

Faculty Handbook



Prepared by
Office of the Provost and Vice President for
Academic Affairs
Cheyney University of Pennsylvania

Revised September 2010

© 2006, revised September 2010.

By

Office of the Provost and Vice President for Academic Affairs

Cheyney University of Pennsylvania

Cheyney, Pennsylvania 19319

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Welcome Letter From The President



Greetings Cheyney University Faculty:

This *Faculty Handbook* is designed to serve as your overall guide for the implementation of policies, procedures and direction to ensure your success at Cheyney University. Every effort has been made to produce a precise, clear and straightforward handbook.

Your service to Cheyney University will be forever a part of this University's outstanding legacy. As a faculty member, you are part of the rich tapestry of the other faculty, students, and staff who have left their positive marks on the University, the Commonwealth or the nation. It is our hope that your contributions to the University will one day stand alongside those of Octavius Catto, Laura Wheeler Waring, Edythe Scott Bagley, Dr. Audrey Bronson, and other outstanding faculty and staff.

As a faculty member, you can have a significant impact on our students. You can be instrumental in helping to increase retention and progression towards graduation. You can help to engage students in academic pursuits, academic honor societies, athletics, study abroad, and other activities in order to help guide and mentor them to become responsible and contributing citizens in a global economy. Many of our students will not realize their goals of graduating without your help. When our alumni return to campus, in addition to their fellow students, it is often faculty they remember most fondly. Faculty help students realize their dreams while sharing knowledge, and creating lifelong memories.

As you teach your classes or engage in your other educational activities, it is my hope that you will continue to remember that your actions and words have a lasting effect on our students and their futures. Moreover, each student you touch will touch the lives of so many others.

Welcome to Cheyney University!

Sincerely,

A handwritten signature in cursive script that reads 'Michelle R. Howard-Vital'.

Michelle R. Howard-Vital, Ph.D.
President, Cheyney University

Welcome Letter from the Provost and Vice President for Academic Affairs



Dear Colleague:

I write this to extend my heartfelt appreciation for your past, present and anticipated service to this great institution. As you work collaboratively with colleagues throughout the University community and the state system, I trust you will be mindful of the values that have served to make Cheyney University the source of excellence and opportunity for so many students. These values undergird the legacy of this institution and guide our efforts to produce leaders for the Commonwealth of Pennsylvania, the region, the nation and the world.

I trust that you will accept your responsibility to provide the best you have to offer in the areas that ensure growth for an academic institution: teaching, service, and scholarship. These interdependent areas of professional responsibility are imperative to ensure that you as a faculty member, are prepared to guide students in ways that best prepare them for the 21st Century. By accepting employment at Cheyney University, you understand that both service and scholarship inform and improve teaching. It is also my hope that you understand that teaching and learning are also interdependent and that one does not occur without the other.

As we move forward as an academic community, we must also be committed to focusing our efforts and energies on achieving strategic goals that strengthen the legacy of Cheyney University and secure its future as a full member of Pennsylvania State System of Higher Education. We embrace and cherish our role within the system and within the Commonwealth as the University that is uniquely situated and positioned to ensure access, opportunity, and excellence for diverse students, communities, and other internal and external constituents. Specifically, we are committed to achieving goals articulated in our strategic plan, *Pathways to Excellence: 2010-2015*: Strengthen Academic Quality and Excellence; Advance Student Achievement and Success; Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness; Nurture Human Capital; Cultivate Public Engagement and Citizenship; and, Use Technology Pervasively To Enhance Teaching And Learning; Including Support Services, Business Processes and the Procurement of External Support. Achieving these goals will best ensure that our graduates have the knowledge, skills, and dispositions to leave Cheyney as “confident, competent, reflective, visionary leaders and responsible citizens.”

This *Faculty Handbook* is intended as one tool to provide a measure of guidance to enhance your effectiveness in adding to the University’s collective efforts to give our students the skill sets they will need to successfully navigate the challenges of the 21st century. While much of this handbook focuses on the role and responsibilities of faculty members, please be assured that I am, as your Provost, committed to providing you the support resources you need to meet the challenges you undertake to meet the needs of our students.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ivan Banks'.

Ivan Banks, Ed. D.
Provost and Vice President for Affairs

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**Members of the Council of Trustees of
Cheyney University of Pennsylvania**

Academic Year 2010-2011

Robert W. Bogle, Chairman
Lynette Brown-Sow, Chair of Academic Affairs Committee
Gary N. Horton, Chair of Student Affairs Committee
The Honorable Vincent Hughes
Bishop Audrey Bronson
Samuel Patterson, Chair of Finance and Administrative Services Committee
Thane Martin
Dr. Edward S. J. Tomezsko
Robert L. Traynham, II, Chair of University Relations Committee
Eric Parker, Student Trustee
Dr. John Cavanaugh, Chancellor (Ex Officio)

Cheyney University Administration

Dr. Michelle Howard-Vital, President
Dr. Ivan Banks, Provost and Vice President for Academic Affairs
Mr. Gerald Coleman, Vice President for Finance and Administration
Mr. Larry Green, Interim Vice President for Institutional Advancement
Dr. Suzanne Phillips, Vice President for Student Affairs and Student Life
Mr. Eric Almonte., Executive Associate to the President
Ms. Sharon Cannon, Director of Title III and Economic and Workforce Development
Vacant, Director of Institutional Research

Academic Deans and Directors

Dr. Bernadette Carter, Dean of School of Arts and Sciences
Dr. Larnell Flannagan, Dean of School of Education and Professional Studies
Dr. Tara Kent, Dean, Keystone Honors Academy
Dr. Lut Nero, Dean of Library and Media Services
Ms. Barbara Simmons, Esq., Interim Dean of Graduate Studies, Continuing Education
and Community Relations

Foreword

Welcome to Cheyney University of Pennsylvania, America's first Historically Black Institution of Higher Education. The roles that faculty play on this campus are critical and central to the operations of the University and the achievement of our mission and goals. The purpose of this handbook is to provide all faculty with information about Cheyney University's characteristics, academic policies and procedures so that faculty members have the knowledge they need to do their jobs well. In addition to articulating faculty responsibilities, evaluation and renewal processes, tenure and promotion policies and a general overview of faculty benefits, this handbook attempts to provide information on other important areas such as professional development, grant writing resources, collaborative/interdisciplinary efforts and technology training. Our goal is to provide an additional resource to assist you, as a faculty member, in the performance of your duties and responsibilities relative to helping our students become engaged learners who are responsible and contributing citizens in a global economy.

Disclaimer: The Cheyney University of Pennsylvania Faculty Handbook is intended to serve as a reference tool for faculty and not the sole source of all official University policies and procedures.

Faculty members are encouraged to contact the Office of Human Resources (610-399-2058) for further information. Faculty should also review source documents, particularly the *Cheyney University Employee Handbook* and the *Agreement Between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education (State System). July 1, 2007 to June 30, 2011*. Additional materials can be accessed through the Cheyney University web site (<http://www.cheyney.edu>), the Pennsylvania State System of Higher Education (PAPASSHE) web site (<http://www.PASSHE.edu>), the APSCUF web site (<http://www.apscuf.com>). Faculty are encouraged to view the University's official Academic Planning Document and other relevant information on the Provost webpage.

Chapter 1. Cheyney University of Pennsylvania

Introduction

Everything we do as an institution relates to our historic mission and our equally important and historic role as an HBCU. Faculty members, therefore, should know the history and the mission and revisit them often to ensure that the work they do with students and colleagues always reflects both. Further, imparting the mission and the history of our institution is everyone’s business—it’s an important goal in the education of all our students regardless of their major—so faculty are encouraged to make it *their* mission to assist in imparting *our institutional* mission. Knowing our mission and history gives students powerful incentive to fulfill their potential and follow in the footsteps of the Cheyney University students who preceded them. Faculty members are also encouraged to read the University’s *Strategic Plan—Pathways to Excellence*.

History of the Institution

Founded in 1837 as the Institute for Colored Youth, Cheyney University of Pennsylvania is the first of institution of higher learning in America. Cheyney University has a distinct and proud history marked by many challenges and achievements. Its rich history began when Richard Humphreys, a member of the Friends Religious Society, bequeathed \$10,000, one tenth of his estate, to thirteen members of the Philadelphia Yearly Meeting to establish a school “ . . . having for its object the benevolent design of instructing the descendants of the African Race in school learning, in the various branches of the mechanic arts and trades and in Agriculture: in order to prepare and fit and qualify them to act as teachers in such of those branches of useful business as in the Judgment of the said society they may appear best qualified for . . .” (Conyers 16). (Cheyney University web site)

Four months after Humphreys' death in 1832, nine of the thirteen trustees named in his will met to begin work that led to a constitution, adopted February 25, 1837, establishing “The African Institute.” Two months later, the Association of Friends which had adopted the constitution, voted to modify the first article so that The African Institute became the “Institute for Colored Youth.” (Cheyney University *Catalog*)

The Association had problems finding a landowner who was willing to sell property to be used for, or by, African Americans. Ultimately, however, a farm of about 133 acres was found approximately seven miles from Philadelphia. In December 1902, after being housed in several locations in and around Philadelphia, the Institute for Colored Youth purchased a 275- acre farm from a Quaker, George Cheyney, at Cheyney Station, Pennsylvania, about twenty-five miles from Philadelphia. (Cheyney University *Catalog*)

Some key dates in the history of Cheyney University are as follows:

1883-1889, the curriculum of the Institute for Colored Youth was expanded to include the divisions of industrial arts and household economy.

July 1914, the school's name was changed to Cheyney Training School for Teachers to more appropriately depict its purpose and the nature of its work.

June 1918, the university newspaper, *The Cheyney Record*, edited by Evangeline Rachel Hall and Laura Wheeler (Waring), was first published.

September 1920, Cheyney Training School for Teachers opened as a normal school with approval for its graduates to receive state certificates to teach in the public schools of Pennsylvania.

June 1921, the first class was graduated with the new state diplomas.

1921, Senator Albert McDade of Delaware County sponsored Senate Bill 338, which authorized the Commonwealth of Pennsylvania to purchase the property at Cheyney under the direction of the State Board of Education, if satisfactory terms could be agreed upon.

January 1, 1922, the Commonwealth of Pennsylvania paid \$75,000 and assumed all expenses of Cheyney Training School for Teachers.

October 3, 1930, the State Council of Education approved extension of the curriculum in elementary education, home economics and industrial arts to lead to the degree of Bachelor of Science in Education.

May 1932, the first Bachelor of Science in Education degree was awarded in home economics.

May 1933, the first Bachelor of Science degrees were awarded in elementary education and industrial arts education.

March 28, 29, 30, 31, 1951, Cheyney was visited by an evaluation team of the Middle States Association of Colleges and Secondary Schools and was fully accredited shortly afterwards.

1951, the name of the school was changed to Cheyney State Teachers College.

1959, Cheyney State Teachers College became Cheyney State College and the Bachelor of Arts degree and Bachelor of Science degree were offered.

1968, a graduate program was initiated.

July 1983, Cheyney became a part of the newly formed, fourteen-university State System of Higher Education and its name was changed to Cheyney University of Pennsylvania.

July 1997, an honors program, which was later named the Keystone Honors Academy, was established. (Cheyney University *Undergraduate Catalog* 5-6)

Characteristics of Cheyney University of Pennsylvania

To best serve our students, faculty members must have a good understanding of the backgrounds of our students. Even though it might not be readily apparent, our students represent a variety of races, cultures, and nationalities who receive educational instruction beyond the vision of Richard Humphreys. Graduates of Cheyney University still become teachers as they did in the early days of our institutional history, but students also enter careers such as journalism, medicine, business, science, law, communication, the arts and government service. The University offers baccalaureate degrees in more than 30 disciplines at its main campus and also offers master's degrees at its Philadelphia Center City location at 701 Market Street, Philadelphia, PA 19106 - approximately 40 miles from the main campus. All graduate education programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE). The University has recently expanded its academic offerings by adding a Bachelors of Art in Graphic Design and a Bachelors of Arts in Liberal Studies. The University will continue to expand its undergraduate and graduate offerings.

As stated, the student body of Cheyney University is diverse in respect to academic achievement, social and economic backgrounds, ethnic origins, and geographic representations. Supporting the resulting cultural pluralism means that the University provides a variety of student activities and programs supporting in and out-of-class learning and development. Students participate in the over thirty student clubs and organizations that include national honors societies, the eight Greek-Letter organizations, and competitive athletic programs. (www.Cheyney.edu). Additionally, the Keystone Honors Academy provides academically talented students with a unique experience consisting of financial resources, programs, and curriculum to prepare them to succeed as leaders in all disciplines.

For more than 173 years, Cheyney University has been dedicated to educating leaders – men and women who are well prepared to assume dynamic leadership roles in their chosen career fields and who can actively contribute to the advancement of a democratic society. In the diversity of its students, its global outlook, and its strong academic curricula, Cheyney University is also a university that is constantly transitioning in response to the needs of the region, the state and indeed, the nation.

Our capital plans include the construction of a 400-bed residence hall and the construction of a new science building, along with various other renovations. Cheyney University continues to evolve and grow, so that we may persist in offering our students, tomorrow's leaders, opportunities for success.

Mission Statement:

Established in 1837, Cheyney University cherishes its legacy as America's first Historically Black Institution of Higher Education. Our mission is to prepare confident, competent, reflective, visionary leaders and responsible citizens. We uphold our tradition of academic excellence as we maintain our historical commitment to opportunity and access for students of diverse backgrounds. Cheyney University provides a nurturing, intellectually challenging, and socially enriching environment (*Strategic Plan—Pathways to Excellence*)

Vision Statement:

Cheyney University of Pennsylvania will be recognized as a premier HBCU for the 21st century, whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, nation and the world. Cheyney University graduates will be a diverse group of local, national, and international students who will apply the knowledge and skills gained from our rigorous and challenging academic programs to the advancement of the nation and global community. We will continue to be a valuable resource contributing to the intellectual, social, economic and cultural development of the Greater Philadelphia region, the Delaware Valley, and beyond (*Strategic Plan—Pathways to Excellence*).

Core Values: A Strong Foundation Scholarship:

Cheyney University is committed to maintaining a vibrant educational community that is dedicated, foremost, to promoting scholarship and lifelong learning for its students. The University appreciates the close relationship between scholarship, teaching and research and therefore strongly supports academic programs that integrate research and teaching. Scholarship at Cheyney University is focused on preparing students to be leaders and to excel in their chosen fields of study.

Diversity:

We demonstrate our commitment to diversity by offering the widest possible student access to the University, to ensure the opportunity for all to acquire an education. Diversity and multiculturalism are integral to the university and are reflected through our academic programs and curriculum. Our diverse alumni, faculty and staff reflect the local, national and international community and help prepare our students for success in the global community. Cheyney University recognizes its unique diversity and how this serves as a valuable contribution to the Pennsylvania State System of Higher Education.

Respect:

Respect for all individuals is at the heart of Cheyney University. The University

demonstrates its continued commitment to freedom of thought and freedom from discrimination by ensuring a respectful environment for its entire family. In the true spirit of free and open discourse, the University recognizes shared governance as the means for having the voices and opinions of the faculty, staff and students heard.

Integrity:

Holding ourselves to the highest ethical standards for personal and professional accountability, faculty and staff encourage our students to take responsibility and accountability for their actions and to act with integrity at all times.

Service:

Service permeates our campus community. The University's faculty and staff demonstrate their commitment to its students by providing timely and high quality support to meet their needs. Similarly, our faculty, staff and students through outreach and service to their external and constituent communities, demonstrate their understanding that service is vital to our existence (*Pathways to Excellence: 2010-2015*).

University Strategic Goals

Goal 1: Strengthen academic quality and excellence

Goal 2: Advance student achievement and success

Goal 3: Manage and Secure Fiscal Resources and Facilities Needed to Enhance Institutional Effectiveness

Goal 4: Nurture human capital

Goal 5: Cultivate public engagement and citizenship

Goal 6: Use Technology Pervasively to Enhance Teaching and Learning: Including Support Services, Business Processes, and the Procurement of External Support

(Strategic Plan—Pathways to Excellence. 20010-2015)

University-Wide Student Learning Outcomes

I. Purpose: The purpose of the University-Wide Student Learning Outcomes is to ensure that the graduates of Cheyney University of Pennsylvania acquire the essential core of a university educated person in keeping with the university's mission and its strategic plan: *Pathways to Excellence 2010-2015*. The learning outcomes embody an essential core that of foundations for a productive life. In addition, the learning outcomes provide an opportunity for Cheyney University graduates to acquire the knowledge, skills and

dispositions believed to be fundamental to attaining a more satisfying life as a college graduate.

II. Learning Outcomes: Learning Outcomes consist of knowledge, skills, dispositions and experiences that are observable, verifiable, assessable and measurable. The students are expected to demonstrate these competencies by the time they graduate from Cheyney University. In fact, the attainment of these outcomes will provide the foundation for lifelong learning. All activities in which students engage should stem from the university's mission and its learning outcomes.

The University-Wide Student Learning Outcomes consist of six broad learning competencies. As such, all degree offerings are expected to help students achieve the following:

I. Effective Communication Skills

- A. Display effective verbal, non-verbal and written forms of communication.
- B. Prove appropriate reading, writing and speaking skills.
- C. Demonstrate the ability to use technology that supports communication.

II. Scientific, Mathematical and Technological Abilities and Skills

- A. Demonstrate the ability to collect, organize, compute, evaluate and interpret quantitative and qualitative data and /or information.
- B. Apply mathematics, science and technology skills or knowledge to decision-making.

III. Critical Thinking, Problem-Solving, and Information Literacy

- A. Demonstrate the ability to think critically and analytically, and to solve problems using basic research, analysis and interpretation.
- B. Display knowledge of the relationships among arts, sciences and technology.
- C. Illustrate the ability to identify, evaluate, locate and use informational tools for research purposes.

IV. Personal, Social and Civic Responsibility

- A. Demonstrate ethical and cultural awareness and respect for diversity.
- B. Show appreciation for a global perspective.
- C. Apply appropriate modes of social interaction among peers, colleagues and community.
- D. Express knowledge of self-management, health and wellness, and leadership.

V. African American Heritage

- A. Display knowledge of African and African American history, artistic or literary production and its impact.
- B. Demonstrate knowledge of and value for the history of Cheyney University and other HBCUs as important sites of education.

VI. Cultural and Artistic Expression/Literacy

- A. Demonstrate engagement with and appreciation for global expressions of the arts and of other cultural elements.
- B. Show an understanding that all forms of art and culture are collaborative constructs which are distinctly rich and internationally distinct (Cheyney University-wide Student Learning Outcomes 1-2).

Enrollment:

In the fall, 2010, Cheyney University enrolled 1,506 undergraduate students, and 80 graduate students. Cheyney University's undergraduate student/faculty ratio for the same time period is 14:1. Cheyney University's graduate student/faculty ratio was 12:1.

Collective Bargaining Associations:

The Association of Pennsylvania State College and University Faculties (APSCUF) represent Cheyney University faculty and coaches. State College and University Professional Association (SCUPA), American Federation of State, County and Municipal Employees (AFSCME), Security, Police and Fire Professionals of America (SPFPA), The Office of Professional Employees International Union (OPEIU) and the Pennsylvania Doctor's Alliance (PDA) represent staff personnel depending on their classifications under the various PA State System of Higher Education "Collective Bargaining Agreements".

Membership in the Pennsylvania State System of Higher Education (PASSHE):

Cheyney University is one of 14 member universities in the Pennsylvania State System of Higher Education (PASSHE). Under Act 188 of 1982 "Enabling Legislation for the PASSHE," the Board of Governors and the Chancellor are responsible for providing general policies and procedures that guide Cheyney University's planning, resource allocation, and institutional improvement processes.

Chapter 2. Governance and Administration of Cheyney University of Pennsylvania

Introduction:

Cheyney University seeks to work within a broad base of shared governance. Generally, faculty members can participate in shared governance through a series of university-wide committees and sub-committees to which faculty members are either nominated by administration, elected by department vote or who serve through individual volunteerism. This type of committee work is subsequently considered as part of the service component agreed to in our Collective Bargaining Agreement and for which faculty will be evaluated in part when requesting tenure and promotion.

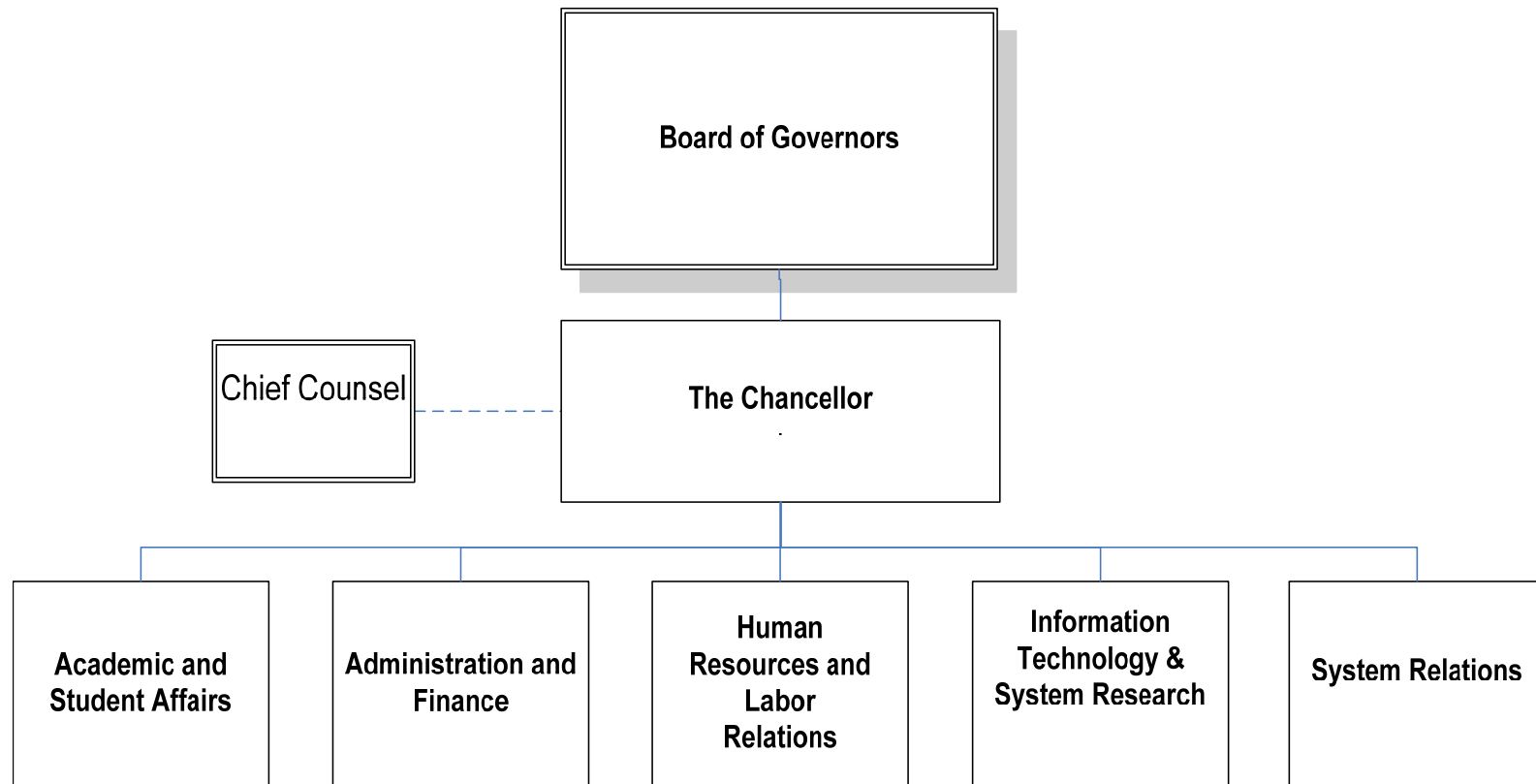
Part of the Pennsylvania State System of Higher Education (PASSHE), the University has a layered governance system. The Board of Governors and Office of the Chancellor set broad policies and procedures that are followed by all state system universities. (The State Legislature and Governor also affect both of the previous bodies and in turn the University.) The University's immediate governing body is its Council of Trustees. The final layer is the local campus council and committee structure that oversees successful progress to the goals and objectives derived from our Mission.

The PASSHE Governance Structure and Its Impact on Cheyney University

The Pennsylvania State System of Higher Education, currently referred to as the PASSHE, as authorized by Act 188 of 1982 has a great influence on both the governance and administrative processes and procedures of Cheyney University of Pennsylvania. Cheyney University is one of the fourteen members of the PASSHE. As such, it adheres to the policies and procedures set forth by the Board of Governors and by the legislation that established the System.

The governance structure of the PASSHE is described in "Act 188 of 1982 Enabling Legislation for the Pennsylvania State System of Higher Education" (Figure 2.1). Act 188 identifies both the purposes and general powers of the PASSHE, and the selection process and powers and duties of the Board of Governors and the Chancellor.

