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DUQUESNE UNIVERSITY

FACULTY HANDBOOK



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FOREWORD

Few documents in a University are as critical to the faculty as the Faculty Handbook. In conjunction with the Executive Resolutions of the Board (Executive Resolutions), the Administrative Policies (TAP's), and Personnel Memoranda (PM's), this Handbook sets forth the policies of the University and delineates the rights and responsibilities of its faculty. It is incorporated by reference in the contracts of all full- and part-time faculty and as such has legal contractual status. The attached edition becomes effective as of July 1, 2005, and supersedes any prior handbook and/or University Promotion and Tenure guidelines. To the extent that this document conflicts in any way with the Executive Resolutions, TAP's or PM's, those policies shall have precedence. Any exception to the policies stated in this document must be approved in writing by the President or by the specific University bodies empowered to set University policy. Questions of interpretation should be discussed immediately with the University Provost/Vice President for Academic Affairs.

The revised Faculty Handbook results from the careful thought and work of many Duquesne University colleagues. I want to thank in particular the following members of the Handbook Committee who committed countless hours to its review and revision: Dr. Ronald Arnett, Dr. Richard Clemente, Dean Edward Kocher, Dr. Matthew Marlin, and Ms. Maureen Shenkel. I am also grateful to University Counsel, Ms. Linda Drago, and the committee she chaired for updating many of the policies that are included in the appendices of this document.

It is critical that faculty participate in the revisions of an important policy manual such as this, and so I thank all of the faculty members who attended the open faculty forums for the questions and suggestions that made this a Handbook for a twenty-first century university. Finally, I am grateful to the members of the Faculty Senate and, in particular its chair, Dr. Thomas McCue, for being partners in this important undertaking. The Faculty Senate not only arranged the public forums at which proposed revisions were considered but also worked with the writing committee between forums on crafting the changes that were subsequently brought to the faculty.

As I wrote in my note to faculty members informing them that the University's Board of Directors had approved the revised Faculty Handbook, this is a living document, and so its policies and procedures are never immutable. I am quite certain that in a few months or years there shall be considerable revisions in it. But for the moment, let's enjoy this accomplishment.

Ralph L. Pearson
Provost and Vice President for Academic Affairs

I. INTRODUCTION

Duquesne University is a Catholic University in the charism of the Congregation of the Holy Spirit. As a Catholic University, Duquesne manifests a commitment to ecumenism. We welcome; we do not exclude. At the same time, we take great pride in our Catholic character and ambience, and we subscribe to the teachings of the Roman Catholic Church. As a University, we are compelled to search for truth. Our Catholic character demands an unfettered search for truth as the first loyalty of the mind in accordance with the teaching of St. Augustine, *Whatever is true, is ours*. Our teaching of the moral and ethical foundations of thought and action reflect our Catholic heritage and should pervade the University.

A. DUQUESNE UNIVERSITY FACULTY HANDBOOK

1. Purpose

This **Faculty Handbook** specifies the status, rights, and responsibilities of the faculty of Duquesne University. Separate sections of the Handbook are devoted to Academic Freedom and Responsibility; Appointment and Reappointment; Tenure and Due Process; Governance; Faculty Benefits; Professional Facilities and Resources; and relevant Miscellaneous Policies. Appendices include information on such matters as Promotion, Tenure, and Third-Year Review; Equal Opportunity/Affirmative Action; Sexual Harassment; Faculty Grievance Due Process Procedures; the Evaluation of Deans; Due Process for Students; Expectations of Academic Integrity; and other matters of importance to the faculty.

2. Relationship of Faculty Handbook to Other Documents/Policies

According to the *Charter, Bylaws and Executive Resolutions of the Board of Duquesne University*, the oversight and management of the University shall be vested in the Board of Directors, which shall adopt such resolutions as it deems necessary or appropriate for the conduct of the business and affairs of the University. Resolutions designated by the Board as Executive Resolutions of the Board (Executive Resolutions) govern the organization and administration of the University (Bylaws, Article II, Section 2.).

Relevant Executive Resolutions are frequently summarized or excerpted below, but the complete document should be consulted in *Charter, Bylaws, and Executive Resolutions of the Board* for specific information about the organization of the University, including the Corporation, the Board of Directors, and other administrative bodies; policies of governance; the duties and functions of the officers of the University; and the status, rights, and responsibilities of the faculty. **The Executive Resolutions and relevant sections of the Faculty Handbook are a part of a faculty member's contractual agreement with the University.**

A number of important documents that should be consulted in specific situations are included in *The Administrative Policy (TAP)*, a compilation of documents that explain operational procedures of the University. This compilation, and selected individual TAPs, are available in major administrative offices throughout the University, from the Office of Human Resources, and on the Office of Human Resources website. Pertinent sections of relevant TAPs are occasionally reprinted below.

Information of importance to faculty may also be found in other University documents, including *Criteria and Guidelines for Promotion, Tenure, and Third Year Review* (Appendix A), the *Student Handbook and Code of Student Rights, Responsibilities, and Conduct*, and the Bulletins, Catalogues, and other documents of the college and schools. Pertinent material from these documents is occasionally reprinted below. **The Executive Resolutions, the Administrative Policies, the Personnel Memoranda, and the University Promotion and Tenure guidelines have precedence over the Faculty Handbook.**

B. MISSION AND GOALS STATEMENT OF DUQUESNE UNIVERSITY

Mission

Spiritus est qui vivificat

Duquesne University of the Holy Spirit is a Catholic University founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students — through commitment to excellence in liberal and professional education, profound concern for moral and spiritual values, maintenance of an ecumenical atmosphere open to diversity, and service to the Church, the community, the nation, and the world.

Goals

As a consequence of its mission, Duquesne University sets for itself the following specific objectives and general goals.

Academic Excellence

Duquesne emphasizes excellence in both undergraduate and graduate education and recognizes the interdependence of the two. It is committed to providing undergraduate students with a curriculum based on goodness, beauty, and wisdom, on the dignity of the person, and on the order of nature. It is equally committed to providing education of the highest quality in liberal and professional disciplines to prepare both undergraduate and graduate students for the responsibilities of leadership as experts and specialists.

As a consequence, Duquesne encourages, supports, and rewards a faculty distinguished by excellent teaching, by significant scholarship and research, by artistic creativity, by University service, and by professional and community activities. It strives to maintain a free and mutually supportive community characterized by respect and concern for students as individuals, by acknowledgment of the value of a faculty, administration, and student body of diverse background, interest and accomplishment, and by orientation toward the betterment of each other and of the larger communities which the University serves.

Therefore, a basic goal of Duquesne University is to support a community dedicated to the discovery, enhancement, and communication of knowledge and to the free and diligent pursuit of truth, in order to provide society with men and women able and willing to act as wise, creative, and responsible leaders.

Moral and Spiritual Values

It is Duquesne University's special trust to seek truth and to disseminate knowledge within a moral and spiritual framework.

As a Catholic University, Duquesne is dedicated to fostering an environment that invites, but does not conscript, participation in its spiritual life.

As a private University, Duquesne manifests its liberty to foster in all its disciplines the wise and diligent exploration of values, and to challenge its students to examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.

As a University of Spiritan heritage, Duquesne is dedicated to inspiring in its students, alumni, faculty and administration the willingness to transcend all frontiers in order to promote the liberation of humanity from everything that offends human dignity and freedom.

Therefore, a basic goal of Duquesne University is a commitment to the preparation of leaders distinguished not only by their academic and professional expertise, but also by their ethics, and guided by consciences sensitive to the needs of society.

An Ecumenical Atmosphere

Openness is the hallmark of Duquesne's intellectual tradition.

The University will continue to seek truth through various means, to receive insights from diverse schools of thought, and to provide an ecumenical community for the dialogue of students and teachers of all beliefs.

Therefore, a basic goal of Duquesne University is to provide an environment open to ecumenism in its most profound and meaningful form.

The Spirit of Service

Service has been one of the purposes of the University since its beginning. Besides seeking to instill the spirit of service in its students, Duquesne, within its means, reaffirms its desire to provide educational opportunities for students with special financial, educational, and physical needs.

Therefore, a basic goal of Duquesne University is to extend educational opportunity to students with special needs.

World Concerns

Duquesne strives to cultivate in its students the understanding that their destiny is related to that of their community, their nation, and their world, and works to build an attitude of service. As a consequence, Duquesne supports academic programs concerned both with the preservation of cultural traditions and with the contemporary realities of global needs and international responsibilities for peace, justice, and freedom.

Therefore, a basic goal of Duquesne University is to promote world community through the development of an international and intercultural academic vision.

C. ORGANIZATION AND ADMINISTRATION OF THE UNIVERSITY

The organization and administration of Duquesne University are specified in the *Charter and Bylaws* of the University.

In 1878, the Fathers of the Congregation of the Holy Ghost and of the Immaculate Heart of Mary established a College of Arts and Letters, which was incorporated in 1882. In 1911, the College and University Council of the Commonwealth of Pennsylvania, in approving an amendment in favor of the corporate name Duquesne University of the Holy Ghost, extended the charter to University status. In 2002, the corporate name was changed to Duquesne University of the Holy Spirit.

The business and affairs of the University shall be managed by a Board of not less than fifteen (15) Directors who shall be elected annually by the Members of the Corporation. (Bylaws, Article VI.)

The Officers of the University shall be a President, Provost/Vice President for Academic Affairs, Vice President for Management and Business, Vice President for Student Life, Vice President for University Advancement, General Counsel, Secretary of the University, and such vice presidents as the Board shall determine from time to time with the approval of the Members.

The officers of the University shall be elected by the Board, with the approval of the Members of the Corporation, at the last meeting of the fiscal year. The President shall continue in office during the pleasure of the Board, and the other officers shall be elected by the Board on the recommendation of the President, report to the President, and continue in office during the pleasure of the President.

The officers of the University shall perform the duties assigned specifically to them under these Bylaws and shall perform such additional duties as may be assigned to them by the Board or by the President (Bylaws, Article VIII).

1. Corporation

Duquesne University is chartered in the Commonwealth of Pennsylvania as a Corporation the purpose of which is to support and maintain a College for the instruction of youth in all branches of a thorough, moral and secular education (Charter, Article II). The members of the Corporation are the Provincial Superior and the Provincial Councilors of the Eastern Province of the Congregation of the Holy Spirit of the United States of America and such other members of said Province as are appointed by the Provincial Superior with the consent of the Provincial Council (Bylaws, Article III).

2. Board of Directors

The business and affairs of the University are managed by the Board of Directors subject only to the Reserved Powers of the Members of the Corporation.

3. The President and Provost/Vice President for Academic Affairs

The President is the Chief Executive Officer of the University. Responsible for implementing Board orders and resolutions, he or she is the official medium of communication between all components of the University and the Board of Directors.

The Provost/Vice President for Academic Affairs shall be responsible under the President for the educational operations of the University and shall have the powers and duties set forth in the Bylaws, Article VIII.

4. Academic Structure of The University

A college or school is a major academic unit of the University consisting of a Dean, who is the chief administrative officer, a faculty, and a body of students, who engage in the study of a curriculum or

several related curricula usually leading to one or more recognized degrees. The major academic units within the University are the McAnulty College and Graduate School of Liberal Arts, the A.J. Palumbo School of Business Administration/ John F. Donahue Graduate School of Business, the Mylan School of Pharmacy, the Mary Pappert School of Music, the School of Education, the School of Nursing, the School of Law, the Rangos School of Health Sciences, the Bayer School of Natural and Environmental Sciences, and the School of Leadership and Professional Advancement.

The chief administrative officers of these major academic units are the Deans, whose duties are specified in Executive Resolution III and summarized below. Divisions and departments within these units are responsible for the method and content of courses offered within the division or department and other matters related to the instructional, research, and service functions of that unit, subject to the aims and objectives of the appropriate college or school.

5. University Councils and Committees

a. Councils. University Councils advise the President and members of the University administration regarding academic and other University policy issues.

1) The University Advisory Council. The membership of the Council shall include nine members of the faculty, the President of the Faculty Senate, four undergraduate students, two graduate/Law students, and two members of the staff.

The faculty of each college/school shall elect one faculty member to the Council.

The student members of the Council shall be elected annually by the Student Government Association. They shall include the president of the Student Government Association and one member each from the undergraduate classes of the University not represented by the Student Government Association president. The graduate/Law students shall be elected by the Student Government Association.

The staff members of the Council shall be appointed by the President on an annual basis.

The President shall meet with the University Advisory Council at least once each semester. The members of the Advisory Council may submit matters for the agenda of the meeting. The President, however, shall have the responsibility for determining the agenda.

The President may invite other officers of the University and members of the University community to participate in the meetings of the Council.

2) Academic Council

- a) The voting members of this Council are specified by the Executive Resolutions of the Board of Directors. They are the Deans of the college and all the schools, the University Librarian, the President of Faculty Senate, and the Provost/Vice President for Academic Affairs, who serves as chairperson. Additionally, non-voting support personnel may be invited to attend as guests. These include, but are not limited to, the Executive Director of Admissions, the Executive Director of CTS, the representative of Faculty Senate, the representative of the

Student Government Association, and other support personnel invited by the Provost/Vice President for Academic Affairs.

- b) The Academic Council is the principal collegial administrative unit that represents the academic interests of the faculty to the President and Provost/Vice President for Academic Affairs. It also represents the President and Provost/Vice President for Academic Affairs to the faculty. It is responsible for implementing University academic policies.
- c) The Academic Council shall be responsible for overall academic planning in the University, subject to the direction and approval of the President. Any committee dealing with academic planning shall be structured as committees of the Academic Council, reporting through the Provost/Vice President for Academic Affairs to the President.
- d) The Academic Council shall advise the President and the Provost/Vice President for Academic Affairs with regard to the general policies of the University in all areas of an academic nature, including but not limited to: Admissions, Academic Student Advisement, Academic Standing, Core Courses, Bulletins, Calendar, Degrees, Programs, Class Offering and Schedules, Credits, Curricula, Class Admissions, Course Auditing, Withdrawal, Faculty Handbooks and Orientation, Grading, Library Policies, Placement Policies, Registration, Research Policies and Scholarship.

b. Committees

1) Standing Committees . Committees whose functions are considered to be continuing in nature are assumed to be permanent and hence are designated as standing committees.

- a) **The University Library Committee.** The members of this committee are the University Librarian and representatives appointed by the Deans of all the schools and college.
- b) **The University Committee on Scholarship and Financial Assistance.** The members of this committee are the director of Financial Aid and representatives appointed by the Deans of the college and all schools.
- c) **The University Budget Committee.** This committee shall advise the President on the University budget and assists in determining priorities for the allocation of funds to the various areas of the University.

The Budget Committee shall consist of: The Vice President for Management and Business, who shall chair the committee; the Provost/Vice President for Academic Affairs; the Vice President for University Relations; the Vice President for Student Life; the University Budget Officer; two Deans, with alternating two-year terms of appointment, elected by the Academic Council; the University Librarian; the President of the Faculty Senate; two members of the faculty; two undergraduate and one graduate/Law student; and one

person from the staff. The President may choose to participate in the meetings of the committee from time to time.

The Vice President for Management and Business may designate an executive secretary who shall serve the committee without vote.

The faculty members shall be elected by the faculty for a two year term. The Faculty Senate shall form a Nominating Committee. The faculty of each college/school will be asked if it wishes to submit a name. These names plus others supplied by the Nominating Committee will comprise the ballot. The two faculty receiving the highest number of votes shall serve with the following exceptions: No two members from the same school can serve at the same time, and no two members can serve at the same time from the College and the Graduate School. If the ballot is extensive, the Faculty Senate may choose to hold run off elections.

The student members shall be elected by the Student Government Association in the spring semester to serve for one year.

The staff members shall be appointed by the President.

The committee shall function under the direction and guidance of the Vice President for Management and Business.

- d) **The University Promotion and Tenure Committee.** This committee shall consist of eleven full-time tenured members of the faculty elected for staggered terms of three years. Each school shall elect one senior tenured faculty member each, except that the college shall have three senior tenured faculty members who are elected from a slate of candidates proposed by the College Council. The committee shall be chaired by the Provost/Vice President for Academic Affairs or a properly delegated person. The committee shall be instructed and directed by the Provost/Vice President for Academic Affairs.

The University Promotion and Tenure Committee's responsibility is to review and evaluate the application portfolios of all the University's candidates for third-year review, promotion and/or tenure, including the recommendations of the Dean, College or School Committee, department chair and the department committee. The purpose of the review is to recommend to the Provost those candidates whose retention, promotion, or tenure would serve the needs of the University, and whose professional achievements and potential for further growth clearly demonstrate that the candidate meets the University's overall expectations.

The committee shall also review the reappointment of all tenure track faculty during their third year as full-time members of the University faculty. If in the committee's judgment such a member of the faculty does not have the potential to be recommended for tenure, the committee shall recommend to the Provost/Vice President for Academic Affairs that the faculty member be granted a terminal one year contract for his/her fourth year at the University. The committee

may recommend to the Provost/Vice President for Academic Affairs that an untenured member of the faculty who clearly demonstrates the potential to meet the criteria for tenure be reappointed. The President's acceptance of recommendations of reappointment is not to be construed as a guarantee that the untenured faculty member ultimately will be promoted and tenured.

Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Executive Resolutions and Faculty Handbook. Based on the evaluation, the committee members shall then vote on the candidate's retention, promotion and/or tenure.

The committee is advisory to the Provost/Vice President for Academic Affairs who makes recommendations to the President. The President possesses discretionary authority in making final decisions.

- e) **University Grievance Committees.** Recommendations of grievance committees shall be binding on the University and on the other party if accepted and approved by the President. See Appendix D: University Grievance Committee for Faculty (Due Process Procedures).
 - f) **Graduate Council.** The Graduate Council considers matters related to graduate education at the University. It recommends policy and procedural initiatives and changes to Academic Council. Each school with graduate programs has a representative (appointed by the dean) on the committee. Faculty Senate also appoints a faculty representative to Graduate Council. The committee is chaired by the Associate Provost/Associate Academic Vice President.
- 2) **College or School Councils and Committees .** The Deans shall preside at meetings of the faculty council of the academic unit. Members on College or School Councils and Committees are appointed by the Deans of the respective college or school after consultation with their faculties and appropriate student representatives. The purpose, duties and procedures of each council or committee are codified in a manual or handbook compiled by each college or school.
- 3) **Academic Support Services .** Academic Support Services are provided by the University Library, the Registrar's Office, the Admissions Office, the Financial Aid Office, Computing & Technology Services and other administrative departments, whose operation shall not infringe upon the teaching and administrative authority of the college, schools, institutes, divisions or departments of the University (Executive Resolution II).

D. THE FACULTY AND ITS ROLE IN THE UNIVERSITY

The Role of the Faculty

The essential role of the faculty in the educational mission of Duquesne is implicit in the stated goals and mission of the University. Without the faculty, the University would be unable to prepare its students intellectually, professionally, aesthetically, spiritually, or ethically for the ordinary responsibilities of life and for leadership in a free, complex, and changing society. Nor could the University seek to attain such goals as offering students a well-rounded and broad education which will inspire a permanent interest in learning; which will enable them to think, write and speak effectively; which will acquaint them with their cultural heritage and with the means of locating further information on it; and which will equip them with a depth of knowledge in a chosen area or discipline.

In order to exercise its essential role in the educational mission of the University, the faculty as a group and as individuals enjoys certain freedoms, both as citizens and as members of an academic community who are engaged in teaching and research. These freedoms are discussed in detail below.

Faculty on Tenure Track, Tenured Appointments and Librarians

The tenure track and tenured faculty consists of Distinguished University Professors, Professors, Associate Professors, Assistant Professors, and Instructors in the college, schools and institutes. With the exception of librarians who serve under the direction of the University Librarian, faculty members with tenure-track appointments, including those members of the Congregation of the Holy Spirit who have been appointed to the faculty, may be granted tenure and advancement in rank according to the provisions outlined in Appendix A of this Handbook.

