paper or exam that includes or embodies the violation of academic integrity
2. written statements from the faculty member, accused student/s, and other individuals as requested
3. other materials as appropriate to the incident.

The Academic Integrity Committee reserves the right to request additional statements from individuals who may have relevant information.

Hearings before the Academic Integrity Committee

The hearing should be scheduled expeditiously, but after allowing reasonable time (e.g., five business days) to inform the student and faculty member of such a hearing, and allowing the student reasonable time to prepare.

If a formal hearing is required, it is the responsibility of the chairperson to

1. direct the hearing process
2. rule on the admissibility of evidence
3. rule on the relevance of information being presented
4. maintain procedures and performance that would be considered non-capricious and non-arbitrary.
5. vote only in case of a tie.

The burden of proof shall be guilt by clear and convincing evidence.

There shall be no lawyers present at this hearing.

Testimony shall be heard from the principals of the case and any witnesses for either side that have relevant information to present.

A University-related advisor may be present at the request of the student.

Audiocassette recording of the proceeding is an option, but any such recordings are Penn State University property and shall be forwarded to Judicial Affairs along with case materials. No other recordings are permitted. The student may make notes from the recordings (refer to Judicial Affairs for procedures).

The student shall have the right to prior review of available evidence and documentation

1. waive reasonable time and proceed as permitted
2. be present throughout the hearing and hear all evidence
3. be absent from the hearing
4. provide testimony as defense
5. question accusers and witnesses present
6. review the written report of the committee.

The faculty member shall have the right to

1. be present throughout the hearing and hear all evidence
2. present the allegation of academic dishonesty to the committee.

The AI hearing committee may use Appendix A *Precedent Guidelines* as a general guide, but may also consider the following in recommending a sanction:
1. ethical or special reasons for sanctioning above or below precedent
2. the likelihood that the consequences will reduce the probability of repeat acts
3. how the sanctions will serve the student and community needs
4. opportunity for student growth

The AI hearing committee will meet immediately following the hearing to draft the report. The AI hearing committee must make a determination of innocence or guilt and recommend an appropriate sanction. The AI hearing committee then makes a request of the Associate Dean who will forward the report to Judicial Affairs (see appendix B). The Associate Dean will check with Judicial Affairs to determine if there have been any previous violations of Academic Integrity prior to the implementation of academic sanctions. If the student has previous violations, the recommended sanction may be reviewed and changed.

If a student is found to have violated Academic Integrity, the report becomes part of the student's formal educational record. (If the committee finds no violation to have occurred, the written report shall be filed with Judicial Affairs and handled in a manner consistent with University procedures.)

The student and faculty member shall be formally informed of the result of the review.

The decisions of the AI hearing committee are final.

The case must be referred to Judicial Affairs for formal review or hearing if University Disciplinary sanctions are to be considered. This action must be taken prior to any fact finding. (This includes possible assignment of the XF grade.)

See also the Academic Integrity Web site.

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Faculty Advising

Advising Assignments

All full-time faculty are expected to be academic advisers. Advising responsibilities are determined by the associate dean. The role of the academic adviser in the University's advising program is consultative in nature and is not one of granting or denying administrative approval to students for particular academic procedures or actions. Advisers are responsible for informing students of the appropriate course of action. Nevertheless, final decisions relative to course scheduling and program planning belong to the students, and they must assume responsibility for such decisions, particularly when these decisions are inconsistent with the requirements of the chosen major and college. Advisers can obtain the academic records of their advisees on the Internet through https://elion.psu.edu/

Functions of the Adviser

An adviser should be prepared to carry out the following functions:

1. **Information Giving**—includes advice and consultation about registration, course offerings, areas of faculty interest and expertise, educational opportunities, degree programs, educational policies and regulations, as well as administrative procedures.
2. **Short-Range Program Planning**—includes advice and consultation on semester program planning, selection of specific courses, adjustments in course loads, and advance registration.
3. **Long-Range Planning**—includes advice and consultation about educational and occupational objectives suited to the student's demonstrated abilities and interest, as well as identification of the relationships between courses, programs, and occupations, and assistance to students to regularly evaluate the appropriateness of educational and occupational objectives.
4. **Conveying the Purpose of the University**—includes advice and consultation regarding the meaning of higher education, the aims of disciplinary and interdisciplinary study, the reasons for academic requirements, the expected standards of achievement, and the spirit and satisfaction of scholarly work.
5. **Student Referral**—recognizes that the academic adviser cannot possibly meet all student needs but that specialized campus services are available for advice and consultation complementary to the knowledge and skill of the adviser.

The University's Center for Excellence in Academic Advising has many resources on advising at the website http://www.psu.edu/dus/cfe/

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Registration Procedures

Registration, Course Add/Drop, and Late Drop

Registration is a continuous process at Penn State. While exceptional circumstances may necessitate the need to process schedule changes after classes begin, students are encouraged to finalize all registration changes prior to the first day of the semester. Once the semester begins, the process of changing the student's course schedule is referred to as "dropping/adding" courses.

Students who registered on time and completed their registration are permitted to add courses during the "drop/add" period. Courses may be added and dropped during the first ten calendar days of the fall and spring semesters, or proportional time frames for other than fifteen-week courses or during summer session.