Figure 2.1 The Pennsylvania State System of Higher Education (PASSHE) Organizational Chart



Derived from PA State System of Higher Education “Fact Sheet,” Commonwealth of Pennsylvania “Act 188 of 1982 Enabling Legislation for the PASSHE” and PA State System of Higher Education “Organizational Chart.”

The PASSHE has an independent 20 member Board of Governors made up of persons appointed both by the Governor and by specific members of the General Assembly Leadership of the Commonwealth. Fourteen (14) members are appointed by the Governor; 11 of these are appointed with the consent of the Senate. Three (3) of these 14 are current students at one of the universities and do not require Senate consent. The additional six (6) members are the Governor or designee, Secretary of Education or designee, two (2) state senators and two (2) state representatives who are appointed according to the requirements of the Act. The Chancellor serves as a non-voting member of the Board. The term of office for all non-student members is four years. Students leave the Board upon graduation, separation from university or failure to maintain good academic standing (PA State System of Higher Education “Fact Sheet”).

The Board of Governors is responsible for the overall planning and operation of the system including selecting and evaluating the Chancellor, appointing constituent University Presidents, determining evaluation standards for constituent University Presidents, establishing broad fiscal, personnel and educational policies, and creating new undergraduate and graduate degree programs. The Board is also responsible for establishing general policies for student admission, reviewing, and approving various System and constituent budgets, establishing general personnel policies, entering into collective bargaining agreements, approving all System building projects, representing the System before the General Assembly, and setting all tuition and policies related thereto (Commonwealth of Pennsylvania, “Act 188 of 1982 Enabling Legislation”).

PASSHE Executive Offices provide advice and support to the Board of Governors, and are responsible for implementing the Board’s policies.

The Chancellor and the Chancellor’s professional staff develop management tools to improve how higher education is planned, delivered, and measured for effectiveness at the 14 universities. These tools center on operational data, results measurement, and accountability. (PA State System of Higher Education “PASSHE Executive Offices”)

The Office of the Chancellor also affects governance through various PASSHE initiatives.

Table 2.1 Overview of the Impact of PASSHE on the Governance of Cheyney University

Act 188 of 1982:	Establishes selection procedures for Council of Trustees and the President Determines powers and duties for Council of Trustees and the President
State Legislators:	Approve Council of Trustee Members
Board of Governors:	Appoints President and establishes policies to evaluate the President Establishes broad fiscal, personnel, and educational policies Creates (approves) new undergraduate and degree programs Establishes general admissions policies and procedural protection for the discipline and expulsion of students

Table 2.1 Overview of the Impact of PASSHE on the Governance of Cheyney University (continued)

	<p>Coordinates, reviews, amends, and approves the annual operating budget</p> <p>Establishes general personnel policies and determines equivalent degree and teaching experience qualifications for appointment or promotion of faculty employees</p> <p>Fixes the levels of tuition fees (except student activity fees).</p> <p>Establishes policies regarding waiver, deferment, and refund of tuition fees and other charges and fees.</p> <p>Enters into collective bargaining agreements with faculty and staff labor unions.</p>
The Chancellor:	<p>Reviews and recommends undergraduate and graduate academic programs</p> <p>Responsible for the overall organization of maintenance of the physical plants and security</p> <p>Conducts comprehensive planning in consultation with representatives from the Council of Trustees, the president, faculty, students, and alumni to establish priorities and procedures for the operation and development among the institutions, with respect to the role and scope of each institution</p> <p>Has the right to require of the presidents any and all information necessary for the performance of his duties.</p> <p>Negotiates on behalf of the Board of Governors collective bargaining agreements with labor unions</p>

Source Commonwealth of Pennsylvania, "Act 188 of 1982 Enabling Legislation for the Pennsylvania State System of Higher Education," Section 20-2004-A, Section 20-2005-A.

Cheyney University Governance Structure

Falling under the Board of Governors and the Chancellor of PASSHE, the Council of Trustees of Cheyney University serves as the University's immediate governing body. Act 188 also establishes the selection process, length of terms, and power and duties of member institutions' Council of Trustees. The Council of Trustees for example approves Cheyney University's governance document. The Council of Trustees is an eleven-member body, ten of who are nominated and appointed by the Governor with the consent of the Senate. The student member does not require Senate consent. Ten members serve six-year terms. A student member serves as long as he or she is a fulltime undergraduate student in good standing (Commonwealth of Pennsylvania "Act 188 of 1982 Enabling Legislation" 14-15). The Chancellor serves as an Ex Officio member of the Council. In accordance with Board policies, duties of the Council of Trustees are listed in Table 2.2.

The Council of Trustees maintains four committees to achieve its communication and oversight responsibilities: Finance and Administration, Academic Affairs, Student Affairs, University Relations (Institutional Advancement). The chairs of these committees report to the Council

during regular meetings (Council of Trustees Quarterly Reports). The Council of Trustees also has a role to play in reflecting constituent and the public interest. Under Act 188, the Council of Trustees, in conjunction with the University President, is charged with making sure that the public interest is served.

Table 2.2 Duties of Cheyney University Council of Trustees

To make recommendations to the Chancellor for the appointment, retention, or dismissal of the president following consultation with students, faculty, and alumni;

To assist the president in developing proper relations and understanding between the institution and its programs and the public;

To review and approve the recommendations of the president as to standards for the admission, discipline and expulsion of students;

To review and approve the recommendations of the president pertaining to policies and procedures governing the use of institutional facilities and property;

To make recommendations for schools and academic programs;

To review and approve the recommendations of the president pertaining to annual operating and capital budget requirements for forwarding to the Board;

To review and approve charges for room and board and other fees except student activity fees;

To conduct an annual physical inspection of facilities and make recommendations regarding maintenance and construction to the Board;

To review and approve all contracts over \$10,000 and purchases negotiated or awarded by the president with or without competitive bidding and all contracts for consultative services entered by the president;

To represent the institution at official functions of the Commonwealth.

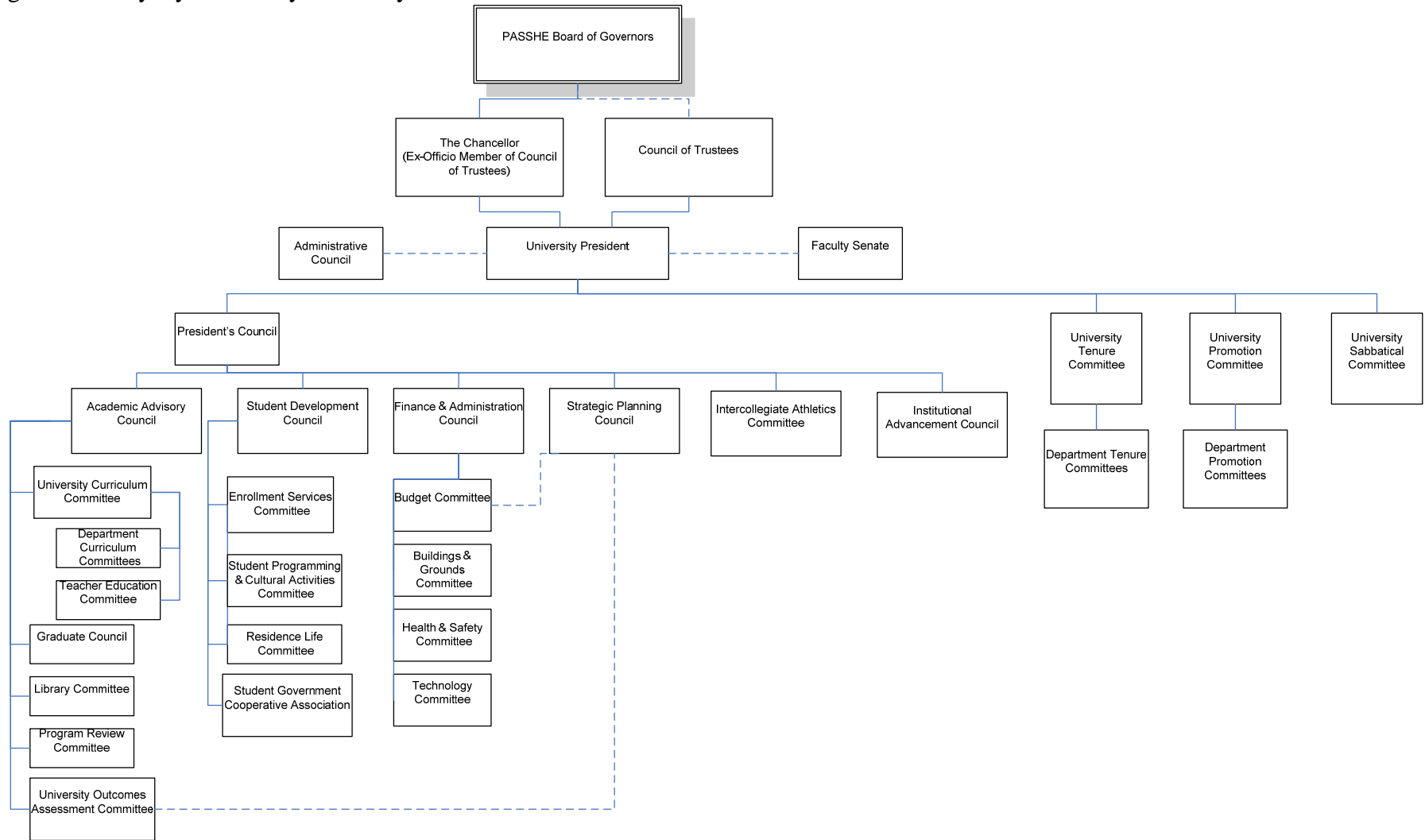
To conduct an evaluation of the President in accordance with the evaluation procedure established by the Board of Governors.

Source Commonwealth of Pennsylvania, "Act 188 of 1982 Enabling Legislation for the Pennsylvania State System of Higher Education," Section 20-2009-A

As stated earlier, the Board of Governors appoints the President of Cheyney University; however the Council of Trustees plays a role in the selection process.

The Council of Trustees approved a revised Governance Document on December 16, 2005. Cheyney University's current organizational structure is presented in Figure 2.1.

Figure 2.2 Cheyney University of Pennsylvania Governance Structure



Representative Cheyney University Organizational Structure, October 2010

Local Campus Governance

Under Act 188, the president is the chief executive officer of Cheyney University. Subject to the stated authority of the Board of Governors and Cheyney University Council of Trustees, the President has the powers and duties detailed in Act 188.

Cheyney University has a system of collegial governance. The variety of governance and advisory committees and councils as well as the Faculty Senate and the Student Cooperative Government Association (SGCA) are designed to ensure that there is input from various constituencies.

The purposes and composition of the university's governing bodies are outlined in the Cheyney University of Pennsylvania Governance Structure December 2009. An excerpt from the Governance Document is presented for your information.

Councils

The **President's Cabinet** is the primary university policy-making body. The President serves as chair. The current members of the council include the Provost and Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Institutional Advancement, the Vice President for Student Affairs & Student Life, the Executive Associate to the President, the academic deans, the athletic director, the dean of library services, and the director of Title III and workforce training program.

The Administrative Council serves a principal information distribution, discussion, and deliberation forum for University operation. The Council is chaired by the President and is composed of the Provost and Vice President for Academic Affairs, Vice Presidents, Deans, Directors, Associates and Assistants to the President, Controller, Director of Public Safety, Director of Facilities, Executive Director for Enrollment Management, Director of Institutional Research, Director of Institutional Technology, and Registrar.

The **Strategic Planning Council** is the most broadly representative of the councils in that it includes members from the students, alumni, faculty and staff. The Council has co-chairs, the Provost and Vice President for Academic Affairs and a member appointed by the faculty union, APSCUF. Members of the Council include the Vice Presidents, 3 APSCUF (faculty) Representatives, 1 Faculty Senate Representative, 1 SCUPA (staff) Representative, 1 AFSCME 2347 (staff) Representative, 1 AFSCME 2455 (staff) Representative, 2 SGCA (students) Representatives, 1 Cheyney National Alumni Association Representative, 1 Council of Trustees Representative and the Director of Institutional Research (Ex Officio).

The Strategic Planning Council has primary responsibility for institutional planning. Its mission is to coordinate all strategic and long-term planning at the institution and to provide a forum for all constituencies to participate in the planning process. The Strategic Planning Council establishes ad hoc committees or task forces who are given

specific assignments such as reviewing the mission statement or coordinating the development of institutional goals or objectives. The Strategic Planning Council holds a public hearing following its approval of a draft of each report that comes from an ad hoc committee or a task force. The public hearing is typically preceded by distribution of the report to the university community. Following the public hearing, the Council meets to make appropriate revisions in the report. If major revisions are required, additional public hearings are held to ensure that the Council is responsive to the university community. After taking final action, the Council submits its reports or recommendations to the president through the President's Council.

The **Academic Affairs Council** is chaired by the Provost and Vice President for Academic Affairs, two academic administrators, the Chairperson of the University-wide Curriculum Committee, three APSCUF representatives, three Faculty Senate representatives, and at least one Student Government Cooperative Association (SGCA) representative. The Registrar and Director of Financial Aid serve as members of the Council; while they are permitted to vote on a limited number of issues, they do not vote on academic issues.

The Academic Affairs Council (a) reviews all proposals for changes in academic policies, regulations, structure, and related matters and submits its recommendations to the President's Council; (b) initiates recommendations to change academic policies, regulations, structure and (c) reviews appeals and requests for waivers regarding academic regulations from students and related matters. Recommendations for changes in academic policies and procedures from the Academic Affairs Council are submitted to the President's Council

The **Council of Deans** is chaired by the Provost and Vice President for Academic Affairs and is composed of five area Deans. The Council of Deans recommends policies, procedures on non-curricular academic matters to the Provost, and provides advice and counsel to the Provost on appointments to task forces and committees.

The **Student Development Council** is composed of representatives from the following offices, organizations, and groups: APSCUF Representative, Faculty Senate Representative, SCUPA Representative, Director of Admissions, Director of Financial Aid, Director of Student Activities, Graduate Student Representative, Student Association Representative, Commuter Student Association Representative, Association of Resident Student Representative, and a Pan Hellenic Council Representative.

The Student Development Council (a) reviews recommendations for changes in policies and procedures governing the delivery of co-curricular and extracurricular programs and services for students and (b) initiates recommendations for changes associated with the delivery of programs and services that affect the quality of campus life. Recommendations for changes in policies and procedures from the Student Affairs Council are submitted to the President's Council through the Provost and Vice President for Academic Affairs.

The **Finance and Administration Council** is composed of representatives from the following offices, organizations, and groups: Vice President of Finance and Administration (Chairperson), Provost and Vice President for Academic Affairs or Designee, Vice President, Institutional Advancement or Designee, APSCUF (faculty) Representative, Faculty Senate Representative, Controller, Assistant to the President for Social Equity, Director, Human Resources, Director, Public Safety, Graduate Student Representative, and a SGCA (undergraduate student) Representative

The Finance and Administration Council (a) reviews recommendations for changes in policies and procedures regarding the university budget, buildings and grounds, and information management and (b) initiates recommendations for changes in policies and procedures regarding the university budget, buildings and grounds, and information management. Recommendations for changes in policies and procedures in finance and administration are submitted to the President's Council.

The **Institutional Advancement Council** is composed of the following representatives from councils and committees; Vice President, Institutional Advancement (Chairperson); President, Cheyney Foundation, President, Cheyney National Alumni Association, Dean, Cheyney University Center City, Dean, School of Arts and Sciences, Dean, School of Education and Professional Studies, Director, Public Relations, Director, Alumni Relations, Director, Sponsored Programs, Director, Career Services, APSCUF (faculty) Representative, Faculty Senate Representative, Faculty Member, Communication Arts Program

The Institutional Advancement Council (a) reviews recommendations for changes in policies and procedures governing the advancement of the university (b) initiates recommendations for changes associated with institutional advancement; and (c) reviews the operation of the Office of Institutional Advancement. Recommendations for changes in policies and procedures from the Institutional Advancement Council are submitted to the President's Council.

The **Social Equity Council** is composed of representatives from the following offices, organizations, and groups: Assistant to the President for Social Equity (Chairperson), Academic Affairs Representative, Finance and Administration Representative, Student Services Representative, Institutional Advancement Representative, APSCUF Representative, Faculty Senate Representative, SCUPA Representative, AFSCME Representative, Graduate Student Representative, and Student Association Representative.

The aim of the Social Equity Council is to assist in ensuring that Cheyney University of Pennsylvania does not discriminate based on race, color, creed, national origin, gender, age, or disability in admission or access to, or treatment or employment in, its programs or activities. Further, it is committed to helping to maintain living, teaching-learning, and work environments that are free of objectionable and disrespectful conduct and communication of a sexual nature, especially when such conduct is imposed by one

person on another and adversely affects a student's or an employee's living, teaching-learning, or working environment.

The Social Equity Council (a) reviews recommendations for changes in policies and procedures governing social equity issues and (b) initiates recommendations for changes associated with social equity activities. Recommendations for changes in policies and procedures from the Social Equity Council are submitted to the President's Council.

Committees

The **University Curriculum Committee** is composed as described in the Collective Bargaining Agreement between the Association of Pennsylvania State Colleges and Universities and the State System of Higher Education. Each academic department elects a member to the committee. These units include Guidance and Counseling and the Library. The University Curriculum Committee may include at least one administrator if designated by the president. The members of the committee select the chairperson of the committee. The Committee is primarily faculty and this indicates the primary role of faculty in determining curricular matters. (Article XXXI, Section E., of the Collective Bargaining Agreement between APSCUF and the State System of Higher Education).

The University Curriculum Committee (a) reviews recommendations for changes in undergraduate and graduate curricula, course structure, regulations, and policies that come from individuals and units within the institutional governance structure; (b) initiates recommendations for changes in undergraduate and graduate curricula, course structure, regulations, and policies and related matters. Recommendations are submitted to the Academic Affairs Council.

Each academic department in the School of Arts and Sciences and the School of Education and Leadership Studies has its own curriculum committee composed of the faculty of the entire department or of elected members of the department. Each committee selects its chairperson. Department committees are responsible for reviewing proposals for changes in academic policies, regulations, structure, and related matters from faculty members and students within their departments and submitting their recommendations to the University Curriculum Committee.

The **University-Wide Tenure Committee** (UWTC) is composed of one tenured faculty member from each of the academic departments. The departmental representatives are elected by the faculty of the department for one-year terms. The members of the University-Wide Tenure Committee elect the chair of the Committee from among themselves. The UWTC reviews applications for tenure and makes recommendations to the President or his designee.

The Department Tenure Committees are made up of at least 3 tenured faculty members, if available, who serve for a one-year term. (CBA, Article 15)

The purpose of the Department Tenure Committees is to review applications of department faculty for tenure and make recommendations to the University-Wide Tenure Committee, with a copy of the full list of department members evaluated for tenure supplied to the Department Chair so that said list can be forwarded to the President via the Chair. (APSCUF CBA, Article 15)

The **University-Wide Promotion Committee (UWPC)** is composed of five to fifteen tenured faculty members with no more than two people from each of the academic department. The departmental representatives are elected by the faculty of the department for one-year terms. The members of the University-Wide Promotion Committee elect the chair of the Committee from among themselves. The UWPC reviews applications for promotion and makes recommendations to the President or his/her designee.

The Department Promotion Committees are made up of at least 3 tenured faculty members who serve for a one-year term. Committees are selected by the Department. The purpose of the Department Promotion Committees is to review applications of department faculty for promotion and make recommendations to the University-Wide Promotion Committee, to supply a copy of the list of applicants to the appropriate Dean, and to forward all data and materials used in their deliberations to the President or his designee.

The University Sabbatical Committee is composed of one tenured faculty from each of the academic departments. The departmental representatives are elected by the faculty of the department for one-year terms. The members of the University Sabbatical Committee elect the chair of the Committee from among themselves. The Sabbatical Committee reviews applications for sabbatical and makes recommendations to the President or his designee.

The Library Committee is composed of representatives from the following offices and groups: Dean, University Library (Chairperson), Departmental Representative (one from each academic department), and Library Faculty. The Library Committee is responsible for (a) formulating and reviewing recommendations related to the University Library and submitting its recommendations to the Academic Affairs Council; and (b) making recommendations regarding materials and services for the University Library.

The Teacher Education Committee is composed of the following: Dean of Education and Leadership Studies, Chairperson, Department of Education, Chairperson, Department of Education and Leadership Studies., Dean, School of Arts and Sciences, Departmental Representatives (from each department participating in the teacher education program).

The Teacher Education Committee (a) formulates and reviews policy recommendations related to the teacher education program and submits its recommendations to the University Curriculum Committee; (b) admits students into the teacher education program; and (c) approves candidates for student teaching.

The Program Review Committee members are selected by the Provost and Vice President for Academic Affairs with advice and counsel from the Council of Deans. Three quarters of the members are selected from a pool of faculty from the various schools of the University to reflect the breadth of degree offerings. One quarter of members selected from the pool of directors of student services units. The Chairperson is appointed by the Provost from faculty members of the Committee.

The Program Review Committee (a) conducts periodic reviews of academic degree programs and recommends actions to the Academic Affairs Council; (b) conducts periodic reviews of the student services units and recommends actions necessary for improvements in service delivery.

The Enrollment Services Committee is composed of persons representing the following offices, organizations, and groups: Vice President for Student Affairs & Student Life (Chairperson), Director, Admissions, Director, Financial Aid, Registrar, APSCUF Representative Faculty Senate Representative, Director, Career Services, Director, Institutional Research Director, Intercollegiate Athletics, Director, Academic Success Center, Scholarship Committee Representative, Graduate Studies Representative.

The Enrollment Services Committee (a) reviews recommendations for changes in policies and procedures of the university, (b) initiates recommendations for changes in policies and procedures to enhance the identification, attraction, enrollment, retention, and graduation of students in a timely, effective, and productive manner, and (c) submits recommendations for changes in policies and procedures to the Student Development Council.

The Residence Life Committee is composed of the following persons: Director of Housing/ Residence Life (Chairperson), Director of Public Safety, Director of Student Activities, Director of Health Services, Chairperson of Department of Guidance and Counseling, APSCUF Representative, Faculty Senate Representative, SCUPA Representative, Association of Resident Students Representative.

The purpose of the Residence Life Committee is to (a) review recommendations for changes in policies and procedures of the university regarding the residential experiences of students and (b) initiate recommendations for changes in policies and procedures to enhance residential experiences of students and submit them to the Student Development Council.

The Student Programming and Cultural Activities Committee is composed as follows: Dean, Keystone Honors Academy (Chairperson), Coordinator of the Arts and Culture Lecture Series, Director, Student Activities, Department of Humanities & Communication Arts Representative, Keystone Honors Academy Representative, SGCA Representative Association of Resident Students Representative, Commuter Student Association Representative.

The Student Programming and Cultural Activities Committee reviews recommendations from the university community and initiates changes in policies and procedures regarding co-curricular, extracurricular, cultural, and leadership development opportunities for students. Recommendations from the Committee for changes in policies and procedures shall be submitted to the Student Development Council.

The Budget Committee consists of representatives from the following offices, organizations, and groups: Vice President for Finance and Administration (Chairperson), Provost and Vice President for Academic Affairs, Vice President for Student Affairs & Student Life, Vice President for Institutional Advancement, Controller, Budgets/Grants Manager, APSCUF Representative, Faculty Senate Representative, SCUPA Representative, AFSCME Representative, and Student Association Representative.

The Budget Committee (a) ensures that a process is established and maintained for university-wide participation in developing the university budget, (b) reviews academic and strategic priorities and recommends the allocation of resources to meet the priorities, (c) recommends the university budget to the president, and (d) monitors the university budget periodically (i.e., at least quarterly) to ensure that expenditures do not exceed revenues for the university.

The Buildings and Grounds Committee is composed of persons representing the following offices, organizations, and groups: Director, Facilities (Chairperson), Director, Business Support Services, Director, Housing and Residence Life, Director, Public Safety, Assistant to the President for Social Equity, Director of Student Activities, Assistant Controller, 2 Academic Building Managers, Maintenance and Grounds Representative, Graduate Student Representative, Association of Resident Students Representative.

The Buildings and Grounds Committee is responsible for (a) making recommendations concerning the maintenance and improvement of academic and auxiliary buildings and the university grounds, (b) ensuring that university facilities are aligned with the academic and strategic plans of the university, and (c) submitting its recommendations for changes in policies and procedures to the Finance and Administration Council.

The Information Management Committee is composed of persons representing the following offices, organizations, and groups: Vice President for Finance and Administration (Co-Chair), Provost and Vice President for Academic Affairs or designee (Co-Chair), Academic Affairs Representative, Finance and Administration Representative, Student Services Representative, Institutional Advancement Representative, Director, Computer Services, Director, Institutional Research, Dean, University Library, Purchasing Director, Department of Natural & Applied Sciences Representative, and Student Representative.