Members of the faculty are designated as follows:

Instructor

Ordinarily, an Instructor is a full-time member of the faculty who does not possess a doctoral degree or the highest terminal degree recognized by the profession for which one has been trained. Instructors on full-time contracts will be promoted to the rank of Assistant Professor upon attainment of that degree.

Assistant Professor

An Assistant Professor is a full-time member of the faculty ordinarily possessing a doctoral degree or the highest terminal degree recognized by the profession in the field.

Associate Professor

An Associate Professor is a full-time member of the faculty possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been educated. An Associate Professor will normally have not less than three years experience as a full-time Assistant Professor (or its professional equivalent) at a University or at an equivalent institution.

Professor

A Professor is a full-time member of the faculty possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been educated. A Professor will normally have not less than five years experience as a full-time Associate Professor (or its professional equivalent) at a University or an equivalent institution. One achieves the rank of Professor by establishing a sustained and enduring record of excellence as a teacher and a scholar during his or her tenure as an Associate Professor.

Distinguished University Professor

A Distinguished University Professorship is awarded to a Professor who has distinguished him or herself and the University through scholarship, teaching, and community service. Individuals receiving this title must have

national recognition as a leading scholar in a particular discipline, distinction as demonstrated by awards and other testimony as an outstanding teacher, and must have provided significant service contributions to the University or the Community. A Distinguished University Professor must have demonstrated influence in teaching and scholarly work which crosses discipline lines and which creates links among the professions and the arts and sciences. (See Appendix K for criteria for and selection of Distinguished University Professor and benefits that come with the appointment.)

Librarians

An individual possessing a masters or doctoral degree in Library Science from an American Library Association accredited institution (or a recognized and vetted foreign equivalent) employed full time by the Gumberg Library or the Center for Legal Information in a position designated as Librarian.

Non-Tenure Track Faculty

Individuals who are not on a tenure track or tenured, but who are employed to teach on a full-time basis constitute the non-tenure track faculty and may hold the rank of instructor or assistant professor and are members of the Duquesne faculty. Only those faculty with a terminal degree or degree accepted as terminal by the relevant accrediting body may hold the rank of assistant professor. With the exception of issues involving promotion and tenure for faculty on the tenure-track, the non-tenure track faculty has full voting rights on all faculty issues.

Responsibilities. Non-tenure track faculty teach, provide clinical expertise, and provide service to their departments, college/schools and/or the University in a manner determined by the individual departments.

Teaching Load. The expected teaching load for the non-tenure track faculty is 12 credit/contact hours per semester. With the approval of the Dean and Provost/Vice President for Academic Affairs, departments may reassign the non-tenure track faculty from classroom responsibilities.

Performance Evaluation. The Student Evaluation Survey will be administered in all classes, with at least one faculty peer review per academic year. The appropriate chairperson, Dean and Provost/Vice President for Academic Affairs and the President shall review annually the performance of each member of the non-tenure track faculty. Non-tenure track faculty members are eligible for all normal salary increments and faculty merit awards.

Executive Faculty

Members of the community who have reached the pinnacle of their professions in a non-academic setting, and are willing to provide their valued expertise to Duquesne University, may be appointed as Executive Faculty by the President upon the recommendation of the faculty and Dean of the College/School where they will reside. Executive Faculty provide services to their schools in a manner befitting their stature, unique expertise, and professional capabilities.

Emeritus Status

Emeritus Status may be granted to retiring members of the faculty by the President on the recommendation of the Dean and Provost/Vice President for Academic Affairs. Ordinarily, recommendations for Emeritus status emanate from the faculty member's school or department.

As a continuing member of the University community, the Professor Emeritus is entitled to attend appropriate University functions, to receive publications concerning the University, to receive library privileges, and to participate in the University parking program. The Office of the Provost/Vice President for Academic Affairs will maintain a list of emeriti faculty members, with information which could be utilized in facilitating academic and university service to the program, research projects, or activities involving liaison with the students, alumni, and the faculty. (See Appendix J.)

Auxiliary Faculty

Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor. Visiting faculty are individuals who hold the same academic rank at another academic institution and are teaching or conducting research at Duquesne. The normal term of appointment for a visiting faculty member is one year. Visiting faculty members do not have voting privileges and their specific responsibilities are determined by their chairs.

Adjunct Faculty. The adjunct faculty is comprised of individuals who teach up to 6 credit/contact hours per term at the University. Exceptions to this limit may be made by the Dean of the College/School. As a rule, adjuncts are responsible only for teaching. The TEQ will be administered in all classes taught by adjunct faculty. Adjunct faculty members do not have voting privileges and their specific responsibilities are determined by their chairs.

Adjunct Librarians. Adjunct librarians are employed part-time at the Gumberg Library.

Research Appointments. Research appointments consists of Research Faculty, Research Technicians, Research Associates and Postdoctoral Associates hired to work on scientific research projects in a laboratory setting. The appointment of Research Staff is for one year or less and is fixed by the letter of appointment. Pending available funding, appointments may be renewed.

II. ACADEMIC FREEDOM AND RESPONSIBILITY

A. ACADEMIC FREEDOM AND TENURE

In order to exercise its essential role in the educational mission of the University, the faculty requires certain freedoms, both as citizens and as members of an academic community engaged in teaching and research.

1. Freedom and Responsibility as a Citizen

The University faculty member, as a citizen, holds a position in the community that imposes special obligations. When speaking in public, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others and make every effort to indicate that the public utterances are personal, not those of a spokesperson for the University.

2. Freedom and Responsibility in Teaching and Research

Academic freedom is essential to teaching. The teacher is entitled to freedom in the classroom. The teacher should not, however, interject opinions which have no relation to the subject and should not impose personal views of the subject upon the students. The teacher should respect the religious and ecumenical orientation of the University.

Freedom in research is fundamental to the advancement of truth. The faculty member is entitled to freedom in research and the publication of the results. Research, publication and consulting, including that done for pecuniary return, shall be subject to stated policies of the University and based upon prior written understanding with University authorities.

Significant procedural safeguards developed by the American Association of University Professors are included in University policies and procedures (e.g., in the procedures followed by the Faculty Grievance Committee, discussed below). While they are not binding on the University, faculty should nevertheless be aware of the following AAUP documents on Academic Freedom, Tenure, and Due Process (reprinted in *AAUP Policy Documents and Reports*):

Statement on Procedural Standards in Faculty Dismissal Proceedings (1958)

Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments (1989)
Recommended Institutional Regulations on Academic Freedom and Tenure (1999)
The “Limitations” Clause in the 1940 Statement of Principles on Academic Freedom and Tenure:
Some Operating Guidelines (1999)

See AAUP, [Policy Documents and Reports](#), for additional Association positions on faculty matters.

B. RESPONSIBILITIES OF THE FACULTY

1. General Professional Responsibilities

It is assumed that faculty members will act in accordance with the accepted ethical norms appropriate to their profession (e.g., in the complete and accurate reporting of data or documentation of sources, in the fair treatment of students, colleagues, and other members of the University community). Furthermore, faculty are expected to meet Teaching, Scholarship, and Service responsibilities as described in the Promotion and Tenure section of the Handbook.

2. Specific University Responsibilities

Individual members of the faculty, by contracting for employment with the University in annual letters of agreement, shall be deemed to agree to pursue and uphold the purpose of the University as stated in the Second Article of the Charter and to comply with the University's Bylaws and Executive Resolutions. The faculty shall engage in instruction, research and University service, for which appropriate compensation and other employment benefits shall be granted in accordance with University policies and procedures approved by the Board of Directors, published in the current Faculty Handbook and incorporated in annual letters of agreement entered into between the University and the faculty member. In the event there is a conflict between the terms of a faculty member's letter of agreement and the Faculty Handbook, the letter of agreement shall control so long as it has been reviewed and approved by the Provost/Vice President for Academic Affairs. The Executive Resolutions shall control in any conflict between and among any rules of policy or procedures. (Executive Resolution IV.)

Faculty members are assigned to teach such classes as delegated to them by their departmental chairperson and/or Dean or director, according to the terms of their agreement. The normal instructional load consists of 12 hours per week or 24 credit hours or equivalent per academic year with no more than three different course preparations per semester.

Faculty members include in their services, in addition to their responsibility for preparing and teaching classes, the advisement and guidance of students, the preparation of examinations and correction of examination papers, the submission of grades, proctoring, and the preparation and review of course syllabi. Wherever applicable, faculty members supervise laboratories, read term and research papers, and direct theses and dissertations. They are called upon for service on academic committees and to participate in or direct University and/or student activities.

Full-time faculty members are obliged to attend faculty meetings of their departments and college/schools, Commencement Exercises, and academic convocations.

Faculty members in the roles of academic advisors are expected to be available for counseling advisees and students in their classes during posted office hours, which are scheduled so as to reasonably meet the needs of students.

Subject to the general policies and requirements of the University as approved by the Academic Council and President, each college or school is granted autonomy to:

- a. establish the standards of admission;
- b. establish the requirements for the granting of its degrees;
- c. certify its graduates for the conferring of degrees by the University;
- d. define, add, delete, and evaluate courses within its area;
- e. determine the composition, qualifications, and professional responsibilities, including academic advising, of its own faculty;
- f. establish, evaluate, and change the methods of teaching within its area and establish the conditions for laboratory and class conduct and size;
- g. designate the library acquisitions necessary to implement academic programs and studies within its area;
- h. discipline its students in conformity with the general University policy and communicate with the Vice President for Student Affairs when appropriate;
- i. designate the content of its Bulletin;
- j. determine its own bylaws for operation of its faculty in establishing an orderly procedure for implementing the above;
- k. organize its college/school in such a way as to promote its objectives.

3. Faculty Responsibilities with Regard to Student Rights

According to the Code of Student Rights, Responsibilities, and Conduct, all students have a right to expect certain rights, including the right to be evaluated fairly in all academic endeavors and to challenge an academic evaluation in accordance with Academic Due Process. (Appendix F, Faculty Responsibilities, II.)

Among the Due Process rights accorded students are the following:

- a. Faculty members must distribute at the first meeting of each class a course syllabus which includes at least the following information: course requirements, course assignments and expectations, types of examinations (when possible), evaluation process for grading (including +/- grading), and policy regarding class attendance. If major changes in the above categories of the syllabus are necessary, they must be given to the students in writing.
- b. Students final examinations and all other relevant grading information must be kept on file by the faculty member or the department for review by the student for a period of twelve (12) months following their administration.
- c. It is the faculty member's responsibility to see that examinations are properly monitored to insure academic honesty.

- d. The faculty member is responsible for assigning grades in a fair manner, consistent with policies stated in the syllabus, or subsequently modified in a written adjustment of the syllabus.
- e. No one may change a grade, except for the faculty member or the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs may change the grade only after the Academic Due Process Committee has recommended said change, except in the case of a disputed grade assigned by a faculty member no longer employed by the University; in such circumstances, a grade may be changed by the Provost/Vice President for Academic Affairs upon the recommendation of the appropriate Deans and the chairperson.

4. Outside Employment

Faculty members are expected to devote their full time and energies to their teaching responsibilities, scholarship, and service to the University. During the term of appointment, a member of the faculty shall not engage in any activity which encroaches upon any of these obligations to the University. In the case of full-time faculty members, the annual written consent of the appropriate Dean, director, or chair is required for accepting outside employment of any kind or for engaging in consulting activities that could occupy more than an average of one day per week. This consent shall be given only after careful consideration of the contribution of the consulting activities or proposed employment to the faculty member's teaching and scholarship, and with appropriate regard to the amount of time required, its effect upon teaching duties, and the possibility of conflict with the dignity expected of a person of professional standing. Consent will not be denied without due cause.

5. Miscellaneous

- a. **Participation in Conventions and Meetings of Learned Societies.** Faculty members are encouraged to take part in activities and meetings of learned societies and organizations provided that class obligations are met with the chair or Dean's approval. Travel funds supporting the attendance of a faculty member at conventions and meetings may be approved by the chair or Dean within budgetary limitations. Upon returning from the meeting, an itemized accounting of expenses is to be submitted to the chair or Dean.
- b. **Calendar and Class Schedule.** The University Calendar is listed in the Schedule of Classes for the University. Approved holidays are listed in the University Calendar.

The Schedule is the official roster of course offerings for a semester or summer session. The Schedule is approved by the Dean and communicated to the Registrar. University classes are offered at various times during the day and evening. Faculty members are obligated to meet on the days assigned by the Registrar and to begin and end classes at the appropriate time. If faculty members cannot meet their classes, they must notify their chair/Dean, so that adequate class arrangements may be provided.

It is left to the faculty of the college and the schools to determine whether class attendance is mandatory for their students, but faculty members should inform students on the first day of class of the requirements concerning attendance.

- c. **Presidential Awards and Grants for Faculty.** The University has initiated awards acknowledging faculty excellence in teaching, scholarship, community service and University service. When financial resources are available, those faculty members chosen for recognition will receive cash awards. Annual selections are made by a

committee composed of previous awardees and representatives appointed by the President. The University also seeks to promote faculty development, research, and scholarship by providing competitive grants when financial resources are available. Procedures and guidelines relating to faculty awards and grants are disseminated annually under the direction of the Provost/Vice President for Academic Affairs.

III. APPOINTMENT AND REAPPOINTMENT

A. APPOINTMENT

1. Appointment of Tenure Track Full-time Faculty

Individuals appointed to tenure track full-time faculty positions in the University may be granted tenure and advancement in rank. Faculty members are appointed by the President upon recommendation of the Provost/Vice President for Academic Affairs and the appropriate Dean or director and the chairperson and members of the appropriate department or division. Ordinarily, tenure track full-time faculty positions are filled through a good faith national search process. Exceptions must be approved by the Provost/Vice President for Academic Affairs. On the recommendation of the Provost/Vice President for Academic Affairs, a faculty member with previous full-time service in an instructional or research capacity, at the rank of Instructor or higher on the faculty of another college or university, may be given one to three years credit toward promotion to the Associate Professor level and tenure; provided, however, the University reserves the right to deny credit for previous experience and, accordingly, to require as many as five years service on the University's faculty before being considered for tenure. Such requirements shall be stated in the initial letter of appointment. Individuals appointed to tenure track positions may not be transferred to non-tenure track positions.

2. Appointment of Non-Tenure Track Full-time Faculty, Librarians, Administrators

Non-tenure track faculty members are appointed to one-year renewable contracts, and only one-year renewable contracts. Exceptions must be approved by the Provost/Vice President for Academic Affairs. The initial term of appointment for any non-tenure track faculty member shall be one year. Non-tenure track full time faculty members are appointed by the President upon recommendation of the Provost/Vice President for Academic Affairs and the appropriate Dean or director and the chairperson and members of the appropriate department or division. Ordinarily, full time non-tenure track positions are filled through a good faith regional search process. Exceptions must be approved by the Provost/Vice President for Academic Affairs.

Individuals appointed to non-tenure track positions may not be transferred, either at their own request or at the request of the Dean to a tenure track appointment. When a tenure track position becomes available within a school, individuals appointed to non-tenure track faculty positions may request to be considered for such a position in the context of a national search. Should a non-tenure track faculty member subsequently be appointed to a tenure track position, no time accumulated in service as a non-tenure track faculty member shall apply toward tenure or promotion without the approval of the Provost/Vice President for Academic Affairs.

Librarians of the University shall be appointed for a term of one year. They may be reappointed by the President on the recommendation of the University Librarian and the Provost/Vice President for Academic Affairs. The University Librarian shall establish procedures under which the performance of the librarians shall be reviewed regularly.

3. Appointment of Auxiliary Faculty

The appointment of auxiliary faculty is for the period fixed by the letter of appointment, of one year or less. Such appointments may be renewed annually. Contracts exceeding one year in duration must be approved by the Provost/Vice President for Academic Affairs upon written application by the Dean of the college or school desiring to make such an appointment. It is expected that the Dean will consult with the tenured faculty of the college/school or department prior to making such an application.

4. Appointment of Administrators

Appointments of administrators of academic divisions are covered in Executive Resolution III. All such officers are selected according to established written procedures appropriate to the position. Deans and directors serve at the discretion of the President and may be removed or reappointed at any time.

Chairpersons or directors of divisions or departments are appointed by, and serve at the discretion of, the President. Such appointment usually carries the recommendation of the Dean of the college or school and of the full-time faculty of that division or department, following an established procedure written and published by that faculty, together with the approval of the Provost/Vice President for Academic Affairs. The term of appointment shall not exceed three years, subject to removal by the President during the period in case of failure to perform the responsibilities of the office. The incumbent chairperson or director of a division or department may be a candidate for reappointment following an established procedure chosen by that faculty, together with the approval of the respective Dean and the Provost/Vice President for Academic Affairs.

Chairpersons or directors of divisions or departments who, prior to their appointment, have been granted tenure, shall continue to enjoy tenure. Appointment as a chairperson or director of a division or department does not, of itself, constitute grant of tenure nor does such service as chairperson or director qualify as a factor in meeting the performance expectations for tenure.

5. Notice of Nonreappointment

At the end of the term of appointment as defined in the letter of agreement, the appointment of any tenure track member of the faculty by the University ceases unless the faculty member is reappointed.

Notice of intention not to reappoint shall be given in writing:

- a. not later than March 1 of the first year of service;
- b. not later than December 15 of the second year of service;
- c. at least twelve months before the expiration of a contract of an appointment which has continued for more than two years.

6. Evaluation

The appropriate chairperson, Dean and Provost/Vice President for Academic Affairs and the President shall review annually the performance of each member of the teaching and administrative staff. Part of the annual review of faculty will include at least one Student Evaluation Survey per semester. The University Librarian shall establish procedures under which the performance of the librarians shall be reviewed annually.

B. TENURE

The University Promotion, Tenure, or Third Year Review guidelines are appended in their entirety as Appendix A of the Faculty Handbook. All faculty should become familiar with this document.

Tenure may be awarded only by the President and only in writing. Normally, tenure is not awarded to individuals below the rank of Associate Professor. In deciding whether to award tenure, the President shall consider, as appropriate, the recommendations of the faculty member's department or college/school, University Promotion and Tenure Committee and the Provost/Vice President for Academic Affairs.

Notice will be given before the end of the sixth year of employment if the faculty member is not to be awarded tenure. Tenure entitles the faculty member to renewal of the annual faculty agreement until termination pursuant to Executive Resolution IV or retirement.

The award of tenure is covered in Executive Resolution IV, J, quoted here in full:

Full-time members of the faculty who have demonstrated excellence in teaching, scholarly and professional activities, and service to the University and who show promise of continued professional growth may be promoted to tenure. At least the following factors shall be considered in making the decision whether to award tenure: teaching performance; attainment of advanced degree; professional experience; participation in appropriate learned societies; evidence of significant scholarly research; University service; professional and community activities; and publication of articles or books held in high regard by other individuals in the faculty member's discipline, and contributions to the quality of campus life. The educational needs and priorities of the University and its financial circumstances shall also be important considerations in each tenure decision. Enrollment and prospective enrollment in the faculty member's field, the academic plans and goals of the faculty member's department, division and college/school, the present composition of the faculty in terms of tenure and area of specialization are all relevant factors in assessing the University's educational needs.

C. CESSATION OF APPOINTMENT

All full-time faculty members who do not desire to be re-employed at the expiration of the agreements [of employment] are expected to notify their chief administrative officer in writing not later than December 15 of the academic year in which they wish to terminate their employment.

D. PROCEDURES FOR EVALUATION

On specific procedures to be followed in evaluations of candidates for promotion, tenure, and/or third-year review, it is imperative that faculty consult the section on *Criteria and Guidelines for Promotion, Tenure, and Third Year Review*, Appendix A of the Faculty Handbook. The Office of the Provost/Vice President for Academic Affairs shall maintain a file that contains all promotion and tenure policies and procedures of each school and the departments of the college.