Courses dropped during the first ten calendar days of the semester (for fifteen-week courses) are not recorded on the student's academic record. Courses dropped after the first ten calendar days and before the end of the twelfth week are considered late drops, and are recorded on the student's academic record. There are limitations (baccalaureate degree – 16 credits; associate degree – 10 credits; nondegree – 10 credits) on the number of late drop credits students may accumulate during their entire time at the University.

Students may late drop courses in person or by using the eLion system. Dropping courses will likely reduce student ability to maintain normal degree progress, possibly delaying graduation. There may also be financial aid and family insurance issues to consider when dropping courses.

Courses added during the first ten calendar days do not require any special permission. To add a course that is full requires permission of the instructor; the student must add this course in person. Courses added after the first ten calendar days require the instructor's permission, and the signed course add form must be handed in at the Registrar's office. The limitations for dropping and adding courses do not apply to students who may switch sections of the course during the semester with the permission of the faculty.

Auditing Courses

Students who want to audit a course must indicate this on the registration form or within the regular add period of the semester. Students pay full tuition when auditing a course.

Withdrawing from the University

A student who is unable to complete the semester may choose to withdraw from the University. The withdrawal action may occur at any time up to and including the last day of classes. Withdrawal will delay normal degree progress and may affect academic programming and have financial aid implications. A student considering this action should first consult with an

academic adviser. A student may complete the withdrawal process without consulting or informing the instructor, but instructors need not worry about erroneously giving a regular grade to a student who has withdrawn since the computer automatically converts any grade to a W.

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Student Evaluation and Grading Procedures

Assigning Grades

Students' grades should reflect their achievement in attaining the objectives of the course. The University's grading policy (Senate policy 47-40, 47-60) is that grades shall be assigned to individual students on the basis of the instructor's judgment of the student's scholastic achievement according to the following definitions:

A (EXCELLENT) indicates exceptional achievement
B (GOOD) indicates extensive achievement
C (SATISFACTORY) indicates acceptable achievement
D (POOR) indicates only minimal achievement and that the student may be seriously handicapped in carrying a more advanced course for which this course is a specific prerequisite
F (FAILURE) indicates inadequate achievement, necessitating a repetition of the course

Grades of A, A-, B+, B, B-, C+, C, D, and F must all be available and used as appropriate, including the final grade. The University has no established percentages to accompany these letter grade designations.

Students who late drop a class (after the first ten days of a fifteen-week semester but prior to the end of the twelfth week of class), receive a WN notation that does not impact the gpa.

The available grades that the instructor can choose from on eLion will match the student's status in the course. If the quality grades (A, A-,...) appear in the box next to the student's name, then one of those grades must be assigned. The system knows which students late dropped a course or withdrew from the university and you won't be able to assign a grade to those students.

ONLY STUDENTS WHO COMPLETED THEIR REGISTRATION FOR THE SEMESTER WILL APPEAR ON THE GRADE ROSTER AT THE END OF THE SEMESTER. CONTACT THE REGISTRAR'S OFFICE IF YOU HAVE A QUESTION ABOUT A STUDENT'S STATUS.

The following symbols may appear on a student's grade report and transcript in place of a grade. A student's grade-point average is not affected by these symbols.

Symbol Recorded	Meaning of Symbols on Student Academic Records
AU	Student registered for class as an auditor and attended regularly (Senate Policy 48-80).
DF*	Deferred grade (Senate Policy 48-40).
I, INCP*	Incomplete. Student received a DF or NG grade symbol. In a student's grade summary, the I indicates incomplete averages; INCP is recorded beside the semester for which reporting is incomplete.
NG*	No grade available at the time of grade reporting (Senate Policy 48-50).
P	Student completed the work in a noncredit course (Senate Policy 47-40).
S	Student earned credits through a proficiency exam (Senate Policy 42-50.2) (Credit by Exam).
SA	Student passed a course taken under satisfactory/unsatisfactory grading option. SA means satisfactory achievement or better (A, B, C) (Senate Policy 49-60).
UN	Unsatisfactory achievement in a course taken under satisfactory/unsatisfactory grading option--UN indicates unsatisfactory achievement (D, F) (Senate Policy 49-60).
W	Official withdrawal (Senate Policy 56-30) or late drop.
W	Student registered for a course as an auditor and did not attend regularly (Senate Policy 48-80).
XF	Fail, academic dishonesty (Academic Administrative Policies and Procedures Manual, G-9).

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Informing Students of Progress and the Early Progress Report

One of the most important services instructors provide to students is to keep them well informed of their progress. Students should receive feedback before the course drop dates to help them to evaluate their progress when options are still available. Return graded exams and assignments on a regular and timely basis so that they can mark their own progress. A general guideline is that student assignments should be returned within a week of submission. In addition, campus and University policies mandate that between the 3rd and 6th week of the semester, each instructor shall provide feedback to students who are not meeting the standard

for satisfactory achievement (a least a C average). You will be notified by email about the Early Progress Report procedure. Faculty are asked to report students who have less than a C average, and they will be sent an email. The students' academic adviser will also receive a copy of the email. It is not necessary to compute or report actual grades since a subjective judgment is sufficient at this time. Students who are no longer attending class should also be reported. It is advisable that faculty speak with students, as this is another opportunity for personal communication about class performance. Key advising staff review patterns of unsatisfactory progress of students.