The Information Management Committee is responsible for (a) determining the information technology needs of the university and recommending them through channels to the President's Council, (b) ensuring that a process is established and

maintained for end-users to participate in determining the information management needs of the university, and (c) developing and recommending, to the Finance and Administration Council, policies and procedures for the security, enhancement, and standardization of information management technology.

The Health and Safety Committee is composed of persons representing the following offices, organizations and groups: Director of Physical Facilities, Director of Public Safety, Athletic Director, Nurse, APSCUF Representative, SCUPA Representative, 2 AFSCME Representatives, SPFPA Representative, Risk Manager or Director of Human Resources, 2 Student Representatives. The Chair is the Vice President for Finance and Administration.

The Health and Safety Committee is responsible for: (a) making recommendations concerning the Health and Safety of the university Community; (b) ensuring that Health and Safety are priorities for the university and (c) submitting its recommendations for changes in policies and procedures to the Finance and Administration Council

The Intercollegiate Athletics Committee is composed as follows: Director, Intercollegiate Athletics (Chairperson), Coaches (one from each competitive sport), Faculty Athletic Representative, Compliance Officer, Director of Financial Aid, Comptroller, Student (one from each competitive sport).

The Intercollegiate Athletics Committee is responsible for (a) reviewing recommendations for changes in policies and procedures of the Intercollegiate Athletics program and (b) initiating recommendations for changes in policies and procedures to enhance the programs in Intercollegiate Athletics and submitting them to the President's Council.

Vital Related Groups

In addition to councils and committees described in the Governance Document, Cheyney University has other key governance-related groups or bodies. These groups include the Faculty Senate and the Student Government Cooperative Association. Other important venues for academic decision-making include APSCUF Meet and Discuss, ASFCME Labor Management Meetings, SCUPA Meet and Discuss, and the monthly University Faculty Meeting.

The Faculty Senate is comprised of a minimum of one elected representative from each Academic Department. Large Departments have two representatives. The Senate serves as a recommending body to the President's Council on academic matters and on student experience issues. Minutes are available. The Senate meets generally bi-monthly during the regular Academic year. A more complete description of the Senate is available in its By-laws.

The Student Government Cooperative Association (SGCA) is comprised of a number of elected officers who are responsible for planning and recommending use of funds for

student activities, for awarding funds to various student organizations, for serving as a voice of the students to various campus constituencies and for recommending changes and improvements in the broad areas of the student experience at Cheyney University of Pennsylvania. (The student members of the Board of Governors are selected from among the Student Government Presidents on constituent university campuses.) A more complete description of the range of duties and responsibilities is available in the SGCA By-laws. The SGCA is an independent 50(k) organization. The Meet and Discuss and Labor Management meetings are described in the relevant labor contracts.

Local Campus Organizational Structure

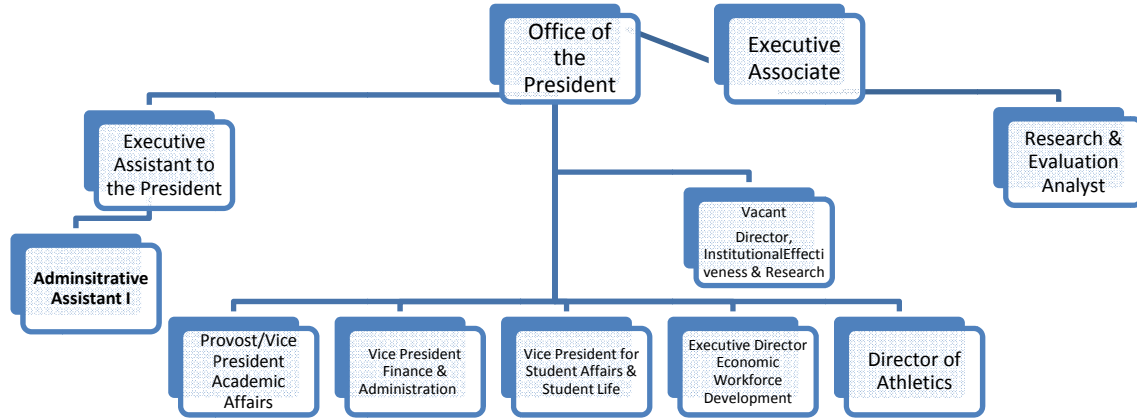
The Cheyney University is organized into the Office of the President and four divisions: Academic Affairs, Student Affairs & Student Life, Finance and Administration, and Institutional Advancement.

Office of the President of Cheyney University of Pennsylvania

The Office of the President supports the president in fulfilling his responsibilities as itemized in Act 188. The duties of the President of Cheyney University of Pennsylvania include appointment of employees, establishing policies and procedures governing employee rights, to make and implement specific policies pertaining to instructional, research and public service programs, to develop and implement policies and procedures for the administration of the institution, including student discipline, and to oversee expenditure of all university funds and fees.

The organizational structure of the Office of the President is presented in Figure 2.3. The purpose and/mission of the respective offices are presented on the Cheyney University web site.

Figure 2.3 Office of the President



Representative Cheyney University Organizational Structure, September 2010. The Provost and Vice President for Academic Affairs is the chief administrative officer in the absence of the President.

Office of Internal Relations & Social Equity

As Figure 2.3 indicates, the Office of Internal Relations & Social Equity (Biddle Hall) is under the Office of the President. The mission of the Office of Internal Relations & Social Equity is

- provide the Cheyney University community with the necessary guidance to advance the University's commitment to equality of opportunity
- ensure that the practices and policies of the University are equitable and afford all members of the community with an opportunity for full participation regardless of race, color, religion, sex, national origin, ancestry, age, disability, veteran status or membership in any other group protected under federal, state or local law
- ensure that the democratic principles of equity and social justice are promoted university wide among faculty, staff, and students;
- build upon the University's intellectual strength, cultural and intellectual diversity, to foster an inclusive environment where there is civility and respect for all individuals (Cheyney University web site)

In furtherance of its mission, the Office of Internal Relations & Social Equity has implemented and monitors a number of policies to promote diversity and inclusion and to eliminate discriminatory behaviors at Cheyney University. These policies include, but are not limited to:

Cheyney University's Affirmative Action Policy

Cheyney University's Discrimination and Sexual Harassment Policy
Cheyney University's Human Resources Policies and Practices
Cheyney University's Disability Employment Guidelines
Americans with Disabilities Act (ADA)/504 Policy.

For specific issues related to federally protected areas such as sexual harassment and discrimination based on ethnicity or religion the University's Discrimination and Sexual Harassment policy details an individual's right to request an investigation of alleged violations. The investigation process is periodically advertised in University workshops.

Cheyney University of Pennsylvania also publicizes its equal opportunity status. The Office of Internal Relations & Social Equity reports to the President and assumes the responsibility for dealing with faculty, staff, and student social equity issues. Additionally, the Cheyney University web page has a link to data citing processes, policies, and procedures demonstrating that the University is committed to fair and equitable treatments of all employees and students. (Cheyney University web site)

Office of Public Relations & Marketing

According to University policy, the oversight of University publications is centralized through the Office of Public Relations and Marketing. As stated in the *Cheyney University Employee Handbook*, the Office of Public Relations and Marketing has the primary responsibility for the development and dissemination of official University publications and for the distribution of information reflecting the official position of the University (24). Faculty members should collaborate with this office (Biddle Hall) when preparing information for distribution.

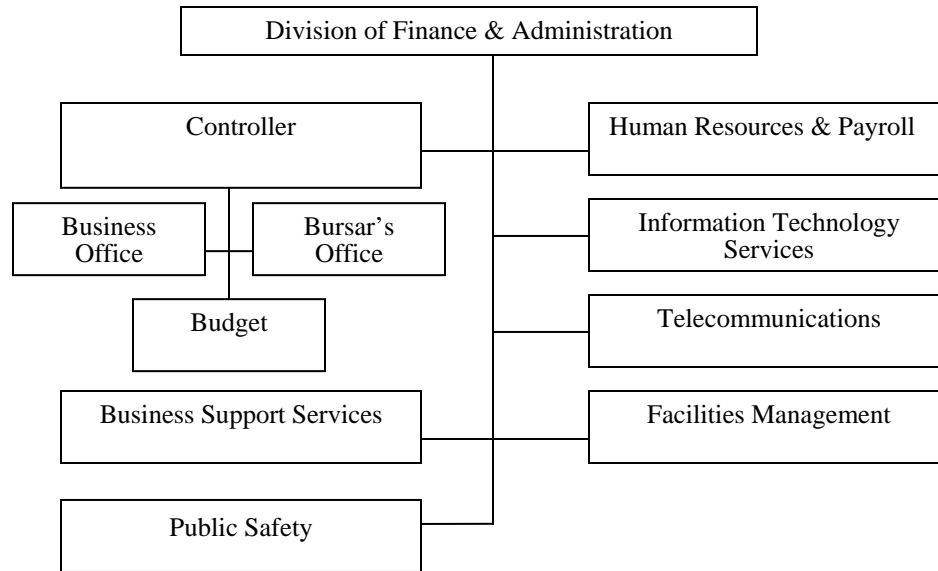
Division of Finance and Administration

The duties and responsibilities for the Office of Finance and Administration include:

- Promulgating policies governing financial and selected administrative functions.
- Overseeing the planning and overall administrative operations of the University.
- Ensuring that the fiscal and administrative operations comply with Commonwealth and Federal laws and regulations.
- Providing planning, leadership and coordination to support the mission of the University.
- Supporting the specific goals established by the University President.
- Participating in governance bodies, including but not limited to, the President's Council, the University's Strategic Planning Council, and chair of the University Budget Committees.

The purpose and/mission and hours of operation of the respective offices are presented on the Cheyney University web site.

Figure 2.4 Office of Finance & Administration



Representative Cheyney University Organizational Structure, October 2010

Office for Institutional Advancement

The duties of the Office for Institutional Advancement include assisting the President in advancing the mission of the University as it relates to: promoting and marketing the successes of faculty, staff, alumni, and students, building relationships with the “town,” alumni, corporations, foundations and government officials, securing public and private support and promoting volunteerism.

The purpose and/or mission of the Institutional Advancement Office is to ensure that Cheyney University of Pennsylvania has a consistent procedure for the submission, approval and notification process for grants and sponsorships submitted for external funding.

Objective

The Director of Sponsored Programs is responsible for all foundation, government and corporate solicitations. The Director of Sponsored Programs encourages, receives and tracks grants and gifts that benefit Cheyney University, its students, faculty and staff. Fundraising priorities are set by President’s Cabinet, communicated to the Office of the Chancellor and the Council of Trustees and implemented through Sponsored Programs. This policy is designed to provide a consistent procedure that will be utilized by all persons who submit grant applications on behalf of the University.

Responsibilities and Procedures

Step One:

Intent to Submit Form must be submitted four weeks prior to submission deadline. The Intent to Submit will assure the project is in line with the mission of the University and established priorities. Sponsored Programs will not work on proposals until the Intent to Submit Form is signed by the Department Chair.

Step Two:

The Vice President for Institutional Advancement is consulted about all foundation and corporation inquires prior to the solicitation. Foundation and corporate solicitations/sponsorships are submitted through the Cheyney Foundation on behalf of the University, as required by the donor.

Step Three:

Submit draft proposal and budget three weeks prior to submission deadline to Office of Sponsored Programs and the Budget Office. The only exception to this rule is government funding in which the opportunity for funding announcement is released only month prior to deadline. In this instance, the deadline for submission to the Office of Institutional Advancement is two weeks prior due date. (Proposals that are collaborations require a signed letter of agreement).

All contract grants are submitted to University Legal Counsel for review.

Step Four:

No less than one week prior to submission deadline the finalized proposal, budget and all other application requirements are submitted to the Office of Sponsored Programs.

Step Five:

Sponsored Programs attaches Request for Grant/Contact to proposal for review and approval by Provost, Vice President for Institutional Advancement and Vice President for Finance and Administration. A letter of interest/intent (cover letter) should be attached to the application.

Step Six:

Prior to mailing the application, the Office of Sponsored Programs makes a copy of the completed application for the Office of the President, Provost, and Sponsored Programs.

Step Seven:

The Office for Sponsored Programs maintains a record of funding requests, project narratives, sponsorship agreements, budgets, the Principal Investigators, funding cycle, reporting requirements, and outcome of funded programs and/or projects.

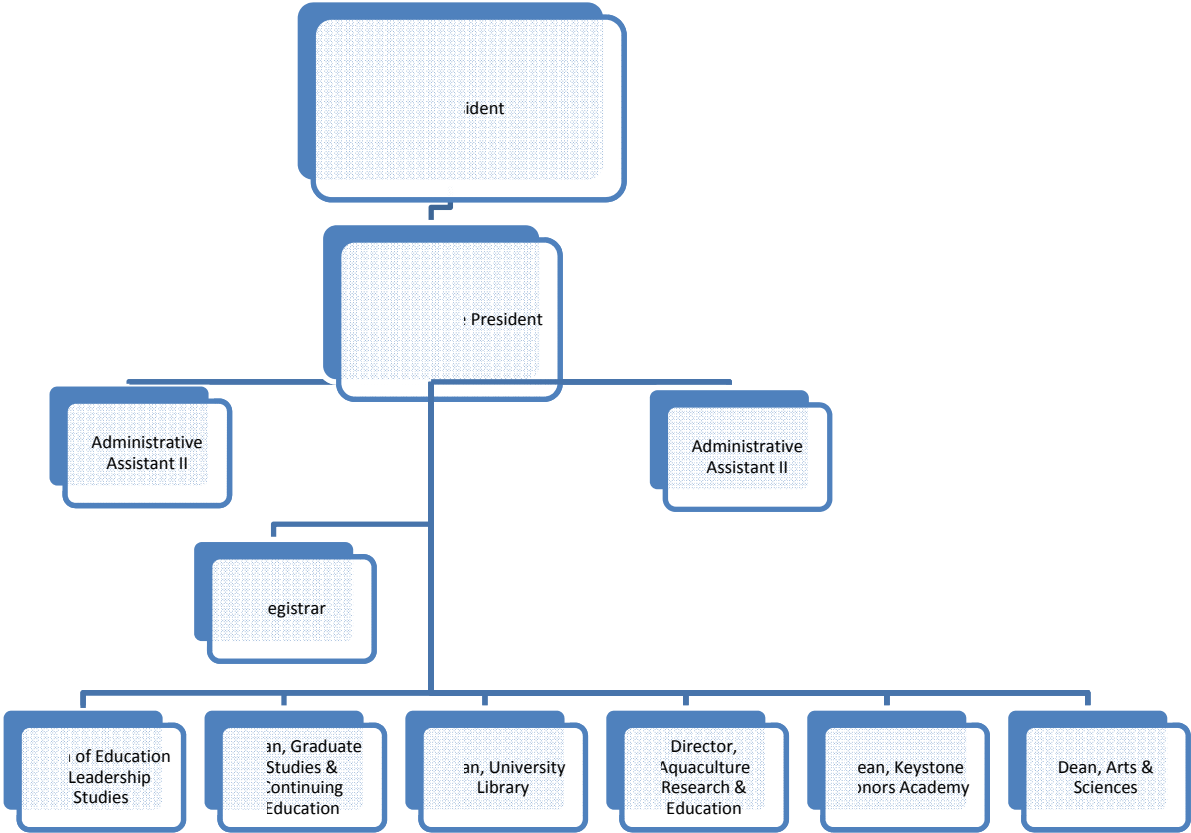
The Office of the Provost and Vice President for Academic Affairs

Cheyney University has adopted a holistic approach to student development that is reflected in the structure of the Office of the Provost and Vice President for Academic Affairs. The Office is responsible for developing and implementing an academic vision for the University; setting the University's academic priorities; working with the deans to develop the schools, centers of excellence, and programs for center city site in Philadelphia; overseeing faculty affairs such as academic appointments; conducting program reviews; guiding accreditation efforts; overseeing the development and

maintenance of the library and ensuring student and faculty access to information technologies; leading all aspects of enrollment management; overseeing the coordination of student support programs and a campus life program aimed at holistic student development; student residence housing; strategic planning; and garnering and managing the financial resources to ensure the highest academic standards and services for Cheyney students and faculty. (Cheyney University web site). The Provost serves as the acting president in the absence of the President.

The purpose and/or mission and hours of operation of the respective offices and departments in this office are available on the University's web site. Cheyney University has two Schools; the School of Arts and Sciences, under the direction of the Dean of Arts and Sciences, and the School of Education and Leadership Studies, under the direction of the Dean of Education and Leadership Studies . It also has a Center City site located in Philadelphia, which houses most of the graduate and continuing education offerings, including dual enrollment programs for pre-college students.

The structure of this office is presented in Figure 2.6. The purpose and/or mission and hours of operation of the respective offices in this division are available on the university's web site.



School of Arts and Sciences

The overall mission of the School of Arts and Sciences is to provide a broad liberal arts and sciences education, and to prepare students for graduate or professional school and for work and leisure in a technological and ever-changing society. The academic departments housed in the School of Arts and Sciences are as follows:

- Humanities and Communications Arts
- Natural and Applied Sciences
- Social and Behavioral Sciences (www.cheyney.edu)

School of Education and Professional Studies

The purpose of the School of Education and Professional Studies is to equip students with the skills needed to make and effectively implement intelligent, professional judgments and decisions. Through learning experiences, students acquire the knowledge, skills, and dispositions to make core decisions about their careers and lives. The School views students as decision makers who will carefully consider, evaluate, and select appropriate learning and life choices.

The School believes that the conditions of learning are multi dimensional – concerned not only with the content but the way in which content is *experienced* by the student and eventually by the persons students are prepared to serve. The School’s mission is driven by knowledge about people and the experiences which will facilitate lifelong learning and growth. The activities, experiences, and conditions that the School adopts are constantly and publicly evaluated to assure that there is a balance achieved in meeting the needs of students and those that they will serve. The following departments are in the School of Education and Professional Studies:

- Business Administration
- Recreation and Leisure Studies (www.cheyney.edu)
- Education and Leadership Studies

Department Chairpersons

The chairpersons of the respective academic departments are elected to three-year terms following the selection process articulated in the *Agreement Between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education(State System)(APSCUF CBA)*. The APSCUF CBA also governs the duties of department chairpersons. These duties are as follows:

1. The department chairperson directs the activities of the department, subject to the approval of the Dean/Director. He/she is responsible to the Dean/Director for the development of department plans, guidelines, and internal office operation; he/she directs the department's administrative organization and may delegate authority and assign responsibility as appropriate; and he/she represents the academic discipline

- both on and off campus either personally or by designation of department representatives.
2. The department chairperson is also responsible for recommending to the Dean/Director such matters as personnel actions, curricular changes, course offerings, teaching assignments and the department budget.
 3. In all phases of department affairs, the chairperson should be sensitive to and reflect, but not be restricted to, majority department faculty sentiment (Article 6A).

For most faculty members, the Department Chair is the person to go to with questions or requests. In most departments, the Department Chair must review and sign off on important items such as travel requests, leave slips, book orders, grant writing permission requests, individualized instruction documents and other items that originate at the department level. Department Chairs are also the first persons faculty members should approach with scheduling conflicts, student-related disputes, special needs for either them or their students, and many other matters. When a faculty member is in doubt as to who to approach for what, they should generally begin by asking their Department Chair. The Department Chair will then, if necessary, forward information to the academic Dean or other administrators. Faculty members should refrain from directly addressing the Dean, the Provost or the President on departmental matters as these are generally handled “in house” by the Department Chairperson.

Chapter 3. Responsibilities of Faculty Members

Introduction:

Teaching, Service, and Scholarship are the three-pronged foundation of an academic career. At Cheyney University, while faculty are expected to engage in all three activities to successfully negotiate the University's faculty rewards structure, the primary responsibilities of all faculty members are good teaching and scholarship. Teaching has the most direct impact on successful student outcomes. Therefore, the University encourages faculty to be good teachers, and to embrace the seven principles for good practice in undergraduate education: (1) encourages contact between students and faculty; (2) develops reciprocity and cooperation among students; (3) encourages active learning; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning. The seven principles are intended as guidelines for faculty members, students, and administrators to improve teaching and learning. They rest on more than 50 years of research on the way teachers teach and students learn, how students work and interact with one another, and how students and faculty talk to each other.

In addition, it is generally understood that good teaching is the result of good planning. Consequently, faculty members at Cheyney University are encouraged to plan well via the creation of detailed syllabi and assignments. Because so many of our courses are part of larger programs which are accredited by various bodies (NCATE, PDE and Middle States, for example), syllabi should reflect the expectations and requirements of these agencies. To ensure this, templates which reflect accreditation expectations are available and should be used for all courses. Detailed syllabi also serve students well by providing them with clear expectations enabling them to plan fully in advance for assignments they must complete during the semester. Incomplete syllabi or syllabi that continually change do not serve students well and faculty are encouraged to provide all major assignments and grading rubrics or methods at the onset of each semester.

Further, faculty are also expected to show growth in their chosen disciplines through continuing scholarly efforts such as conference presentations, workshops, publications, development of new courses, editing of scholarly journals and invited lectures or numerous other types of professional activities. The final general area of faculty responsibility is departmental, university, and community service which is often accomplished via active participation on one or more of the many councils and committees enumerated in Chapter 2, and/or via service in the external community.

Contractual “Duties and Responsibilities of Faculty Members”

Detailed faculty responsibilities are articulated in Article 4, “DUTIES AND RESPONSIBILITIES OF FACULTY MEMBERS”, of the *Agreement Between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education(State System)(APSCUF CBA)*.

Article 4, “DUTIES AND RESPONSIBILITIES OF FACULTY MEMBERS”

- A. The concept of academic freedom must be accompanied by an equally demanding concept of academic responsibility. The concern of the UNIVERSITIES and its members for academic freedom safeguards must extend equally to requiring responsible service, consistent with the objectives of the UNIVERSITIES. The universal responsibility of the teaching FACULTY MEMBER is effective teaching.
- B. A proper academic climate can be maintained only when members of the FACULTY meet their fundamental duties and responsibilities regularly. These duties and responsibilities include but are not limited to (*spacing added*):

reporting promptly and in advance if possible, any changes in class hours or classrooms assigned;

preparing for and meeting their assignments, which would include timely notification of the proper authority and making a reasonable effort to insure that assignments can be covered in case of absences;

making a reasonable effort to notify students of any changes in class hours or classrooms assigned;

keeping current in their academic disciplines through continuing scholarly activity;

keeping office hours in accordance with Article 23, WORKLOAD AND WORKLOAD EQUIVALENTS,

Evaluating fairly and reporting promptly student achievement;

rendering service to the University which would include participating in group deliberations which contribute to the growth and development of the students and the UNIVERSITIES; and

reporting promptly, and in advance if possible, absence from any assigned duty in accordance with the provisions of Article 17, SICK LEAVE. Note: Article 17 is presented on pages 32.

All members of the FACULTY also have the responsibility to accept those reasonable duties assigned to them within their fields of competence.

Additionally, FACULTY MEMBERS have the responsibility to perform other tasks characteristic of the academic profession as described in Article 12, PERFORMANCE REVIEW AND EVALUATION OF FACULTY, Section B.1. Note: Article 12 is presented in Chapter 3.

and to attempt honestly and in good conscience to preserve and defend the goals of the UNIVERSITIES, including the right to advocate change (APSCUF CBA 4-5).

Faculty Workload

Typically, faculty members in academic departments teach four courses per semester and must additionally hold five office hours per week. In some cases, special university projects or assignments require sufficient faculty time to warrant “release time” which decreases the teaching load by one or more courses. Release time is typically negotiated with the Provost and Vice President for Academic and Student Affairs *prior* to a faculty member’s participation in such a project. Without prior approval from the senior academic officer, faculty members will

not receive such release. Certain faculty roles, such as that of Department Chair, automatically warrant some release time and such is specifically determined in the CBA.

Contractual Workload

Faculty workload requirements are outlined in the Article 23 of the APSCUF CBA, “WORKLOAD AND WORKLOAD EQUIVALENTS.” An excerpt from this article that related to “Teaching Faculty” is presented below. Faculty members whose responsibilities include Internships/Cooperative Education, Supervisors of Student Teachers, Mixed Workloads, Coaching and Athletic Administration, Directing Music Activities, and Directing and/or Advising Forensics, Dramatics and Journalism should refer to Article 23 of the APSCUF CBA for specific discussions of their respective workload requirements. This article also covers the workload specifications for Laboratory School FACULTY, ADMINISTRATIVE FACULTY, and ACADEMIC FACULTY MEMBERS whose basic responsibilities lie outside of the classroom setting.