E. MISCELLANEOUS**1. Date Tenure Takes Effect**

Following a successful application for tenure, the University will offer a tenured contract beginning with the next academic year.

2. Immunity from Liability

Executive Resolution VI specifies that applicants for academic employment, including continued employment, tenure, or advancement in academic rank, agree that the University and its employees will be immune from civil liability arising from any act, communication, report, recommendation or disclosure with respect to such person.

IV. TENURE AND DUE PROCESS

This section discusses the tenure and due process protections operating at Duquesne University and the procedures to be followed in cases where a faculty member's competence is called into question.

A. TENURE

As the *1940 Statement of Principles on Academic Freedom and Tenure* indicates, "After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of voluntary retirement ..., or under extraordinary circumstances because of financial exigencies." In cases where the fitness of a faculty member with tenure (or of a non-tenured faculty member before the expiration of his or her term of appointment) is questioned, academic due process is crucial at all stages of dismissal proceedings.¹

The termination of tenure at Duquesne University is covered in Executive Resolution IV, K quoted here in full:

Termination of Tenure .**1. Forfeiture for Misconduct or for Incompetence**

A faculty member's tenure may be forfeited by serious misconduct or for professional incompetence.² In the event of proposed termination for reasons of serious misconduct or for professional incompetency, tenured faculty shall be entitled to a hearing by a committee of the University Grievance

¹ It should be emphasized that tenure is designed to insure academic freedom, which is the right of all faculty; "During the probationary period a teacher should have the academic freedom that all other members of the faculty have" (p. 4). As the AAUP "Statement on Procedural Standards in Faculty Dismissal Proceedings" indicates, the protections of due process in dismissal proceedings are crucial for faculty with unexpired term appointments as well as those with tenure.

² "Serious Misconduct" includes but is not limited to failure to observe the principles of the Mission Statement of Duquesne University or elaborations thereof approved by the Board of Directors, conduct involving moral turpitude, failure to observe specific University policies with regard to discrimination or sexual harassment, failure to treat faculty colleagues, students, staff or administrators with respect, failure to adhere to the standards of conduct found in Executive Resolutions, policies, Personnel Memoranda, or the provisions of this Faculty Handbook.

"Professional Incompetence" includes but is not limited to failure to meet highly effective standards of teaching, research, published scholarship and University service, failure to meet classes on time, unapproved cancellation of classes, failure to meet deadlines and insubordination.

Committee for Faculty (see Executive Resolution VII). The member shall be informed before the hearing in writing by the President of facts upon which such proposed termination is based and shall have the opportunity to present a defense. The member and the University may be represented at the hearing by counsel. There shall be a record made of the proceedings by electronic or other appropriate recording process and the same shall be made available to the parties. At the hearing, testimony may include that of faculty and other scholars, either from the University or from other institutions, and any other relevant testimony. The committee shall advise the faculty member and the University President of its decision in writing within 30 days from the date of the termination of the hearing. If the committee's recommendation is that the faculty member should not be terminated and the President concurs, the case shall be closed. If the committee's recommendation is that the faculty member be terminated and the President disagrees with that recommendation, the case shall be closed. If the President terminates the affected faculty member either by approval of the committee's recommendation or by his/her own decision, following a committee recommendation of retention, the affected faculty member may have the final decision of the President reviewed by the Board of Directors.

2. Termination of a Tenured Appointment for Reasons of Financial Exigency

The employment of a tenured faculty member may be terminated for reasons of financial exigency. Such terminations may occur only under extraordinary circumstances because of a demonstrably *bona fide* financial exigency which cannot be alleviated by less drastic means. On the recommendation of the President, the Board of Directors shall establish a joint committee of the Board and of the Faculty Senate to investigate the financial condition of the University. The committee shall report its findings and recommendations to the Board and the Board shall determine whether or not a condition of financial exigency exists. The Academic Council of the University shall be responsible for determining the extent and areas in which reductions are to be made.

Faculty members so affected are entitled to a reasoned explanation for the decision and shall have the right of access to appeal procedures outlined in K.1. of Executive Resolution IV.

The University shall make every reasonable effort to place the faculty member in another position within the University for which the faculty member is qualified. When such a position is available, a new letter of agreement shall be offered. If such a possibility does not exist, then at least one year's notice must be given. The position vacated cannot be filled for a three-year period unless the released faculty member has been offered reinstatement and a reasonable period to accept.

3. Termination of a Tenured Appointment for Reasons of Discontinuance of a Division, Department or Program

The employment of a tenured faculty member may be terminated as a result of the discontinuance of a division, department or program. Such termination shall be based essentially upon educational and financial considerations. Such determination shall include consideration of the recommendations of the involved faculty. The provisions of Executive Resolution IV shall apply with regard to the faculty member's rights, the University's obligations, and the procedures for hearing and review in the event of such terminations.

4. Termination for Medical Reasons

Termination of an appointment with tenure, or of a probationary or special appointment before the end of the period of appointment, for medical reasons, will be based upon documented medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member's position and to

respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the University Grievance Committee for faculty before a final decision is made.

B. DUE PROCESS : UNIVERSITY GRIEVANCE COMMITTEE FOR FACULTY

Executive Resolution VII provides for a standing University Grievance Committee for Faculty, elected by the faculty, which is responsible for receiving and investigating grievances according to due process procedures originating in the office of the Provost/Vice President for Academic Affairs. Its recommendations, if approved by the President, are binding (Executive Resolution VII). See Appendix D for the full text of the due process procedures.

V. GOVERNANCE

A. THE APPOINTMENT AND EVALUATION OF ADMINISTRATIVE OFFICERS

Faculty involvement in the appointment and evaluation of academic officers is acknowledged in the Executive Resolutions. Faculty representatives serve on search committees appointed to recommend candidates for appointment to the office of President (Executive Resolution I).

Faculty are centrally involved in the appointment and reappointment of Deans: according to Executive Resolution III.

Appointment and Reappointment of Deans

Deans of the college and professional schools shall be appointed by the President of the University. The Search Committee shall consist of seven voting members and at least one non-voting student member. At least four of the seven members shall be full-time tenured faculty. At least three of the four shall be elected by the faculty of the school having the decanal vacancy. The remaining faculty member shall be appointed by the President. The President shall also appoint three additional members to the committee which may include a Dean of another college/school within the University, representatives of the alumni of the college/school, and the community served by the college/school. The non-voting student member shall be selected by the voting members of the committee. The President shall appoint the chair of the committee.

The President shall charge the Search Committee with the standards required for the particular deanship and other requirements of the search. The committee shall invite several candidates for interviews in which all faculty will have an opportunity to indicate in writing to the committee the acceptability of each of the candidates. The names of three candidates shall be submitted to the President unranked and in alphabetical order. If the candidates presented by the Search Committee are unacceptable to the President, the President shall direct the Search Committee to present the names of three additional candidates, unranked and in alphabetical order. If there is no acceptable candidate in the second list, the President shall have the authority to appoint any qualified person to the position.

Deans' normal initial term of office shall be for a period of five years. Subsequent terms of office shall be for periods of three years. Length of term notwithstanding, all Deans serve at the discretion of the President and may be removed or reappointed at any time.

Before reappointing a Dean for a term beyond the initial term, the President shall require the Provost/Vice President for Academic Affairs to solicit the opinions of the full-time faculty of the school or college, and from other administrators and students regarding the performance of the Dean. This information together with the

recommendation of the Provost/Vice President for Academic Affairs shall be considered by the President in making the decision whether to reappoint the Dean (Executive Resolution III).

Directors of institutes shall be appointed by the President upon the recommendation of the full-time faculty and students affiliated with the institute and in consultation with the appropriate Dean or Deans and with the Provost/Vice President for Academic Affairs. In determining whether to reappoint a director, the President, through the office of the Provost/Vice President for Academic Affairs, shall consider the opinions of the appropriate Deans and of the full-time faculty and students of the institute (Executive Resolution III).

Appointment and Reappointment of Chairs

Chairpersons or directors of divisions or departments, similarly, are appointed by the President upon the recommendation of the full-time faculty of that division or department, following an established procedure written and published by that faculty, together with the approval of the respective Dean and the Provost/Vice President for Academic Affairs. The incumbent chairperson or director of a division or department may be a candidate for reappointment following an established procedure chosen by that faculty, together with the approval of the respective Dean and Provost/Vice President for Academic Affairs (Executive Resolution III).

B. FACULTY SENATE

Faculty Senate, along with the Alumni Association and Student Government Association, are organizations that participate in the operation of the University. The Faculty Senate functions as the deliberative body, the voice, and the primary agent of faculty involvement in University governance of the faculty of Duquesne University. The Senate consists of representatives of full-time faculty, including administrators who have faculty status, and professional librarians. Its purpose, according to Executive Resolution, is to provide greater opportunity for mutual understanding and effective communication between the faculty and other interdependent components within the University (Executive Resolution VIII).

APPENDIX A:**CRITERIA AND GUIDELINES FOR PROMOTION, TENURE AND THIRD YEAR REVIEW**

The following guidelines represent the official position on University Promotion and Tenure for Duquesne University -- August 1, 2005.

No party, other than the President of the University, is permitted to allow deviations from the criteria stated in this document. Any such deviations granted by the President will be provided to the appropriate faculty member and his or her Dean in writing. Advice contrary to the criteria stated in this document is invalid and is to be ignored. Questions of interpretation should be discussed with the University Provost/Vice President for Academic Affairs at the time of their occurrence.

Parts I and II of Appendix A have been designed to provide examples and illustrations of indicators which may be used by departmental, college/school, and/or university review committees. It should be considered as merely descriptive of the type of characteristics often exhibited by faculty members at each professional level. It is not expected that faculty members will possess all of the traits noted within. In addition, the descriptions contained in Parts I and II are meant to be illustrative. Faculty may possess other important attributes which contribute to their development as teachers and scholars.

Ralph L. Pearson
Provost/Vice President for Academic Affairs

Definitions

Research tenure track faculty meet the university criteria for initial appointment related to teaching, research, and service. Their primary focus will be on teaching and the conduct of research and other scholarly activities related to the development of knowledge within their discipline.

Clinical tenure track faculty meet the university criteria for appointment related to teaching, scholarship that supports the translation of knowledge into practice, and service. Their primary focus will be on teaching and practice in the direct delivery of service in a practice setting.

Policies

1. Schools and/or departments seeking faculty for full-time tenure track appointments must designate the appropriate track (clinical or research) at the time the contract is issued to the new faculty member.
2. Initial academic rank is determined by the established university criteria for appointment and promotion.
3. Transfers between the research and clinical tracks are prohibited.
4. Applications for promotion and/or tenure for faculty in either the research or clinical tracks must be reviewed by the regular committees established for that purpose.
5. Expected documentation for promotion and/or tenure will be the same for both tracks.
6. The suggested time frame for time in rank for faculty in the clinical track parallels the time frame for faculty in the research track.
7. The maximum period of tenure-track service may be extended by one year at the request of the tenure-track faculty member on the occasion of the birth or adoption of that faculty member's child, or on the occasion of an extended illness of the faculty member or an immediate family member (e.g. parent, spouse, child) requiring significant care from the faculty member. A faculty member may use this provision no more than two times during the tenure-track period. The request for extension must be made in writing to the Provost/Vice President for Academic Affairs within three months of the birth, adoption, or illness and no less than six months before the faculty member's portfolio is due for departmental review.

PART I. RESEARCH FACULTY:

General Criteria For Promotion, Tenure, and/or Third-Year Review

Promotion, tenure, and/or third-year review of faculty is traditionally based upon an evaluation of the individual's development and proficiency in the areas of teaching, scholarship, and service. Successful candidates for third-year review will be judged to show the potential for excellence in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Successful candidates for promotion and tenure will be judged to be excellent in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Consideration for professorship requires excellence in both teaching and scholarship and a service record judged to be at least effective. It is the responsibility of the candidate to present all evidence in the evaluation of the case for promotion and/or tenure. With the exception of updates relating to works under review, no changes may be made to the application portfolio once it has been submitted to the Dean/chair.

Teaching. Faculty members ordinarily have responsibilities which include classroom and other assigned teaching activities. Teaching presupposes a basic responsibility to communicate information and knowledge to students, to

assist them in the development of learning skills and critical thinking, to foster an understanding of the process of problem solving, and to instill in them a sense of moral and ethical responsibility for their actions.

Faculty members advise, counsel and mentor students. The faculty advisor may also supervise or monitor the student's research activities and progress.

Scholarship. It is the responsibility of the university faculty to contribute actively to the growth and development of knowledge and to communicate that knowledge. Consequently, all faculty are expected to demonstrate evidence of scholarly activity which may take the form of basic and applied research, clinical research, professional practice-oriented research (including pedagogy) in scholarly publications, or other scholarly or creative professional pursuits. Publication of research results is an ordinary and expected outgrowth of scholarly activity. Substantiation of research or scholarly activity is also provided by invitations tendered by professional or scientific groups, contributed presentations at professional meetings, grants or contracts.

Service. Service includes participation in department, school or university committees involving academic or administrative matters. Faculty also render service to the university by serving as advisors to student organizations or as officers in faculty organizations. Participation in learned and professional societies is expected. Participation in community activities, particularly in ways relevant to the faculty member's professional expertise, is also recommended. These activities contribute to the professional growth of faculty members and are beneficial to the school and the university.

Illustrations of Expected Levels of Competency

In evaluating faculty performance in each of the foregoing categories, it is recognized that both specific evaluative criteria and the level of advancement to which one is aspiring must be considered. The following examples, while not binding or inclusive, are provided to illustrate the levels of competency to be expected.

Professor

Promotion to the rank of professor requires evidence of excellent and sustained performance as a teacher and scholar. It is the combination of these two principal academic functions, at a level of superiority, that is required for a professor. Successful candidates for the rank of professor will have provided an extensive range of services to their schools, the University, the profession and the community on a level judged to be at least effective.

The candidate is generally expected to have achieved broad recognition for scholarly accomplishment in his or her field. Such recognition is normally demonstrated by publication of monographs or books by academic publishers, by publication of articles in major journals in the field, by holding office in a national academic/professional organization, winning competitive refereed grants, and/or visible participation in national scholarly affairs.

A candidate will demonstrate educational influence well beyond his/her own classroom. Such individuals may demonstrate their ability as master teachers by winning university or other teaching awards, lending their expertise to college/school or university curriculum development, or publishing textbooks and/or articles on teaching.

Critical factors in evaluation for promotion to professor include: quality of teaching and of research productivity, quality of theses and dissertations prepared under the candidate's active supervision, participation in departmental, college, and university educational activities, participation in relevant professional and scientific organizations, and, where appropriate, performing and production.

Associate Professor

Promotion to the rank of associate professor requires excellence in either teaching or scholarship and at least effectiveness in the remaining two categories of evaluation. Associate professors demonstrate skill in

teaching, a substantive research program and publications that reflect original contributions to the body of knowledge in their field, and involvement in service activities for their department, school, the university and/or their community.

Assistant Professor

Assistant professors usually possess the recognized terminal degree in their field. They are normally at the beginning stages of their career.

Instructor

Ordinarily, individuals without a terminal degree will be employed at the instructor level. Instructors on full-time contracts will be promoted to the rank of assistant professor upon completion of the requirements for a terminal degree unless that requirement has been waived in the original letter of appointment because of the professional field.

Tenure

Generally, the granting of tenure and promotion to the rank of associate professor occurs simultaneously. Thus, the criteria above apply to tenure decisions as well. Under normal circumstances, faculty are reviewed during the sixth year of their full-time appointment at the university. A candidate will be reviewed for tenure only one time.

Third-Year Review

Successful candidates for retention are expected to possess a terminal degree in their field. Retention beyond the third year is acknowledgment of an individual's potential for achievement of the requirements for promotion and tenure. Qualifications for retention include high expectations of future teaching and scholarship.

Satisfactory student and peer teaching evaluations, publication (or acceptance for publication) of articles in scholarly journals, and presentation of papers at local and regional conferences are generally expected of third year candidates. Service for candidates undergoing third-year review will normally be confined to departmental and/or school-level committees. A successful third year review decision does not in any way guarantee that the untenured faculty member will ultimately be awarded tenure.

Completion of a dissertation is not considered to be evidence of a full time faculty member's scholarly achievement. Completion of the doctorate or other terminal degree in one's field is considered to be the minimum achievement expected prior to consideration for retention.

Illustrations of Evaluation Criteria

Criteria employed to determine excellence or effectiveness may include, but are not limited to, the following:

Teaching

Indicators of Excellence:

- Selection for a university, college, or professional society's Outstanding Teaching Award
- Evidence of courses taught at a rigorous and challenging level
- Publication of widely-adopted or acclaimed instructional materials, e.g., textbooks
- Outstanding teaching performance evaluation
- Development of innovative pedagogical methods and materials
- Chair of graduate student thesis and/or dissertation committees
- Evidence of outstanding academic advising/mentoring
- Publications on curriculum development and teaching methodology in scholarly/peer-reviewed journals

- Evidence of significant student learning as a result of one's teaching
- Authorship of a funded external teaching-oriented grant proposal
- **Service Learning**

Indicators of Effectiveness:

- Development of new courses or major revision of existing courses
- Member of student advisory committees
- Evidence of diligent class preparation
- Coordination of multi-section course
- Service as undergraduate or graduate advisor/mentor
- Significant self-development activities leading to enhanced teaching effectiveness
- Member of graduate student thesis and/or dissertation committees
- Use of instructional technology where appropriate
- Evidence of satisfactory teaching performance evaluations

Scholarship***Indicators of Excellence:***

- Award by a university, college, or professional society for outstanding scholarship
- Publications in major/peer-reviewed journals in the field
- Receiving major fellowship or research awards
- Frequent citation of publications
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly/peer-reviewed book
- Editor of a major journal or monograph series
- Receiving patents
- Member of review panel for national research organization
- Authorship of funded external research-oriented grant proposal

Indicators of Effectiveness:

- Publications in scholarly/peer-reviewed journals
- Presentation of scholarly papers at international, national or regional meetings of one's discipline
- Participation in research or practice workshops, seminars, or other scholarly meetings
- Publications in refereed proceedings of conferences and professional meetings
- Significant self-development activities, such as internal faculty development grants, that lead to increased research and publication effectiveness
- Member of editorial board of a major journal or monograph series
- Publication of an analytical book review for a major journal in the field
- Referee/reviewer for major funding agencies

Service***Indicators of Excellence:***

- Officer in the Faculty Senate
- Officer in a national professional organization
- Service on a national governmental commission, task force or advisory board
- Program chair or similar chair at a national meeting
- Chair of a major standing or ad hoc Duquesne University committee
- Organization of research symposia
- Service as a reviewer for major refereed journals

Indicators of Effectiveness:

- Service on university, college, school, and department committees and task forces
- Committee chair of national professional organization
- Officer in regional or state professional organization
- Committee chair for regional or state professional organization meeting
- Service as a consultant to business or governmental agencies
- Advisor to student organizations
- Significant community service such as membership on an institutional board related to one's profession, membership on a city or municipal planning commission, membership on a school board, or holding office in a regional artistic or social welfare organization.

Part II. CLINICAL FACULTY:

Clinical faculty serve as models for their students and conduct research/scholarship that translates new knowledge in their discipline into clinical practice and clinical practice into new knowledge.

Appointment of faculty to either the research or clinical tracks permits advancement upon parallel lines of promotion and tenure.