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Satisfactory/Unsatisfactory Grading and Grading Policies

Degree candidates may take a limited number of courses in which they will receive SA/UN grading (i.e., pass/fail). Before opting for SA/UN grading, students should consult their advisers because the limitations vary with different majors. General education courses may not be taken on a satisfactory/unsatisfactory basis. (This option is not available to provisional and nondegree students.) Students must apply for this grading option by completing an SA/UN grading form at the registration office by the end of the "add" period. An SA grade is assigned for conventional grades of A, A-, B+, B, B-, C+, C; and a UN grade for conventional grades of D and F. Instructors will not be told which students are enrolled for this grading option and, therefore, will assign conventional grades to all students.

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Administering Final Exams

Instructors are expected to provide a final evaluation of student performance. This evaluation does not necessarily require an in-class test. End of semester examinations should be given during the final examination period. This allows for a full schedule of instruction during the semester. Comprehensive final exams must be given only during the final exam period, not earlier. No tests may be given during the last week of the semester, other than quizzes and narrowly limited tests (Policy 44-20).

Early in the semester, the campus registrar will request information regarding the scheduling of final exams. Instructors must request a final examination time from the Registrar's office in order for the course to be listed in the final exam schedule. A preliminary schedule is then distributed for faculty review. Final exams for evening courses are held during the final exam week in the same evening, time, and place that the course normally meets during the semester. Final examination times will be available to faculty and students on eLion.

A limited number of exam conflicts occur during the final exam period. Students should resolve these conflicts with the faculty and make arrangements with the instructors to find alternative

times for taking one of the exams. Additional conflicts may occur since students are not required to take more than two examinations within one calendar day (Policy 44-25).

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Proctoring Exams and Make-up Exams

Faculty members are expected to proctor their own exams. In exceptional situations, alternative arrangements may be made as noted below for the student to take the exam.

Learning Center Testing Policy: Full-Time Instructors

This policy is intended to provide support to students and full-time faculty when exam proctoring is necessary in emergency situations and after all alternative options (see below) have been exhausted. The Learning Center can proctor exams in the Testing Room that require minimal supervision. Priority for use of this space is given to students with documented disabilities who require accommodations. We must do this to be in compliance with ADA guidelines. Due to the constraints on and demand for this space, reservations for testing should be made in advance and follow the procedures outlined below. Especially during peak times of the semester (e.g. midterm & final exams) test proctoring is not guaranteed.

The Testing Room is monitored via video surveillance; however, the staff that monitor testing are also responsible for normal operations and functions of the Learning Center that need to be performed on a daily basis. Therefore, a student is not necessarily monitored continuously while taking an exam.

Alternative Options:

Faculty should consider using the following options before requesting testing services from the Learning Center:

- proctor the exam during office hours or make arrangements to proctor outside of scheduled office hours;
- allow the student to test while administering a test to another course section;
- ask a fellow faculty member to proctor during their office hours;
- allow the student to complete the test in Angel;
- ask the division staff assistant to proctor/monitor the exam.

Procedures:

1. A testing contract must be completed *entirely* by both student and instructor. This ensures that proper instructions on how to proctor the exam are provided and followed (i.e. time allotted for the exam, deadline by which student must complete the exam, materials permitted, etc.). A copy of the contract is attached to this message.

2. An exam is to be delivered to the Learning Center at least one day prior to testing, preferably by email, although interoffice mail is also acceptable. Exams cannot be left with a student worker.
3. The student must contact the Learning Center to schedule an appointment to take the exam. Walk-in appointments will not be accepted. Please note that students must present picture identification in order to complete an exam.

Testing Policies for Students:

- Cell phones or other electronic devices are not permitted unless specified by the instructor.
- Backpacks, purses, and other personal belongings are not permitted.
- Students are responsible for securing their own belongings.
- Students are advised to use the restroom before starting the exam. Once the student begins testing, leaving the testing room is not permitted.
- Students will agree to comply with all PSU policies for testing and academic integrity.
- Students may not receive unauthorized assistance of any kind.
- Students may not use aids (books, notes, calculators, computers, websites, etc.) unless authorized in writing by the instructor.
- Students should not attempt to take an examination for someone else. Picture identification is required.

Any student found engaging in misconduct may receive a failing grade and will be subject to further disciplinary action.

The above policy is subject to change without notice.

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Deferring Grades

Students may request to defer their final grade. (There is no such thing as an "Incomplete" grade in the Penn State system.) Deferred grades should be approved only in unusual circumstances and never because a student failed to complete course work without good reason. The deferred grade can be assigned when final grades for the semester are submitted.

Students with a deferred grade must complete the course prior to the end of the 10th week following the end of the semester. Deferred grades that are not changed to a quality grade are automatically recorded as an F grade at the end of this deadline. The instructor may grant a

student an extension beyond the 10 week period when circumstances warrant such an exception. To do so, obtain a deferred grade form from the campus Registrar's office.