Article 23 “WORKLOAD AND WORKLOAD EQUIVALENTS”

A. ACADEMIC FACULTY

1. Teaching FACULTY

- a. Workload Hours: For all ACADEMIC FACULTY MEMBERS, the full workload for the academic year shall not exceed twenty-four (24) workload hours (with twelve (12) workload hours as standard for a term). In no event shall more than fifteen (15) workload hours be assigned in any one (1) academic term unless overload as provided for in this Agreement is paid. Laboratories, studios, clinics, and field and activity courses shall be equated on the basis of three (3) contact hours being equal to two (2) workload hours for that period of time which is actually spent in such work. Where such types of courses also include lecture hours, each hour of scheduled lecture is to be considered a workload hour. However, each contact hour in laboratories in chemistry, biology, physics, allied health science and earth science shall be assigned one (1) workload hour.
- b. Preparations: No more than three (3) preparations per academic term shall be assigned unless such additional preparations are compensated in accordance with the formula contained in Article 25, Section B. Preparations shall be defined and assigned in accordance with the definition of preparation contained in Article 25, Section B. However, where an overload course(s) is assigned in accordance with subsection 1.a. above, the additional courses(s) assigned may carry an additional preparation(s). (APSCUF CBA 54).
- c. Graduate Teaching: A FACULTY MEMBER who teaches graduate courses shall have the following considered a maximum full workload in any academic term beyond which overload shall be paid: (1) Nine (9) workload hours if only graduate courses are taught; or (2) Twelve (12) workload hours for any combination of graduate and undergraduate courses involving less than nine (9) workload hours of graduate courses. Supervision of three (3) Master's theses or one (1) Doctoral dissertation shall be equated with one (1) graduate workload hour. Graduate workload for such supervision shall be cumulative until it reaches three (3) graduate workload hours and then it shall be counted toward the FACULTY MEMBER'S workload. However, if the three (3) workload hours are not accumulated within two (2) years, the FACULTY MEMBER shall be granted the workload equivalent or the compensation for the workload hours which he/she has earned within that period (APSCUF CBA 54).

2. Library FACULTY

- a. Subject to the provisions hereof, all members of the professional library staff shall enjoy full FACULTY status with all the rights, privileges and responsibilities pertaining thereto. For administrative purposes, the professional librarians shall constitute a department.
- b. Library FACULTY in the performance of their duties shall be scheduled for no more than thirty five (35) hours per week, and Library FACULTY also shall be expected, as are other FACULTY MEMBERS, to assume committee assignments and other campus responsibilities.
- c. A Library FACULTY MEMBER'S schedule shall be based on library needs as determined by the President or his/her designee in consultation with members of the Library FACULTY.

Note: The criteria for Workload Overload, Preparation Overload, and other types of compensation are covered under Articles 25, 26, and 27 in the APSCUF CBA.

Office Hours

Office hours are very important to successful student access to their teachers; therefore, all faculty members are expected to hold five office hours each week. The specific contractual statements regarding office hours are outlined in the Article 23 of the APSCUF CBA, "WORKLOAD AND WORKLOAD EQUIVALENTS". An excerpt from this article is as follows:

Teaching FACULTY MEMBERS shall maintain a minimum of five (5) office hours per week on no fewer than three (3) different days at such times as will accommodate the needs of the students. The schedule of office hours for each FACULTY MEMBER shall be posted in such manner so as to be easily observed by the students (APSCUF CBA 54).

Academic Freedom

A faculty member's performance of his/her academic or administrative duties is stated in Article 2, "ACADEMIC FREEDOM," of the APSCUF Collective Bargaining Agreement.

Article 2, "ACADEMIC FREEDOM"

- A. A FACULTY MEMBER is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic or administrative duties.
- B. A FACULTY MEMBER is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject.
- C. A University FACULTY MEMBER is a citizen and a member of a learned profession. When he/she speaks or writes as a citizen, he/she should be free from University censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning he/she should remember that the public may judge his/her profession and his/her University by his/her utterances. Hence,

- he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not a spokesperson of the UNIVERSITIES. Acts which interfere with the activities of the UNIVERSITIES, acts which interfere with the freedom of movement on the campus, or acts which interfere with the freedom of all members of the academic community to pursue their rightful goals, are the antithesis of academic freedom and responsibility. So also are such acts which, in effect, deny freedom to speak, to be heard, to study, to teach, to administer and to pursue research.
- D. 1. FACULTY MEMBERS are entitled to freedom in the selection of textbooks, audio-visual aids and other teaching aids.
 - 2. There shall be no censorship of library materials.
 - 3. With respect to subsections 1. and 2. above, budgetary limitations may restrict the quantity of items to be purchased.
 - E. Since certain aspects of the information obtained by a FACULTY MEMBER in the course of his/her work can be considered privileged, no FACULTY MEMBER shall be required to disclose such information unless he/she deems it to be in the best interest of his/her student or his/her profession. The University will immediately advise the FACULTY MEMBER of any effort, by action of law or otherwise, to secure records or other information obtained by the FACULTY MEMBER. In no event shall the University exercise any disciplinary action against a FACULTY MEMBER because of his/her assertion of privilege with regard to information under his/her control.
 - F. The provisions of this Article shall not be construed so as to deprive the University or its designees of its right of access to and/or possession of files, records or materials maintained by FACULTY MEMBERS in behalf of the University, provided, however, that grade books shall remain in the possession of the FACULTY MEMBER so long as he/she remains on the campus.

Course Syllabi

As indicated in the introduction above, course syllabi are very important. Once created, syllabi must be submitted electronically by faculty members to their respective department chairpersons at the beginning of each semester. Faculty members must also keep copies of all syllabi and submit them as part of the expectations of tenure and promotion. Cheyney University adopted a uniform syllabi format consistent with Middle States, Pennsylvania Department of Education and NCATE standards and requirements in 2004. The elements of the template are as follows:

Table 3.1 Cheyney University Syllabus Format

- I. Heading Information :
 - Course Name
 - Course Number
 - Course Credit Hours
 - Instructor/Professor
 - Textbook (completely referenced as in A.P.A. bibliographic style)
 - Recommended, but not required, supplementary textbooks
 - Prerequisites for the course, if necessary
- II. Course Description
The course description should meet the requirements listed in the catalog.
- III. Rationale
The Professional Education Unit's graphic model should be included with the theme — Educator As A Reflective Decision-Maker, Collaborative Change Agent, Effective

Practitioner” because the model and the theme provide the framework which supports the School of Education program.

- IV. Course Performance Objectives/Outcomes
The course is designed to enable students to: (Example of how this section may be introduced – What students will learn / KNOW UPON COMPLETION OF THE COURSE)
- V. Topical Outline
- VI. Instructional Methods/Best Practices—this section highlights some of the various ways course instruction will be conveyed to students:
 - lecture / discussion
 - group work
 - cooperative learning
 - role play
 - guest speakers
 - lab exercises
 - field experiences
 - student demonstrations / presentations
 - case studies
- VII. Learning Activities/Experiences/Projects
List required course activities / projects etc.
- VIII. Assessment/Evaluation
The methods and the criteria for the grade assignments are included in this section
 - A. Methods
 - 1. Traditional Assessments (e.g. Knowledge test; written report, oral or creative presentation.
 - 2. Performance Assessment (e.g. Teaching performance, Case study, teaching portfolio, creative works, etc.)
 - B. Grading Scale (e.g. 90-100= A, etc.)
- IX. Course Time Line – week by week: class meeting dates, topics, assigned readings, assignment due dates, test dates, etc.
- X. Course Policies/Procedures
- XI. Diverse/Global/Technological Perspectives--- this is a critical section! —in your syllabi--- this must be reference to diversity / exceptionalities / special needs students and a global – international comparative to complementary view point discussion
- XII. Bibliography/References—see prior note on this Update your bibliography (2000 – 2004 references), include internet (web-site) citations/ keep classic works (pre- 2000 readings that are appropriate)

Education Faculty and Faculty in Arts & Sciences who teach Education Students should insert the following elements into their syllabi:

- Include the Schematic Model Statement/ Paragraph
- Include Rationale for course
- Check to be sure your course number and description match the catalogue description (current catalogue)

-----Insert the topic “Discussion of Conceptual Framework: Guidelines for Reflective Decision-Makers who are Collaborative and Effective Practitioners” in your first class meeting. Graduate courses in Education should include all of the above and the NCATE / INTASC and ISLC Standards. The hard copy of these standards will be provided to faculty for inclusion in a syllabi matrix)

----- List your course topics separately, and in **your week by week** schedule

----- Update your bibliography with references that are generally no older than 5 year (2005 – 2004 references), include internet (web-site) citations/ keep classic works (pre- 2000 readings that are appropriate)

----- GRADUATE FACULTY ONLY: Identify/Isolate class activities/assignments and match them with NCATE Guidelines/Conceptual Framework Standards/INTACS Principles and ISLC Standards—the hard copy of these standards will be provided graduate faculty for inclusion in the syllabi matrix

Note: Department chairpersons store copies of recent course syllabi for their respective departments. Sample syllabi are also available in the Reaffirmation of Accreditation Office located on the first floor of Biddle Hall. The phone number for the office is 610-399-2142.

Course Records and Grade Books

Faculty members are required to maintain appropriate course files, records or materials in order to fairly evaluate and promptly report student achievement. Faculty members are required to retain this material (i.e. attendance rosters, examinations, written assignments) for at least two semesters after the completion of the course. Faculty members are required to keep records for all their courses (i.e. grade books or grade sheets) during their association with Cheyney University. In the event that a faculty member leaves the university, he or she must submit their course materials and records with their respective department chairperson. Note: when a faculty member goes on a leave of absence, he or she also must submit their records to their respective department chairperson for the duration of their leave.

Record of Student Attendance

Faculty members are required to maintain an accurate record of attendance for all students enrolled in their classes. Faculty members may be required to produce accurate information on student attendance for each student when such information is requested by department chairs, deans, or other offices on campus who need such information for a variety of verification purposes, not the least of which is related to the awarded/receipt of financial aid.

Submission of Course Grades

Faculty members are expected to promptly report student achievement after Mid Term Examinations and at the end of each semester. Faculty members are required to submit final course grades one week after the end of the final examination period. Timely submission of course grades are necessary to meet the needs of students. For example, the university must notify students if they fail to meet academic requirements. Students also must adjust their course rosters for the next semester if necessary. Finally, students must demonstrate satisfactory progress to meet financial aid requirements.

Note: At the end of each spring semester, faculty members are required to submit grades for prospective graduates two days after the final examination period for prospective graduate’s ends. Students will not be permitted to participate in commencement ceremonies if their final course grades are not completed.

Grade Symbols and Definitions

The approved grade symbols and their definitions are as follows:

Table 3.2. Approved Grade Symbols and definitions

Grade	Numerical	Equivalent	Quality Points (used to calculate grade-point average)*
A (Excellent)	90-100		4
B (Good)	80-89		3
C (Satisfactory)	70-79		2
D (Passing)	60-69		1
F ** (Failure)	59 and below		0

* The scholastic standing of a student is computed based on the grades earned at Cheyney University. Grades earned at other institutions are not computed in the grade-point average. A student must achieve a cumulative grade-point average of 2.00, “C” or higher to graduate.

** A student must repeat any required course in which a grade of "F" (Failing) was earned. Although not a requirement, students may repeat other courses for which "F" grades have been earned. To receive credit, repeat courses must be taken at Cheyney University.

Note: A course may be repeated only three times. That is, students have only three chances to improve the grade in a course. The grade earned on the second attempt to improve the grade will be used to determine the meeting of graduation requirements. Courses may not be repeated where a grade of "C" or better has been earned.

The following symbols, which have no quality point values, are also used:

I A student, who is passing the course but has failed to complete all course requirements (e.g., the final examination) due to illness or a grave emergency. The “I” must be removed by completion of the requirements of the rest of the course within the first seven weeks of the next semester in which the student enrolls at Cheyney University or it automatically becomes an "F.” Students who are not enrolled in the next semester must complete removal process within one academic year. **Note:** In order for a student to receive an “I” grade the professor of record must complete the “I” form and submit it to the Office of the Registrar. To remove an “I” grade, the professor must complete and submit an “I” Grade change form to the Office of the Registrar within seven weeks of the next semester in which the student is enrolled. Summer School is not included.

IP (Departmentally-designated self-paced courses) credits may be earned by completion of the required assignments through consecutive enrollment. Interruption will result in the IP converting to an F.

CR Course(s) accepted as transfer credit(s) but not calculated in the grade point average.

[] Symbol denotes that a course has been repeated.

WC The student officially withdraws, within the established deadline. “WC” hours do not count as hours attempted or in the grade-point average.

W This administrative symbol is used when a student is permitted to withdraw from the university.

AUD Course was audited - does not carry credit. (Cheyney University Undergraduate Catalog 30)

Midterm Grades

The timely submission of midterm grades is critical to meeting the needs of students who are not passing courses. Midterm Grades include the following symbols

S Satisfactory progress

U Unsatisfactory progress

NS No Show – the student appears on the cleared class list. However, the student has not attended the class.

As the “NS” symbol indicates, Cheyney University has adopted a “No Show Policy” designed to create an additional mechanism to inform students of recorded non-attendance in a course or courses. The university uses the policy to encourage students to withdraw from class (“WC”) without an academic penalty (Office of the Registrar *Policies and Procedures Manual* 136).

Note: “NS” grades are only available for mid-term grades.

Using Campus Self Service to submit Midterm and Final Course Grades

Faculty members must use “Campus Self Service,” an Internet software system, to enter midterm and final course grades. Faculty members also can use “IQ Student” to access course schedules, class lists, and students’ unofficial transcripts to assist with advising.

To access “Campus Self Service” go to the CHEYNEY web site at www.cheyney.edu then click on the Campus Self Service icon for direct access. Faculty members must use their User Id and PIN numbers to access the system. New faculty members can obtain their Username and PIN number from Institutional Technology (IT department) at helpdesk@cheyney.edu or ext. 2043.

FERPA and Grades

Because of FERPA, faculty members are strongly advised never to share grade information with anyone other than the students themselves. FERPA is the acronym for: The Family Educational Rights and Privacy Act, (20 U.S.C. § 1232g; 34 CFR Part 99) a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. (www.ed.gov/policy/gen)

Under FERPA guidelines, faculty members may only release grade information or other indicators of student success to *those individuals directly relevant to the student’s academic*

progress. Faculty members may therefore share this information with: their department chairperson, the academic Dean if there is a dispute or other situation which requires the Dean's involvement, the Provost and Vice President for Academic Affairs, and the students' advisors. Faculty members may not share grade information with parents of students if the student is over the age of 18 unless said student has signed a release form *each semester that such information is to be released to the parent*. Therefore, in general, faculty members cannot discuss grades or other indicators of student success with anyone other than the student without consent. Students will often come to the faculty member with forms requesting progress and attendance from bodies such as Athletics; so long as these forms are presented by the student and the student is making his/her individual request for grade information release, faculty members are free to provide the appropriate information.

Faculty members must refrain from posting grades, including the use of *the last four digits of the students' student identification or social security numbers*. The only FERPA approved method for grade posting is through routinely assigned random numbers. Similarly, faculty members should not leave boxes outside their doors with any graded student assignments that could be read by persons other than the student.

Using Desire 2 Learn (D2L) as a course management system

D2L is a course management system that allows professors to assign and collect assignments, post grades and support material, and provide online support and assistance to supplement in class instruction. Once the semester schedule is submitted, Computer Services generates D2L shells for all courses and enrolls all students registered in each course. Therefore, at the beginning of each semester, these D2L shells are active and ready to be used by all academic faculty members. Because part of our strategic plan supports and encourages increasing use of technology to facilitate teaching and learning, faculty members are encouraged to use this valuable tool. Faculty members should also encourage students in their courses to use their assigned Cheyney University e-mail addresses to facilitate communication. D2L and IQ Student interface with the university's e-mail communication system, not the many independent email services students may use as individuals. Regular D2L workshops are offered around campus and in individual departments, but general access directions are below and tutorials for D2L can be accessed via the Cheyney University website under "Technology."

To access "D2L" go to the CHEYNEY web site at www.cheyney.edu then click: "Technology." Click on the D2L Icon.

For Faculty Login:

User name: First Initial + Last Name (For Example: JSmith)

Password: First Initial (cap) + Last Name Initial (cap) + 5-digit employee # (in your pay check)

Note: Directions for logging into D2L also are presented at the bottom of the D2L web page. (Link to D2L site on CU web page). Faculty members who experience difficulties logging onto D2L should call 24/7 D2L HelpDesk: 1-866-434-8881 or contact Jennifer Wang at 610-399-

2017(M-F, 8:30AM-5:00PM) or Email: the Office of Computer Services. The D2L site features a helpful, user-friendly manual.

Cheyney University Mandatory Class Attendance Policy

Referenced earlier in this document, it is important to re-emphasize that as a regular part of conducting university business, all faculty members are required to take attendance in their classes. Only students whose names appear on the official class roster provided by the Office of the Registrar are eligible to remain in courses and receive grades (*Policy and Procedures Manual* 9). At midterm, faculty members will be requested to post progress grades for all students registered in their courses. Those students who have not appeared by midterm must be identified through the “no show” (NS) option. At the end of the semester, those students who have failed to withdraw from classes in which they have either not shown or in which they have not made sufficient progress to succeed must be awarded a failing grade. Failure to assign a grade at the end of the semester for all students can result in their inability to retake the course, jeopardize the continued awarding of financial aid, or lead to other actions depending on the situation. Additionally, faculty members cannot withdraw students from courses as this must be done by the students themselves.

Students are required to attend every assigned meeting of all classes for which they are registered. If there is an absence, the student must inform the instructor before the expected absence. The instructor will determine whether documentation justifying an absence is sufficient. Students should provide the needed documentation before the absence whenever possible. It is the student's responsibility to make up assignments, tests, or other class work and to obtain any missed information.

Cheyney University’s Academic Integrity Policy

The following statement appears in the Cheyney University Undergraduate Catalog

Integrity in taking examinations and writing papers and in all other academic work is expected of all students. Failure to live up to this expectation is a matter of serious concern not only for the students involved, but for the entire university. Violations will be reported to the Provost and Vice President for Academic and Student Affairs for referral to the Academic Affairs Advisory Council (33).

This policy covers plagiarism and other forms of academic dishonesty.

Faculty members should discuss the university’s academic integrity policy in their respective courses. Faculty members also should consider including the policy in their syllabi. Note: Cheyney University faculty also has access to Turnitin, a software program designed to reduce plagiarism. Instructors should contact Jennifer Wang at 610-399-2017(M-F, 8:30AM-5:00PM) or Email: the Office of Computer Services for additional information.

Dropping a Course

After the fourth week of classes, and up to two weeks before the end of the semester, a student withdrawing from a course receives a “WC” (i.e., “withdrawal from class”) upon the filing of a course withdrawal form. These letters will be entered on the student's permanent record. A student wishing to drop a course during the “WC Period” must secure the appropriate form from the Office of the Registrar or the university web site. The instructor of record and the student’s adviser or department chairperson must sign the form. The completed form must then be taken to the Business Office and returned to the Office of the Registrar. As noted above, a student who stops attending a course without following this procedure may receive a failing grade (*Policy and Procedures Manual* 6).

Regulations governing Faculty Members’ Absences

Under the terms of the APSCUF CBA, faculty members are required to promptly report, in advance if possible, absence from any assigned duty. Cheyney faculty members are required to submit a leave slip to their respective department chairperson in accordance with in accordance with the provisions of Article 17, SICK LEAVE. Leave slips are available in department offices.

As indicated earlier, Article 17, “Sick Leave”, of the APSCUF CBA governs the accrual and usage of sick leaves for faculty members. This article is as follows:

Article 17 “Sick Leave”

A. Accrual

1. a. A regular full-time FACULTY MEMBER shall accrue sick leave at the rate of fifteen (15) days for each academic year of service in accordance with current practice.
- b. Full-time temporary FACULTY MEMBERS employed for one (1) academic semester shall accrue seven and one-half (7 1/2) days of sick leave and full-time temporary FACULTY MEMBERS employed for one (1) academic year shall accrue fifteen (15) days of sick leave.
- c. A regular part-time FACULTY MEMBER shall accrue sick leave on a pro-rated basis according to the percentage of the standard workload assigned for the academic year.
- d. Part-time temporary FACULTY MEMBERS shall accrue one (1) day of sick leave per semester.
2. Sick leave shall be cumulative from year to year.
3. Sick leave with full pay to the total amount accumulated, but not to exceed the maximum allowed by law in a calendar year, may be granted to a FACULTY MEMBER for his/her personal illness or accident.
4. The provisions of this Article shall not preclude the granting of additional sick leave by administrative action in accordance with applicable law.

5. A FACULTY MEMBER shall be credited with paid sick leave while on sabbatical in accordance with the following schedule:
 - a. 7 1/2 days shall be credited for a sabbatical leave with half pay for a full academic year or a sabbatical leave with full pay for one semester.
 - b. 15 days shall be credited for a sabbatical leave with full pay for the entire academic year.

B. Usage

1. Sick leave to the maximum permitted by law (in any one (1) calendar year) shall be granted by management to a FACULTY MEMBER, and shall be charged to the FACULTY MEMBER for any absence related to the FACULTY MEMBER'S own personal illness or accident which occurs while the FACULTY MEMBER is in an active pay status. Sick leave usage shall be charged for each day of absence in a week during which the FACULTY MEMBER is in an active pay status on the basis of a five (5) day week, regardless of a FACULTY MEMBER'S work schedule in that week except for part-time FACULTY MEMBERS as identified in subsection 2 below. Sundays, holidays and vacation periods shall not be charged to sick leave.
2. A full-time FACULTY MEMBER who is absent for a partial day shall be charged one-half (1/2) day of sick leave. A part-time FACULTY MEMBER shall be charged one-half (1/2) day of sick leave for absences on days where he/she is scheduled to teach one (1) class and a full day of sick leave for absences when two (2) or more classes are scheduled to be taught.
3. No sick leave shall be used if the reason for the requested sick leave is an accidental injury which occurred while the FACULTY MEMBER was engaged in remunerative work unrelated to University duties.
4. A physician's statement may be required for absences of three (3) or more consecutive days because of illness, or in situations where, in the opinion of the FACULTY MEMBER'S appropriate Dean or other appropriate management personnel, sick leave is being abused
5. FACULTY MEMBERS may use accumulated sick leave while working on a summer school contract in accordance with the following policy:
 - a. A FACULTY MEMBER who becomes ill after beginning summer classes may use accumulated sick leave if he or she has not yet used more than the maximum number of days allowed by law in the current calendar year.
 - b. A FACULTY MEMBER who is contracted to teach summer school and cannot report for work in accordance with the terms of the contract because of illness shall be permitted to use accumulated sick leave for the duration of the contracted session; provided that the FACULTY MEMBER submits proof of illness or disability in the form of a physician's certificate which shall be

- submitted prior to the start of the summer session if possible, and which shall state a prognosis and expected date of return; and provided further that the University may require the FACULTY MEMBER to be examined by a physician of the University's choice. If the physician chosen by the University determines that the illness or disability will not prevent the FACULTY MEMBER from fulfilling his/her contract duties and responsibilities, no sick leave shall be granted.
- c. A regular FACULTY MEMBER who notifies the appropriate supervisor of a reasonable delay in reporting for the beginning of summer employment may be granted paid sick leave for the period of absence.
 - d. Temporary faculty appointed for summer school are not entitled to receive pay for periods of absence due to illness.
6. Sick leave of one (1) week or less for ACADEMIC FACULTY MEMBERS may, at the discretion of the President or his/her designee, require that classes be covered by colleagues of the FACULTY MEMBER. For a sick leave period of more than one (1) week, the affected classes shall be covered, at the discretion of the President or his/her designee, either by hiring a temporary FACULTY MEMBER or by assigning classes to another FACULTY MEMBER. In this latter situation, overload, in accordance with Article 25, OVERLOAD, shall be paid to the extent the assignment exceeds the maximum teaching load provided in this Agreement.
7. In accordance with Act 182, whenever a FACULTY MEMBER shall be absent from duty because of a death in the immediate family of said FACULTY MEMBER, there shall be no deduction in salary of said FACULTY MEMBER for an absence not in excess of three (3) days. Members of the immediate family shall be defined as father, mother, brother, sister, son, daughter, husband, wife, domestic partner, or parent-in-law. Also included shall be any near relative who resides in the same household or any person with whom the FACULTY MEMBER has made his/her home. In addition, a FACULTY MEMBER may use up to two (2) days of sick leave for this purpose. The actual days to be granted shall be such as will accommodate the reasonable needs of the FACULTY MEMBER involved, and it is expected that his/her classes or other responsibilities will be covered by his/her colleagues.
8. Where sickness in the immediate family requires the FACULTY MEMBER'S absence from work, FACULTY MEMBERS may use not more than five (5) days of sick leave entitlement in each calendar year for that purpose. Unless granted an exception by the President or his/her designee, immediate family is defined as the husband, wife, domestic partner, child, or parent, of the FACULTY MEMBER or child of the FACULTY MEMBER'S domestic partner. The STATE SYSTEM/UNIVERSITIES may require proof of such family sickness in accordance with Section B.4. of this Article.