General Criteria For Promotion, Tenure, and/or Third-Year Review

Promotion, tenure, and/or third-year review of faculty is traditionally based upon an evaluation of the individual's development and proficiency in the areas of teaching, scholarship, and service. Successful candidates for third-year review will be judged to show the potential for excellence in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Successful candidates for promotion and tenure will be judged to be excellent in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Consideration for professorship requires excellence in both teaching and scholarship and a service record judged to be at least effective. It is the responsibility of the candidate to present all evidence he or she wishes to have considered in the evaluation of the case for promotion and/or tenure. With the exception of updates relating to works under review, no changes may be made to the application portfolio once it has been submitted to the Dean/chair.

Teaching. Clinical faculty members ordinarily have responsibilities for didactic and clinical instruction and/or supervision. These responsibilities presuppose a basic responsibility to communicate information and knowledge to students, to assist them in the development of learning skills and critical thinking, and to instill in them a sense of moral and ethical responsibility for their actions. Specific responsibilities may include the development of clinical settings, training and supervision of students, and the identification and evaluation of student competencies. Clinical faculty members may be called upon to attest to the capability of their students to enter practice within the profession.

Clinical faculty members advise, counsel and mentor students. The faculty advisor may also supervise or monitor the student's research activities and progress.

Scholarship. Clinical practice is essential to the school. The time required to develop and maintain an active clinical practice may occupy a substantial amount of the clinical faculty member's time. Therefore, research and scholarly achievement will be evaluated in a manner which gives consideration to this fact.

It is the responsibility of the university faculty to contribute actively to the growth and development of knowledge and to communicate that knowledge. Consequently, all faculty are expected to demonstrate evidence of scholarly activity which may take the form of basic and applied research, clinical research, professional practice oriented research (including pedagogy) in scholarly publications, or other scholarly or creative professional pursuits. Publication of research results is an ordinary and expected outgrowth of scholarly activity. Substantiation of

research or scholarly activity is also provided by invitations tendered by professional or scientific groups, contributed presentations at professional meetings, grants or contracts.

Service. Service includes participation in department, school or university committees involving academic or administrative matters. Faculty also render service to the university by serving as advisors to student organizations or as officers in faculty organizations. Participation in learned and professional societies is expected. Participation in community activities, particularly in ways relevant to the faculty member's professional expertise, is also recommended. These activities contribute to the professional growth of the faculty member and are beneficial to the school and the university.

Illustrations of Expected Levels of Competency

In evaluating faculty performance in each of the foregoing categories, it is recognized that both specific evaluative criteria and the level of advancement to which one is aspiring must be considered. The following examples, while not binding or inclusive, are provided to illustrate the levels of competency to be expected.

Clinical Professor

Promotion to the rank of clinical professor requires evidence of excellent and sustained performance as a teacher, practice oriented scholar, and mentor of clinically-successful students. It is the combination of these academic functions, at a level of superiority, that is required for a professor. Successful candidates for the rank of Professor will have provided an extensive range of services within their respective schools. Service to the University and/or community is also recommended.

The clinical professor will have demonstrated educational and professional influence well beyond his/her own clinical setting. Such individuals will regularly participate in evaluative and therapeutic programs in an institutional setting, will be active on boards and decision-making bodies of the institutions in which they practice, and will be considered by peers within the institutions to possess valuable expertise. Evidence of such activity may include, but is not limited to, presentations before professional organizations or publications in professional journals explicating the results of one's research or clinical practice activities. The clinical professor will show evidence of recognition of expertise by peers within and external to Duquesne.

The clinical professor will show evidence of recognition of expertise as a clinical instructor through the receipt of teaching or other awards. He or she will frequently be called upon to supervise and/or assist other clinical instructors in developing clinical sites or in providing teaching expertise.

Clinical Associate Professor

Promotion to the rank of clinical associate professor requires excellence in either teaching or scholarship and at least effectiveness in the remaining two categories of evaluation. Clinical associate professors demonstrate successful teaching in a clinical setting, a substantive research program and publications that reflect original contributions to the body of knowledge in their field, and involvement in service activities for their department, school, the university and/or their community.

Clinical Assistant Professor

Clinical assistant professors usually possess the recognized terminal degree in their field. They are normally at the beginning stages of their career.

Clinical Instructor

Ordinarily, individuals without a terminal degree will be employed at the instructor level. Clinical instructors on full-time contracts will be promoted to the rank of clinical assistant professor upon completion of the requirements for the terminal degree unless that requirement has been waived in the original letter of appointment because of the professional field.

Tenure

Generally, the granting of tenure and promotion to the rank of clinical associate professor occurs simultaneously. Thus, the criteria above apply to tenure decisions as well. Under normal circumstances, faculty are reviewed during the sixth year of their full-time appointment at the university. Exceptions to this policy are made in the original letter of appointment. A candidate will be reviewed for tenure only one time.

Third-Year Review

Successful candidates for retention are expected to possess a terminal degree in one's field. Retention beyond the third year is acknowledgment of an individual's potential for achievement of the requirements for promotion and tenure. Qualifications for retention include high expectations of future teaching and scholarship.

Satisfactory student and peer teaching evaluations, publication (or acceptance for publication) of articles in scholarly journals, and presentation of papers at local and regional conferences are generally expected of third year candidates. Clinical application manuals may be cited as evidence in achievement in teaching or scholarship. Service for candidates undergoing third-year review will normally be confined to departmental and/or school-level committees. A successful third year review decision does not in any way guarantee that the untenured faculty member will ultimately be awarded tenure.

Completion of a dissertation is not considered to be evidence of a full time faculty member's scholarly achievement. Completion of the recognized terminal degree in one's field is considered to be the minimum achievement expected prior to consideration for retention.

Illustrations of Evaluation Criteria

Criteria employed to determine excellence or effectiveness may include, but are not limited to, the following:

Teaching

Indicators of Excellence:

- Being recognized regionally or nationally as a clinical teaching expert
- Selection for a university, college, or professional society's Outstanding Teaching Award
- Evidence of courses taught at a rigorous and challenging level
- Development of innovative pedagogical methods and materials
- Outstanding teaching performance evaluation
- Evidence of outstanding academic advising
- Publications on curriculum development and teaching methodology in scholarly/peer-reviewed journals
- Publication of clinical practice manuals (textbooks) for practicing health care providers, educational institutions or other appropriate agencies related to one's discipline
- Evidence of significant student learning in clinical practice as a result of one's teaching
- Being a role model for students and peers that exemplifies the interactive relationship among theory, research, and practice
- Authorship of a funded external teaching-oriented grant proposal
- Achieving national certification for advanced clinical specialty practice
- The development of successful educational programs, advanced degree and certification programs
- **Service Learning**

Indicators of Effectiveness:

- Assuming a leadership role in curriculum development at undergraduate and/or graduate levels in clinical specialty practice areas
- Demonstration of the ability to translate clinical theory into practice

- Application of current research in clinical practice
- Assumption of a leadership role for course management in clinical settings
- Demonstration of the ability to establish and develop clinical teaching sites
- Development of a positive and collaborative learning climate for students
- Service as undergraduate or graduate advisor/mentor
- Evidence of diligent class preparation
- Coordination of multi-section course
- Publication of a chapter on clinical practice activities
- Use of instructional technology where appropriate
- Evidence of satisfactory teaching performance evaluations

Scholarship

Indicators of Excellence:

- Award by a university, college, or professional society for outstanding scholarship
- Publication of results of research, clinical practice activities, and other scholarly activities (including the scholarship of pedagogy) in major/peer-reviewed journals in the field
- Receiving major fellowship or research awards
- Frequent citation of publications
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly/peer-reviewed book
- Editor of a major journal or monograph series
- Receiving patents
- Member of review panel for national research organization
- Authorship of funded external research-oriented grant proposal
- Service on national certification, organizational and/or accrediting agencies
- Publication in scholarly peer reviewed journals of curriculum development and teaching methodology
- The development of nationally recognized clinical service, practice standards, and research programs

Indicators of Effectiveness:

- Presentation of clinically-oriented scholarly papers to local and/or state groups
- Publications in refereed proceedings of conferences and professional meetings
- Publications in scholarly/peer-reviewed journals including the scholarship of pedagogy
- Presentation of scholarly papers at international, national or regional meetings of one's discipline
- Participation in research or practice workshops, seminars, or other scholarly meetings
- Significant self-development activities, such as internal faculty development grants, that lead to increased research and/or teaching effectiveness
- Adoption of clinical practice manuals by practicing health care providers, educational institutions or other appropriate agencies related to one's discipline
- Appointments to editorial or professional boards
- Referee/reviewer for major funding agencies
- Member of editorial board of a major journal or monograph series
- Publication of an analytical book review for a major journal in the field

Service

Indicators of Excellence:

- Officer in the Faculty Senate
- Officer in a national professional organization
- Service on a national or regional commission, task force, or advisory board
- Program chair or similar chair at a national meeting

- Chair of a major standing or ad hoc Duquesne University committee
- Service as a reviewer for refereed journals, professional agencies, and/or institutional boards
- Service to agencies or organizations in area of expertise
- Consultant to educational organizations and government agencies on educational initiatives
- Invited/appointed member or consultant of a national/regional commission, task force, advisory board accreditation/licensure agency for the development of practice/research standard
- Significant community service such as membership on an institutional board related to one's profession, membership on a city or municipal planning commission, membership on a school board, or holding office in a regional artistic or social welfare organization

Indicators of Effectiveness:

- Service on university, college, school, and department committees and task forces
- Active participation in professional organizations appropriate to one's professional background and responsibilities
- Evidence of active participation in and contributions to programs such as continuing education and faculty development workshops
- Service in the clinical setting
- Committee chair of national professional organization
- Officer in regional or state professional organization
- Committee chair for regional or state professional organization meeting
- Service as a consultant to business or governmental agencies
- Advisor to student organizations
- Frequently invited by the public press to provide opinions regarding social issues
- Recognition for one's advisory efforts to student organizations
- Appointment to local community boards
- Frequent presentation to community groups

PART III. INSTRUCTIONS TO CANDIDATES

Using the information provided above as guide, it is the responsibility of the candidate to provide all pertinent evidence in support of his/her claim of effectiveness and/or excellence in teaching, scholarship and service as it pertains to retention, tenure and promotion. The application portfolio should provide a sense of the ongoing development of the candidate's academic career.

Application Portfolio

Candidates are responsible for assembling and submitting to their Dean/chair an application portfolio consisting of two parts: the Main Packet and the Supplementary Packet. Other than information updating the status of grants and publications, no changes to the portfolio are permitted after it has been submitted.

The **Main Packet** of the portfolio consists of a loose-leaf binder containing the following tabbed sections:

1. **Candidate Evaluation Forms**
The candidate will obtain copies of this form from his or her Dean/chair, fill in the top portion of the form, and submit this to the Dean/chair by April 1 of the calendar year in which the application is to be submitted. Deans, department chairs, and committee chairs will complete the form and insert copies into the Packet as evaluations are completed.
2. **Current Curriculum Vitae**
See Attachment A for recommended vitae format.

3. **Statement of Self-Evaluation and Future Goals**
The Statement should provide a clear and concise description of the candidate's accomplishments in teaching, scholarship and service as they relate to the criteria for retention, tenure, and promotion and to the mission of the university. The presentation should be done in a clear, concise and logical manner that is understandable to a diverse audience.
4. **Evaluations of Teaching**
 - a) Non-tenured faculty should submit **the one-page summary sheet (entitled "Student Rating Form – Results by Class")** of the Student Evaluation Survey for all courses taught and at least one peer review per academic year.
 - b) Tenured faculty who are anticipating applying for promotion to professor **should have at least five peer evaluations after promotion to associate professor and the one-page summary sheet (entitled "Student Rating Form – Results by Class")** of the Student Evaluation Surveys for at least two courses for at least the five years prior to the application for promotion.
5. **External Evaluations of Scholarship (not required for third-year review)**
[Inserted by Dean/chair.] The candidate will be invited to submit the names of up to six external reviewers to the Dean/chair. Of those names, the Dean/chair selects two to four of them. The Dean or department chair will obtain four outside reviewers for their evaluation of the candidate's scholarship. One's thesis professor, a co-author of a work, a relative, or a personal friend should not be asked to serve as an outside reviewer. All requests for outside evaluations will be initiated by the department chair or Dean. (Sample letter attached as Attachment B below.) A copy of the candidate's Curriculum Vitae should be included with the letter.

The candidate should provide a representative portfolio of his or her scholarly work to be submitted to the external reviewers. The Dean/chair must advise the candidate if any of the submitted materials are not forwarded to the external reviewers.

The **Supplementary Packet** of the portfolio includes all books and manuals plus a loose-leaf binder (or binders) containing the following tabbed sections:

1. Copies of all scholarly publications.
2. Manuscripts and letters of acceptance for articles accepted for publication but not yet in print.
3. Copies of book chapters and the title page of the book in which the chapter appears.
4. Letters acknowledging the award of a grant or other outside funding.
5. Cover (or citation) page indicating presentations of papers at conferences.
6. Disks containing published software, instructional materials, and/or recorded performances.
7. Copies of course syllabi (optional).
8. Unpublished manuscripts or other works in progress.

Materials to be excluded from the application portfolio:

1. Course materials such as class handouts, assignments, examinations, etc.
2. Solicited or unsolicited letters from students, colleagues, or other interested parties.
3. Documentation of participation at college/school, University or community events.
4. Written student comments (**including written comments from the Student Evaluation Survey**) are not to be included in the packet.

Timetable for Application

April 1	Submission of Candidate Evaluation Form to the Dean/chair
April 1-June 1	Deans identify potential external reviewers of scholarship
June 1	Provide copies of publications for external review to the Dean/chair (not required for third-year review)
October 1	Candidate submission of Application Portfolio to the Dean/chair
November 15	Dean submission of Application Portfolios to the Provost/Vice President for Academic Affairs and the University Promotion and Tenure Committee
February 3	Recommendations are submitted by the Provost/Vice President for Academic Affairs to the President
March 1	Candidates are notified of evaluation results

PART IV. INSTRUCTIONS TO REVIEW COMMITTEES

Composition of Committees

The Department Committee. The department committee is composed of all tenured members of the candidate's department or division, excluding the chair of the department and the Dean of the school or college. Each school has the option of whether or not to establish departmental promotion and tenure committees. Should a school elect not to establish such committees, then the evaluation process shall begin with the chair's review of candidates.

The School or College Committee. The school or college committee shall be composed of a minimum of five tenured faculty elected by the tenure track faculty of the school or college. At the discretion of the Dean, he or she shall preside as the non-voting chair or appoint a faculty chair of the committee. Members of the school or college committee must recuse themselves from voting when a candidate from their department is considered if they have already voted at the department level. Members of the University Promotion and Tenure Committee are permitted to serve on the school or college committee, but only in a non-voting capacity.

The University Promotion and Tenure Committee. This committee shall consist of eleven (11) full-time tenured members of the faculty. Each school, except the School of Leadership and Professional Advancement, shall elect one senior tenured faculty member, except that the College shall have three senior tenured faculty members who are elected from a slate of candidates proposed by the College Council. Administrators such as department chairs or program directors are not eligible for membership on the University Promotion and Tenure Committee. The committee shall be chaired, instructed, and directed by the Provost/Vice President for Academic Affairs (hereinafter the Provost) or a member of the committee designated by the Provost or the President.

The Review Process

For Promotion to Full Professor. Advancement in rank may be conferred only by the President, after consideration as appropriate, of the recommendations of the Vice President for Academic Affairs, the University Promotion and Tenure Committee, and the appropriate Dean and Department Chairperson or Director following consultation with the faculty having higher rank than the faculty member under consideration. When candidates for full professor are being reviewed, the requirement that consultation will occur with "faculty having higher rank than the faculty member under consideration" is applicable only to the department review. Associate and full professors will participate in school and university committee reviews of candidates for full professor.

Department Committee. The department committee's responsibility is to review and evaluate the application portfolios of all the department's candidates for third-year review, promotion, and/or tenure. Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Faculty Handbook. Based on the evaluation, the committee member shall then vote on the candidate's retention, promotion and/or tenure.

The committee chair shall complete a Candidate Evaluation Form summarizing the committee members' individual evaluations (including vote counts). The form should be signed by all committee members and then forwarded to the chair or, in schools with no department chairs, to the Dean. The Dean shall ensure that twelve (12) copies of the Form are inserted in the main packet binder of the application portfolio.

Members of the committee who either agree or disagree with the recommendation of the majority may submit an individual Candidate Evaluation Form expressing their opinion.

Department Chair. The department chair shall review each candidate's application portfolio and the recommendation of the department committee. The chair then completes his or her own Candidate Evaluation Form and submits it to the Office of the Dean. The Dean shall ensure that twelve (12) copies of the Form are inserted in the main packet binder of the application portfolio. If the department chair's evaluation differs substantially from that of the department committee, the reasons should be explained in detail. For tenure applications, the chair shall include a statement detailing department needs and priorities.

College or School Committee. The college or school committee's responsibility is to review and evaluate the application portfolios of all the college or school's candidates for third-year review, promotion, and/or tenure, including the recommendations of the department committee and the department chair.

Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Faculty Handbook. Based on the evaluation, the committee member shall then vote on the candidate's retention, promotion and/or tenure.

The committee shall elect a member of the committee other than the Dean who shall complete a Candidate Evaluation Form summarizing the committee members' individual evaluations (including vote counts). The form should be signed by all committee members and then forwarded to the Dean. The Dean shall ensure that twelve (12) copies of the Form are inserted in the main packet binder of the application portfolio.

Members of the committee who either agree or disagree with the recommendation of the majority may submit an individual Candidate Evaluation Form expressing their opinion.

Dean. The Dean shall review each candidate's application portfolio and the recommendations of the department committee, the department chair, and the college or school committee. The Dean then completes his or her own Candidate Evaluation Form, makes twelve copies, and inserts them in the main application packet. The Dean assures that the application portfolio is complete and submits it to the Provost.

As part of the review for retention, tenure and/or promotion, the Dean will evaluate the candidate's success in meeting University performance standards in teaching, research and service and the potential for continued professional achievements as a teacher/scholar. The Dean should consider, as well, the role the candidate will play in achieving the instructional and scholarly goals of the college or school and University.

If the Dean's evaluation differs substantially from those of other reviewers, the reasons should be explained in detail. For tenure applications, the Dean shall include a statement detailing the school or college's needs, priorities, and financial circumstances as they relate to the application.

University Promotion and Tenure Committee. The University Promotion and Tenure Committee's responsibility is to review and evaluate the application portfolios of all the University's candidates for third-year review, promotion and/or tenure, including the recommendations of the Dean, college or school committee, department chair and the department committee. The purpose of the review is to recommend to the Provost those candidates whose retention, promotion, or tenure would serve the needs of the University, and whose professional achievements and potential for further growth clearly demonstrate that the candidate meets the University's overall expectations.

The committee shall also review the reappointment of all tenure track faculty during their third year as full-time members of the University faculty. If in the committee's judgment such a member of the faculty does not have the potential to be recommended for tenure, the committee shall recommend to the Provost that the faculty member be granted a terminal one year contract for his/her fourth year at the University. The committee may recommend to the Provost that an untenured member of the faculty who clearly demonstrates the potential to meet the criteria for tenure be reappointed. The President's acceptance of recommendations for reappointment is not to be construed as a guarantee that the untenured faculty member ultimately will be promoted and tenured.

Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Faculty Handbook. Based on the evaluation, the committee members shall then vote on the candidate's retention, promotion and/or tenure.

The committee is advisory to the Provost who makes recommendations to the President. The President possesses discretionary authority in making final decisions.

Provost. Upon reviewing the department chair's and Dean's recommendations, the Provost will provide the University Promotion and Tenure Committee an analysis of the university's need for the position prior to the committee's review of candidates for tenure and/or promotion. Need is to be considered in evaluating candidates for tenure in particular.

The Provost prepares a written summary of the committee's discussion of each candidate. The committee reviews the summary, and it is submitted to the President with the Provost's independent evaluation and recommendation.