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Submitting Grades

Instructors submit end-of-semester grades using the eLion system. The eLion system is open for entering grades the day after the semester ends. Faculty need to obtain a SecurID token and establish an access (e-mail) account in order to submit grades. Contact the Registrar's office for a SecurID token. University policy states that final grades are to be submitted within forty-eight hours of the final exam.

Students receive their grades by accessing eLion or by e-mail. Students may also ask the Registrar's office to mail a copy of their grade report. Instructors may have students provide a stamped, addressed envelope to secure their final grades. However, the students are e-mailed their grades as soon as they are entered on eLion.

At the end of the semester, only students whose names appear on the official class list as shown on eLion can receive a grade for the course. All students on the final list, whether they attended or not, must be assigned a grade.

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Changing Grades

A student's grade may be changed when a final grade has been assigned but a miscalculation on the part of the instructor has occurred. Grade changes should not be used to allow a student to do additional work or revise work after the semester has been completed and a grade has been submitted. **Grades can be changed on eLion** (correct a previously recorded incorrect grade; change a no-grade (NG) to a quality grade; change a deferred grade (DF) to a quality grade) using the grade change service after grade reporting is done for the semester. Students will immediately receive an e-mail message indicating that a grade has been changed.

Corrected grades must be changed within one year of the end of the semester in question.

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Appealing Grades

A student may appeal his or her final grade, and the instructor may be asked to verify the questioned grade and the method by which it was determined. A student should discuss with the instructor first any concerns about a grade assigned to him or her, and the instructor should

attempt to resolve the issue at this level. If this discussion does not resolve the issue and the student is not satisfied, he or she then has the option to contact the division head to mediate the situation. If this does not resolve the issue, then the student may request that a grade adjudication committee be appointed by the associate dean to review the issue. The instructor, however, has the final say in the assignment of grades.

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Posting Grades and Maintaining Confidentiality

Student records must be kept confidential, according to Federal law. This confidentiality requirement includes quiz and exam grades, attendance records, or other methods of evaluating student progress, as well as final grades. Posting grades always is a threat to that confidentiality, so you may wish to consider not posting grades at all—especially final grades. However, if you do post grades, you must do so with a private code. Student grades may not be posted by name or undisguised PSU ID number. Furthermore, you may not simply cut off or blacken out the first five digits of the PSU ID numbers as they appear on your grade roster since the resulting list would still be arranged alphabetically. You may assign to students a private code, or you may disguise their PSU ID numbers. For example, you may use the last four digits of the PSU number, but scramble the order of arrangement, or you may arrange the last four digits in numerical order to protect the anonymity of the students.

When you discard class lists, etc. that have student id numbers, please give the material to a staff assistant for shredding.

Information about the academic performance of students, such as attendance, grades, etc., should NOT be shared with parents, etc. If the parents are persistent or say that a "information release" has been signed, refer the person to the Registrar's Office or Academic Affairs Office for follow up.

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Keeping Records

Please note the following May 15, 2014, message from Provost Jones describing the requirements for accurate record keeping:

To all Penn State Faculty:

I am writing to call your attention to an important matter related to the University's participation in federal Title IV financial aid programs: gradebook content. This information is being provided now so that you can make any necessary changes to gradebook entry practices for summer 2014 and beyond.

As many of you will recall, Dr. Pangborn informed faculty last year of the requirement to enter a last date of attendance on eLion when assigning an "F" grade to a student. This requirement stems from regulations governing federal financial aid programs. Under federal regulations, students who do not complete at least 60 percent of a semester do not earn the full amount of their aid for the semester, and the University must return the unearned portion of financial aid. Regulations require us to document the last date of attendance at (or participation in) an "academically-related activity" for students with failing grades in order to determine the amount of aid to return.

Dr. Pangborn's letter also stated that the documentation used to determine the last date of attendance for a student must be retained and be available for auditors to review upon request. This documentation often includes gradebook content, whether in paper or electronic form. **The U. S. Department of Education has indicated that gradebooks are adequate documentation of a student's last date of attendance so long as:**

- the gradebooks record and identify activities that are academically related,
- the gradebooks are maintained in a timely and consistent manner, and
- the information in the gradebooks is not changed without recording the change

According to federal regulations, "academically-related activities" that may be recorded in a gradebook and which document a student’s last date of attendance include but are not limited to:

- Physically attending a class that enables direct interaction between instructor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending an assigned study group
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask questions about the course subject matter

Note: In the case of online courses, academically-related activity must include substantive interaction and participation in the course, not simply signing in to the course.

It is important to note, for last date of attendance and federal financial aid purposes, **gradebook entries must include a clear description of each activity as well as the date of the assignment submission, the taking of an exam, participation in an online discussion about academic matters, etc.** In addition, gradebooks must be maintained under a consistent and timely practice so that the integrity of the documentation supporting the determination of a student’s last date of attendance cannot be brought into question.

Non-compliance puts at risk Penn State’s participation in federal Title IV financial aid programs, potentially adversely impacting a vast majority of our students who rely on financial aid. Nearly 80 percent of Penn State students rely on some type of financial aid. Last year, the University received more than $703 million in federal financial aid funding alone. Your cooperation in maintaining

adequate gradebook content ensures that Penn State remains in compliance with the applicable regulations and that this vital funding source for our students is continued.