C. Sick Leave Bank

1. A sick leave bank shall be established at each University. All FACULTY MEMBERS who have earned a minimum of 315 days of sick leave shall be required to contribute one (1) day of sick leave each year to a sick leave bank. Should the sick leave bank be depleted, FACULTY MEMBERS may contribute unused sick leave on a voluntary basis.
2. FACULTY MEMBERS who have exhausted all accumulated, paid leave and personal days may submit a request to local APSCUF to use days from the University sick leave bank up to the maximum allowed by law in one (1) calendar year.
3. The sick leave bank will be administered by local APSCUF.
4. Local APSCUF shall notify the University of any FACULTY MEMBER who has received approval to withdraw paid sick leave from the bank and the number of days approved. Local APSCUF shall provide the University with a report of all sick leave bank activity at the end of each academic year.

D. Reporting Sick Leave

1. Except for emergencies, all requests for sick leave which can be anticipated (hospitalizations, surgical procedures, etc.) shall be submitted in advance. The request shall be on a signed leave form which identifies the FACULTY MEMBER and the period of absence. The request shall be submitted to the appropriate Dean, or other appropriate management personnel, who shall indicate his/her approval or disapproval and return a signed copy of the request to the FACULTY MEMBER.
2. When a FACULTY MEMBER experiences an emergency illness, it is incumbent on the FACULTY MEMBER to notify the appropriate Dean or other appropriate management personnel in a timely fashion.
3. The University personnel office shall maintain the official leave record of FACULTY MEMBERS in accordance with the provisions of Article 13, PERSONNEL FILES, and shall make periodic adjustments as appropriate to insure credit/usage records.

Faculty members should review Article 18 of the APSCUF CBA for the regulations on additional Leaves of Absences including Sabbatical Leave, Military Leave, Civic Leave, Professional Leaves/Educational Leaves, Miscellaneous Leaves Without Pay, Parental Leave, Childrearing Leave, and Family Care Leave ([LINK TO APSCUF CBA](#))

Student Advisement

As noted earlier, all academic faculty members are expected to assist students through regular academic advisement. Good advisement takes into account the students' major areas of concentration as well as related areas which might benefit or complement the students' major

areas of concentration. Therefore, faculty members are encouraged to review all possible general education requirements and electives in order to suggest those most appropriate to the students' goals and majors. Faculty members are encouraged to meet their advisees frequently to ensure that all advisees meet the requirements for graduation successfully and in a timely fashion.

Under the Article 12, "PERFORMANCE REVIEW AND EVALUATION OF FACULTY", Section B.1. of the APSCUF CBA, faculty members are evaluated on three criteria; effective teaching and fulfillment of professional responsibilities, continuing scholarly growth, and service: contribution to the University and/or community (18). The quality of student advisement is one of the indicators of effective teaching and fulfillment of professional responsibilities (APSCUF CBA 18). The Cheyney University School of Education formally adopted a "School of Education Student Advisement Handbook," during the 2005 Fall Semester. This handbook is a useful advisement tool for all faculty members. The information regarding the advising process, role of faculty advisers, etc. is derived from the School of Education Student Advisement Handbook.

Overview of the Advising Process

The advising process is designed to help students to:

- Identify and achieve their academic goals.
- Develop their intellectual curiosity.
- Take advantage of their educational opportunities.
- Become self-directed learners.

Research shows that effective academic advising requires a partnership between the advisee and adviser. Among other things, an effective adviser helps advisees:

- Plan their academic programs.
- Select appropriate extracurricular activities.
- Identify internships and summer work experiences.
- Develop goals suitable to their interests and abilities.
- Attain their personal and professional goals (School of Education "Advising Handbook" 6).

The Function of the Faculty Adviser

A faculty adviser is a full-time faculty member who has been assigned to help students to successfully accomplish their academic goals and plan an academic program of study that leads to graduation. A faculty adviser monitors the academic progress of conditional students, students who are undecided about major and special needs students and assists students in developing a class schedule.

The function of a faculty adviser is to provide assistance and advice to students on selecting:

- Course offerings, a major and a program of study
- Career choices

- Class schedule
- Graduate school

The faculty adviser's role in the advising process is to:

- Become familiar with the University's requirements as stated in the catalog and schedule of classes.
- Assist students in meeting and planning their educational goals and course schedule.
- Notify advisees of classes that are required in their chosen program of study
- Help students in developing and using effective study techniques to enhance learning.
- Understand the major and core curricula and assist students in planning their core curricular activities.
- Understand the advising process.
- Create an advisement folder for each advisee.
- Hold appropriate office hours.

The Role of the Student Advisee in the Advising Process

The student advisee's role in the academic advising process is to:

- Set clear academic and career goals.
- Assume final responsibility for course scheduling, program and planning and the completion of graduation requirements.
- Become familiar with the specific requirements for the major.
- Meet the adviser at least three times a semester and as often as needed to discuss his or her progress.
- Consult with their adviser regarding their major course of study and career choices, course sequencing and selection of courses.
- Connect with their adviser early in their college career.
- Schedule a minimum of three conferences each semester.
- Stop in or call to make an appointment to see the adviser.

Students benefit from the advising process in that proper advising helps them to:

- Research course descriptions about classes...
- Understand the University's requirements and regulations.
- Choose or change majors effectively.
- Plan balanced course loads.
- Plan for graduation, career opportunities and graduate school.
- Be successful and graduate in a timely manner.
- Know when to add or drop a course.

The Role of the Department Chairperson in the Advising Process

The department chairperson's role in the advising process is to:

- Maintain a current list of advisees and advisers.
- Assign faculty advisers for each student in the department.
- Maintain an update of withdrawals.
- Maintain files on each advisee (School of Education "Advising Handbook" 6-8).

Advising Regarding Requirements

In advising students, advisers and advisees must be aware of the curriculum requirements, general education courses, college courses and major requirements.

- **Curriculum Requirements:** Students are required to complete general education courses, major core courses and graduation requirements outlined in the Cheyney University Catalog in effect at the time the student is admitted.
- **General Education Courses:** These courses include mathematics, English, science, fine arts, humanities, social studies and physical education and wellness. The knowledge and skills acquired in this broad base of academic study prepare students to enter society with the ability to question, think and act independently (See Chapter 6 for more information regarding general education courses).
- **Major Requirements:** The major requirements are determined by each department to ensure that the students acquire a sound understanding of their chosen discipline. Some majors have additional requirements necessary for certification or accreditation as prescribed by external agencies or accrediting groups (School of Education "Advising Handbook" 11).

Advising Categories for Students

Students are advised according to their status, i.e.: new students, returning students and transfer students.

Advising First-Year Students: First-year students are those students who have been officially admitted to Cheyney University and are registering for their first semester at the University.

- If a first-year student **has selected a major**, he/she will be assigned a faculty adviser by the respective department chairperson. The student should meet with their adviser to discuss program goals as soon as possible. The faculty adviser will assist the advisee in developing a class schedule. The advisee is ready to continue the registration process.
- If a first-year student **is undecided about a major**, he/she will be assigned an adviser through the Department of Guidance and Counseling who will assist in developing a class schedule.

Note: first-year students are encouraged to select a major during their second semester at the university.

Advising Returning Students: Returning students are those students who have completed at least one semester at Cheyney University.

- If a returning student **has selected a major**, he/she meets with their adviser to develop a class schedule. The student is now ready to continue the registration.
- If a returning student **is undecided about a major**, he/she should report to the Director of the First Year Experience Program or the Director of Advising and explore possible career options. The student is now ready to continue the registration process.
- If a returning student **wants to change his/her major**, they should report to his/her previously assigned adviser who evaluates the transcript and sends the student to the Chairperson of the department of the new academic program to be assigned to an adviser. The new adviser will assist the students in developing a class schedule. The student is ready to continue the registration process.

Advising Transfer Students: Transfer students are those students who have completed course work at an accredited institution with an overall academic average of “C” or better. Applicants must submit an official transcript from each institution previously attended. A transfer student who has fewer than 30 credits must submit an official high school transcript showing the date of graduation. Someone in the Academic Department for the student’s degree program advises these students with the assistance of the Department of Guidance and Counseling. In addition ***each transfer student must meet with the chairperson of the department of his/her academic degree program for a transcript evaluation prior to being assigned a faculty adviser.***

- If a transfer student **has selected a major**, he/she must meet with the department chairperson or the chairperson’s designee who evaluates a copy of his/her official transcript. Note: the Office of the Registrar is responsible for forwarding a copy of the official transcript to the chairperson. The chairperson will then assign the student a faculty adviser who will inform the student of the courses that are needed to develop a class schedule. The student is now ready to continue the registration process.
- If a transfer student **is undecided about his/her major**, he/she should meet with the Chairperson of Guidance and Counseling. The Guidance and Counseling Office is located on the second floor of the Duckrey Social Science Building. The office’s phone number is 610-399-2032. The Director of Guidance and Counseling will assist the student in selecting a major and may help with developing a class schedule. The student is now ready to continue the registration process (School of Education “Advising Handbook” 9-10).

Faculty's Advising Log

The faculty adviser is expected to maintain an advising log for each advisee. The purpose of the advising log is to maintain a record of the advisees that have been advised during each cycle (School of Education "Advising Handbook" 10).

Advisement Folders

The faculty adviser should maintain an "Advisement Folder" for each student advisee. The folder may contain the following items.

- The Four Year Course Sequence Sheet (available in the respective academic department office)
- Unofficial Transcript of the Student (available online from IQ Student)
- Declaration of Major Form (a copy is available in the respective academic department office, the original is stored in the Office of the Registrar)
- Class Schedule (available online from IQ Student)
- Transfer Evaluation Form (a copy is available in the respective academic department office, the original is stored in the Office of the Registrar)
- Change of Grade Request (a copy is available in the respective academic department office, the original is stored in the Office of the Registrar)
- Add/Drop Forms (copies are available in the respective academic department office, originals are stored in the Office of the Registrar)
- Requests for Independent Study (copies are available in the respective academic department office, originals are stored in the Office of the Registrar)
- Application for Graduation (one copy is available in the respective academic department , another copy is stored in the respective dean's office, the original is stored in the Office of the Registrar)
- Advisement Logs
- Miscellaneous Documents (School of Education "Advising Handbook" 8).

Advising Cycles

One of the essential roles of the faculty adviser is to properly assist students in the registration process. Advisees are expected to participate in three cycles of advisement. The advising process is implemented in the following cycles each semester.

Cycle One: Beginning of the Fall and Spring Semesters

Advisers and advisees should attempt to meet **by the end of the second week of classes** to:

- #1 Review the transcript and grades from the previous semester.
- #2 Create, revise, modify or leave unchanged the pre-registration schedule.
- #3 Discuss the advisees' goals, objectives and career plans.
- #4 Pre-register for the next semester or summer school.

In addition, the adviser should:

- #5 Encourage the student to visit the Office of Financial Aid, if applicable.
 - #6 Put a copy of the student's schedule in the folder.
 - #7 Encourage advisees to attend all classes and be on time.
 - #8 Notify advisees of classes that are required, and when the classes are offered.
- Other: _____.

Cycle Two: Middle of the Fall and Spring Semesters

Advisers and advisees should meet **a week after midterm grades are posted** to:

- #1 Review midterm grades.
- #2 Discuss the advisees' academic progress.
- #3 Assist advisees in finding tutors or other help as needed, if applicable.
- #4 Check on the advisees' attendance.
- #5 Encourage advisees to attend all classes and be on time.

Cycle Three: End of the Fall and Spring Semesters

Advisers and advisees should meet **two weeks before the final examinations** to:

- #1 Determine if the advisee has pre-registered for the next semester and make corrections as needed.
- #2 Check on the advisees progress.
- #3 Determine any concerns that the advisee has regarding the final requirements for the class and the final examination (School of Education "Advising Handbook" 8-9).

Faculty members should meet with their respective advisees at least one time during each semester. Faculty members also should encourage their advisees to use their assigned Cheyney University email addresses to facilitate communication.

Advising Regarding the Registration Process

Students are expected to register on the **Registration Dates** designated in the University's Academic Calendar. Each academic year the Office of the Registrar (x2225, Wade Wilson Administration Building, registrar@cheyney.edu) is responsible for creating, advertising, and implementing the semester registration policy. The Office of the Registrar posts registration information on the university's web site and television station, and distributes fliers to students and faculty. Returning students must complete five or six steps to register for the next semester (see Table 3.3).

Table 3.3 Registration Steps (derived from the Office of Registrar's Registration Tips)

STEP I

Student should apply for Financial Aid (x2302, Burleigh Hall, financialaid@cheyney.edu).
Note: Aid is awarded on a first come first serve basis.

STEP II

Students should meet with their academic advisor for advisement and to receive authorization to input courses for the semester via IQ-Web. Advisors are assigned by the Department Chairperson of a student's selected major.

STEP III

Students should roster for the upcoming semester. Students should check the University's online registration system, IQ-Web, to ensure their passwords function properly. Students who need assistance in obtaining access or wish to register for classes, with an approved schedule, may attend one of the IQ-Web workshops. Note: students must be rostered for classes in order to be cleared.

STEP IV

Students must clear all stops on their accounts. The business office will not process students for clearance if they have stops on their accounts. Students should contact the Bursar's Office (x2230, Burleigh Hall, bursar@cheyney.edu) if they need assistance. Additionally; students may be required to visit the Health Center to update their records (x2260, McKnight-Rogers Building, healthcenter@cheyney.edu).

STEP V

If a student has sufficient aid, he/she may clear his/her account by emailing a clearance request to the Bursar's Office, bursar@cheyney.edu, during the designated time period. The clearance request must include the student's name, student identification number, residence status (commuter or residence hall) and meal plan, if applicable. All residence students who do not identify a meal plan will be given and charged for a 19 meal plan. Students also may request book vouchers if they have credit on their accounts. **Note:** Only the business office can clear students. Secondly, the University will drop the rostered classes of all students who have not cleared by at beginning of the semester.

STEP VI

Residence Hall students must be cleared prior to moving into the Residence Halls (x2243, Burleigh Hall, residencelife@cheyney.edu). Only cleared students may move into their assigned Residence Hall at designated times. Public Safety (x2405, McKnight-Rodgers Building, police@cheyney.edu) will also be open for identification card updates prior to the beginning of the semester.

NOTE: A late fee of \$100.00 will be charged for students not registered and cleared by the first day of the semester. (Cheyney University web site)

Advising Regarding Graduation and Graduation Audit

At the beginning of each semester, the Registrar sends a list of students by majors who have 90 credit hours and a copy of the student's transcript to the Department Chairs. Although the senior audit officially begins when a student has earned 90 credit hours, Cheyney University students are required to review their transcript with their adviser. Unless a student changes majors or advisers, both the student and faculty adviser should have about three years to become familiar with the requirements for graduations. The senior audit, which is reviewed at 90 credit hours, requires the registrar to review the student's transcript to determine the credit hours that can be applied towards graduation in the specified major (School of Education "Advising Handbook" 14).

The successful completion of a graduation audit requires the following process.

- When it is determined that students are ready to graduate, they meet with their faculty adviser to undergo a degree audit.
- Faculty adviser submits a signed copy of An Anticipation of Graduation Form to the Department Chair along with a copy of the student's unofficial transcript and a Course Sequence Sheet.
- The Course Sequence Sheet contains a list of courses, with the grades and credit hours that the advisee has completed.
- The Department Chair reviews the Anticipation of Graduation Form, signs it and submits it to the appropriate Dean and the Office of the Registrar.
- The Registrar either signs the Anticipation of Graduation Form with or without consultation with the Department Chair or sends the modified or unmodified form to the Office of the appropriate Dean.
- The Dean either signs the Anticipation of Graduation Form or returns the form to the Department Chair for modification.
- The Department Chair and the faculty adviser inform the students of the status of the audit.
- The student and the faculty adviser meet to discuss the Anticipation of Graduation Form requirements and the student signs the form (School of Education "Advising Handbook" 14-15).

Advisers and chairpersons must complete the Anticipation of Graduation Forms two semesters before a student expects to graduate. For example, the Anticipation of Graduation Forms for May graduates are due in September of the previous year. Consequently, the prospective graduate, faculty adviser, department chairperson, dean and staff members in the Office of the Registrar have an opportunity to conduct a degree audit and make modifications prior to the student's final semester. **Note:** The deadlines for submitting Anticipation of Graduation Forms to the Office of the Registrar are posted on the university's academic calendar.

Faculty VITA Template and Faculty Data Profile Sheet

Faculty members are requested to submit an updated vita at the beginning of each academic year. This information is necessary for the university to meet its accreditation requirements. During the fall 2004 Semester, Cheyney University adopted a uniform vita format consistent with Middle States, Pennsylvania Department of Education and NCATE standards and requirements. The elements of the template are as follows:

Table 3.5. Cheyney University Faculty Data Profile Sheet and Vita Template

Faculty Member's Name
Highest Degree Earned
Rank, Department
Appointment Date

(**Note.** Please double space at the end of each section and use 12 pt Times New Roman as font. Please bold and underline all headings.)

1. Academic Degrees

2. Professional Experience

Dates (to and from) Position(s) held

3. Faculty and Administrative Load

(**Note.** Begin with Summer 2005 – if applicable)

Course number Course name Semester credit hours

4. Current Professional and Academic Association Memberships

5. Current Professional Assignments and Activities

6. Publications (*Use APA style for citations*)

7. Papers Presented (Title, Conference/Meeting, location and date)

8. Research (Heading: numbered, highlighted and underlined)

Other Pertinent Information

Submission of Reports

During the course of each academic year, faculty members often are asked to submit additional reports as part of their reasonable duties or performance of other tasks characteristic of the academic profession. Timely submission of these reports is essential to meet the needs of students and the University. Routine reports include progress reports for Keystone Honors Students and athletes designed to monitor students' academic standing. Every year, faculty members also are required to submit the Snyder Reports, mandated by the Commonwealth of Pennsylvania. These reports are utilized by the General Assembly when determining PASSHE appropriations.

Key Dates in Academic Calendar

All Universities in the Pennsylvania State System of Higher Education follow the same academic calendar in terms of the following events:

- Start of classes in the fall semester
- End of classes and/or final exams in the fall semester
- Start of classes in the spring semester
- Beginning of spring break
- End of spring break
- End of classes and/or final exams in the spring semester. (PA State System Board of Governors, Policy 2002-04 is still in effect.)

Cheyney University's academic calendar is posted on the University's web site. The calendar indicates significant dates, such as the last day for students to clear financially and to Add/Drop/Enter courses each semester, midterm examination periods, faculty evaluation periods, and final examination periods).

Faculty members are required to attend the Fall and Spring Semester opening conferences (typically the first day of the semester) and are strongly encouraged to attend the following traditional events.

- Founder's Day (typically the second Friday in November)
- Honors and Award Convocation (typically the first week of April)
- Commencement (typically the second Sunday of May)

Professional Development

Professional development is provided through a series of ongoing workshops and training sessions coordinated/conducted by the Center for the Advancement of Teaching, Learning, and Assessment (CATLA), and the University's Office of Training. Faculty members are encouraged

to inquire about these opportunities as soon as they begin their employment with Cheyney University so that they can take advantage of as many opportunities as possible to grow and learn.

Additionally, in order to facilitate the continued growth and development of faculty, the institution frequently provides travel support for faculty who wish to participate in professional conferences or external workshops. For more information on professional development funds, faculty members are encouraged to see their department chairperson for advice and the appropriate forms.

Chapter 4. Evaluation, Renewal and Non-Renewal of Faculty Members

Introduction:

For new faculty members, evaluation is something you will be dealing with each semester until successful achievement of tenure at the end of your fifth year of successful teaching, development and service. However, faculty members are encouraged to view evaluation as a positive opportunity to become better teachers, colleagues and institutional members of the extended “Cheyney University family.” In general, faculty members are evaluated by students, peers, Chairpersons and administration and all of these evaluation efforts are engaged in to promote *both faculty and student success*.

To best prepare for evaluation, faculty members are encouraged to consider this process as an ongoing part of daily business and to plan accordingly. Planning well ensures the best possible outcomes for everyone involved; this begins with detailed classroom syllabi, advanced consideration of two peers evaluations per semester and one chairperson evaluation per annum, as well as student evaluations in each course undertaken (generally) week ten. Students respond well to teachers who provide them with regularly returned, graded feedback, with classes in which they feel central, and with ample opportunity for access and improvement. Peers respond well to student-centered class activities clearly indicative of course goals and positive student learning outcomes. Administration responds well to faculty members who conduct daily business in a professional and timely manner that respects institutional policies and deadlines. Planning well ensures the best possible outcome from all evaluative sources.

Evaluation Process for Faculty Members

The evaluation process for faculty members is articulated in Article 12, “PERFORMANCE REVIEW AND EVALUATION OF FACULTY,” of the *Agreement Between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education (State System)(APSCUF CBA*. New faculty members are encouraged to discuss these evaluation procedures with their respective department chairperson, the department’s evaluation committee chairperson and/or the President of the Cheyney University APSCUF Chapter.

Article 12 PERFORMANCE REVIEW AND EVALUATION OF FACULTY (*emphasis added*)

- A. The process of FACULTY evaluation is perceived broadly as a means for extending opportunities for continuous professional development. The processes are intended to be supportive of a FACULTY MEMBER'S desire for continuing professional growth and academic excellence. With this orientation, FACULTY evaluation will be a contributor to the ongoing improvements of the academic programs of the UNIVERSITIES.

C. Categories for Performance Review and Evaluation

The following categories shall serve as the uniform system-wide basis for the evaluation of FACULTY MEMBERS at each University. The categories listed below shall be applied in the performance review and evaluation of temporary faculty, regular part-time faculty, probationary non-tenured faculty, tenured faculty and all applicants for promotion. Under each category are listed some examples of data upon which judgments can be made of the FACULTY MEMBER'S performance relative to a given category. When evaluating the data, the appropriate evaluator (s) shall give greater weight to the quality of the performance reflected in the data, than to the quantity of the data.

1. Effective teaching and fulfillment of professional responsibilities.

- a. This will be indicated, when applicable, by such items as: student evaluations, peer evaluations, classroom visitations, quality of syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and any other data deemed appropriate and agreed to by the FACULTY and Administration at local meet and discuss.
- b. Evaluation of teaching effectiveness and fulfillment of professional responsibilities will not be based on a single datum. A combination of all appropriate data will be used to give sufficient evidence for an overall judgment of teaching effectiveness and fulfillment of professional responsibilities.
- c. For all FACULTY MEMBERS whose basic responsibilities lie outside the classroom, the duties and responsibilities of the position shall be the category instead of effective teaching.
- d. For FACULTY MEMBERS with mixed work assignments, effective teaching and the duties and responsibilities of the position shall be evaluated under the terms of this Article.

3. Continuing scholarly growth.

This will be indicated, when applicable, by such items as: development of experimental programs (including distance education), papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organizations; grant acquisitions; editorships of professional journals; participation in juried shows; program-related projects; quality of musical or theatrical performances; participation in one-person or invitational shows; consultantships; research projects and publication record; additional graduate work; contribution to the scholarly growth of one's peers; and any other data agreed to by the FACULTY and Administration at local meet and discuss.

4. Service: contribution to the University and/or community.

This will be indicated, when applicable, by such items as: quality of participation in program, department, college, and University committees; APSCUF activity contributing to the governance of the University; development of new course (s) or program(s); training or assisting other FACULTY MEMBERS in the use of distance education technology; participation in University-wide colloquia; voluntary membership in professionally oriented, community based organizations reasonably related to the FACULTY MEMBER'S discipline; lectures and consultations; consulting with local and area agencies and organizations; and any other data agreed to by the FACULTY and Administration at local meet and discuss.

D. General Evaluation Procedures for Regular FACULTY MEMBERS

The following evaluation procedure shall apply to all regular FACULTY MEMBERS at each University.

- 1.a. Each department shall select a committee to assist in the evaluation function.** The department evaluation committee shall consist of at least three (3) members, and shall exclude the department chairperson. The manner of selection shall be determined by the FACULTY MEMBERS in each department. If necessary, as desirable, as determined by the department or President, individuals from the same or within related disciplines, mutually acceptable to the FACULTY MEMBER, department and University, who are from outside the

department or the UNIVERSITIES may be used in any or all parts of the evaluation process. Where a mutually acceptable individual cannot be agreed upon, the President shall provide the FACULTY MEMBER and the department with a list containing the names of at least three (3) individuals who have the qualifications for the position held by the FACULTY MEMBER being evaluated. The FACULTY MEMBER shall have three (3) working days in which to select one individual from this list. If the FACULTY MEMBER fails to make a selection within the three (3) day period, the President, in consultation with the department chairperson and the department, shall designate one individual from this list to serve on the department evaluation committee. No FACULTY MEMBER shall serve on his/her own evaluation committee or as a member of the department evaluation committee for a member of his/her immediate family (spouse, child, step-child, parent, stepparent, parent-in-law, brother, sister, brother-in-law, or sister-in-law) or a person residing in the same household as the FACULTY MEMBER. Each department shall determine the rules and procedures under which the department evaluation committee will operate. Such rules and procedures shall be announced by the department prior to the commencement of the performance review and evaluation process.