President. The Provost submits to the President the recommendations of the University Committee on Promotion and Tenure and his/her independent evaluations and recommendations. After considering the recommendations and reviewing the candidate's portfolio, the President makes the final decision on tenure, promotion, and/or third-year review. The President informs the candidate in writing of his/her decision. Tenure and promotion may be awarded only by the President and only in writing. Application materials are kept permanently in the Provost's office, except for publications and other materials which the candidate has specifically requested be returned.

Confidentiality

All deliberations, at every level of the review process, are to be held in the utmost confidence. Access to the candidate's application portfolio is to be limited to those performing the review at the time of their review. Any breach of this confidentiality is a violation of the ethical code of behavior to which all employees are held.

Attachment A**Recommended Form for Curriculum Vitae**

The *curriculum vitae* (CV) provides the candidates a forum through which they present a summary of their collective work. The CV should present the breadth and depth of one's work. It should be logically organized, easy to follow, easy to read, informative, and accurate. With these criteria in mind, the following form is recommended as a guideline for the creation of the candidate's CV.

I. Professional Preparation and Experience

- A.** Education: Degrees completed starting with the highest degree, include dates degrees were conferred
- B.** Work History
 - 1. Academic appointments, starting with the most recent and including rank and dates of employment
 - 2. Pertinent non-academic work, starting with the most recent, including dates of employment
- C.** Pertinent professional certifications
- D.** Memberships in professional organizations

II. Teaching

- A.** Graduate courses taught
- B.** Undergraduate courses taught

(Indicate the number of times you taught each course. Do not list courses more than once.)
- C.** Academic Advisement or Supervision
 - 1. Dissertation committees chaired
 - 2. Dissertation committees as a member
 - 3. Thesis committees chaired
 - 4. Thesis committees as a member
 - 5. Number of thesis, dissertation advisees
 - 6. Approximate number of graduate, undergraduate advisees
- D.** Publications pertaining to teaching activities (where distinguishable from scholarship, e.g. textbooks, lab manuals, teaching manuals)
- E.** Grants/funding received for teaching activities (e.g., procurement of equipment, support for educational programs, outreach programs). Provide the name of the funding agency and dates.
- F.** Presentations pertaining to teaching (where distinguishable from scholarship) starting with the most recent. Provide the dates and locations of presentations. Do not list the same presentation more than once.

G. Other activities relevant to teaching

H. Honors and Awards received for one's teaching activities, including title of the award, granting agency, and the date of award

III. Scholarship

A. Scholarly publications

1. Articles presenting original work published or accepted for publication in scholarly journals
2. Invited articles published or accepted for publication in scholarly journals
3. Review articles published or accepted for publication in scholarly journals
4. Conference proceedings published or accepted for publication in scholarly journals
5. Abstracts published or accepted for publication in scholarly journals

B. Publications by major academic publishing companies.

1. Books of original work published or accepted for publication by major scholarly publishers
2. Book chapters published or accepted for publication in works by major scholarly publishers
3. Professional manuals published by major academic publishers
4. Software published by major academic publishers
5. Recorded performances published by major academic/professional publishers

(Note: For publications listed above please use a generally accepted format, i.e., APA, MLA, Chicago, etc. Indicate author(s), title of work, publisher or name of journal, date of publication, and number of pages. If a work is co-authored, indicate your role in the production of the work.)

C. Grants awarded. Indicate agency to which the proposal was submitted, title of project, date, and the amount of funding that was awarded. If a grant has co-investigators or you are not the primary investigator, indicate your role in the writing of the grant and the research, and the actual amount of funds you receive.

D. Scholarly presentations. List scholarly presentations starting with the most recent. Indicate whether the presentation was done in an international, national, or regional forum. Provide the title of the presentation, sponsoring agency, location and date. Indicate whether the presentation was invited, or approved by competitive review. If you delivered a presentation more than once list the title once and provide the dates of other performances.

E. Honors and Awards received for one's scholarly work, including the title of the award, granting agency, and the date of award

F. Works in Progress

IV. Service

A. University, School, or Department Service: Identify committee or activity by name. Provide dates of service. Identify your role (member, chairperson, author of a resulting document, recommendations etc). Exclude all non-service activities such as attendance at memorial masses, commencement, presidential gatherings, seminars, meetings with individuals.

B. Other Publications not included under Scholarship.

C. Community Service: Identify organizations for which you provide a significant service.

D. Professional

1. Membership on various scholarly or professional committees, indicating the name of the committee, years of membership, offices held and special services performed (e.g. reviewer, advisor, consultant etc.)
2. Other professional services related to your discipline (e.g. board member, editor etc.)

*Attachment B**Sample Letters to Outside Reviewers***Letter for Promotion to Professor**

Date

Dear

I am writing to ask you to provide a confidential evaluation of the scholarship of Dr./Mr./Ms. XXX for promotion to the rank of professor at Duquesne University. Dr./Mr./Ms. XXX is currently an associate professor with tenure. Dr./Mr./Ms. XXX's curriculum vitae and representative examples of scholarly work are enclosed.

Your evaluation should address the quality of Dr./Mr./Ms. XXX's scholarly work, as compared to peers in similar academic settings who have earned the academic rank of professor. We do not ask you to comment on his/her teaching or service.

Founded in 1878 by the priests and brothers of the Congregation of the Holy Ghost, Duquesne University has built a proud history of academic excellence in the Catholic tradition. Today, Duquesne offers more than 150 programs on the baccalaureate, master's, doctoral, and professional levels. Nearly 10,000 students are enrolled in the University's ten schools of study. The Carnegie Classification of Institutions of Higher Education includes Duquesne University among the doctoral research/intensive institutions. The School/Department of XXX currently offers XXX (baccalaureate, master's doctoral, and professional levels) degree programs. Dr./Mr./Ms. XXX typically teaches XX credit hours per semester.

Please call me at 412-396-XXXX if you are unable to participate in this process or if you would like further information. We will be grateful to receive your evaluation by September 1. Thank you for helping with this important faculty process.

Sincerely,

Letter for Promotion to Associate Professor

Date

Dear

I am writing to ask you to provide a confidential evaluation of the scholarship of Dr./Mr./Ms. XXX for promotion to the rank of associate professor with tenure at Duquesne University. Dr./Mr./Ms. XXX is currently an untenured assistant professor. Dr./Mr./Ms. XXX's curriculum vitae and representative examples of scholarly work are enclosed.

Your evaluation should address the quality of Dr./Mr./Ms. XXX's scholarly work, as compared to peers in similar academic settings who have earned the academic rank of associate professor. We do not ask you to comment on his/her teaching or service.

Founded in 1878 by the priests and brothers of the Congregation of the Holy Ghost, Duquesne University has built a proud history of academic excellence in the Catholic tradition. Today, Duquesne offers more than 150 programs on the baccalaureate, master's, doctoral, and professional levels. Nearly 10,000 students are enrolled in the University's ten schools of study. The Carnegie Classification of Institutions of Higher Education includes Duquesne University among the doctoral research/intensive institutions. The School/Department of XXX currently offers XXX (baccalaureate, master's, doctoral, and professional levels) degree programs. Dr./Mr./Ms. XXX typically teaches XXX credit hours per semester.

Please call me at 412-396-XXXX if you are unable to participate in this process or if you would like further information. We will be grateful to receive your evaluation by September 1. Thank you for helping with this important faculty process.

Sincerely,

APPENDIX B. PEER EVALUATION OF TEACHING EFFECTIVENESS**(Effective Fall 2007)**

The Duquesne University tenure and promotion guidelines stress effectiveness in teaching as a criterion for retention and advancement. In the absence of solid evidence of an instructor's teaching effectiveness, publication too often becomes the only criterion for promotion. To document the effectiveness of an individual instructor's teaching, the University uses two forms of evaluation: student evaluation — Student Evaluation Survey (previously known as TEQs) — and formal peer evaluation.

Frequency of Peer Evaluation

1. Tenure track faculty are required to receive at least one peer review (two visits per evaluation) every academic year with a minimum of five evaluations prior to the tenure review. [Tenure track faculty applying early for tenure as a result of prior teaching experience are required to have a minimum of four evaluations prior to the tenure review.]
2. Non-tenure track faculty are required to receive at least one peer review (two visits per evaluation) each academic year.
3. Tenured faculty who are anticipating applying for promotion to professor should have at least five peer evaluations after promotion to associate professor.
4. Tenured faculty who are not anticipating applying for promotion are encouraged to receive one peer review every other academic year.
5. Faculty members may request additional peer evaluations during the academic year.
6. A formal remedial process may be initiated for instructors experiencing serious problems in teaching and posing significant problems for students. The process might be initiated by any variety of evidence, student or peer based. Upon recommendation of a Dean, the Provost will appoint not more than three members of the discipline to conduct peer evaluations for formative purposes. The evaluators will include at least one member of the instructor's school or department and two other faculty members. The members of the committee will not only visit classes, but also speak with the faculty member about problems encountered in teaching. The Provost will pursue avenues of remediation with administrators from the instructor's division.

Procedure for Initiating Peer Reviews

1. By September 1, the dean/chair notifies tenure track faculty members that formal peer evaluation of one course is required during the academic year. The dean/chair notifies non-tenure track faculty members that formal peer evaluation of one course is required during the academic year. The dean/chair gives the faculty members a list of the tenured or eligible non-tenure track full-time faculty members in the college/school who are available for peer review. Full-time non-tenure track faculty who have completed five consecutive years of full-time appointment, are eligible to serve as peer reviewers for other non-tenure track faculty.
2. By October 1 (for Fall term), by February 1 (for Spring term), or by May 15 (for Summer term), the faculty member identifies the particular course or courses to be evaluated. From the list provided by the dean/chair, the faculty member gives the dean/chair the names of at least three faculty members to serve as peer reviewers.
3. For third year review, the faculty member should have at least two different peer reviewers.

4. For tenure review, the faculty member should have at least four different peer reviewers.
5. The candidate and dean/chair have the prerogative to expand the pool of potential reviewers to suitable full-time tenured or eligible non-tenure track faculty members from a different department or college/school to serve as a peer reviewer.

Procedure for Administering Peer Reviews

1. The faculty member being reviewed meets with the peer reviewer prior to the evaluation. During the meeting, the faculty member submits relevant course materials that should include the syllabus. Prior to the first visit, the reviewer and faculty member meet to discuss the course as a whole, and how representative sessions fit with the whole. In addition, the person being reviewed can use this opportunity to explain any unusual dimensions of the course (e.g., a syllabus to which the faculty member had no input). During the meeting, the peer reviewer and the faculty member agree on the date and time of the first visit.
2. A second visit to the same class will be unannounced. To insure that the unannounced visit is productive, the faculty member should alert the peer reviewer of inappropriate dates.
3. Each class visit should be at least 50 minutes to allow a thorough understanding of teaching activities and the learning environment.
4. The peer reviewer will refer to the evaluation letter guidelines (as specified under "Guidelines for Peer Reviewers and Structure of Review Letters" below) as categories for attention during visits.
5. The peer reviewer should not participate in the class.
6. As soon as possible, preferably within 24 hours after each visit, the peer reviewer and the candidate should meet informally to discuss the visit.
7. Within 30 days after the second visit, the peer reviewer prepares and delivers a written letter to the Chair/Dean. This report should be based on examination of course material as well as the class visits and should culminate in the structure shown in the guidelines below.
8. After reviewing peer reviews, faculty have the opportunity to write a letter in response, and that letter will be included in the faculty member's portfolio.
9. A faculty member's formal peer evaluation report is submitted with **the one-page summary sheet (entitled "Student Rating Form – Results by Class") of the Student Evaluation Survey** (previously known as TEQ) results to substantiate effectiveness in teaching for third-year review, tenure and promotion; peer evaluation reports and student survey results may be submitted also for decisions on advancement in rank or merit pay.

Guidelines for Peer Reviewers and Structure of Review Letters

In evaluation letters, reviewers should include two separate sections, one (I) on class visits specifically and the other (II) on the structure of the course as a whole. In cases where instructors do not contribute to course design in any way, part II should be eliminated. In cases where instructors minimally contribute to course design, part II should be weighted accordingly. The weighting should be determined in discussion between reviewer and the faculty member prior to class visits. Once weighting is determined, evaluation of course design should be judged from personal discussions with instructors, review of syllabi, and review of other pertinent documents. For both I and II, specific evidence should support conclusions. Two areas (I.9 and I.10) especially involve the intersection between

class sessions and course structure, but the letter should be integrated so that, while typically divided into two parts, the letter addresses inter-relations between the two.

For both parts, reviewers should focus on areas pertinent to specific courses. Areas in I and II are provided for guidance, not absolute requirements. In fact, reviewers are encouraged to discuss creative dimensions of teaching not listed below. Suggested areas from which reviewers can choose are shown below.

I. Evaluation of Class Visits

1. Preparation for the class session
2. Organization of the class session
3. Instructor's enthusiasm for the subject matter
4. Clarity of classroom communication, both oral and written
5. Facilitation of student participation appropriate to the class
6. Ability to make difficult concepts understandable
7. Facilitation of higher-order thinking
8. Mastery of the subject matter
9. Integration of the individual class with course organization as a whole
10. Selection and implementation of instructional strategies appropriate to learning goals

II. Evaluation of Course as a Whole

1. Thorough and clearly organized syllabus
2. Congruence between course goals, objectives, content, and activities
3. Appropriate assessment of student learning in relation to course goals and outcomes
4. Appropriate assignments for students given the course objectives and course level
5. Appropriate methods and criteria for grading
6. Appropriate use of supportive resources throughout the semester, such as handouts, web sites, or Blackboard.

PEER REVIEW OF CLINICAL/PRACTICUM TEACHING

(Effective Fall 2007)

Instructions

Every Duquesne employee is entitled to feedback pertaining to his or her job performance in order to improve his or her effectiveness in his or her role at the University. Most employees' jobs are comprised of several facets and it is important that an evaluation appropriately fit the unique and specific parameters of each major facet of employment.

Clinical/practicum teaching is a significant component of many faculty members' role at Duquesne University. Such teaching provides an important opportunity to address the mission of Duquesne University, as we engage in teaching students through serving the needs of the community. Clinical teaching requires a faculty member to be an experienced practitioner and an effective educator. As a consequence of the unique characteristics of clinical/practicum teaching, a specific evaluation tool is warranted. The Clinical/Practicum Teaching Effectiveness Assessment (C/PTEA) was developed to address this need.

The C/PTEA is used to evaluate a Duquesne faculty member teaching a University course in which the primary means of instruction consists of mentoring, supervising, or guiding a student in applying the knowledge and skills pertinent to his or her discipline in the dynamic interaction which is inherent in the delivery of a professional service to a patient, client, or student. Such activity typically occurs in the context of a clinical setting, educational practicum, or any situation in which skills are practiced.

While the precise nature of clinical/practicum teaching differs among Schools at Duquesne, the C/PTEA was constructed to include the core elements of clinical/practicum teaching and serves as a basis for all Schools to evaluate this facet of teaching.

Procedure

Guidelines for Peer Evaluations of Clinical/Practicum Teaching Effectiveness

1. By September 1, the Dean/Chair provides the names of faculty who can serve as reviewers to the faculty members being reviewed. Potential reviewers should be full time faculty members of the School or Department with relevant clinical/practicum teaching experience within the past five years.
2. By October 1 (Fall), February 1 (Spring), or June 1 (Summer), the faculty member being reviewed identifies the course to be evaluated and chooses a potential reviewer from the list provided by the Dean/Chair.
 - a) For third year review the faculty member should have been evaluated by at least two different peer reviewers (1/year).
 - b) For tenure review the faculty member should have been evaluated by at least four different peer reviewers (1/year).
 - c) Non-tenure track and adjunct faculty should be evaluated yearly.
3. The Dean/Chair chooses one reviewer to evaluate a course. The reviewer visits twice. Both visits are to be announced.
4. Prior to the first visit, the reviewer and faculty member are to meet to discuss the course as a whole. During the conference, the description of the clinical/practicum site, the course as a whole, and how the representative session fit with the Gestalt, should be discussed. The faculty member being reviewed should supply the reviewer pertinent documents including the syllabus and any other chosen educational material by the faculty member (e.g. desired learning objectives for the student, appropriateness for achieving the objectives set, syllabus and student evaluation tools, and any other significant instructional materials that would help the reviewer understand the content for observation). In addition, the person being reviewed can use the opportunity to explain any unusual dimension of the course.

During the meeting the faculty member and the reviewer agree on the dates and times of the visits.

Observations (visits) should be of sufficient length to obtain a reliable sampling of the clinical/practicum process. The peer reviewer should not participate in the clinical/practicum teaching.

5. After both clinical/practicum site visits the reviewer and faculty member being reviewed should meet for an informal discussion of the reviewer's reactions. Every attempt should be made to meet within 24 hours of each visit.
6. After both clinical/practicum site visits the reviewer and faculty member being reviewed should meet for an informal discussion of the reviewer's reactions. Every attempt should be made to meet within 24 hours of each visit. Within 30 days after the second visit, the reviewer delivers the Peer Review Letter to the faculty member being reviewed and the Dean/Chair. The letter should include two separate sections, one on the clinical/practicum site visit and the other on the structure of the course as a whole. The letter should be a comprehensive narrative focusing on the course as a whole, based on the pre-evaluation conference with examination of clinical/practicum teaching materials as well as the on-site visit.
7. It is imperative that the contract between Duquesne University and the clinical/practicum site include a provision/approval to conduct such reviews at the clinical/practicum site prior to the review being conducted. If not currently included, the Dean/Chair should contact the appropriate individual at the clinical/practicum site

for such approval and then implement the revision of such contracts to include appropriate provision/approval for such reviews.

CRITERIA FOR EVALUATION

The C/PTEA is designed for the reviewer to use in evaluating the effectiveness of the clinical faculty member as both *practitioner* in his or her field, and as *educator* of student practitioners. These two identities function symbiotically within the individual faculty member's teaching performance.

In preparing the Peer Review Letter, then, the reviewer considers and addresses, whenever applicable, the following factors relevant to the instructor's effectiveness in the evaluated clinical/practicum experience. The criteria below are offered as guidance for the letter, not as absolute requirements. Reviewers are encouraged to discuss creative dimensions of teaching not listed below.

I. Evaluation of Clinical/Practicum Teaching during Visits

Practitioner Criteria:

1. Evidences breadth and depth of clinical/practicum competence and skills.
2. Participates in life-long learning and self-reflection to demonstrate continued clinical/practicum competency.
3. Effectively guides the development of clinical/practicum problem solving.
4. Serves as a role model to students, demonstrating enthusiasm for the profession through involvement in professional organizations, advocacy, and continuing education.
5. Participates in scholarly activities such as dissemination of professional expertise through publishing, presenting, and/or development of teaching/learning tools.
6. Effectively communicates with both students and clinical/practicum site staff, and serves as an effective liaison between the university and the clinical/practicum setting.

Educator Criteria:

7. Effectively communicates clinical/practicum experience objectives to students.
8. Effectively prepares for clinical/practicum teaching sessions.
9. Implements teaching strategies based on educational theory and evidence-based teaching practices.
10. Effectively responds to individual students' learning needs and styles.
11. Evidences congruence among clinical/practicum objectives, activities, and evaluation strategies.
12. Effectively uses appropriate evaluation strategies to determine students' progress and achievement in the clinical/practicum setting.
13. Provides constructive and thoughtful feedback to students in a timely manner.
14. Utilizes feedback from self, student, peer, and supervisor evaluations to improve teaching effectiveness.

15. Participates in life-long learning and self-reflection to improve teaching and facilitate learning.
16. Serves as a role model to students, demonstrates enthusiasm for teaching, learning, and professional development through involvement in professional organizations, advocacy, and continuing education.

II. Evaluation of the Course as a Whole

In considering the following criteria, the reviewer should give attention to how these cohere with the Educator Criteria in Section I.