Questions about the requirement may be directed to Anna Griswold, Executive Director for Student Aid, at amg5@psu.edu.

Thank you for your attention to this important matter.

Sincerely,

Nicholas P. Jones
Executive Vice President and Provost of the University

The Pennsylvania State University
201 Old Main
University Park, PA 16802-1589

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Resources for Improving Teaching and Learning

Schreyer Institute for Teaching Excellence

This unit at University Park is a valuable source of information for improving teaching and learning. Many resources can be found for faculty development at http://www.schreyerinstitute.psu.edu/. Listed are grants, workshops, resources, assessment procedures, and related services. Faculty can also subscribe to an electronic newsletter from the Institute.

Penn State Berks Technology-Enhanced Curriculum Initiative

This initiative solicits proposals for curricular projects that are consistent with current directions from University-wide committees and initiatives. These include the Teaching and Learning Consortium (TLC), the University e-Education Council, First-Year Seminars, the Student Computing Initiative, and recent changes to General Education requirements (more active learning, information technology, collaborative learning experiences, undergraduate research, problem-based and service-based learning). Project proposals will be evaluated on the basis of the following criteria:

- Extent to which the project fosters student-to-student and/or faculty-to-student collaboration
- Extent to which the project promotes student engagement in the learning process
- Extent to which the project can be replicated by other faculty and across disciplines
- Scope of project's potential impact, i.e., number of students, programs, sections affected

Project Resources
We expect to award grants for a maximum of two projects for each round of proposals. Faculty members whose projects have been selected will be eligible for the following resources:

- Up to six credits of released time over the duration of the project
- Development support from the Instructional Development staff
- Funding for additional hardware or software as needed (maximum amount expected for this is $600)
- Student assistant (maximum of 100 hours over life of project)
- Maximum dollar value of support will be $6,100.

Proposal Guidelines

- Consult with the Center for Learning & Teaching, to discuss and develop project ideas, plans, and budgets.
- Projects submitted by faculty teams either within the same discipline or cross-disciplinary teams will receive special consideration.

- Proposals should identify specific courses and assignments within those courses that will be affected by the project.
- Projects must include an assessment component for evaluating the impact on the learning process.
- A committee consisting of faculty, the associate dean, and the chief information officer will review project proposals.
- Faculty who receive project funding will be expected to share the results of their development efforts with college faculty in a colloquium or other appropriate setting.
- Faculty will collaborate with the Instructional Design Librarian to author and submit a case study article on the project to a relevant journal in their field of study.

Basic Educational Technology (BET) Course Enhancement Grant

Grant is designed to enable faculty to quickly incorporate appropriate technology tools into their curriculum. Application for these grants is made by completing a very simple request form describing the project and goals. It is anticipated that many of these grants will support faculty implementing some aspect of ANGEL into their courses. Faculty awarded these grants will receive development and design support from the Instructional Design staff and fifty hours of support from a trained student assistant over the life of the project. We hope to fund ten to twenty of these grants each semester. Application for a BET grant is made in the semester prior to the anticipated start of the project. Approval of projects is done jointly by the associate dean and chief information officer. Faculty interested in a BET grant should contact John Shank, Director of the Center for Learning & Teaching, to discuss their project ideas and complete the application. Information about the Sabbatical Leave Policy (HR-17) policy can be found at: http://guru.sp.psu.edu/policies/OHR/hr17.html.

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Additional Resources for Improving Teaching and Learning

Small grants are also available through the college to support instructional improvement. To apply for these funds, send a brief description of the purpose and a request for a specific amount to the individuals listed below:

- Funds from the Division — Contact Division Head
- Instructional Improvement Fund — Contact Associate Dean for Academic Affairs
- Fund to support general education courses — Contact David Bender
- Fund to support First Year Seminars — Contact Tami Mysliwiec
- Funds to support International programs — Contact Randall Newnham
- Funds to support international travel linked to a course – Contact David Bender

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Resources for Supporting Scholarly Activity, Travel and Faculty Development

The Penn State Berks Grants Office web page by clicking Grants.

Contact Marga Row (610-396-6051) for assistance in researching funding sources, preparing and processing grant proposals and budgets, and grants administration.

- External Grants
- Internal Funds
  - Research Development Grants (RDG)
  - Undergraduate Research Grants
  - University Park College Grants
  - Funding for Professional Travel
- Professional Development Grants
- Sabbatical Leave

TRAVEL TIPS

Travel Request Forms: http://www.bk.psu.edu/FacultyStaff/27471.htm?cn5

Travel Services: http://www.travel.psu.edu/?CFID=581958&CFTOKEN=11024047

1. **Airline/Rail Tickets paid by a DBAF or Purchasing Card:** The document number must show on the Travel Support Form with receipts attached. If Traveler does not know the number, they can contact their staff assistant.

2. **Airfare/Travel Services Self Booking:** When using this method of payment either the priced itinerary or the Viewtrip travel expense receipt must be attached to travel form.

3. **Airfare from other sources:** University policy requires the traveler (prior to booking) to print documentation from Travel Services On-Line system-"Travelport" that shows the airfare costs available based on comparable itinerary. The documentation from Travel Services on-line system must be obtained on the same day that airfare costs are obtained from the alternate source. Documentation must be time stamped from your computer to confirm that the comparable airfare cost was obtained that same day. All this must be included with the Travel Support Form.