- b. **The department evaluation committee shall utilize the following materials** in preparation of its written evaluation and recommendation:
 - (1) **Student evaluations in all classes during the fall of the year of evaluation for tenured FACULTY, and twice each academic year in all classes for probationary non-tenured FACULTY.** An instrument for student evaluation of FACULTY shall be developed by local APSCUF, the University management, and the appropriate student government body as designated by the President, and approved by local APSCUF and the University management at local meet and discuss. If, in any year, no approved procedure and/or instrument exists, the department chairperson shall administer a student evaluation. Reproduction and tabulation of the University-wide student evaluation instrument will be the responsibility of the University management.
 - (2) **Peer evaluations by the department evaluation committee and the department chairperson, including evaluations of classroom visitation.** There shall be at least two (2) such classroom visitations each semester by the department evaluation committee, and one (1) such classroom visitation each year by the department chairperson for all non-tenured FACULTY. For all tenured FACULTY in the year of evaluation, there shall be one (1) such classroom visitation each semester by the department evaluation committee and one (1) such classroom visitation during the year by the department chairperson. Prior to putting a classroom visitation evaluation in writing, there shall be a discussion of the observations with the FACULTY MEMBER. These evaluations shall not displace nor diminish the importance of other evidence of the degree to which the FACULTY MEMBER'S responsibilities have been met during the evaluation period. The department evaluation committee shall designate the manner in which peer evaluations will take place.
 - (3) **An updated copy of the FACULTY MEMBER'S vita.**
 - (4) **Any other pertinent data the FACULTY MEMBER wishes to submit** (copies of articles published, letters from references, copies of grant applications, etc.)
 - (5) The evaluation process for FACULTY MEMBERS with work assignments outside of their department shall be conducted by the FACULTY in the unit

where the work is performed and forwarded to the FACULTY MEMBER'S department for inclusion in his/her total evaluation.

- (6) **Other data which the department evaluation committee may deem pertinent.**
- c.
- (1) **The department evaluation committee shall provide the FACULTY MEMBER with a reasonable opportunity to discuss its evaluation after which the committee shall submit its detailed written evaluation and recommendation along with the above mentioned supportive materials to the appropriate Academic Dean with a copy to the FACULTY MEMBER and the department chairperson. The FACULTY MEMBER may, if he/she disagrees with the committee's evaluation, send to the Dean a written response to the department evaluation committee's evaluation.**
 - (2) **The department chairperson shall provide the FACULTY MEMBER with a reasonable opportunity to discuss his/her evaluation after which the chairperson shall independently send a written evaluation with recommendations to the appropriate Academic Dean. The chairperson's evaluation shall be based on his/her knowledge and personal observation of the FACULTY MEMBER'S performance, the results of the department evaluation committee's evaluation and recommendations and the materials submitted by the FACULTY MEMBER. The chairperson shall provide copies of his/her evaluation and recommendations to the FACULTY MEMBER and the department evaluation committee.** No department chairperson shall provide a chairperson evaluation of himself/herself, or an evaluation of a member of his/her immediate family or a person residing in his/her household. Immediate family shall be defined as spouse, child, step-child, parent, step-parent, parent-in-law, brother, sister, brother-in-law, or sister-in-law. The department shall select another FACULTY MEMBER in the department acceptable to the department and management to substitute for the department chairperson.
 - (3) **The Dean shall provide a written performance review in accordance with this Article. The FACULTY MEMBER shall be provided with an opportunity by the Dean to discuss the performance review** and such discussion shall be specific and detailed and clearly set forth those areas of performance, if any, which require improvement. A copy of the draft performance review by the Dean shall be provided to the FACULTY MEMBER prior to discussion with the Dean. This review shall be based on the data supplied by the department evaluation committee, department chairperson and any other relevant and substantiated data gathered by the Dean. The Dean shall provide a copy of his/her performance review to the FACULTY MEMBER, the department chairperson, and the department evaluation committee. For FACULTY MEMBERS whose basic responsibilities lie outside the classroom, the appropriate management supervisor shall fulfill all responsibilities of the Dean listed in this Article. No Dean/management supervisor shall evaluate a member of his/her immediate family (spouse, child, step-child, parent, step-parent, parent-in-law, brother, sister, brother-in-law, or sister-in-law), or a person residing in his/her household. The President or his/her designee shall select another Dean/management supervisor as a substitute to provide the performance review.
2. The failure of a department, the department chairperson, or the

department evaluation committee to carry out their duties and responsibilities shall not bar the President, the appropriate Academic Dean or other University management personnel from conducting, in good faith, the performance evaluation reviews nor from taking action to renew or non-renew a probationary non-tenured FACULTY MEMBER.

3. All evaluation reviews conducted by the President, appropriate Academic Dean, or other University management personnel shall be subject to the provisions of Article 5, GRIEVANCE PROCEDURE AND ARBITRATION, but only to the extent that the evaluation review was conducted in an arbitrary or capricious fashion. Action or inaction by the department, department chairperson or department evaluation committee with regard to the provisions of this Article shall not be subject to the provisions of Article 5, GRIEVANCE PROCEDURE AND ARBITRATION.
- D. Evaluation of FACULTY MEMBERS Whose Basic Areas of Responsibility Lie Outside the Classroom
1. The evaluation procedures for such FACULTY MEMBERS will be the same as that outlined in Section C. of this Article. The written performance review will be provided to such FACULTY MEMBERS by the appropriate management supervisor.
 2. Categories for the evaluation of such FACULTY MEMBERS shall be the same as for teaching FACULTY as set forth in Section B. of this Article, except that performance of duties as described in the official position description will be used in lieu of effective teaching. If such FACULTY MEMBERS also teach courses, the category for effective teaching shall also be evaluated.
- E. Evaluation of FACULTY MEMBERS with Mixed Workloads
The evaluation of such FACULTY MEMBERS shall include evaluations of both teaching duties and those responsibilities, which lie outside of the classroom, pursuant to the categories and procedures identified in this Article.
- F. **Evaluation of Probationary Non-Tenured FACULTY MEMBERS**
1. **A newly appointed tenure track FACULTY MEMBER will have probationary status for a period of five (5) years.** Probationary FACULTY shall be made aware, by management in writing, at the time of their employment of the rules, regulations, procedures and objectives they are required to meet as FACULTY MEMBERS of the University. A copy of each letter of appointment shall be sent to the local APSCUF President.
 2. **Performance review evaluations for probationers in the first, second, third, and fourth year of employment shall contain a recommendation concerning renewal or non-renewal and shall specify any improvements which may be necessary.**

Article 12 PERFORMANCE REVIEW AND EVALUATION OF FACULTY (continued)

3. **Fall Hires:**
 - a. **The department evaluation committee** shall forward its report and written recommendations as described in Section C.1.c.(1) of this Article by the following dates:
 - (1) first year probationary non-tenured FACULTY by **January 30.**
 - (2) second, third, fourth, and fifth year probationary non-tenured FACULTY by **November 1.**

- b. **The department chairperson** shall forward his/her report and written recommendations as described in Section C.1.c.(2) of this Article by the following dates:
 - (1) first year probationary non-tenured FACULTY by **February 7.**
 - (2) second, third, fourth, and fifth year probationary non-tenured FACULTY by **November 8.**
 - c. **The Dean or appropriate manager** will provide the FACULTY MEMBER with his/her report and written recommendations by the following dates:
 - (1) first year probationary non-tenured FACULTY by **February 28.**
 - (2) second, third, fourth, and fifth year probationary non-tenured FACULTY by **December 15.**
4. **Spring Hires:**
- a. **The department evaluation committee** shall forward its report and written recommendations as described in Section C.1.c.(1) of this Article by the following dates:
 - (1) first year probationary non-tenured FACULTY by **September 23.**
 - (2) second, third, and fourth year probationary non-tenured FACULTY by **November 1.**
 - (3) fifth year probationary non-tenured FACULTY by **April 1.**
 - b. **The department chairperson** shall forward his/her report and written recommendations as described in Section C.1.c.(2) of this Article by the following dates:
 - (1) first year probationary non-tenured FACULTY by **September 30.**
 - (2) second, third, and fourth year probationary non-tenured FACULTY by **November 8.**
 - (3) fifth year probationary non-tenured FACULTY by **April 8.**
 - c. **The Dean or appropriate manager** will provide the FACULTY MEMBER with his/her report and written recommendations by the following dates:
 - (1) first year probationary non-tenured FACULTY by **October 30.**
 - (2) second, third, and fourth year probationary non-tenured FACULTY by **November 30.**
 - (4) fifth year probationary non-tenured FACULTY by **April 15.**
5. No evaluations will be required after a probationer is sent a notice of non-renewal by the President.
6. Procedures relating to retention of a probationary non-tenured FACULTY MEMBER will be in accordance with the provisions of Article 14, RENEWALS AND NON-RENEWALS.

Article 12 PERFORMANCE REVIEW AND EVALUATION OF FACULTY (continued)

G. Evaluation of Tenured FACULTY MEMBERS

- 1. **Each tenured FACULTY MEMBER shall receive a performance review evaluation from his/her Dean or appropriate manager as provided in Section C. of this Article no later than May 15 of his/her fifth year of appointment as a tenured FACULTY MEMBER and again no later than May 15 of every fifth year thereafter. Department evaluation committee** reports shall be forwarded as described in Section C.1.c.(1) of this Article by April 1. Department chairperson's reports shall be forwarded as described in Section C.1.c.(2) of this Article by April 8.

2. In the event that a tenured FACULTY MEMBER is on leave during any part of his/her evaluation year, he/she will be evaluated the first year following the leave.
3. Interim evaluations may be conducted, if judged necessary by the department or if required by the appropriate Academic Dean. These performance reviews must be provided in writing to the tenured FACULTY MEMBER.

H. Evaluation Procedures for Temporary FACULTY MEMBERS

1. **Evaluations for temporary FACULTY MEMBERS appointed for a full academic year and temporary FACULTY MEMBERS appointed for spring semester only shall be conducted using the procedures for regular FACULTY MEMBERS described in Section C. of this Article and the schedule for evaluation of tenured FACULTY MEMBERS described in Section G.1. of this Article.**
2. **The evaluations for temporary FACULTY MEMBERS appointed for fall semester only shall be conducted in the fall using the procedures for regular FACULTY MEMBERS described in Section C. of this Article and according to the following schedule:**
 - a. **department evaluation committee reports by November 1.**
 - b. **department chairperson reports by November 8.**
 - c. **performance review by Dean or appropriate manager by November 30.**
3. **Only one (1) classroom observation from either the department chairperson or a member of the department evaluation committee shall be required for all part-time temporary faculty and full-time temporary faculty appointed for one (1) academic semester.**

Renewals And Non-Renewals

The procedures for renewal and non-renewals of faculty members are articulated in Article 14 of the APSCUF CBA.

Article 14 RENEWALS AND NON-RENEWALS

A. Procedure

1. Probationary non-tenured FACULTY appointments are for one (1) year at a time and are subject to renewal or non-renewal. The total period of unbroken full-time service in a probationary non-tenured FACULTY position at the same University prior to applying for tenure will be four and one-half (4 1/2) years, except as provided in Article 15, TENURE, Section B.
2. In the case of each probationary non-tenured FACULTY MEMBER, a determination must be made each year whether to renew the appointment of the probationer or non-renew the probationary non-tenured FACULTY MEMBER'S appointment. A probationary non-tenured FACULTY MEMBER in his/her fifth year of probationary employment may apply for tenure by December 31 (May 1 for FACULTY MEMBERS with January anniversary dates). Failure to apply for tenure shall result in the sixth year being the terminal year of employment.
3. The evaluation procedures for probationary non-tenured FACULTY MEMBERS are delineated in Article 12, PERFORMANCE REVIEW AND EVALUATION OF FACULTY.

4. Notice of Renewal and Non-Renewal
 - a. Probationers appointed at the start of the academic year
 - (1) Probationers in their first year: No later than April 1, first year probationers will be notified, in writing, by the President of renewal or non-renewal. The non-renewal will be effective at the end of that academic year. Reasons for non-renewal shall be supplied to the FACULTY MEMBER, in writing, if requested.
 - (2) Probationers in their second through fourth year: Notice of renewal or non-renewal of second, third, and fourth year probationers will be sent by the President no later than January 30 of the second, third, or fourth year of probationary employment. Non-renewals will be effective at the end of the academic year in which the nonrenewal notice is sent. Reasons for non-renewal shall be supplied to the FACULTY MEMBER, in writing, if requested.
 - (2) Probationers in their fifth year: Notice of renewal or non-renewal of fifth year probationers will be in accordance with the provisions of Article 15, TENURE.
 - b. Probationers appointed at mid-year (January)
 - (1) For probationers in their first year of probationary employment, notice of renewal or non-renewal for mid-year appointees shall be sent by the President no later than November 15 of their first year of probationary employment, and such non-renewal shall be effective at the end of that semester.
 - (2) For probationers in their second, third, and fourth year of probationary employment, notice of renewal or non-renewal for mid-year appointees shall be sent by the President no later than December 15 of the second, third, or fourth year of probationary employment. Such a nonrenewal notice shall be effective at the end of the spring semester of the third, fourth or fifth year of probationary employment.
 - (3) Notice of renewal or non-renewal of fifth year mid-year appointees shall be in accordance with the provisions of Article 15, TENURE.
5. An individual probationary non-tenured FACULTY MEMBER in the first and second year of probationary employment shall have the right to grieve, in accordance with Article 5, GRIEVANCE PROCEDURE AND ARBITRATION, non-renewal only as to himself/herself and then only with respect to failure to observe the time limits set forth in Section A.4. of this Article. Action or inaction by FACULTY MEMBERS of the bargaining unit relating to renewals and non-renewals shall not be grievable and shall not bar the President from taking actions which he/she deems to be either appropriate or required.
6. Should the University President decide not to renew a probationary non-tenured FACULTY MEMBER in the third or fourth year of probationary employment, who has been recommended by the department chairperson and the department evaluation committee, the FACULTY MEMBER shall have the right to grieve the non-renewal in accordance with Article 5, GRIEVANCE PROCEDURE AND ARBITRATION, of this Agreement.
7. Should either a department chairperson or the department evaluation committee not recommend renewal for a probationary non-tenured FACULTY MEMBER in the third or fourth year of probationary employment, the non-renewal shall be sent to the University-wide tenure committee by the President for its recommendation. If, and only if, two (2) of the three (3) recommendations (department evaluation committee, department chairperson, University-wide tenure committee) favor renewal and the President fails to renew, the FACULTY MEMBER shall have the right to grieve the non-renewal in accordance with Article 5, GRIEVANCE PROCEDURE AND ARBITRATION, of this Agreement.
8. An individual probationary non-tenured FACULTY MEMBER in the third or fourth year of probationary appointment who does not secure at least two (2) positive

recommendations shall have the right to grieve in accordance with Article 5, GRIEVANCE PROCEDURE AND ARBITRATION, of this Agreement only with respect to failure to observe the time limits set in Section A.4. of this Article. Action or inaction by

FACULTY MEMBERS of the bargaining unit relating to renewals and non-renewals shall not be grievable and shall not bar the President from taking actions which he/she deems to be either appropriate or required.

9. The burden of proof in grievances and arbitrations filed under Sections A.6., A.7., and A.8. of this Article shall be upon the FACULTY MEMBER to show why he/she should be renewed.

B. Resignation

Any FACULTY MEMBER who does not intend to return for the following academic year shall so notify the President at the earliest possible time, but not later than March 31 of the then current year. The STATE SYSTEM/UNIVERSITIES shall have no obligation to provide letters of reference to any FACULTY MEMBER who fails to comply with the provisions of this Section.

Chapter 5. Tenure and Promotion of Faculty Members

Introduction:

There are no areas more crucial to a faculty member's institutional success than tenure and promotion; these two items delineate the outcome of faculty careers and are seen by all involved as landmark achievements. Therefore, once again, this handbook stresses the importance of *planning*. Because tenure and promotion expectations are fairly clear as articulated in the Collective Bargaining Agreement, these areas should not seem, as they are at some non-union institutions, areas of mystery. The CBA provides strong indicators under which faculty members will be scrutinized and recently, these guidelines have been supplemented with new rubrics or "worksheets" for tenure and promotion that faculty members can peruse in order to plan well to ensure the best possible tenure and promotion request outcomes. As indicated in the CBA, evidence of successful teaching, scholarship/development and service are vital to obtaining tenure and promotion. Keeping articles that provide such evidence is primarily the responsibility of individual faculty members; therefore, faculty members are strongly encouraged to begin files of "success" in which they place items that support their work. These files will lead to the easy creation of tenure and promotion portfolios or notebooks that can be organized and numbered under the guidelines and expectations of both departmental and university-wide committees.

Tenure Policy and Procedures

Cheyney University's Tenure policy is grounded in Article 15, "TENURE," of the *Agreement Between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education (State System)*(APSCUF CBA. New faculty members are encouraged to discuss these tenure procedures with their respective department chairperson, the department's tenure committee chairperson and/or the President of the Cheyney University APSCUF Chapter.

Article 15, "TENURE," of the APSCUF CBA (*emphasis added*)

- A. Definition - Tenure shall mean the right of a FACULTY MEMBER to hold his/her position and not to be removed there from except for just cause as hereinafter set forth in this Article or except as provided elsewhere in this Agreement.
- B. **There shall be a probationary period of five (5) full academic years at the University (from the most recent date of appointment) for each FACULTY MEMBER.** During the probationary period, the FACULTY MEMBER shall be observed and evaluated in accordance with the provisions of Article 12, PERFORMANCE REVIEW AND EVALUATION OF FACULTY. Only full-time employment at the University in a non-temporary position shall be counted in computing the probationary period, except that time spent in a temporary or regular part-time, temporary full-time or regular full-time position at any UNIVERSITY may, on the recommendation of the department and the approval of the President, be counted toward the required probationary period. Any semester a probationary FACULTY MEMBER is on full leave from the University, with or without pay, will not be counted toward the required probationary period. No FACULTY MEMBER will be granted tenure unless he/she has met the minimum qualifications for the rank of assistant professor as set forth in applicable laws.

- C. 1. Each University President shall, by October 1 (February 1 for FACULTY MEMBERS with January anniversary dates), send a notice to all fifth year probationers with copies to the appropriate department chairperson, notifying the fifth year probationer that he/she has until December 31 (May 1 for FACULTY MEMBERS with January anniversary dates) of that year to apply for tenure. By December 31 (May 1 for FACULTY MEMBERS with January anniversary dates) of the fifth year of the probationary period, a FACULTY MEMBER may apply for tenure. The request for tenure shall be submitted to the President, with a copy to the appropriate department. This request shall include a statement of the reasons why the FACULTY MEMBER believes he/she should be granted tenure. By May 31 (December 31 for FACULTY MEMBERS with January anniversary dates) of the fifth year of probationary employment, the President shall either grant tenure to the probationer or the probationer's sixth year of employment shall be a terminal year of employment.
2. If a fifth year probationary FACULTY MEMBER fails to apply for tenure, that probationer's sixth year of employment shall be a terminal year.
- D. All present FACULTY MEMBERS who hold tenure as the result of procedures established at their respective UNIVERSITIES shall continue in that status.
- E. The procedure for granting tenure shall be:
1. A department committee, which shall include tenured FACULTY MEMBERS, if available, shall recommend to the University-wide tenure committee, elected by and from the FACULTY, the names of those eligible fifth-year probationary non-tenured FACULTY MEMBERS of the department who have applied for tenure and whom they consider to be qualified for tenure; provided, however, that the department chairperson shall make an independent recommendation to the University-wide tenure committee regarding those other than himself/herself who have applied for tenure. No FACULTY MEMBER shall serve on a departmental or University-wide tenure committee when he/she, or a member of his/her immediate family, or a person residing in his/her household is an applicant for tenure. No department chairperson shall make a recommendation regarding tenure for himself/herself, or a member of his/her immediate family, or a person residing in his/her household. Immediate family shall be defined as spouse, child, step-child, parent, stepparent, parent-in-law, brother, sister, brother-in-law, or sister-in-law. A department chairperson shall not be permitted to participate in the review of any applicants, if he/she is an applicant, or if any applicant is a member of his/her immediate family or a person residing in his/her household. The department shall select another FACULTY MEMBER in the department acceptable to the department and management to substitute for the department chairperson.
 2. The recommendation of the department committee and of the department chairperson shall be completed no later than February 15 (October 1 for FACULTY MEMBERS with January anniversary dates), and by that date, the department chairperson shall submit the full list provided by the department committee together with his/her recommendation, in writing, with respect to each applicant, to the University-wide tenure committee, and a copy of the full list shall be forwarded to the President. If the department committee or department chairperson fails to submit a recommendation to the University-wide tenure committee by the appropriate date, the applicant may submit the application and the supporting material directly to the University-wide tenure committee.
 3. The University-wide tenure committee, which shall consist of tenured FACULTY MEMBERS, shall review all tenure applications and recommendations received pursuant to this Article and shall, by April 1 (November 1 for FACULTY MEMBERS with January anniversary dates), submit its recommendations (positive and negative), together with the data upon which those recommendations are based, to the President or his/her designee. Each

applicant for tenure shall have the right to request and make an appearance before the University-wide tenure committee to speak on his/her own behalf, before the committee submits its recommendations to the President or his/her designee.

4. The President shall grant tenure effective as of the beginning of the next academic term to those FACULTY MEMBERS whom he/she approves and such decisions shall not be subject to the provisions of Article 5, GRIEVANCE PROCEDURE AND ARBITRATION. However, if at least two (2) of the three (3) recommendations (department committee, University-wide committee, department chairperson) are positive with respect to the granting of tenure and the President denies tenure, the FACULTY MEMBER shall have the right to grieve the denial of tenure in accordance with the terms of Article 5, GRIEVANCE PROCEDURE AND ARBITRATION.
5. The President shall notify in writing each eligible FACULTY MEMBER, who applied for tenure in accordance with the above, of either the positive or the negative decision made with respect to the granting of tenure. The President shall make his/her decision by May 31 (December 31 for FACULTY MEMBERS with January anniversary dates). In the event that the President does not grant tenure to a FACULTY MEMBER who has been so recommended by the University-wide tenure committee, the reasons therefore shall be given to such committee and the affected FACULTY MEMBER(S), if requested in writing.
6. The President shall act independently if the committee(s) fails to act within the time limits specified. Action or inaction by FACULTY MEMBERS of the bargaining unit relating to tenure is not grievable and will not bar the President from taking actions he/she deems to be either appropriate or required.
7. Representatives of local APSCUF shall have the right to meet with the department and University-wide tenure committees for the purpose of explaining the duties and responsibilities of committee members.

Promotion Policy and Procedures

Cheyney University's Promotion policy is grounded in Article 16, "PROMOTIONS," of the *Agreement Between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education (State System)*(APSCUF CBA. Cheyney University adopted a revised Statement of Promotion Policies and Procedures in June 2005. The Pennsylvania State System Meet and Discuss Team and the APSCUF State Meet and Discuss Team approved Cheyney's Statement of Promotion and Procedures in October 2005.

New faculty members are encouraged to discuss these promotion procedures with their respective department chairperson, the department's tenure committee chairperson and/or the President of the Cheyney University APSCUF Chapter.

Cheyney University's Statement of Promotion Policies and Procedures

Cheyney University's Statement of Promotion Policies and Procedures sets criteria for promotions and the procedures and responsibilities of committees involved in promotion processes. The following are excerpts from the Cheyney Policy.

Part I: Criteria

A. MINIMUM QUALIFICATIONS

To be eligible for promotion, one must meet the: minimum qualifications (Listed Below) as set forth in Act 182. The UWPC (University wide Promotion Committee) reviews the minimum qualifications of each candidate to determine the candidate's eligibility. Applicants who fail to meet the eligibility criteria on the basis of evidence presented will be notified immediately by the UWPC so that the applicants may correct their errors in information or know that their application will not be considered further. All graduate credits and degrees necessary to meet the minimum qualifications for promotion must be completed by the date of submission of the application. DPC's (Department Promotion Committee's) recommendation to the UWPC. Any years of teaching experience or the equivalent officially recorded and credited at the time of hiring shall apply toward promotion.

The minimum qualifications must be certified by an official transcript or by a written statement from the department chairperson or chairperson of his/her committee of the academic institution granting the credits or degree.

Professor Qualifications - an earned doctorate (or that degree equivalent as defined in C below); at last seven years of teaching experience.