1. Thorough and clearly organized syllabus.
2. Congruence between course goals, objectives, content, and activities.
3. Appropriate assessment of student learning in relation to course goals and outcomes.
4. Appropriate assignments for students given the course objectives and course level.
5. Appropriate methods and criteria for grading.
6. Appropriate use of supportive resources through the semester, such as handouts, web sites, or Blackboard.
7. In team taught courses consideration should be given to only the specific responsibility of the faculty member in the course.

The faculty member being reviewed should be provided with the written opportunity to address any and all components of the Peer Review Letter. This response should be forwarded to the reviewer and the Dean/Chair.

Procedures and Content for Peer Review of an Online Course at Duquesne University *(Effective Fall 2006)*

The recommended procedure for conducting a peer review of an online course offered at Duquesne University is:

1. By September 1 (Fall), January 15 (Spring), or May 15 (Summer), the dean/chair provides the names of faculty who can serve as reviewers to the member being reviewed. Potential reviewers may be members of the person's academic unit, but if circumstances dictate, they may also be outside the unit at the discretion of the dean/chair.
2. By October 1 (Fall), February 1 (Spring), or June 1 (Summer) the instructor being reviewed identifies the course or courses to be evaluated and chooses at least three potential reviewers from the list provided by the dean/chair.
3. The dean/chair chooses one reviewer to evaluate each course. Priority in the selection of a faculty reviewer should be given to faculty members with online teaching experience and familiarity with the course content. If both expertises are unavailable, then online teaching experience is viewed as more important. If a potential reviewer is not from the faculty member's academic unit, the experienced online educator could be paired with a "content expert" from the faculty member's academic unit for the review.
4. Initially, the reviewer and faculty member should meet to discuss the course as a whole, and how representative sessions fit with the Gestalt. The person being reviewed should supply the reviewer pertinent documents, including the syllabus and any others chosen by the faculty member. If appropriate, reviewer access to private e-mail exchanges between the faculty member and students also may be provided by the instructor for a more accurate and complete review. In addition, the person being reviewed can use this opportunity to explain any unusual dimensions of the course (e.g., a syllabus that was not of their making) and/or to discuss the visibility of course content (e.g., if content is posted but being released to students until needed).
5. For the online review, "a class visit" means complete access to the Blackboard course website for the reviewer with as little disruption to the class learning environment as possible. Typically, having the reviewer added to the online course as a "student" would afford the reviewer access to the class material visible to the students without disrupting the course.
6. Online "class sessions" typically occur over several calendar days and can involve asynchronous and synchronous activities by both instructor and students. A "visit" to an online class should not be defined as a specific calendar day but should reflect the instructor's definition of a class session and consider the interaction that occurs between the instructor and the class of students and the instructor and individual students during the online class session. Additionally, the Blackboard learning system and its Building Blocks provide the instructor with various features and tools for use in conducting the online session and course. Reviewers should be aware that these tools typically are added over time and may not be available to all instructors.
7. It is recommended that the reviewer "visit the course" twice during a term, similar to the two class visitations expected of a reviewer of a traditional, face-to-face course.
8. After the class visits, the reviewer and instructor being reviewed should meet for an informal discussion of the reviewer's reactions. Every attempt should be made to meet within 24 hours of the class visit, when specifics are still clearly remembered.
9. Within 30 days after the second visit, the reviewer delivers a letter to the faculty member and to the dean/chair. The letter should be a comprehensive narrative focusing on the course as a whole, the class visits, and the integration of the two. The narrative should consider the evaluation criteria described below. It should NOT be written in the form of a checklist.

10. In the evaluation letter, the reviewer should include two separate sections, one regarding visits to the online course specifically and the other on the structure of the online course as a whole. The latter should be judged from personal discussions with the instructor and a review of a syllabi along with other documents. For both sections of the review letter, specific evidence should support conclusions. Two items especially (I.9 and I.10 below) involve the intersection between the online sessions and the course, but the entire letter should be a Gestalt that cites interrelations between course design and individual class visits.
11. Reviewers should address as many areas as are pertinent to a specific online course. In addition, reviewers are encouraged to discuss creative dimensions of teaching online not listed below.
12. Finally, the following list presents to the reviewer evaluation criteria to be considered when evaluating the instructor and preparing the review letter:

- I. Evaluation of Visits for Online Class Sessions

1. **Preparation for online class session** – *evident in the materials for the course session being reviewed, and in facets of presence, such as a “starter” message in the discussion forum, an announcement with reminders of the session’s topic and/or assignment, an announcement of a chat agenda, the text underneath the session’s folder, etc.*
2. **Organization of the online class session** – *evident in the use of the online materials, assignments, readings, offline materials, discussion, chat; the class session is easy to navigate; components and structure understandable; course syllabus identifies and clearly delineates the role the online environment will play in the session.*
3. **Instructor’s enthusiasm for the subject matter** – *evident in teaching presence, preparation, facilitation of online discussion and chat, and in responses from students during online session.*
4. **Clarity of classroom communication in the online environment, both oral and written** – *evidenced in announcements, e-mail, discussion postings, lecture modules, folder/document identification, and/or other technologies used in the course site (i.e., chat room archives, viewlets, etc.).*
5. **Facilitation of student participation appropriate to the class session’s online activities** – *evident in the instructor’s presence in the online session; promotion of 3-way interaction (student-content, student-teacher, student-student); and instructor’s response to perspectives that differed from his or her perspectives.*
6. **Ability to make difficult concepts understandable** – *evident in written materials, explanations in discussions, chats, and announcements and based upon the students posted questions and responses to instructor’s feedback.*
7. **Facilitation of higher order thinking** – *evident in instructor’s formulating productive questions for discussions/chat and group work; feedback provided to students on assignments and projects; presentation of course syllabus, lecture modules, class assignments, and student activities; and individual interactions with students.*
8. **Mastery of the subject matter** – *evident in instructor’s ability to effectively communicate knowledge of subject matter, to organize student learning, and to facilitate student learning and assessment in the online environment through the tools and features available.*

9. **Integration of the individual class with course organization as a whole** – *evident in statements indicating how this class session relates to other sessions and to the course as a whole in instructor feedback, in postings to discussions or chats, in course syllabus, and in the use of course links, announcements, and other available technologies.*
10. **Selection and implementation of instructional strategies appropriate to learning goals** – *evident in instructor's application of effective instructional strategies for communicating course content through available online technologies and tools; in the learning experiences of the students; and in the relationship of the instructor's stated goals and objectives in the syllabus to the learning activities and assignments of students and presentation of course content by the instructor in the online environment.*

II. Evaluation of Online Course as a Whole

1. **Overall Design and Organization of course** – *evident in the online course site through instructor's presentation of the syllabus and use of organizing tools (menu structure, folders, course links, etc.) and class session progression; ease of navigation; structure of course for student access to primary materials and activities.*
2. **Congruence between course goals, objectives, content, and activities** – *evident in instructor creating an online course structure and progression that demonstrated clear linkage between course objectives, course content and student activities.*
3. **Appropriate assessment of student learning in relation to course goals and outcomes** – *evident in facilitation of assignments and assessment activities in the course site and through online course tools.*
4. **Appropriate assignments for students given the course objectives and course level** – *evident in effective use of course tools to facilitate assignments and student learning activities in the online environment.*
5. **Appropriate methods and criteria for grading** – *evident in course syllabus and learning activities and the facilitation of these student learning activities and instructor feedback.*
6. **Appropriate application of online learning system technologies (Blackboard and its Building Blocks) as well as other supportive resources throughout the semester** – *evident in appropriate use of Blackboard tools and features, available educational technologies (multimedia, tutorials, publisher materials, etc.) and discipline specific Internet/software resources; effective instructional design and delivery of content, communication, and student and instructor activities to align with goals and objectives.*

Other considerations for evaluating the instructor in the online environment overall:

- **Presence of instructor** as indicated by active teaching elements, course design and organization, facilitation of discourse and level of direct instruction.
- **Quality and quantity of instructional posts and feedback.**
- **Creation of a community of learners in online environment** – *evident in instructor's ability to build and sustain the online learning community throughout the semester through introductions, biographical sketches, pictures, discussions, presentations, student activities, feedback, and student socializing in chats, discussion forums, etc.*
- **Suggest ways the instructor can make this course more effective.**

APPENDIX C. BENEFITS

A. BENEFITS

The Office of Human Resource Management offers information regarding benefits, employment opportunities, forms, wellness initiatives, and policies and procedures at the website listed below.

www.hr.duq.edu

Be sure to visit “What’s New in Human Resources” to stay informed!

B. SABBATICAL LEAVE (See also "Leaves of Absence.")

Sabbatical leaves may be granted to a tenured faculty member. Such leave will be granted only after seven consecutive years of service with the University. After the initial sabbatical, faculty are eligible for a sabbatical every seventh year. Faculty who receive a sabbatical are expected to continue service at the University for at least one academic year after the sabbatical.

Sabbatical leaves are opportunities for Duquesne faculty to develop their teaching and scholarship in support of their disciplines and of the University’s educational mission. As such, it is expected that their research plans will include the sabbatical for which they are eligible as a time when they will make significant progress, or even complete, scholarly agendas.

The faculty member applies for sabbatical leave by submitting a detailed report of his/her plans through the departmental chairperson and the Dean with recommendations to the Provost/Vice President for Academic Affairs who makes the final decision. Faculty members will receive the equivalent of one semester's full compensation during the sabbatical leave, which is limited to a period of one calendar year. Upon return to his/her regular duties with the University, the faculty member must submit within sixty days of return a detailed report to the appropriate Dean and to the Provost/Vice President for Academic Affairs.

All fringe benefits continue while the faculty member is on sabbatical leave. Grant funds which are received for salary may be used to relieve the University of the necessity for meeting salary expenses.

1. Guidelines for Sabbatical Leaves

All sabbatical projects submitted as part of the application of faculty members for sabbatical leaves must be accompanied by evaluations and critiques from the appropriate department chair and Dean. The Dean and/or the Provost/Vice President for Academic Affairs may request evaluations from internal or external sources for the purpose of providing additional information to assist in making the final decisions.

2. Role of the Provost/Vice President for Academic Affairs

While the Provost/Vice President for Academic Affairs relies heavily on the recommendations of the chair and Dean, it is the responsibility of the Provost/Vice President for Academic Affairs to verify the validity of the request as to the procedure, worth and financial impact on the department and to approve or deny the sabbatical request.

The Provost/Vice President for Academic Affairs is to receive a report on the results of the project completed during the sabbatical within sixty days after the return of the faculty member.

3. Calendar of Events

- | | |
|-------------|---|
| October 15 | Requests for sabbatical leave must be submitted by faculty to appropriate departmental chair and Deans. Financial support is to be considered in preparing the next fiscal year budget. |
| November 15 | Requests for sabbatical leaves with data and recommendations must be submitted by the Deans to the Provost/Vice President for Academic Affairs. |
| December 15 | The Provost/Vice President for Academic Affairs announces the approved sabbatical leaves and the faculty member is notified. |

4. Holy Spirit Order Faculty Sabbaticals

a. Policy:

The full-time faculty members of the Holy Spirit order are considered eligible for leaves of absence and sabbatical leaves in accordance with regulations adopted for all full-time faculty members. At the time a leave is authorized by the President, an allocation of funds may be made for the faculty member's use while away from campus.

b. Procedures

- i. The same criteria as with other faculty will be followed for the award of the leave.
- ii. When awarded or when the award is anticipated, the following considerations must be made:

a) Allocation

Faculty members will receive the equivalent of one semester's full compensation during the sabbatical leave, which is limited to a period of one calendar year.

b) Budget

The budget head shall remove this faculty member from the contributed services budget line.

c) Transportation

The transportation needs of members of the Holy Spirit Order residing at Trinity Hall are to be considered. Trinity Hall residents may have use of a shared vehicle. Leaving the campus on a sabbatical leave may cause a loss of transportation and this should be considered in awarding the allocation.

C. LEAVES OF ABSENCE

Full-time faculty may be granted leaves of absence for professional advancement or for personal reasons. The faculty member applies for leave through the departmental chair, Dean, Provost/Vice President for Academic Affairs and the President.

1. Leave for Professional Advancement

Leaves may be granted for purposes of professional advancement for a period of one year and, under exceptional circumstances, may be extended for one additional year. Applications should be made in writing and submitted at least seven months prior to the end of classes of the academic year in which the applicant is then teaching. A final written decision shall be made within 60 days of the date of receipt of the application.

The request may contain the following information:

- a. the precise professional purpose of the leave;
- b. the exact period being requested with the beginning and ending dates.

Leave time will be counted toward time in rank for promotion purposes and tenure consideration when a faculty member is on professional leave. (It will not count toward a sabbatical leave, but time on professional leave does not disrupt the time requirement of seven consecutive years for sabbatical leave -- approved by the Administrative Council, January 23, 1980.) See also "Sabbatical Leave".

All publications and research during professional leave shall indicate the faculty member's continuing association with Duquesne University.

2. Leave for Personal Reasons

Leave granted for personal reasons may not exceed one year. Conditions of application are the same as for leave for professional advancement except in emergency situations. The written application should include the precise personal reason for the leave. By mutual agreement, however, the applicant may be permitted to confine expressions of his/her reason to verbal confidence with the immediate academic superior.

Leave time will not be counted toward time in rank for promotion purposes or tenure consideration when a faculty member is on personal leave.¹

3. Sick Leave

Faculty will be paid their regular academic salary during the period of illness.

The University may require medical evidence of continued disability in cases of protracted illness. The maximum payment for disabling illness is six months of regular academic year salary at the rate payable when the illness begins.

For the purpose of this benefit six months salary shall be during a period of permanent disability 6/9ths (2/3rds) of the academic year salary.

Sick leave payments are only available consistent with the faculty member's normal work year. This means that within the intent of this policy, which is to prevent loss of earnings due to illness, the faculty member will receive sick pay only for periods in which he or she would be paid if teaching or working the agreed-upon schedule.

¹ *In regard to sabbaticals, personal leaves are treated in the same way as professional leaves. (Administrative Council, July 30, 1980)

Faculty teaching in summer school may be paid for absence due to illness which does not require the hiring of a substitute.

Faculty who are disabled for periods in excess of six calendar months will be advised of the procedure to apply for long-term disability payments under the University's insurance program.

Under no circumstances will University-paid sick leave for the same illness or condition exceed six months in any consecutive twelve month period.

4. General Conditions

No salary may be paid under conditions of professional or personal leave.

Fringe benefits will be paid by the University where no other provisions are made by terms of the professional or personal leave, but this privilege will be granted only when the faculty member agrees to contract for a period of service following leave equal to the period of leave. Individuals who take personal leaves are responsible for the cost of health benefits through COBRA. Variances to this policy may be granted only by the Provost/Vice President for Academic Affairs and the President.

D. PROCEDURE FOR PROFESSIONAL AND PERSONAL LEAVES

1. The faculty member must submit the request in writing to his/her departmental chair/Dean requesting leave as outlined in this policy.
2. The Dean will submit this letter with his/her recommendation to the Provost/Vice President for Academic Affairs.
3. The Provost/Vice President for Academic Affairs will submit the request with his/her recommendation to the President.
4. The departmental chair/Dean will notify the faculty member in writing of the decision, repeating all conditions as finally determined and with the stipulated time.

APPENDIX D.**UNIVERSITY GRIEVANCE COMMITTEE FOR FACULTY (DUE PROCESS PROCEDURES)¹**

The standing University Grievance Committee for Faculty, elected by the faculty, is responsible for receiving and investigating grievances according to due process procedures originating in the office of the Provost/Vice President for Academic Affairs. If approved by the President, its decisions are binding. (Executive Resolution VII.)

1. Purposes

The University Grievance Committee for Faculty (UGCF) exists to review specific complaints and other grievances. Its decisions are binding on the University when such decisions have been reviewed and approved by the President of the University.

In each case presented to it, the UGCF's charge is to assure the proper applications of the rules and criteria which the schools and/or the University have adopted or, in the absence of specified regulations, have historically applied. The UGCF does not determine the policies and procedures of the several schools nor does it establish the criteria to be used in considering promotion and tenure. It is within the purview of the UGCF, however, to determine in a case before it if local criteria are consistent with University policy and to make certain that the criteria which are used in reaching decisions are those which the school has established, that they are applied uniformly and consistently, and that in applying them adequate consideration is given to all the available relevant information.

2. Composition and Election

The University Grievance Committee for Faculty is elected by full-time faculty members. In accordance with procedures established by its Dean, each college/school, and the University Library will select one representative to serve on the UGCF. The election of a member and an alternate will take place at the first meeting of the faculty in the academic year. New members will begin service in September. The term of service will be for three years. Annually in September, the UGCF will elect a chair who may succeed himself/herself. Procedures for electing members to the UGCF will be implemented as the term of service of each initial appointee is about to expire.

The election of members and alternates will be staggered throughout a three-year period to insure continuity on the UGCF. They will be elected according to the following schedule:

2003, 2006, 2009	Law, Education, Nursing, Natural and Environmental Sciences
2004, 2007, 2010	Pharmacy, College, Business Administration, Health Sciences
2005, 2008, 2011	Music, College, Library

The cycle will then continue to repeat itself. If a member resigns before his/her term is over, the alternate will serve out the remaining term. This will serve to keep the election schedule intact.

The UGCF should meet at least once a semester. Five members constitute a quorum.

3. Procedures for Receiving and Investigating Grievances

- a. A faculty member may submit a request for review of a complaint regarding matters of tenure, promotion, academic freedom or other grievances to the UGCF only after all regular channels of

¹ The principles and procedures enunciated in the 1990 edition of AAUP Policy Documents and Reports will govern the activities of the committee except where they are in conflict with procedures of the University.

appeal in his/her school and in the University have been exhausted. However, a grievant may petition the UGCF to intervene or take jurisdiction of a case in which the grievant feels the normal channels have not been made available or that the regular procedures are being unreasonably delayed.

- b. A request for review shall be initiated by contacting the chair of the UGCF and by filing the grievance in a form specified by the UGCF's internal procedural guidelines. The faculty member may choose to present the request to the UGCF in person.
- c. Upon submission, a grievance shall be reviewed by the UGCF, which will decide whether the facts as presented merit further review or whether the grievance should be dismissed. Submission of a grievance will not automatically entail investigation, detailed consideration, or a formal hearing.

The UGCF shall have discretion to conduct an investigation either informally or as a formal hearing under Section 4. In the following instances, however, the faculty member may demand certain procedure as matter of right, as follows:

- i. In the case of a grievance concerning a dismissal, the faculty member may demand an investigation as his/her right;
 - ii. In the case of the dismissal of a tenured faculty member, the grievant may demand as his/her right that the UGCF conduct a formal hearing; and
 - iii. In the case of the dismissal of a faculty member in violation of the provisions of Executive Resolution IV, the grievant may demand that his/her right that the UGCF conduct a formal hearing.
- d. The UGCF shall define the scope of the investigation.
- e. At any time during the proceedings, the UGCF may seek to bring about a settlement of the issue satisfactory to both parties.
- f. The UGCF will have access to all University records it deems pertinent, the right to meet and talk with the President and the Provost/Vice President for Academic Affairs, and the right to hear evidence from any persons in any matter pertaining to the dispute. Confidential records shall be held in confidence by the UGCF and records and contents thereof shall not be disclosed to any other party.
- g. The member of the UGCF who represents the constituency from which the grievance emanates may participate in the UGCF's deliberations, but will be excluded from voting on its final recommendations. The UGCF's decision must be approved by a majority of those eligible to vote.
- h. Following a final determination, the findings and recommendations of the UGCF will be transmitted in writing to both parties to the dispute, to the Provost/Vice President for Academic Affairs, and to the President of the University. Explicit findings should be made with respect to all questions at issue and a reasoned decision should be written.
- i. Before a final decision is made by the President, he may meet with the UGCF to discuss the merits of the UGCF's findings and recommendations. No decision is to be made by the President at this meeting.
- j. The President will make his final decision and communicate it to the parties, the UGCF, and the Provost/Vice President for Academic Affairs.