4. **Registration pre-paid by Purchasing Card or SRFC (Special Request for Check**). The document number must show on the Travel form with paperwork attached indicating dates of registration/and if meals were included.

5. **Purpose of Trip:** Name of workshop or conference must be defined.

6. **Mileage:** In order for approvers to review the travel and follow the destination start to finish, a map quest should be attached to the Travel form.

7. **Lodging direct billed at Nittany Lion Inn or Penn Stater:** When checking out of hotel, request a copy of the invoice to make sure there are no additional charges on the invoice. The University will pay for room charges and room taxes only. All other expenses are out of pocket expenses and will be reimbursed when doing a travel form. That separate invoice also should be attached to the form.

8. **Meals:** Per diem worksheet must be attached to the travel form.

9. **No Group Meals:** Employees on overnight travel status are not permitted to conduct group meals with other employees.

10. **Budget Administrator Signature:** Travel and receipts attached must be approved by the administrator of the budget charged before being sent to the Finance Office.

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Research Policies and Procedures

Faculty need to be aware of several critical policies governing research. The University is coming under ever-increasing scrutiny from the federal government for compliance with regulatory requirements. Five areas continue to receive the most scrutiny: protection of human participants in research; conflict of interest; export laws; technology transfer under the Bayh-Dole Act; and financial accountability.

- RAG16: Guidelines for the responsible conduct of research
- Export Controls
  - Intellectual Property Agreement
  - Human Subjects
  - Conflict of Interest
  - Accountability

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Part Time Faculty (FT-II)

Most of the information in this handbook pertains to all faculty members. However, the information below addresses issues that primarily concern part-time faculty.

Several individuals are responsible for mentoring, faculty development, staffing of courses, and assistance.

Part-time Faculty Coordinator:

- Marga Row
- Office Telephone - 610-396-6051
- e-mail: mhr10@psu.edu
- Office: 125 Franco

Coordinator for Part-time Composition Faculty:

- Jennifer Dareneau
- Office Telephone - 610-396-6301
- e-mail: jrm371@psu.edu
- Office: 156 Franco

Fixed-Term II Appointments

The primary role of part-time faculty is teaching, and contracts are awarded each semester based upon the College's instructional needs. Fixed-Term II faculty members may not teach more than a total of 9 credits hours each semester in the fall and spring semesters. This limit applies to the sum of courses taught at any combination of Penn State campuses.

Part-time faculty are invited and encouraged to join in the academic and social activities of the College including official functions such as graduation, some faculty meetings (contact program director or division head for information", faculty development programs, faculty forums, lectures, theatre presentations, sporting events, and get-togethers.

Benefits

Limited benefits may be available to those on a Fixed-Term II appointment as follows:

Part-time employees who have two or more years of continuous University service (working both fall and spring semesters), working at least 750 hours each year (15 credits), are eligible to participate in a University healthcare plan. Pennsylvania state law requires employees to participate either in the state retirement system (SERS) or an approved alternate plan (in our case, TIAA) after teaching 14 credit hours in one calendar year. In addition, such faculty may participate in a University sponsored tax deferred annuity plan. Additional information, including details regarding deductions and payments, is available from the Employee Benefits Division (814-865-1473 or www.ohr.psu.edu).

Teaching Assignments

Every effort will be made to give part-time faculty notice of a pending assignment at least a month in advance, so that they will have time to accommodate their schedule and prepare for any course being taught. At the same time, since part-time faculty may be appointed to meet unexpected demands for courses, this may not always be possible. There also may be occasions when an anticipated course will have to be dropped because of low enrollment.

Textbook Selection

For some courses a book, books, or list of approved books will be prescribed by the department in which it is taught. Instructors are usually free to supplement these books with others of their choosing. For other courses, instructors may choose any book they think appropriate. Instructors who do not have a book list should consult with the Division Head or program coordinator.

Office Space/Phone/Computers

Part-time faculty are supplied with shared office space and have access to a telephone and computer. Offices for part-time faculty are located in Franco 125 and Gaige 313 and 319. Please keep these offices tidy since each desk is used by a number of instructors.

Administrative Matters

Parking permits – Police Services – Apply online at http://parking.bk.psu.edu

Keys – See Joan Zaremski, 125 Franco, 610-396-6090 request form

Office supplies, clerical support, mailbox, and photocopier information – See the staff assistant for the division.

Computer access account – Lisa Glass, 396-6190

Faculty Development

A variety of professional development opportunities are offered each semester. Part-time faculty are expected to attend at least one of these workshops each semester as a condition of their continued employment at the College. In addition, several disciplines hold meetings in the evenings or weekends to bring together all of the faculty. There are also limited travel funds available for part-time faculty to travel to professional conferences.

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Instructional Technology, Audiovisual Equipment, and Information Resources

College Information Technology (IT) Resources and Services

Classrooms - Every classroom is equipped with a technology podium with a projection system. All other AV equipment such as slide projectors and the portable projector carts must be reserved (on a first-come, first-served basis).