Part I: Criteria A. MINIMUM QUALIFICATIONS (continued)

Associate Professor Qualifications - minimum of an earned doctorate (or that degree equivalent as defined in C below) or a master's degree plus 40 semester hours of graduate credit, or a total of 70 semester hours of graduate credit including a master's degree, or all course work completed toward a doctorate as certified by the university where the work is being taken; at least five years of teaching experience.

Assistant Professor Qualifications - minimum of a master's degree plus 10 semester hours of graduate certification; at least four years teaching experience.

Instructor Qualifications - minimum of bachelor's degree plus 15 hours of graduate credit with at least three years teaching experience.

Graduate degrees and preparation to meet the qualifications of the Act. 182 shall be earned in fields related to the service rendered to the university.

Teaching experience acquired as a graduate teaching assistant must be counted on a two for one basis, that is, two years of experience as a graduate teaching assistant may be counted as one year. Two years is the maximum time thus derivable. Experience acquired as a graduate research assistant may not be counted as teaching experience.

Exceptions to these minimum qualifications, based upon either the three percent rule of Act 182 or equivalent-degree rules have been determined by special committees (see Part II, Section G for additional information), published and applied by the UWPC.

- B. THE 3% RULE - An Associate Professor without an earned doctorate or degree equivalency as defined in Section C below will be considered for promotion to Professor according the provisions of Act 182 (January, 1952), Section 6: "Not more than thirty per centum of the total number of faculty of all State [Teachers] College shall be approved for classification as professor, except where a member of the faculty has met the requirements of a professorship and has been an associate professor for at least three years when recommended by the president of the college and approved by the board of trustees. Of the thirty per centum, three per centum of the faculty may be granted full professorships on the basis of other qualifications than the doctorate when recommended by the president of the college and approved by the council of trustees."

As a result of an arbitration decision dated November 19, 1993 (Grievance: Promotion - The Three-percent Rule; AAA Case No. 143900314930), in addition to all tenure and tenure-track faculty being counted in determining the total number of faculty, temporary faculty are to be counted on a full-time equivalency basis as of November 1. If faculty on leave are already included in the count, their replacement(s) should not be counted as part of the faculty.

An Associate Professor without a doctorate or degree equivalency may apply for promotion to Professor if he/she satisfies all other minimum qualifications. The UWPC will rank such applicants without regard to the 3% Rule, but the 3% Rule will be applied when the University president makes final decisions on promotion. Regardless of their ranking by the UWPC, candidates will be denied promotion by the president if the number of faculty without doctorates holding the rank of Professor exceeds 3% of the faculty.

- C. **DEGREE EQUIVALENCES** - Holders of terminal degrees, including but not limited to the JD degree and the MFA degree, are eligible for consideration for promotion to Associate Professor or Professor, providing they meet other criteria or expectations for promotion. Their candidacy must be in compliance with the Act 182 Section 2: "Graduate degrees and preparation to meet the qualification of this act shall be earned in fields related to the service rendered to the college."

In addition, holders of the MFA degree must have received at least 60 semester credit hours of related graduate preparation, whether those graduate credits were obtained while receiving the MFA or before or after receiving the MFA, and their preparation and primary assignments are in studio or performing arts.

- D. **ELIGIBILITY TO APPLY FOR PROMOTION** - The parties affirm the requirement that an individual normally must be eligible for tenure before he/she is permitted to apply for promotion. Ordinarily probationary faculty members may be promoted after five full years of active teaching in rank at CU (Cheyney University). Applications are usually submitted and processed during the fifth year of teaching (or ninth semester).

Persons who are hired for the spring semester (January) may apply for promotion in their eighth semester of employment. Their applications will become a part of the pool of applications submitted by those who were hired for the fall semester (September). If persons hired for January are promoted., their promotion will occur at the beginning of the eleventh semester of employment.

Once a faculty member has been promoted at CU, that faculty member must be in rank for at least 3 years after they have been promoted to be eligible for subsequent advancement in rank.

Cheyney University's criteria for promotion of faculty correspond to Article 12, "PERFORMANCE REVIEW AND EVALUATION OF FACULTY" of the APSCUF CBA. Cheyney University's policy indicates "All submitted evidence for promotion must be relevant to the following criteria, and all such evidence must represent completed and verifiable work." (Statement of Promotion Policies and Procedures 3).

Cheyney University's policy also articulates the characteristics associated with the designation of academic ranks and the responsibilities of the applicant for promotion.

B. Characteristics ASSOCIATED WITH THE DESIGNATION OF ACADEMIC RANKS

The primary characteristics of the rank of Assistant Professor are that: the candidate meets the minimum statutory requirements and demonstrates effectiveness in his/her teaching. The degree to which the other criteria have been met will also be considered.

For advancement to the rank of Associate Professor, in addition to meeting the minimum statutory requirements, the candidate will demonstrate a high level of effectiveness in teaching and quality in the additional areas of scholarly growth and service.

For advancement to the rank of Professor, in addition to meeting the minimum statutory requirements, the candidate will demonstrate the highest level of effectiveness in teaching and quality in scholarly growth and service. In other words, the UWPC will seek some balance among these three areas. If a candidate presents an unbalanced portfolio, the committee will look for effectiveness in teaching and extraordinary success in both scholarly growth and service.

B. Characteristics ASSOCIATED WITH THE DESIGNATION OF ACADEMIC RANKS (continued)

Evidence for promotion must be based solely on the candidate's growth and activity since his/her appointment to the university or last successful promotion application, whichever is relevant. All documentation must include documentation dates and accomplishments.

C. RESPONSIBILITIES OF THE APPLICANT FOR PROMOTION

1. The applicant must provide supportive evidence for all statements made in response to the primary criteria area of Teaching and Professional Responsibilities. This supporting evidence can be defined in the CBA (Article 12 B.1.a-d). In offering student evaluations as evidence, an applicant must provide a Student Evaluation report listing the results from the three most recent academic year semesters in which student evaluations were administered. In addition, an applicant can offer samples of tests/exams/quizzes as well as instructor-created handouts, study guides, assignments, laboratory exercises, etc., which may be organized into a teaching portfolio.
2. The applicant must provide supportive evidence for up to five of the listed achievements in each of the two criteria areas of Continued Scholarly Growth (CSG) and Service. Applicants are urged to choose those achievements in each area which they feel best make their case for promotion at this time.
3. The applicant must maintain a complete and accurate set of academic credentials in his/her personnel file in the Office of the Director of Human Resources. These must be checked by the candidate for completeness and accuracy immediately prior to making an application for promotion. Special degree equivalencies or years of teaching approved at the time of hiring should be available in this file. In addition, evidence of the last promotion date (if applicable) as well as a copy of the last successful promotion application must also be available in this file.
4. The applicant must submit an updated and completed application based on this statement (the SEP) and UWPC guidelines for each year that he/she applies for promotion.
5. The applicant may withdraw an application by sending a formal letter to the chairperson of the UWPC, with copies to the Department Chairperson, President, and Provost by April 1.
6. The deadline for application for promotion is November 1. By that date, an applicant will provide appropriate copies of all application materials to the Chair of his/her department. In addition, documentation supporting the promotion application will be provided to the Chair of his/her DPC no later than November 1. In the event November 1 falls on Saturday or Sunday, applications and supporting documentation will be due the following Monday.

E. ORDER OF IMPORTANCE OF EVIDENCE

Effective teaching and the fulfillment of professional responsibilities are regarded as primary in consideration for promotion applications (50%). Continuing scholarly growth (30%) and service, contributions to the university and the community (20%) are also regarded as important and essential. A failure to document and provide evidence of the aforementioned responsibilities shall be made to preclude consideration for promotion.

E. TIPS ON DEVELOPING A PROMOTION PORTFOLIO

1. Utilize a notebook
2. Develop a Table of Contents
3. Paginate the entire work
4. Use tabs as dividers, if possible
5. Include evidence of memberships in professional organizations (e.g. a copy of a membership card, copies of receipts, or any other evidence of membership).
6. Use one section for syllabi, one section for resume, one section for peer and other evaluations, etc. For peer, chair, classroom evaluations, use form which was approved by APSCUF and include copy(s) in portfolio
7. Place in one of the notebook pockets any relevant correspondence
7. Effective Teaching, Continuing Scholarly Growth and Service to the University and/or Community (APSCUF pp. 20-21)

NOTE: Faculty should provide evidence for activities in all of the above areas. (Skip the area if there is no activity).

Cheyney University Promotion & Tenure Evaluation Worksheet

The university has approved a “Promotion & Tenure Evaluation Worksheet” for the purposes of evaluating tenure and promotion applications. The worksheet lists the criteria for promotion.

Figure 5.2. Cheyney University Promotion & Tenure Evaluation Worksheet

Applicant: _____

PROMOTION & TENURE EVALUATION WORKSHEET

EVIDENCE TO BE USED TO EVALUATE WORTHINESS OF CANDIDATE FOR PROMOTION & TENURE

Excellent = 4 points Above Average=-3 points Average = 2 points Below Average= 1 point Unsatisfactory = 0 points

I. TEACHING EFFECTIVENESS/PROFESSIONAL RESPONSIBILITIES (50 percent) Awarded: _____

- 1. student evaluations
2. peer evaluations
3. classroom visitations
4. quality of course syllabi
5. quality of student advisement
6. willingness to accept departmental work assignments
7. timely execution of work assignment

*For FACULTY MEMBERS whose basic responsibilities lie outside the classroom or with mixed work assignments, the duties and responsibilities of the position shall be the category evaluated under the terms of this article.

II. CONTINUING SCHOLARLY GROWTH/MASTERY OF SUBJECT (30 percent) Awarded: _____

- 1. development of experimental programs (including distance education)
2. papers delivered at regional or national conferences. Quantity and quality
3. regional and national awards
4. offices held in professional organizations (include dates)
5. invitational lectures given
6. participation in panels at regional and national meetings of professional organizations
7. grant acquisitions (include dates and amount(s) funded)
8. editorships of professional journals
*9. participation in juried shows
10. program-related projects
*11. quality of musical or theatrical performances
*12. participation in one-person or invitational shows
13. consultantships conducive to growth or expertise in academic discipline
14. research projects and publication record Quantity and quality
15. additional graduate work toward academic discipline
16. contribution to the scholarly growth of one's peers

*Sub-category not to be included in maximum number of points possible for most academic disciplines

III. CONTRIBUTIONS TO THE UNIVERSITY AND/OR COMMUNITY (20 percent) Awarded: _____

- 1. significant contributions to department, college and university committees
2. significant contributions to APSCUF and governance of the university
3. development of new course(s) or program (s)
4. training or assisting other faculty in distance education technology
5. participation in university-wide colloquia
6. voluntary membership in professionally oriented, community based organizations

- in academic discipline
- 7. lectures and consultations
- 8. consulting with local and area agencies and organizations
- 9. significant contribution to student organizations of activities

Scoring for Promotion & Tenure Applications

Each of three primary categories for scoring is specifically weighted and has a maximum number of possible points. The weighted score is calculated by multiplying the score for a given category by the relative weight (the percent). The overall score is the sum of the weighted values for each category.

Category I – Teaching Effectiveness/Professional Responsibility (50%)
 28 point maximum (4 points x 7 sub-categories)
 weighted score = raw score ÷ 28 X .50

Category II - Continuing Scholarly Growth/Mastery of Subject (30%)
 52 point maximum (4 points x 13 sub-categories)
 weighted score = raw score ÷ 52 X .30

Category III - Contributions to the University and/or Community (20%)
 36 points maximum (4 points x 9 sub-categories)
 weighted score = raw score ÷ 36 X .20

Example:

An applicant with a raw score of 24 points out of 28 points for Category I , 44 points out of 52 points for Category II, and 32 points out of 36 points for Category III will have his/her overall score computed as follows.

$$24 \div 28 \times .50 = .43$$

$$44 \div 52 \times .30 = .25$$

$$32 \div 36 \times .20 = .18$$

Full Professor	85% of minimum required
Associate Professor	80% of minimum required
Assistant Professor & Tenure	75% of minimum required

Chapter 6. Cheyney University Educational Curricula Policies and Procedures

Introduction:

Cheyney University's educational curricula are designed based initially on the demands of the University mission and strategic plan and subsequently the program under which they are listed and the learning outcomes designated both to the program and to the specific courses therein. Courses are initially identified as courses for general education, courses in the major area of concentration, general electives, elective courses in the major area of concentration, and courses identified for students in need of remediation. Course content is maintained and assessed by each department and the maintenance is guided by student success in attainment of stipulated course goals and learning outcomes.

Cheyney University's Academic Degree Programs

Academic programs at Cheyney University are designed to give students opportunities to acquire knowledge, to increase their receptivity to new ideas and knowledge, to develop academic and professional skills, and to develop critical thinking skills in order for them to realize their full potential (Cheyney University *Undergraduate Catalog*). The degree program requirements are discussed in the Cheyney University of Pennsylvania Catalogs which are available on line on the Cheyney University web site (<http://www.cheyney.edu>).

The Pennsylvania State System of Higher Education's Influence on Cheyney University's Educational Offerings

After our Mission, membership in the Pennsylvania State System of Higher Education (PAPASSHE) most directly influences our institution's undergraduate and graduate educational offerings. Cheyney University must conform to academic policies, such as academic degree requirements, program review criteria, and requirements for initiation or change of educational offerings, established by the PAPASSHE Board of Governors. As an example, under PA State System of Higher Education Policy 1990-06-A: Academic Degrees, the Board of Governors established broad educational policy for the respective councils of trustees, administrations, and faculties of the universities of the State System of Higher Education governing criteria and definitions for earned academic degrees. Cheyney University's degree programs must meet the following criteria.

Baccalaureate Degrees—Baccalaureate degrees require 120 semester credit hours unless (1) otherwise required by statute, regulation, or accreditation, and (2) approval by the Board of Governors, upon recommendation of the Chancellor. Baccalaureate degrees consist of two principal components, general education and study in depth, which taken together, are designed to prepare the student for a productive career, involved citizenship, and continuous growth:

- general education, consisting of a broad program of study in the liberal arts and sciences, such that at least 40% of the total baccalaureate degree requirements are met in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural sciences;
- major program, consisting of at least 25% of the total program of study in an academic disciplinary or interdisciplinary program.

The remainder of the curriculum consists of course work related to the major, advanced course work in the liberal arts and sciences, or electives, but at least 40% of the total baccalaureate degree requirements must consist of upper level, advanced coursework (i.e., courses intended for students beyond the sophomore level). Note: Definitions of lower level and upper level coursework are institutional, and may or may not be inherent in course numbers. The object is to assure that at least two-fifths of a student's studies occur at the junior/senior level of difficulty. During program review, the program unit is expected to review its curriculum against this general standard.

Master's Degrees—Master's degrees represent advanced study beyond the baccalaureate degree, and signify mastery in a discipline or professional field. A master's program requires at least one year of full-time study, or it's part-time equivalent, and usually includes three basic components: a common core of courses related to the discipline or field of study; a concentration or specialization in a focused area of the discipline; cognate courses which broaden perspective or mastery, or provide special skills such as statistics or foreign language. Master's degree programs may also be expected to include integrative experiences, such as seminars, practica, internships, and other field work that synthesize theory and practice. Most require a thesis, research project, or comprehensive examination.

PASSHE Policy 1990-06-A: Academic Degrees also establishes the criteria for Associate and Doctoral degrees and defines the differences between the Bachelor of Arts, the Bachelor of Science (B.S.), and Professional Baccalaureate Degrees.

New Academic Degree Program Development

Go to <http://www.paPASSHE.edu/content/?/office/academic/guidance> for guidance on new academic program development process and the applicable forms. The forms are as follows:

- Notification of Intent Form (Word format)
- Implementation Guidelines for Board of Governor's Policy 1985-01 on Initiation of New Academic Programs
- Process for New Academic Programs
- Five-year Budget Projection Form
- Format for New Academic Program Proposals

Faculty interested in creating new academic program should use the links above to help in the process.

Cheyney University Requirements for Initiation or Change of Courses and Academic Programs

As a member of PASSHE, Cheyney University has developed policies and procedures for initiating or revising courses and academic programs that correspond with the relevant Board of Governors Policies. The Cheyney University Curriculum Committee requires faculty members who are recommending changes in undergraduate and graduate curricula, course structure, regulations, and policies to use the correct Curriculum Committee form for their proposal (see Appendix 1). The approval process for curricular changes is presented in Figure 6.1.

In general, faculty members initiate proposals in their respective departments. Each academic department in the School of Arts and Sciences and the School of Education has its own curriculum committee composed of the faculty of the entire department or of elected members of the department. Department Curriculum Committees are responsible for reviewing proposals for changes in courses, academic programs and other academic policies, regulations, structure, and related matters from faculty members and students within their departments and submitting their recommendations to the members of their department for approval.

General Education Requirements

The General Education (Gen Ed) program is a common set of courses and discipline specific competencies that all students must satisfy prior to graduating from the university. The current General Education program was created by faculty, implemented in the Fall of 2008, to provide a foundation to foster confident, competent, reflective, visionary leaders and responsible citizens. These goals were satisfied, in part, by creating a curriculum that promoted the six university-wide learning outcomes under which the university operates.

The General Education curriculum is comprised of three types of requirements: core requirements; distribution requirements; and intensive requirements. The core requirements are 23 credit hours of coursework that develop key competencies and required of all students. Students must complete the specified courses, an equivalent, or a comparable course in that discipline. The distribution requirements are academic disciplines in which students must take a specified number of credits outside of their major. Finally, the intensive requirements are courses that provide extensive and in-depth instruction in writing, information literacy, global studies, or African-American Heritage. The intensive designations may be satisfied through completion of an intensive designated course that simultaneously fulfills a distribution requirement, major requirement, or free elective course. The General Education requirements are presented in Table 6.3.

Table 6.3 Cheyney University General Education Requirements*

I. CORE REQUIREMENTS	23 credits
ESSENTIAL SKILLS.....	15

- HEN 112 English I (3 credits).
- HEN 113 English II (3 credits).
- HEN 114 Fundamentals of Speech (3 credits).
- EDU 110 Introduction to Interpretation and Analysis (3 credits).
- HPH 110 Critical Thinking (3 credits).

MATHEMATICS.....3

- MAT 104+ Survey of College Mathematics or higher (3 credits).

AFRICAN-AMERICAN EXPERIENCE.....3

- AAS 210 African-American Experience in Global Context (3 credits).

FRESHMAN EXPERIENCE.....3

- GAC 101 Freshman Seminar I (1 credit).
- GAC 102 Freshman Seminar II (1 credit).

II. DISTRIBUTION REQUIREMENTS 28 credits**

NATURAL SCIENCES.....6

- SPH 100,101
- SLF 100, 101, 110
- SCH 101, 111, 200
- SES 200, 210

HUMANITIES.....6

- GRD 100, 110, 205
- HAR 111, 200, 201,202, 205, 211, 212, 220, 221
- HCA 111, 113, 124,125, 134, 201-207, 211, 212, 216, 220, 222, 227
- HEN 211, 212
- HLF 201, 202
- HLS 201, 202
- HMU 101, 102, 112, 114, 115, 200, 205, 207, 212, 214-222
- HPH 211, 213, 219
- HTA 107, 113, 129, 144, 159, 160, 203, 235, 246, 250, 258, 260

SOCIAL SCIENCES.....6

- BEC 201, 202
- RGE 111, 121, 258
- RHI 101, 102, 201, 202, 203, 211, 212, 216, 217
- RPO 101, 102, 111, 211, 211, 212
- RPS 211, 212, 217, 221, 300, 308, 314, 316, 318, 319, 325, 330, 331, 320
- RSO 202, 350, 366
- RSO 201, 204, 219, 230, 231

FOREIGN LANGUAGE.....6

- HLF 101-102, 201-202
- HLS101-102, 201-202

HEALTH & WELLNESS.....4

- REC 111 Health & Wellness (2 credits).
- REC 113-137, 213-216

III. INTENSIVE REQUIREMENTS

WRITING INTENSIVE.....9

- HAR111 Elements of Art (W)
- HEN319 Adv Comp (W)
- HEN417 Modern Poetry (W)
- HPH211 Intro Philos (W)
- HPH213 Ethics (W)
- HPH219 Philos Of Religion (W)
- HPH311 Existentialism (W)
- HPH312 Philos Of Arts (W)
- HPH317 Social & Political Philosophy (W)
- HPH401 Spec Topics Philosophy (W)
- HTA455 Dramatic Criticism (W)
- RGE258 GIS in Critical Thinking (W)
- RGE410 GIS Applications in Social Science (W)
- RGE415 Political Geography (W) (G)
- RPO311 International Relations (W)
- RPO416 Current Political Issues (W)
- RPO470 Political Science Seminar (W)
- RPS319 Personality (W)
- RPS420 Clinical Psychology (W)
- RPS445 Senior Seminar in Psychology (W)
- RSO301 Social Stratification (W) (G)
- RSO303 Early Social Thought (W)

AFRICAN AMERICAN HERTIGE.....3

- HAR313 African American Art History (A)
- HMU302 History of African American Music I (A)
- HMU303 Hist Afr Am Music II (A)
- HTA356 Blck Drama In '50 S (A)
- HTA372 Black Revolutionary Drama (A)
- RHI216 African American History I (A)
- RPO412 Politics in Black America (A)
- RPS325 Psychology of the Black Experience (A)

GLOBAL STUDIES.....3

- FMM102 Global Apparel Retailing (G)
- HAR200 Art History I (G)
- HAR201 Art History II (G)
- HMU112 Survey of Music (G)
- RGE111 World Geography (G)
- RGE121 Physical Geography (G)
- RGE415 Political Geography (W) (G)
- RPO102 Intro World Politics (G)
- RPO212 African Politics (G)
- RSO301 Social Stratification (W) (G)

INFORMATION LITERACY.....3

- RPS410 Experimental Psych (I)
- RPS411 Adv Exper Psych(I)
- RGE241 Fundamentals of GIS (I)
- RGE341 Fundamentals of GIS II (I)
- RGE416 Cartography (I)

TOTAL NUMBER OF CREDITS

51 CREDITS

*Departments or programs may specify specific courses within the core and distribution requirements.
 **A complete list of the course code, reference number, title, and credit value for distribution requirements can be found xxx.

Note: The review of general education at Cheyney University is under the purview of the Curriculum Committee of the university and the Director of General Education.

NATURAL SCIENCES

		HCA 134	Fundamentals of TV Production
		HCA 201	Print Workshop I (1 credit).
SPH100	Physical Sciences	HCA 202	Print Workshop II (1 credit).
SPH101	Astrobiology I	HCA 203	Print Workshop III (1 credit).
		HCA 204	Print Workshop IV (1 credit).
SLF100	Biological Sciences	HCA 205	Print Workshop V (1 credit).
SLF101	Astrobiology II	HCA 206	Print Workshop VI (1 credit).
SLF110	General Biology I	HCA 207	Print Workshop VII (1 credit).
		HCA 211	Mass Media Aesthetics Criticism
SCH101	Introduction to Chemistry	HCA 212	Mass Communication Law and Ethics
SCH111	General Chemistry I	HCA 216	Fundamentals of Public Relations
SCH200	Environmental Science	HCA 220	Copy Editing
		HCA 222	Broadcast News Reporting
SES200	Astronomy	HCA 227	Fundamentals of Radio Production II
SES210	Meteorology		

HUMANITIES

		HEN 211	World Literature I
		HEN 212	World Literature II
		HLF 201	Intermediate French III
		HLF 202	Intermediate French IV
GRD100	Basic Design		
GRD110	Internet Literacy		
GRD205	Digital Image Manipulation	HLS 201	Intermediate Spanish III
		HLS 202	Intermediate Spanish IV
HAR111	Elements of Art		
HAR200	Art History I	HMU 101	Band I (1 credit).
HAR201	Art History II	HMU 102	Band II (1 credit).
HAR202	African Art	HMU 112	Survey of Music
HAR205	Egyptian Art	HMU 114	Piano Class I
HAR211	Ceramics I	HMU 115	Piano Class II
HAR212	Ceramics II	HMU 200	Fundamentals of Music
HAR220	Fundamentals of Drawing I	HMU 205	Fundamentals of Music II
HAR221	Fundamentals of Drawing II	HMU 207	Band IV (1 credit).
		HMU 212	Voice I
HCA 111	Mass Communication in America	HMU 214	Voice II
HCA 113	Writing for Print Media	HMU 215	215 Choir (1 credit).
HCA 124	Fundamentals of Radio Production I	HMU 216	Choir (1 credit).
HCA 125	History of Film	HMU 217	Choir (1 credit).