4. Procedures for Conducting a Formal Hearing

- a. In a case where the grievant demands a formal hearing, the grievant shall submit his or her grievance to the UGCF by filing it with the UGCF's chairperson in a form specified in the UGCF's internal procedural guidelines. The grievance shall include any statement received by the grievant from the University concerning the grounds for the dismissal, and a written responses by the grievant to that statement. The grievant may petition the UGCF to make the hearing public. The UGCF will exercise its judgment as to whether a hearing should be public or private.
- b. At least 20 days prior to the hearing, the UGCF shall make service of written notice of the time and place of the hearing and of specific issues to be considered at the hearing. A hearing may commence at an earlier date provided all parties agree in writing. The faculty member may waive a hearing or may respond in writing at any time before the hearing. If the faculty member waives a hearing but does not withdraw the grievance, the UGCF will evaluate all available evidence and rest its recommendation upon the evidence in the record.
- c. The UGCF may, with the consent of all parties concerned, hold joint pre-hearing meetings with the parties in order to (1) simplify the issues, (2) effect stipulation of facts, (3) provide for the exchange of documentary or other information, and (4) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
- d. During a formal hearing, the faculty member and the University will be permitted to have advisors or other counsel of their choosing. Participants in the internal grievance procedures are to function as colleagues, and the advisor or other counsel shall function as private counsel to the parties and not as active participants in the hearing.
- e. The proceedings may be audiotaped for the exclusive use of the UGCF if the UGCF determines that a tape is necessary to facilitate its deliberations. There will be no other recording of the proceedings unless the parties and the UGCF agree.
- f. The burden of proof that the University has followed the established procedures for the dismissal of a faculty member and that adequate cause exists for the dismissal of a tenured faculty member rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
- g. The UGCF will grant continuances or adjournments to enable either party to investigate matters in regard to which a valid claim of surprise is made.
- h. All parties to the dispute will be afforded an opportunity to obtain witnesses and documentary and other evidence. The administration will cooperate with the UGCF in securing witnesses and making available documentary or other evidence. Every possible effort will be made to obtain the most reliable evidence available.
- i. All parties to the dispute and the UGCF will have the right to question the witnesses. Where the witnesses cannot or will not appear, but the UGCF determines that the interest of justice require admission of their statements, the UGCF will identify the witnesses. The parties and the UGCF may submit interrogatories. The responses or other statements of the witnesses will be disclosed to the parties.
- j. In a hearing of charges of incompetence the testimony shall include that of qualified faculty members from this or other institutions of higher learning.

- k. The hearing will be conducted according to rules established by the UGCF. The UGCF will not be bound by strict rules of legal evidence and may admit any evidence that will assist it in determining the merits of the issues.
- l. The findings of fact and the decision will be based solely on the evidence produced at the hearing. The decision of the UGCF shall be in writing and shall include findings of fact, a statement of the basis in the record for its findings of fact, and an explanation of the reasons for the decision.
- m. The UGCF will issue its report as provided in Section 3(h) to the University and no public statements will be made about the particulars of the case by the UGCF or any of its members, except for such announcements as may be required covering the time of a hearing and similar matters. Public statements and publicity about the case will be avoided so far as possible by all parties to the dispute until the proceedings have been completed.

APPENDIX E. DEANS' EVALUATION: PROCEDURES

An Evaluation Committee will be formed within the college/school of the Dean. Such a committee shall consist of:

1. Two (2) tenured or tenure track faculty members named by the Dean;
2. Four (4) tenured or tenure track faculty members elected by the college/school tenured, tenure track and non-tenure track faculty;
3. One (1) tenured or tenure track faculty member appointed by the Provost/Vice President for Academic Affairs;
4. One (1) student selected by the faculty members of the Evaluation Committee;
5. One (1) active alumnus/alumna familiar with the activities of the college/school selected by the faculty members of the Evaluation Committee; and,
6. A committee chair to be elected by the committee from the faculty representatives.

The committee, in consultation with the Dean and the Provost/Vice President for Academic Affairs, will draft a set of questions and/or topics appropriate for the particular college/school. The goals of the Dean and his/her effectiveness in implementing them should form an integral part of this instrument. The committee may draft a questionnaire to solicit responses from the faculty and students if the members so desire.

The committee will interview individual full-time faculty members and selected groups of students to determine responses to the above evaluation questions. Any faculty member not selected for an interview may schedule such an interview at the convenience of the Evaluation Committee. Faculty, students, staff and other professionals may also send signed letters to the committee chair or the Provost/Vice President for Academic Affairs.

The committee will draft a confidential report to the Provost/Vice President for Academic Affairs. The report should indicate the consensus of the faculty on the items for analysis, suggest areas for improvement, and indicate points for commendation. The report should also provide a final recommendation regarding reappointment. A minority report may also be sent if it is deemed necessary. The Provost/Vice President for Academic Affairs will meet with the Dean to provide a summary of the report and a final evaluation. The Provost/Vice President for Academic Affairs will also provide a written or oral report to the Evaluation Committee. The recommendation of the Provost/Vice President for Academic Affairs to the President will follow this summary interview. This review should commence no later than the first week of the second semester of the year preceding the final year of the Dean's contract. Notices to terminate or reappoint shall be issued by May 1 of the year of the review.

All data accumulated during the review process will be submitted to the Office of the Provost/Vice President for Academic Affairs. Such data, along with all reports and recommendations, will be retained for a period of three years.

APPENDIX F. ACADEMIC DUE PROCESS FOR STUDENTS**I. Student Responsibilities**

- A. Responsibility for all required assignments and course material rests with the student.
- B. It is the responsibility of the student to maintain academic integrity with regard to class assignments, examinations, course requirements, such as term papers, and the like.
- C. Regular class attendance is essential for maximum educational advantage and is strongly encouraged. In the absence of a uniform University policy with regard to class attendance, it is the responsibility of the students to be aware and abide by each individual faculty member's policy with regard to class attendance. The student is responsible for information, assignments, or materials given during all meetings of the class.
- D. Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering grades, or suspension or dismissal from the class or the University. Such violations may include, but are not limited to, the following:
 - 1. Cheating¹, plagiarism², or other acts of academic dishonesty.
 - 2. Furnishing false information to any university instructor, official, or office with the intent to deceive.
 - 3. Forgery, alteration, or misuse of any university document, record, or instrument of identification (written or computerized)
 - 4. Knowingly assisting another student in any of the above.

II. Faculty Responsibilities

- A. Faculty members must distribute at the first meeting of each class a course syllabus which includes at least the following information: course requirements, course assignments and expectations, types of examinations (when possible), evaluation process for grading (including +/- grading), and policy regarding class attendance. If major changes in the above categories on the syllabus are necessary, they must be given to the students in writing.
- B. Students' final examinations and all other relevant grading information must be kept on file by the faculty member or the department for review by the student for a period of one year following their administration.
- C. It is the faculty member's responsibility to see that examinations are properly monitored.

¹ Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond that authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out any other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

² Plagiarism includes, but is not limited to: the use, whether by summary, paraphrase, or direct quotation of the published or unpublished work or specific ideas of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

- D. The faculty member is responsible for assigning grades in a fair manner, consistent with policies stated in the syllabus, or subsequently modified in a written adjustment of the syllabus.
- E. No one may change a grade, except for the faculty member or the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs may change the grade only after the Academic Due Process Committee has recommended said change, except in the case of a disputed grade assigned by a faculty member no longer employed by the University; in such circumstances, a grade may be changed by the Vice President upon the recommendation of the appropriate Dean(s) and the chair(s).

III. **Initiation of a Grievance**

- A. If a student believes that the actions of a faculty member have resulted in serious academic injury, it is the student's responsibility to attempt to resolve the matter informally by meeting first with the faculty member, and then, if the student is not satisfied, with the chair (if there is one), then the Dean.
- B. If the matter is not resolved to the satisfaction of the student, the student may file a written *Academic Due Process Grievance* with the Academic Vice President of the Student Government Association. The grievance shall state with particularity the allegation that the student is making and the basis on which the allegation is being made. It shall include statements from any witness or written matter which may be helpful. This grievance must be filed within sixty (60) days after the beginning of the semester subsequent to that in which the grievance allegedly occurred.
- C. The completed form is sent immediately to the University Provost/Vice President for Academic Affairs.
- D. The Provost/Vice President for Academic Affairs then notifies the appropriate Dean(s), chair(s), and faculty member(s).
- E. The Provost/Vice President for Academic Affairs reviews the *Academic Due Process Grievance* to determine whether there is reasonable cause to continue the process. If the Provost/Vice President for Academic Affairs finds that no other action is appropriate, he/she will so inform the student, the faculty member(s), the chair(s), and the Dean(s) within thirty (30) days of receipt of the grievance.
- F. If the Provost/Vice President for Academic Affairs finds that the process should be continued, he/she will call for a Hearing (as indicated in Part III, Section G, and the following steps outlined in Part V of this document.)
- G. Call for a Hearing:
 - 1. The Provost/Vice President for Academic Affairs will call the Hearing at such a time and place as he/she may elect. He/she shall advise, in writing, the members of the Academic Due Process committee, the student, the instructor, the chair(s), and the Dean(s) of the school or college involved. A copy of the student's grievance shall be provided to all parties in the dispute at this time.
 - 2. The Hearing will be scheduled not less than five (5) days nor more than thirty (30) days after the *Academic Due Process Grievance* form has been submitted.
 - 3. The Provost/Vice President for Academic Affairs may reschedule a Hearing, at his/her discretion, for the convenience of any of the parties or members of the committee.

IV. Jurisdiction of the Academic Due Process Committee

- A. The committee shall have appellate jurisdiction on all cases involving students, full- and part-time, undergraduate and graduate, who are officially registered at the University.
- B. It shall be the purpose of the Academic Due Process Committee to deal with serious academic issues, such as the following:
 - 1. Cases in which students claim to be victims of prejudiced and/or capricious or arbitrary academic evaluation.
 - 2. Cases in which students claim their grade was determined in a manner not consistent with grading policies stated in the syllabus or in any written revision of the syllabus distributed to the class.
 - 3. Cases involving alleged violations of the rules of academic integrity in which the student wishes to appeal the decision of a faculty member or academic administrator.

V. Composition of the Academic Due Process Committee

- A. The Provost/Vice President for Academic Affairs will establish each year a representative pool of both full-time faculty members and students (who would be willing to serve on Academic Due Process Committees), selected from names recommended, respectively, by the President of the Faculty Senate and the Academic Vice President of the Student Government Association.
- B. The Provost/Vice President for Academic Affairs, in the presence of the concerned student and faculty member, will draw by lot from this pool, to establish specific Academic Due Process Committees, each consisting of three (3) faculty members and three (3) students.
- C. Each committee will normally deal with one grievance. In exceptional cases, the Provost/Vice President for Academic Affairs may assign more than one related grievance to a committee. After the Provost/Vice President for Academic Affairs has acted upon a committee's recommendation(s), he/she will disband the committee, and the names of the faculty members and students who have served on the committee will be returned to the general pool.
- D. In any proceeding, faculty and student representatives from the same academic department, division, or program as either the instructor or students whose acts are in question, shall be excluded from the committee.
- E. In addition, either the student or the faculty member may seek any person's removal from the committee which is hearing the case. If the Provost/Vice President for Academic Affairs agrees that there are sufficient grounds for this request, he/she will remove that person from the committee and draw by lot a replacement for that person, in accordance with the stipulations set forth in Part V, Sections A through D.
- F. The Provost/Vice President for Academic Affairs will appoint one of the members of the committee to serve as its chair. The chair:
 - 1. will have full voting rights;
 - 2. will rule on the admissibility of all evidence, in consultation with the other members of the committee;
 - 3. will rule on such other questions as may arise.

VI. Conduct of the Hearing

- A. The Hearing will be conducted in an orderly, impartial manner.
- B. The Provost/Vice President for Academic Affairs will provide appropriate secretarial support, if requested by the committee chairperson.
- C. Each party will have the right of direct cross examination.
- D. Each of the parties will have the right to be accompanied by one advisor of his/her choice (this may be a faculty member, an administrator, a student, etc.). The advisor may not normally participate in the proceedings. However, the chair may allow the advisor to speak for purposes of clarification. Legal counsel may not be present unless the Provost/Vice President for Academic Affairs, for cause shown, determines that legal representation is appropriate. In the event that an attorney is retained by any party in the dispute, all other parties will be given due notice and reasonable time to retain an attorney of their own.
- E. The hearing will be closed to all except the following: the student filing the grievance, the individual(s) against whom the grievance has been filed, the advisors of these parties, the committee, the committee secretary, and witnesses called by the committee during their testimony and cross examination.
- F. The student will be permitted to present his/her case first, including testimony of witnesses. Following this presentation, the person(s) named in the grievance will be permitted to present his/her case. Members of the committee, the grievant, and the person(s) named in the grievance will be permitted to cross-examine all witnesses.
- G. Evidence will be admitted, without regard to formal rules of evidence, if it is deemed relevant by the committee for a determination of the issues. The following evidence may be considered as relevant to the committee's decision:
 - 1. Testimony of the parties regarding the events in question.
 - 2. Documented evidence of academic dishonesty, such as an instructor's confiscation of materials, sources, or devices not authorized by the instructor during the exam.
 - 3. Materials such as syllabi, examinations, lab reports, papers, and class attendance sheets, in order to determine if fairness was exercised in the academic evaluation.
 - 4. Witnesses to the incident.
 - 5. Testimony concerning the relationship of the faculty member and the student with regard to their "in class" relationship.
 - 6. Records of Academic Due Process hearings involving either the student or faculty member concerned.
 - 7. The academic record of the student, with his/her consent.
 - 8. Character witnesses.
 - 9. In cases of alleged plagiarism: materials from which the ideas or language of another person were taken; or in a professional evaluation of the work in question, in light of comparable work done by the student.

10. Testimony regarding the extent and type of plagiarism, and the intent of the student.
 11. Any other items which the committee deems significant.
- H. In no case will the committee consider any written statement regarding a party from a person who does not appear before the committee unless the party has been advised of its content and the name of the person who made such statement, and unless he/she has been given the opportunity to respond to the statement.
- I. All records pertaining to the Hearing shall be taken, retained, and kept in confidence by the Provost/Vice President for Academic Affairs for a period of two (2) years following the student's graduation, or six (6) years after the conclusion of the Hearing, whichever occurs first.

VII. Recommendations of the Committee

- A. After considering all of the evidence presented, the committee will make its recommendations to the Provost/Vice President for Academic Affairs. These recommendations may include (but are not limited to):
1. denying the grievance;
 2. upholding the grievance in part, but modifying any penalties previously imposed or other decisions taken;
 3. upholding the grievance.
- In no case, however, will the committee impose a more severe penalty upon the student.
- B. Voting shall take place by secret ballot, and the recommendations of the committee will be determined by a majority vote. A tie vote will be considered a losing vote, and the grievance will not be upheld. Votes will be tallied by the chair and retained as part of the confidential record of the committee.
- C. The findings of the committee and its written description will be prepared in two parts. One of these, which will be signed by the chair of the committee, shall identify the parties. The second part, which will not refer to the parties by name, will summarize the issues and set forth the findings and reasons thereof. The names of the committee members will be listed in the confidential records of the committee.
- D. Both copies will be sent to the Provost/Vice President for Academic Affairs.
- E. Upon receiving both copies of recommendations, the Provost/Vice President for Academic Affairs will maintain a file of the second set of documents (those without names listed) which Due Process Committees may use for future reference.
- F. The student filing the grievance and the person against whom the grievance has been filed will be given, upon request, a written copy of the committee's recommendation (identifying the parties), within five (5) days after completion of the report.
- G. The Faculty Senate President, Academic Vice President of the Student Government Association, and the appropriate Dean(s) may review the copy of the committee's recommendation (identifying the parties), under the stipulation that it will remain in confidence.

VIII. Response to the Committee's Recommendations

- A. The Provost/Vice President for Academic Affairs has the duty of either implementing or not implementing any or all of the committee's recommendations. If he/she chooses not to implement the committee's recommendations, he/she must explain the decision in writing to the student, the person against whom the grievance was filed, the committee, and the appropriate Dean(s). A copy of this explanation will be attached to the committee's formal recommendations and kept on file.
- B. To the extent that the Provost/Vice President for Academic Affairs agrees with the recommendations of the committee, it is his/her responsibility to see that they are carried out.
- C. When the committee decides in favor of the student, the Provost/Vice President for Academic Affairs may effect the recommended grade change, or allow the student to:
 - 1. continue the course;
 - 2. transfer to another section of the course if that is feasible, and if the instructor of the course into which the student wishes to transfer is amicable to the suggestion;
 - 3. withdraw from the course with a total refund;
 - 4. petition for a waiver or substitution for the course.

IX. Appeal of the Committee's Decision

- A. An appeal of the committee's decision may be taken to the Provost/Vice President for Academic Affairs. This appeal, however, may be based only upon the allegation that the procedures, as set down in this document, have not been followed properly. An appeal to the Provost/ Vice President for Academic Affairs may not be based upon the alleged merits of the student's grievance.
- B. In reviewing the matter, the Provost/Vice President for Academic Affairs shall determine either that the procedures were followed (and deny the appeal) or that the procedures were not followed (and grant the appeal). If the procedures were not followed, the Provost/Vice President for Academic Affairs shall return the grievance to the proper point in the procedure so that the proper procedures may be followed. In either event, the faculty member and student will be notified in writing of the Provost/Vice President for Academic Affairs' determination.
- C. Formal appeals to this procedure end at this point.

X. Modification of Procedures

Any party within the University may suggest written changes to the Academic Due Process procedure by submitting a written suggestion to either the Dean of his/her school, or the Provost/Vice President for Academic Affairs. The amended procedures will be effective upon the approval of the Academic Council. A period of sixty (60) days must be given to allow the Faculty Senate and the Student Government Association to respond to proposed changes.

APPENDIX G. ACADEMIC INTEGRITY -- STUDENT PROCEDURES

The University experience has traditionally aimed at the generation and transmission of knowledge as one of its primary objectives. Thus, one of the educational objectives of a Duquesne education is the *fostering of a spirit of inquiry and scholarship necessary for continuing intellectual and professional growth*.

The knowledge and understanding which is the ideal result of this objective has an intangible nature, and this fact leads to two important conclusions. It is infinite, therefore the acquisition of knowledge by one student does not limit in any competitive way the opportunity of any other student to acquire the same degree of knowledge. It has an insubstantial nature, therefore progress in knowledge and understanding must always be demonstrated, measured, and documented in many of the day-to-day assignments and activities of academic life. This fact imposes an important ethical responsibility upon a student. For these measurements to represent honestly the progress of a given student, it is necessary that the student adhere to the following expectations of academic integrity.

In simplest terms, it is expected that each student's grade should reflect only that student's achievement. It is obvious that the pursuit of knowledge and understanding, along with the quest for truth, cannot be conducted in a dishonest manner. To attempt to do so is contradictory to the objectives and the values of the University.

Therefore, it is the responsibility of the student to maintain academic integrity with regard to class assignments, examinations, and any other course requirements, such as term papers and the like. Thus cheating, plagiarism, knowingly assisting some other to violate academic integrity are each and all violations of academic integrity.

Duquesne University enumerates specific responsibilities for students in its *Code of Student Rights, Responsibilities, and Conduct*, Conduct – Rules and Regulations (Article IV., C) and in the document Academic Due Process found elsewhere in this Faculty Handbook (Appendix F). Several of the most important expectations are listed below.