The Center for Learning & Teaching - The CLT works in conjunction with faculty and staff to enhance the quality of the student-centered learning environment and the teaching-learning process at Penn State Berks. This service integrates the use of instructional technology tools to enhance the overall quality of the teaching and learning process. For more information, contact the Center for Learning & Teaching.

ANGEL—Course Management Software

A New Global Environment for Learning (ANGEL), Penn State's Course Management System (CMS), is software that enables faculty, instructors, and teaching assistants to use the Web to enhance their courses without any knowledge of HTML. ANGEL is designed to be used in any academic discipline without imposing a particular teaching methodology on instructors and students. If you teach a class at Penn State as a faculty member, instructor, or teaching assistant, you can use ANGEL to:

- Make course materials such as syllabi, schedules, announcements, lecture notes, quizzes, and multimedia resources available on the Web from one location.
- Manage the administrative aspects of your courses more efficiently by automating repetitive tasks.
- Introduce exciting new learning opportunities to your students using its communication features. If you are interested in using ANGEL, please contact Mary Ann Mengel (610-396-6136), mum25@psu.edu .

Photocopying - Within the restrictions of the copyright laws and use of reasonable care to limit unnecessary copying, a faculty member may duplicate material for instruction or research purposes. Requests for copying are placed with the staff assistants.

Test Scoring Machines - See the staff assistants to obtain forms to be scanned in the test scoring machines.

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University Libraries

The University Libraries constitute a major resource for students and researchers in all fields of study. The Libraries contain more than 4.5 million volumes, 4.8 million microforms, and more than 40,000 serial subscriptions. Faculty may recommend books and other library material purchases by contacting the Head Librarian Deena Morganti, by e-mail at djm12@psu.edu. Faculty can access holdings through an online catalog, part of the Library Information Access System (LIAS), available on the Web at http://www.libraries.psu.edu/. LIAS is a dynamic, integrated information system that provides electronic access to a great variety of materials in many subject areas. Introductory sessions on LIAS, using the library's resources, bibliography, and library research are offered to students.

Interlibrary Loan

Access to materials not held at the campus is available through interlibrary loan. Penn State participates in many state and national library resource sharing networks. Most books, including many theses, are available for loan. Periodical articles are obtained in photocopy. There is no limit to the number of items requested. Please allow one to two weeks for materials to arrive.

Library Reserves

Faculty may place items on reserve in the library for their students to use. These items are kept behind the main circulation desk. The loan period is determined by the instructor to ensure that all students have access to the reserve items.

Electronic Reserves

The University Libraries' Electronic Reserve system provides online access to scanned course materials and exams. If you would like to give your students easy access to your course reserves 24 hours a day, seven days a week from any computer with a connection to the Internet – this service is for you. By using electronic reserves, your students can say good-bye to missing pages, endless photocopying, and overdue reserve fines.

Films, Videos, and AV Equipment

MediaTech, a division of the University Libraries, has a collection of more than 18,000 films and videotapes and more than 3,500 pieces of technology and audio-visual equipment. Titles in the MediaTech collection are listed in The CAT, the Libraries' online catalog, as well as on the MediaTech database (http//www.medianet.libraries.psu.edu).

Presentations on Library Resources

Faculty members can arrange to have presentations on using library resources for their classes. Contact the Reference Librarians to schedule presentations.

Additional Library Services

Services offered to Penn Staters include computerized literature searches in a variety of databases and resource sharing networks available through Interlibrary Loan for materials not part of the Library's collection. Through Penn State, faculty also gain on-site borrowing privileges to the collections of several major research libraries in the United States and Canada. A Guide to the University Libraries offers additional information on the Library's services and programs and is available at the Libraries' service desks or by calling 814-865-0401.

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Bookstore and Textbooks

Course Book Request forms for a semester are distributed during the first week of February (to order books for fall semester), the first week of October (to order books for the spring semester), and the first week of April (to order books for summer semesters). Course Book Request forms should be returned within ten days. This will not only assure that the textbooks are on the shelf in a timely manner but also that the correct title and sufficient quantity were ordered. The bookstore will provide instructors with the 800 numbers of publishers to be called when a desk copy is required. If faculty members need teaching aids that accompany a textbook, they are responsible for ordering them on their own.

The bookstore is open extended hours for the first two weeks of classes to provide students ample time to purchase their required course materials and books. If a student is unable to purchase his or her books during these extended hours, please contact the bookstore manager to make special arrangements.

Students have the first ten days of fall and spring semester to return books for a full refund provided the books haven't been written in or damaged. Summer session deadlines for book returns will be posted in the bookstore. The first round of unsold books to be returned to the publisher begins approximately three weeks after the first day of classes.

Course Pack Information Requests (reproducing notes, chapters, or pages from current and out-of-print books and articles) are available through the bookstore. The University Park Copy Center will obtain all copyright permissions in advance in order to adhere to stringent copyright laws. Faculty may obtain an "APS Request Form" from the bookstore to initiate the Course Pack Information Requests. Additional copies of Course Packs can be reproduced within a 72-hour time period.

In spring 2001, the Faculty Senate passed legislation indicating under what circumstances and by what procedures faculty members may request royalties for course packets they have created for students in their classes. The policy places authority for approving such requests with department/ division heads. Ordinary packets of readings will not qualify for royalties for faculty members and approvals for such requests will be selective and only when the circumstances justify increasing the cost to the student in order to pay royalties to their teachers. The new policy resulting from the Senate legislation, AD-17, addresses those circumstances–e.g., "the course packet must represent a substantial intellectual product contribution by the faculty member"–and describes the procedures that need to be undertaken. The policy states that faculty members must make a request of the department/ division head if they feel royalties are warranted, and that the department head needs to approve in writing.

FACULTY DISCOUNT AT BOOKSTORE

A 10% discount on selected merchandise is available to all Penn State faculty and staff members. In order to receive a discount, present the cashier with a Faculty/Staff ID Card.

The 10% discount is applicable on all merchandise with the following EXCEPTIONS:

- Computer Software
- Health and Beauty Aids
- Convenience and Candy items
- Electronics
- Class Rings
- Caps and Gowns
- Textbooks
- Art and Technical Pre-packed Kits
- Beaver Stadium/Bryce Jordan Center Concession Setups
- Discounted items and Special Orders

The Penn State Bookstore also offers the 10% discount to Penn State retired Faculty and Staff.

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Student Assistance

Career Development

Career Development includes career counseling, and career exploration through a variety of channels. The Career Resource Center in the Perkins Student Center offer books, pamphlets and directories describing hundreds of careers for students to learn. Students are encouraged to meet the professional staff to determine a plan for career exploration. See careerservices.

Division of Undergraduate Studies (DUS)

The Division of Undergraduate Studies provides an academic information center and counseling/advising services for all students throughout their college years. Students who are uncertain about their career plans or are experiencing academic difficulties should consult with a member of the advising staff in 161 Franco. Advising is provided during the day and evening on a walk-in basis, but appointments are the best. The Division also provides a vehicle for students to explore various majors without committing themselves to a specific college.

Psychological Counseling for Students

Confidential and personal counseling services for students are offered at both campus locations by trained personnel. The purpose of this service is to assist students with short term issues. Faculty members are invited to consult with counseling staff members should there be a student concern. Students may self-report to counseling or can also be assisted in establishing an appointment through academic advising, student affairs, or residence life. Counseling Services (Room 10 PSC) can be contacted at 610-396-6082.

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The Learning Center

Faculty and student tutors are available to offer assistance in academic skills related to mathematics, grammar, proofreading, speed reading, study habits, note taking, reading comprehension, vocabulary development, and test-taking strategies. Arrangements can also be made for tutoring in other subjects. Supplemental Instruction can also be arranged through the Learning Center. The Learning Center is located in 161 Franco.

Faculty, staff, and trained tutors are available through writing centers at both campuses to support all aspects of academic writing, from helping faculty design appropriate assignments to helping students plan and revise their writing.

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Student Life

There are many opportunities for students to participate in clubs and organizations. These student groups offer out-of-class experiences that complement the academic program and encourage interaction between faculty and students. Faculty members are often invited to serve as club advisers or are interested in starting a club that relates to a particular academic discipline. Detailed information regarding clubs and how faculty help to support them can be found through the Offices of Student Affairs and Campus Life and the campus's Web site.

For information concerning procedures governing student clubs and organizations, see *Policies and Rules for Students*.

STUDENT GOVERNMENT ASSOCIATION (SGA)

SGA is the representative voice of the student body and is composed of elected officers and student representatives. Its principal concerns are in the area of academic affairs, student services and activities, and physical facilities as they relate to the general morale of the student body. Visit our Student Government web pages.

SGA may initiate and enact legislation regarding student matters. Working closely with the Office of Student Affairs and the Faculty Senate, the SGA is the officially recognized liaison between the student body and the faculty and administration. The functions of SGA are carried out mainly by committees whose positions are open to all students. SGA oversees the activities of all recognized student clubs and organizations, and is responsible for funding each club with an operating budget so they may pursue their interests and reach their goals. Finally, SGA is responsible for assisting and supporting students as new clubs are being organized.

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Office Phone List

ACADEMIC ADVISING	610-396-6280
ACADEMIC AFFAIRS	610-396-6120
ADMISSIONS	610-396-6060
ART GALLERY	610-396-6095
AUDIOVISUAL	610-396-6192
BOOKSTORE	610-396-6100
BUSINESS OFFICE	610-396-6020
CHANCELLOR'S OFFICE	610-396-6011
COMPUTER HELP DESK	610-396-6195
CONTINUING EDUCATION	610-396-6220
FAX FRANCO	610-396-6026
FAX LIBRARY	610-396-6249
FAX LUERSSEN	610-396-6024
BURSAR OFFICE	610-396-6040
HEALTH SERVICES	610-396-6075
FINANCIAL AID	610-396-6070
INFORMATION TECHNOLOGY	610-396-6195
LEARNING CENTER	610-396-6288
LIBRARY	610-396-6240
MAINTENANCE & OPERATIONS	610-396-6260
REGISTRAR'S OFFICE	610-396-6085
STAFF ASSISTANT, EVENING	610-396-6085
POLICE SERVICES	610-396-6111
REGISTRATION	610-396-6085
STUDENT AFFAIRS	610-396-6065
STUDENT AID	610-396-6070
UNIVERSITY RELATIONS	610-396-6050
WEATHER INFO	610-396-6375

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