Violations

Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering of grades or suspension or dismissal from the class or from the University. Such violations of academic integrity include, but are not limited to, the following:

1. Cheating, plagiarism, or other acts of academic dishonesty.
2. Furnishing false information to any University instructor, official, or office with intent to deceive.
3. Forgery alteration, or misuse of any University document, record, or instrument of identification (written or computerized).
4. Knowingly assisting another student in any of the above.

Sanctions

Sanctions for plagiarism and other violations of academic integrity may be imposed through the following process:

Penalties for violations of academic integrity may be imposed by academic officers (faculty members, department chairs, Deans, committees on student standing, or the like or designees of any of the preceding), in accordance with written procedures in each school. Undergraduate students may appeal these sanctions through the Academic Due Process procedure, graduate students through school procedures or applicable University procedures.

Procedures for Sanctions

1. The schools are expected to develop guidelines for appropriate penalties for plagiarism and other violations of academic integrity to be applied by faculty, chairs, student standing committees, Deans and other authorized individuals or bodies. These guidelines should be general enough to allow sanctions. However, for cheating on an examination, or for plagiarism on a written assignment, the recommended minimum penalty, University-wide, is failure on the examination or assignment.
2. The student shall have been informed of the specific charges and have been given sufficient opportunity to respond to the charges before the imposition of a penalty for violations of academic integrity.
3. Written notice of all findings of violations of academic integrity made through the academic process, the sanctions imposed therefor, and the records of any appeals shall normally be sent immediately to the Dean of the student's school. Consistent with University procedures and in accordance with the Family Educational Rights and Privacy Act, these written notices may be consulted by the academic officers indicated above in consideration of the later charges of violations of academic integrity against the same student, and by the Judicial Officer in cases involving that student.

APPENDIX H. THE GRADING POLICY

Undergraduate Grading System

Following is the University's officially recognized method of grading course work and rating academic performance of undergraduate students.

Grade Description

A	Superior
A-	Excellent
B+	Very Good
B	Good
B-	Above Average
C+	Satisfactory
C	Average (is minimum general average for graduation.)
D	Lowest passing scale grade
F	Failure (Course must be repeated for credit.)
I	Incomplete (is a temporary grade given by an instructor when neither a passing nor failing grade can be determined because of incomplete course work. Unless a cogent explanation of extenuating circumstances, acceptable to the instructor, is presented and the missed examination or required assignment is made up by the date specified in the Academic Calendar, the I becomes a permanent F grade.)
IP	May be assigned to enrolled graduate students who are working on dissertations.
N	Not Passing (is used to indicate failure in Pass/Fail-elected courses and is independent of the Quality Point System. The course must be repeated for credit.)
P	Pass (is used in some courses where scaled grading is inappropriate. P indicates satisfactory completion of course work with credits earned. It is independent of the Quality Point System.) Undergraduate students who elect to take graded courses on a Pass/Fail basis must earn the minimum of a "C" to achieve a passing grade.
W	Official Withdrawal (is placed on a student's permanent record to indicate termination of attendance in courses under conditions of official withdrawal.)
H	Honors (Used in some courses where scaled grading is inappropriate. Indicates completion of course work with credits earned and with honors but without quality point and is independent of the Quality Points System.)
LG	Late Grade (Used to indicate that grade was not reported by faculty in time for the semester grade report to be sent to the student.)
X	Used to indicate that although student continued to appear on rosters, student never attended classes.

Plus/Minus Grading Option

The Plus/Minus Grading System is the official grading system of the University.

Faculty are to announce at the first class meeting whether or not plus and minus grade values will be used in grading course work and rating academic performance of the students in their class. A class inaugurated in plus/minus grading may not revert to non plus/minus grading, and vice versa.

Computation of the Quality Point Average

The Quality Point Average is the ratio expressed to the decimal thousands of the sum of course credits for which the grades of A, A-, B+, B, B-, C+, C, D, and F were received divided by the sum of quality points earned. The Quality Point value of these grades are:

Grade	Quality Points per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F	0.0

The grades P, N, I, and W are independent of the Quality Point System. Courses graded F, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed.

Graduate Grading System

Each graduate school of the University employs its own grading system. The graduate grading system used by a particular school is published in that school's graduate program catalog. In all graduate programs, the grades C-, D, and S are not valid for grading graduate work.

APPENDIX I: RESEARCH AND PATENT POLICY – See The Administrative Policy No. 40

APPENDIX J: THE GRANTING OF EMERITUS STATUS**I. ELIGIBILITY REQUIREMENTS:****Emeritus/Emerita Status for Faculty**

- A. The faculty member has achieved the rank of Professor in the College or Schools of Duquesne University, and
- B. Has a minimum of ten years continuous service to Duquesne University, and,
- C. Is within the last year before retirement or retired.

II. PRIVILEGES OF EMERITUS/EMERITA STATUS:

- A. The University grants the following privileges to Professors Emeriti/Emeritae:
 - 1. Participation in University-wide events – Honors Day/Commencement, etc.;
 - 2. Faculty dining privileges;
 - 3. Listing in all University publications on the same basis as active faculty;
 - 4. Receipt of University publications;
 - 5. University I.D. card;
 - 6. Participation in University parking program;
 - 7. Library privileges;
 - 8. Email privileges.

III. PROCEDURES:

- A. Nominations for appointment as Professor Emeritus/Emerita are initiated by departmental colleagues and chairpersons, the Dean and the Provost/Vice President for Academic Affairs. They are reviewed for a recommendation by the Dean, Provost/Vice President for Academic Affairs, and the University Committee on Promotion and Tenure before presentation to the President for final approval and conferring of the title of **Professor Emeritus/Emerita**.
 - 1. Recommendations will include a curriculum vitae of the candidate and a list of major achievements accomplished during the term of service to Duquesne University.
 - 2. Recommendations will demonstrate outstanding service to the University in areas of: teaching and advisement, including summaries of evaluations; scholarly activities, including a continuous record of research and publication; University and community service.
- B. A review of the credentials for excellence in the major areas of teaching, scholarly activity and service will be conducted. Candidates maintaining outstanding achievements in these areas will be recommended to the President for the award of emeritus/emmerita status.
- C. In reviewing the record and recommendation, the President will confirm that the candidate has:

1. Authoritative knowledge and the recognition of peers in an established field of learning, and
2. Superior stature in his or her field through teaching, scholarly activity and service to the University and the community.

IV. ANNOUNCEMENT:

The public announcement of the award(s) will occur annually with recognition at an appropriate gathering such as commencement, and will be accompanied by a certificate or symbol of appreciation from the University.

V. LISTING OF EMERITI/EMERITAE FACULTY:

The list of Professors Emeriti/Emeritae will be kept in the office of the Provost/Vice President for Academic Affairs, together with a description of their professional competencies, interests and involvement in research.

APPENDIX K: DISTINGUISHED UNIVERSITY PROFESSOR

Duquesne University is authorized to award the title of Distinguished University Professor to a small number of individuals who have distinguished themselves and the University through scholarship, teaching, and community service. Such an award will enable Duquesne University to recognize those who bring special honor and recognition to their profession and to the University. Individuals receiving this award should be recognized as educational and intellectual leaders throughout the University community.

Criteria for Selection as Distinguished University Professor:

1. National recognition as a leading scholar in one's particular discipline, distinction as demonstrated by awards and other testimony as an outstanding teacher, and significant service contributions to the University or the community.
2. Demonstrated influence in teaching and scholarly work which crosses discipline lines and creates links among the professions or among the professions and the arts and sciences.
3. Previously attained rank of professor.

Method of Selection:

A Distinguished University Professor is appointed by the President upon recommendation of three-fourths vote of the Academic Council. Candidates for appointment to the position of Distinguished University Professor must be recommended to Academic Council by the Dean of the College/School in which the individual resides. It is expected that full supporting documentation will be submitted at such times as the individual is nominated by the Dean. The College/School may determine its own internal procedures for identifying candidates for consideration.

Benefits:

In addition to the honor bestowed by the title of Distinguished University Professor, it is expected that financial remuneration, a reduced teaching assignment, research assistance, and/or secretarial assistance may be provided.

**APPENDIX L: UNIVERSITY POLICY STATEMENT ON AFFIRMATIVE ACTION – See The
Administrative Policy No. 30**

APPENDIX M: UNIVERSITY POLICY ON SEXUAL HARASSMENT – See The Administrative Policy No. 31

APPENDIX N: UNIVERSITY DRUG AND ALCOHOL POLICIES– See The Administrative Policy No. 32

APPENDIX O: THE USE OF HUMAN SUBJECTS IN RESEARCH – See The Administrative Policy No. 41

APPENDIX P: FACULTY RESEARCH PROPOSALS TO GOVERNMENTAL, CORPORATE, FOUNDATION AND PRIVATE SOURCES – See The Administrative Policy No. 44

APPENDIX Q: CONFLICT OF FINANCIAL INTEREST IN GRANTS AND SPONSORED RESEARCH PROJECTS – See The Administrative Policy No. 45

APPENDIX R: RESEARCH INTEGRITY – See The Administrative Policy No. 42

APPENDIX S: SUPPLEMENTAL INCOME FROM GRANTS – See The Administrative Policy No. 43

APPENDIX T: STUDENT EVALUATION SURVEY

A new Student Evaluation Survey was implemented in fall 2007. It addresses five domains. In the instrument received by students, items are randomized. Students rate teachers on a 6 point scale with a 7th option, “Does not apply.”

Domain: Instructional Design

1. The instructor made it clear how students would be assessed.
2. The instructor provided constructive feedback on course assignments and exams.
3. The assignments were challenging at an appropriate level for the course.
4. The assignments were helpful in acquiring a better understanding of course objectives

Domain: Instructional Delivery

5. The instructor's use of examples helped to get points across in class.
6. The instructor was enthusiastic about teaching.
7. The instructor used methods that help students learn.
8. The objectives of the course were well explained
9. The instructor helped me to understand the relevance of this course
10. The instructor's explanations were clear.
11. The instructor was well prepared for class.

Domain: Attitudes toward Student Learning

12. The instructor was concerned with whether or not the students learned the material.
13. The instructor treated students with respect.
14. The instructor returned graded materials within an appropriate time frame.
15. The instructor created a learning environment in which students felt comfortable asking questions.
16. The instructor stimulated my thinking.
17. The course material was presented at an appropriate level of understanding.

Domain: Out of Class Availability

18. Communication with the instructor outside of class was helpful.
19. Assistance from the instructor outside of class was readily available if I sought help.
20. The instructor encouraged students to seek help outside of class if needed.
21. The instructor responded to my communications in a timely manner.

Domain: Student Outcomes

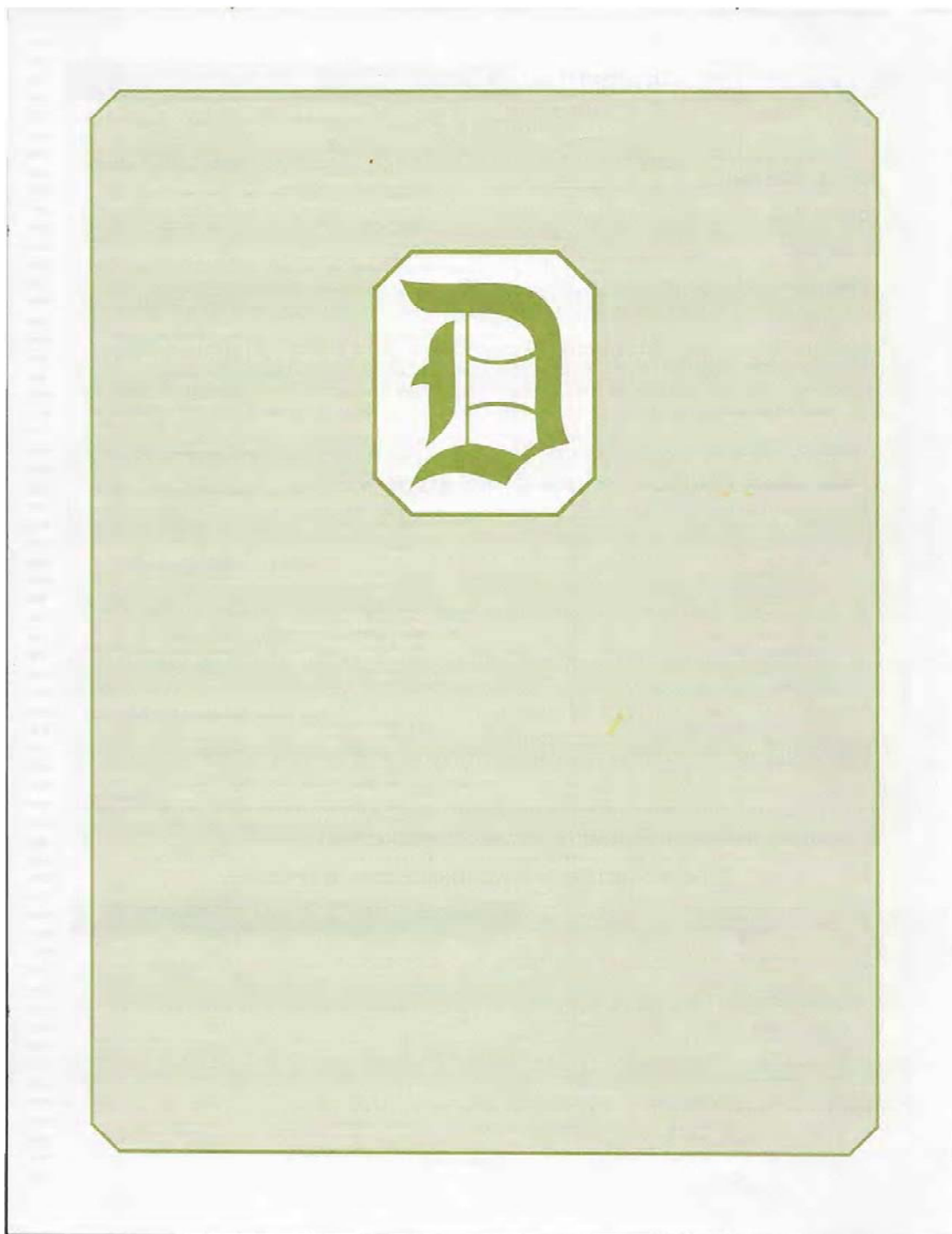
22. The instructor helped me to understand the material in this course.
23. The instructor helped me consider alternative perspectives on the topics presented.
24. The instructor was helpful in advancing my knowledge or skills.
25. The instructor challenged me intellectually.


Written Comments

1. What aspects of the instructor's teaching were most effective?
2. How could this instructor improve his/her teaching effectiveness?

Additional Items

Consistent with current policy, teachers or academic divisions are welcome to add items to the student survey, though these will not have undergone standardization.





DUQUESNE UNIVERSITY

STUDENT EVALUATION SURVEY

USE A NO. 2 PENCIL ONLY

RIGHT	WRONG
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Instructor: _____

Course Title: _____

STUDENT EVALUATOR: Please supply the following information about yourself.

CLASS ID #

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

YEAR

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Semester

☐ Fall

☐ Spring

☐ Summer

Class

☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior

☐ Graduate

☐ Other

This course is:

☐ 1 Credit ☐ 5 Credits

☐ 2 Credits ☐ 6 Credits

☐ 3 Credits ☐ 7 Credits

☐ 4 Credits ☐ Other

This course was:

☐ Required

☐ Elective

☐ Other

I enrolled in this course because:

☐ Requirement for Major

☐ Requirement for Degree

☐ Elective in Major

☐ Free Elective

Cumulative GPA:

☐ None (New Student)

☐ Less than 2.0

☐ 2.0 - 2.49

☐ 2.5 - 2.99

☐ 3.0 - 3.49

☐ 3.5 - 4.0

Number of class meetings I missed:

☐ 0

☐ 1 - 2

☐ 3 - 4

☐ 5 - 7

☐ 8 - 10

☐ 11 +

Hrs/Wk devoted to this course outside of class:

☐ 0

☐ 1 - 2

☐ 3 - 4

☐ 5 - 7

☐ 8 - 10

☐ 11 +

The grade I deserve in this course is:

☐ A ☐ C+

☐ A- ☐ C

☐ B+ ☐ D

☐ B ☐ F

☐ B- ☐ P

As compared to other courses, I found the level of difficulty of this course to be:

☐ Less difficult

☐ More difficult

☐ About the same

I would assess the effort I made in this course as:

☐ Minimal

☐ Some effort

☐ A little more than usual

☐ A great deal of effort

Expected grade in this course:

☐ A ☐ D

☐ A- ☐ F

☐ B+ ☐ Incomplete

☐ B ☐ Don't know

☐ B- ☐ Pass

☐ C+ ☐ Fail

☐ C


For each statement below, please fill in only one rectangle to the right which best reflects your level of agreement. Fill in the rectangle under the N/A column if the item does not apply to your course.

	N/A	Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree
1. The instructor helped me to understand the material in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor was enthusiastic about teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The assignments were helpful in acquiring a better understanding of course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor treated students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor encouraged students to seek help outside of class if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE CONTINUE WITH QUESTIONS ON THE BACK!

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COMPLETE THIS SECTION ONLY IF INSTRUCTED TO DO SO.

	N/A	Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree
1.	[0]	[1]	[2]	[3]	[4]	[5]	[6]
2.	[0]	[1]	[2]	[3]	[4]	[5]	[6]
3.	[0]	[1]	[2]	[3]	[4]	[5]	[6]
4.	[0]	[1]	[2]	[3]	[4]	[5]	[6]
5.	[0]	[1]	[2]	[3]	[4]	[5]	[6]

STUDENT EVALUATION SURVEY**Comment Sheet**

INSTRUCTOR'S NAME: _____

COURSE TITLE: _____

CLASS TIME: _____

SEMESTER: _____ YEAR: _____

Please include comments and specific examples regarding your instructor's performance in this course. This sheet will be returned to your instructor after your final grade has been submitted. The Dean or Department Chair will also review these comments. Please detach this sheet from the survey and turn it in separately.

Please detach this sheet at this fold

1. What aspects of the instructor's teaching were most effective?

2. How could this instructor improve his/her teaching effectiveness?

STUDENT EVALUATION SURVEY – Online Course Version

An online course version of the Student Evaluation Survey was adopted in March, 2010. It addresses the same five domains, but some of the items were revised slightly to accommodate this method of instruction.

Domain: Instructional Design

- 3. The assignments were helpful in acquiring a better understanding of course objectives.
- 8. The instructor made it clear how students would be assessed.
- 13. The instructor provided constructive feedback on course assignments and exams.
- 20. The assignments were challenging at an appropriate level for the course.

Domain: Instructional Delivery

- 2. The instructor was enthusiastic about teaching.
- 6. The instructor used methods that help students learn.
- 10. The instructor helped me to understand the relevance of this course.
- 16. The instructor's use of examples helped to get points across during the course.
- 17. The instructor was well prepared for the course.
- 22. The instructor's explanations were clear.
- 25. The objectives of the course were well explained.

Domain: Attitudes Toward Student Learning

- 4. The instructor treated students with respect.
- 7. The instructor created a learning environment in which students felt comfortable asking questions.
- 9. The instructor returned graded materials within an appropriate time frame.
- 14. The course material was presented at an appropriate level of understanding.
- 18. The instructor stimulated my thinking.
- 24. The instructor was concerned with whether or not the students learned the material.

Domain: Faculty Availability

- 5. The instructor encouraged students to seek help if needed.
- 12. Assistance from the instructor was readily available if I sought help.
- 15. The instructor responded to my communications in a timely manner.
- 23. Communication with the instructor was helpful.

Domain: Student Outcomes

- 1. The instructor helped me to understand the material in this course.
- 11. The instructor challenged me intellectually.
- 19. The instructor was helpful in advancing my knowledge or skills.
- 21. The instructor helped me consider alternative perspectives on topics presented.