HMU 218	Choir (1 credit).	RHI 212	Hist of US & PA II
HMU 219	Woodwind Class	RHI 216	Af-Am History I
HMU 220	Percussion Class	RHI 217	Af-Am History II
HMU 221	Keyboard Harmony I		
HMU 222	Keyboard Harmony II	RSO 202	Intro to Social & Cultural Anthro
		RSO 350	Culture, Language & Society
HPH 211	Introduction to Philosophy	RSO 366	Peoples & Cultures of Africa
HPH 213	Ethics		
HPH 219	Philosophy of Religion	RSO 201	Intro to Sociology
		RSO 204	Intro to Criminology
HTA 107	History of Theatre I	RSO 219	Law & Society
HTA 113	Movement I (1 credit).	RSO 230	Social Problems
HTA 129	History of Theatre II	RSO 231	Urban-Suburban Social Trends
HTA 144	Movement II (1 credit).		
HTA 159	Theatre Practice I (1 credit).	BEC 201	Principles of economics I
HTA 160	Theatre Practice II (1 credit).	BEC 202	Principles of economics II
HTA 203	Acting for Beginners		
HTA 235	Creative Uses of Light		
HTA 246	Costume Design		
HTA 250	Theatre Practice III (1 credit).		
HTA 258	Make-up Techniques (1 credit).		
HTA 260	Theatre Practice IV (1 credit).		

SOCIAL SCIENCES

RPS211	Introduction to Psychology
RPS212	Ed Psych
RPS217	Social Psychology
RPS221	Advanced Psychology
RPS300	Theories Of Learning
RPS308	Human Sexual Func&disfunc
RPS314	Abnormal Psych
RPS316	Hum Gro & Dev
RPS318	Child Psychology
RPS319	Personality (W)
RPS325	Psychology of the Black Experience (A)
RPS330	Industrial Psych
RPS331	Stat Psych & Ed
RPS320	Psych Sm Grp Beh
RPO 101	Intro to Pol Sci
RPO 102	Intro to World Politics
RPO 111	US Government
RPO 211	State & Local Gov't
RPO 212	African Politics
RGE 111	World Geography
RGE 121	Physical Geography
RGE 258	GIS & Critical Thinking
RHI 101	Hist of Civ I
RHI 102	Hist of Civ II
RHI 201	Hist of Africa I
RHI 202	Hist of Africa II
RHI 203	Hist of World in 20th Century
RHI 211	Hist of US & PA I

FOREIGN LANGUAGE

HLF 101	French I
HLF 102	Elementary French II
HLF 201	Intermediate French III
HLF 202	Intermediate French IV
HLS 101	Elementary Spanish I
HLS 102	Spanish II
HLS 201	Intermediate Spanish III
HLS 202	Intermediate Spanish IV

HEALTH AND WELLNESS

REC 113	Tennis and Volleyball
REC 114	Weight Training, Jogging and Circuit Training
REC 116	Archery, Badminton, and Basketball
REC 118	Tennis and Basketball
REC 119	Archery and Volleyball
REC 120	Golf and Volleyball
REC 121	Dance, Modern, Folk, Square and Afro-American
REC 123	Football, Track and Wrestling
REC 125	Field Hockey and Basketball
REC 127	Volleyball and Basketball
REC 128	Softball, Track and Wrestling
REC 130	Softball and Basketball
REC 132	Tennis
REC 133	Tennis and Basketball
REC 136	Football and Volleyball
REC 137	Soccer and Volleyball
REC 213	Beginning Swimming
REC 214	Immediate Swimming
REC 215	Advanced Swimming
REC 216	Advanced Beginner's Swimming

Cheyney University Requirements for Initiation or Change of Courses and Academic Programs

As a member of PASSHE, Cheyney University has developed policies and procedures for initiating or revising courses and academic programs that correspond with the relevant Board of Governors Policies. The Cheyney University-wide Curriculum Committee requires faculty members who are recommending changes in undergraduate and graduate curricula, course structure, regulations, and policies to use the correct Curriculum Committee form for their proposal (see Appendix 1). The approval process for curricular changes is presented in Figure 6.1.

As the figure indicates, faculty members initiate proposals in their respective departments. Each academic department in the School of Arts and Sciences and the School of Education has its own curriculum committee composed of the faculty of the entire department or of elected members of the department. Department Curriculum Committees are responsible for reviewing proposals for changes in courses, academic programs and other academic policies, regulations, structure, and related matters from faculty members and students within their departments and submitting their recommendations to the members of their department for approval.

The University Curriculum Committee has developed procedures to facilitate curricular revisions and initiatives (see Table 6.4).

Table 6.4 Curriculum Committee Procedures for Submitting a Proposal

- 1) Obtain the form for the particular action you wish to take. These forms are available in electronic or paper form from your departmental representative on the Curriculum Committee. There are forms for new courses, course revisions (retitling, renumbering, changing semester hours, and changing catalog descriptions of existing courses), honors courses, General Education intensive requirement courses, distance education courses, new major programs and degrees, and revision of major programs. Please remember to specify which form you are requesting. If your proposal does not fit into one of the categories mentioned, then you should request the general form.
- 2) Fill out the form and attach any supporting materials. Each form has a section requesting a justification for the proposal. This section should be filled out thoroughly. Some evidence of departmental review and support for the proposal should be attached. This may take the form of minutes from a official vote during a department meeting or a signature sheet in which members of the department indicate their position on the proposal by checking “approve,” “disapprove,” or “abstain.”
- 3) An electronic version of the completed proposal and all supporting materials must be sent to the Curriculum Committee Chair. The electronic

documents must be submitted as either a Microsoft Word (.doc or .docx) document or a rich text font (.rtf) document.

- 4) Proposals must be submitted two weeks before a Curriculum Committee meeting, which currently are held on the third Monday of the month, to ensure that they are scheduled for that month's meeting, and will be considered at that meeting time permitting. Your proposal may be presented by your department's representative on the Curriculum Committee, or it may be presented by you or someone else from your department, but it is advisable to have someone present familiar with the proposal to answer any questions that the Committee members may have.

Chapter 7. Assessment of Student Learning at Cheyney University

Introduction:

Cheyney University of Pennsylvania, like other institutions of higher education, lives in the age of accountability. The pressure for accountability is coming from both internal and external sources. Internally, students are demanding evidence of accountability in the quality of learning taking place in the classrooms and in the quality and efficiency of service delivery in all other facets of their lives on university campuses. External pressures for accountability are coming primarily from parents, state legislatures, accrediting agencies, and agencies of the federal government (Dickeson, 1999, 5-9). While the pressure for accountability might be relatively new, an outgrowth of the accountability movement in other facets of our lives, interest in the assessment of learning is not. What are new in assessment are: the new methods for assessing learning, and the introduction of technological tools for gathering, analyzing, and managing assessment data.

Regional accrediting bodies such as the Middle States Commission on Higher Education require member institutions to demonstrate their commitment to collaborative institutional assessment. This explains the Commission's statement that "External forces and internal priorities require institutions of higher education to demonstrate their effectiveness and efficiency to students and to the broader public as well. The improvement of overall educational quality and the enhancement of effective teaching and learning will occur when faculty and administration work together to implement a sound, institution-wide program of outcomes assessment" (Middle State Commission on Higher Education, 2002, p. 22). (Cheyney University *Rising Expectations* 1)

As members of the Cheyney University community, faculty members are "responsible for developing academic assessment plans for their academic programs, conducting classroom level assessment activities, and for participating in academic assessment" (Cheyney University *Rising Expectations* 19).

Cheyney University is using TracDat software to assist in the overall assessment of goal achievement and to aid in developing the regular practice of assessing outcomes. The TracDat system enables the University to do a tiered series of plans and assessments, all of which are directly linked to the University's mission, goals, and objectives. TracDat will assist the University to assess and archive activities, including planning and resource allocation, to ensure that assessment and evaluation can be conducted to determine further or continued support or for discontinuance, as the assessment reveals. Each department is responsible for entering course, program, and department outcomes and assessment activities into TracDat.

Cheyney University of Pennsylvania adopted *Rising Expectations: The Assessment and Accountability Plan for Cheyney University of Pennsylvania* in January 2006. *Rising Expectations* is a comprehensive and integrated plan that combines best practices in

student learning outcomes assessment and the effective use of new technological tools for evidence collection to document institutional effectiveness for and achieve continuous improvement of operations. The University is committed to the principles and practices of continuous improvement as means of assuring institutional effectiveness and ongoing enhancement of all institutional functions. It is also committed to the goal of integrating it assessment activities and data with strategic planning and budgeting.

Assessment of student learning outcomes occurs at all levels of the University (vertical) and at different points of the students experience at Cheyney, from entry to exit (horizontal). This comprehensive approach to assessment insures that all planning activities (strategic and operational), implementation, resource allocation, and revisions lead to improvements in the teaching and learning process and other institutional functions. The Plan, derived from the University's Mission Statement, calls for the interpretation and use of the results of assessment to improve on-going educational practices and administrative operations, and to inform strategic planning and the resources allocation process. (1)

As indicated in Chapter 1, Cheyney University has adopted University-wide Learning Outcomes to

ensure that the graduates of Cheyney University of Pennsylvania acquire the essential core of a university educated person in keeping with the university's mission and its strategic plan. The learning outcomes are the essential core that established the foundations for a productive life. In addition, the learning outcomes provide an opportunity for Cheyney University graduates to acquire the knowledge, skills and disposition fundamental to attaining a more satisfying life as a college graduate. (Cheyney University "University-wide Learning Outcomes")

The Learning Outcomes

consist of knowledge, skills, dispositions, and experiences that are observable, verifiable, assessable and measurable. The students are expected to demonstrate these competencies by the time they graduate from Cheyney University. In fact, the attainment of these outcomes will provide the foundation for lifelong learning. All activities in which students engage should stem from the university's mission and its learning outcomes (Cheyney University "University-wide Learning Outcomes")

Cheyney Conceptual Framework for Assessment Planning

As discussed in *Rising Expectations*,

The University understands that the purpose of assessment is to bolster accountability and continuous improvement. Therefore it embraces the adaptation of the Deming Cycle (also known as the PDCA Cycle), as it best illustrates the University's assessment planning and implementation activities. This repetitive approach addresses the "closing the loop" problem that often accompanies assessment exercises.

The four phases of this continuous quality improvement model developed by W. Edward Deming are: Plan, Do, Check, Act (PDCA). The PDCA Cycle provides the basis for the development of this Assessment Plan and departmental/unit assessment plans that meet the needs of the University. Plan – design or revise plan to improve results; Do – implement the plan; Check – analyze the results of assessment activities and identify necessary improvements; and Act – implement improvements to the university/program and prepare for the next assessment cycle. (7)

As *Rising Expectations* indicates, the ultimate goal of outcomes assessment is to examine and enhance the University's effectiveness in student learning (6). The University has established five objectives.

1. To constantly improve the classroom environment through the use of innovative teaching-learning strategies and the diligent use of appropriate measures to gauge success and make needed adjustments.
2. To contribute positively to the personal growth and development of students through engaged advisement and counseling, and through exposure to diverse academic and extra-curricular experiences.
3. To continually work towards the improvement of institutional support services of all kinds, in the recognition that excellent services contribute positively to student academic and personal growth.
4. To develop and utilize appropriate measures of accountability to be employed by all academic and administrative units of the university.
5. To assess, across the curriculum, continued improvement in the measured proficiency of students, with regard to university-wide quality of education indicators (6).

Cheyney University's learning outcomes are consistent with the recommended practices regional and state accrediting organizations such as The National Council for the Accreditation of Teacher Education (NCATE), Middle States Commission on Higher Education, and the Pennsylvania Department of Education (PDE), as well as those of the Pennsylvania State System of Higher Education (PAPASSHE).

Rising Expectations emphasizes assessment activities currently in place at the University and identifies those activities considered best practice that are slated for implementation in the future. The plan merges formative and summative assessments, and direct assessment measures to gather the requisite data elements for decision-making on a host of subjects including student learning, curricular improvement, faculty development, and new policies, procedures, and practices (1). *Rising Expectations* discusses a variety of assessment levels; classroom, program, department, specialized accreditation, and institutional level assessment.

Responsibility Centers for Assessment

One key element of the plan, is that Cheyney University has established “Responsibility Centers” to institutionalize improvement based on continuous assessment. These Centers are:

- The President is responsible for ensuring that assessment results are used in budget allocations, and for continuous improvement.
- The Provost and Vice President for Academic Affairs is responsible for guiding assessment activities at Cheyney University. The Provost monitors assessment plans and annual assessment reports to assure compliance with best practice.
- The Strategic Planning Council is responsible monitoring all university efforts at implementing the strategic plan, and ensuring that strategic planning and assessment results are tied to the resources allocation and reallocation associated with the University’s budgeting process. The Assessment and Accountability Committee of the Council shall serve as the preeminent assessment group at the University.
- The Vice Presidents will monitor and report the results of assessment activities in their divisions to the President and Provost, ensure professional development for appropriate divisional staff/faculty in TracDat and other assessment tools, and provide other appropriate resources for their support.
- The Outcomes Assessment Committee is responsible for monitoring learning outcomes development and assessment.
- The University Program Review Committee is responsible for conducting academic program reviews and academic and student support program reviews.
- The University Curriculum Committee is responsible for reviewing and assuring that student learning outcomes are clearly specified in the syllabi of all new courses or programs undergoing significant revisions.
- Department Chairs have responsibility for guiding the assessment planning for academic programs in the unit, guiding their unit’s assessment activities, and reporting how unit assessment data are being used.
- Faculty are responsible for developing academic assessment plans for their academic programs, conducting classroom level assessment activities, and for participating in academic assessment.

- The Provost, Deans and Directors are responsible for ensuring that units under their supervision have assessment plans, monitoring, and reporting the results of those plans.
- The Director of Institutional Research is responsible for institutional data collection, storage and management.
- The President's Council is responsible for reviewing, revising, and approving *Rising Expectations: The Assessment Plan for Cheyney University of Pennsylvania*.

Program Reviews

Cheyney University requires regular assessment of academic programs under the PA State System of Higher Education Board of Governors Policy 1986-04-A: Program Review. The Provost and Vice President for Academic and Student Affairs notifies the Department Chairpersons and Directors of the deadline for their respective program reviews. The university's Program Review Committee conducts periodic reviews of academic degree programs and of the student services units. The committee recommends actions to the Academic Affairs Council and/or actions necessary for improvements in service delivery. The Program Review Committee has adopted program review categories and criteria for academic and student support programs that correspond with PAPASSHE requirements (see Table 7.1).

Table 7.1 Cheyney University of Pennsylvania Program Review Categories and Criteria for Academic and Student Support Programs

Category 1 – Composition of the Review Team

The composition of the review team must be addressed in the document. It should mention the campus review team and the external review team members, if applicable.

Category 2 – Goals Set During Most Recent Review and Progress In Meeting Those Goals

The review should indicate the critical recommendations in their most recent formal (internal or external) review. There should be a list of the critical recommendations/goals with supportive data on the accomplishment made or an explanation of why the goals were not accomplished. If directions which are different from the review recommendations have been effectuated, the rationale for these different directions should be included. Documentation should be provided of the inclusion of recommendations adopted in the departmental policy or procedural documents.

Category 3 – Mission Centrality

The review will answer the question of how the area's mission and activities relates to the current University mission as specified in the current Cheyney University catalogue. The statement should include supportive data or documentation.

ENVIRONMENTAL SCAN

Category 4 – Student Characteristics and Expectations

The review will address unique student group characteristics and demographics, e.g. age, gender, commuter-resident, international students. The department will include the steps which are taken to identify and address the specific expectations of these specific student groups.

Category 5 – Impact of Technology on Student Services

The review will explain and provide evidence of the department's use of technology to more effectively meet the departmental and university objectives in this area and also to improve the department's response to student and other constituency needs.

Category 6 – Application of Legal Statutes/Policies to Improve Student Services

The review will, where applicable, address the federal and state statutes as well as policies and legal decisions affecting the services provided to students.

Category 7 – Demand for Student Services

The review will provide documented information concerning the number of students served and the characteristics of those students.

Category 8 - Cost of Student Services

The department must give to the Department of Institutional Research the documented number of students served. The Department of Institutional Research will then calculate the cost divided by the departmental FTE or head count. This will be included in the scoring by the Program Review Committee.

PROGRAM ORGANIZATION

Category 9 – Staffing Credentials and Achievements

The review document should provide information relating to degrees earned by staff as well as specific training and/or certifications, experience, external presentations, etc.

Category 10 – Staffing Diversity

The review document should address diversity of staffing including: age, gender, race, ethnic heritage, and/or disability status. If the area encountered challenges in accomplishing diversity in staffing this should be documented in the review.

Category 11 – Appropriateness of Staffing to University and Program Goals

The review will describe and provide documentation that clarifies the degree of appropriateness of current staffing levels to the goals and objectives that the department had adopted.

Category 12 – Program Organization and Structure

The review will include a description of how structure facilitates attainment of goals and objectives; specifically, the review answers how well this department efficiently record, process, track and respond to and/or return forms applications, requests, timesheets, etc. from and to the students it serves. The department is asked to describe clearly the processes and procedures that are used and the measure of customer satisfaction by students, alumni and other internal and external professional.

Category 13 – Adequate Facilities and Equipment

The review will address and illustrate the appropriateness of the facilities and equipment which it uses to meet the departmental needs and programs.

Category 14 – Student Outcomes

The review will address the qualitative outcomes (clearly defined student learning outcomes and assessment strategies). The review will also address the quantitative outcomes (quantitative data will be provided on retention, test scores (where appropriate), graduate or employment acceptance, placement, alumni survey results, etc.

Category 15 – Evaluation for Unique Qualities, Programs, and Strategies

The review will include a rationale for and assessment of any unique departmental qualities or unique programs to serve the department's customers. This focus is on innovative strategies that are not a part of the typical operation of this type of service. Supportive documentation may be included to indicate the assessment of these qualities or programs. This may include demonstration that the department has implemented the strategies in an expeditious manner. The department should show evidence that the outcomes are being constructively used to improve the service provided.

Category 16 – Student Engagement, Leadership, and Involvement

The review indicates the engagement of students as active participants in the process of program development, policy development, and where appropriate employment searches.

Category 17 – Special Needs Populations and Minority Inclusion

The review will discuss and document the department's effectiveness in serving minorities and under-represented or special needs groups in the context of Cheyney

University. (This is not a reference to the general category of African American students within this context.) The review should indicate any special resources, equipment, and accessibility for students with special needs where applicable.

Category 18 – Post-Review Implementation Plan

Each review should include a brief statement of the department's plan to receive and implement recommendations which emanate from this review process. This should include goals and action items to be accomplished by the next review period. Please note that these plans should indicate the approval process which will be sought.

The Program Review committee uses a scoring sheet to assess program reviews (see Appendix 2). Note: Sample program reviews are available from the Chairperson of the Program Review Committee. The Program Review Committee submits their recommendations to the Academic Advisory Council. The Academic Advisory Council takes action on the recommendations and forwards their findings to the President's Council.

Chapter 8. Faculty Benefits

Introduction:

As at all other PASSHE institutions, Cheyney University provides all full-time tenure-track faculty members a comprehensive benefits package. In addition, these benefits are supplemented by those provided directly through APSCUF (vision, dental, etc.) therefore providing exceptional coverage to faculty, and if desired, to their families.

Faculty Benefit Summary

The benefits package include health, term life, and disability insurance, annual, sick, and personal leaves, holidays, and retirement. Since health benefits are subject to change, contact the Benefits Officer in the Office of Human Resources for more information. Questions on health and welfare fund benefits should be addressed to the Faculty Health and Welfare Fund. Benefits, benefit levels, and eligibility rules are subject to change.

Annual, Sick, and Personal Leaves

Annual Leave

- 12-month administrative faculty members earn leave based on service as follows:

Less than 12 months of service	10 days/yr.
12 months to 180 months of service	15 days/yr.
181 months to 299 months of service	20 days/yr.
300 months of service or more	25 days/yr.

- Unused leave may be carried from one year to the next
- 45 days maximum accumulation
- Payment for unused leave at termination/retirement
- 9-month faculty members ineligible for leave

Sick Leave (Includes Bereavement and Sick Family Leave)

- Permanent faculty members accrue 15 days leave for each academic year of service
- Permanent part-time faculty members accrue leave on a pro-rated basis
- Temporary faculty members appointed full-time for one academic year accrue and may use 15 days leave during the academic year
- Temporary faculty members appointed full-time for one academic semester accrue and may use 7.5 days leave during the semester
- Use limited to 90 days per calendar year
- Unused leave may be carried from one year to the next

- Unlimited accumulation
- Faculty members may be absent for up to 3 days for death of immediate family and no leave will be charged; faculty members may use up to an additional 2 days of sick leave for this purpose
- 5 days of leave may be used for sickness in immediate family
- Faculty members with 315 accumulated sick days must contribute 1 day annually to sick leave bank
- Payment in accordance with the following schedule for accumulated leave at retirement or death if certain eligibility is met:

<u>Days Accumulated</u>	<u>Maximum Days Paid</u>
0 – 74	10
75 – 149	20
150 – 224	30
225 – 299	40
over 300	50

- Maximum 50 days of leave paid to survivor for work-related death

Personal Leave

- 12-month faculty members earn 5 days per calendar year
- 9-month faculty members earn 2 days per calendar year
- No carry-over from previous year

Holidays

- 12-month administrative faculty earn 10 paid holidays per year
- Observation of holidays may vary by university

Retirement

- Choice of:
 - State Employees' Retirement System (SERS)
 - 6.25% employee contribution to SERS
 - Public School Employees' Retirement System (PSERS)
 - 7.5% employee contribution to PSERS
 - Alternative Retirement Plan (ARP)
 - 5.0% employee contribution to ARP
 - Participating ARP companies
 - AIG VALIC
 - ING
 - Met-Life
 - TIAA-CREF
 - Employee may participate in one or more of the ARP companies at one time

- Employer contribution and benefits vary by plan (see Retirement Comparison Chart)
- Selection of retirement plan must be made within 30 days of date of hire; if no choice is made, employee will automatically default to SERS

Other Benefits

- Civil Leave With Pay
- Educational Leave With or Without Pay
- Family Care Leave Without Pay
- Military Leave With or Without Pay
- Parental Leave Without Pay
- Sabbatical Leave With Pay
- Work-Related Disability Leave
- Deferred Compensation/Tax Deferral of Leave Payouts
- Direct Deposit of Pay
- PA State Employees Credit Union (1-800-435-6500)
- Savings Bonds Through Payroll Deduction
- State Employee Assistance Program (1-800-692-7459)
- Social Security
- Tax-Sheltered Annuities
- Tuition Waiver
- Unemployment Compensation
- Workers' Compensation

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Chapter 9. Cheyney University Student Support Services

Introduction:

To best serve our students' needs and to best support our historic institutional mission, Cheyney University has adopted a holistic approach to student development. Faculty members have many opportunities to participate in student services activities including serving as advisors for clubs and organizations and coordinators for learning communities.

The administrative structure for the management of student support services is depicted in the figure below. The Vice President for Student Affairs & Student Life is the administrator responsible for the majority of the University's student support services.

As Figure 9.1 demonstrates, the Vice President for Student Affairs & Student Life provides most of the leadership for student services. The Director of Athletics reports directly to the President. The Directors of the Offices of Computer Services, Public Safety and Security, and the Office of the Bursar report to the Vice President for Finance and Administration.

Figure 9.1 Cheyney University Office of Student Affairs & Student Life Organizational Chart for Management of Student Support Services



Source: Representational Cheyney University Organizational Structure, September 2010.

Each student support office presents a synopsis of its services, location, hours of operation and contact information under the Student Services link on the Cheyney University web site. The following material is derived from the Cheyney University 2006 *Institutional Self-Study Report: We put students first!* and is provided for your information.

The **Office of Social Equity**, located in Biddle Hall, “serves as a catalyst to provide assistance and to ensure opportunity for students with learning/physical disabilities to receive a quality education” (“Services for Students with Disabilities” 8). Examples of vital student assistance in this regard are “priority registration, alternate exam administration, taped texts, note taking assistance, student advocacy within the institution, individualized accommodation plans for students, access to assistive technology (e.g. screen reader with voice output, V-TEK), liaison with Office of Vocation Rehabilitation (OVR) and Blindness and Visual Services (BVS)” (9).

The **Academic Success Center** (x2319, Vaux-Logan Building) provides an opportunity for students to receive assistance in their academic endeavors. The goal is to assist students in becoming efficient and effective learners through a student-friendly environment. Opportunities are provided for students to participate in individual and group academic support programming; such as tutorials and workshops, which can be accessed on-line. The Center has professional and peer tutors who monitor the academic progress of students. Probationary students are required to attend tutoring sessions.

The Academic Success Center contains two computer labs which are used primarily for tutorial-related purposes and three multi-purpose classrooms. More specifically, the Center provides students with a variety of academic support services that will assist them in obtaining academic success. The Center has tutors who monitor the academic progress of students, assign students to study groups, and assist students in establishing realistic goals (Cheyney University web site).

The Writing Center (x2068, Baily Hall) and **The Writing Lab** (Vaux-Logan Rm. 210) support tutorial in Writing Across the Curriculum through both peer and professional tutorial services. Overseen by the Writing Program Coordinator, these tutorials assist in the development of written communication skills vital to student success in all academic areas. Operating hours vary but the Writing Center is open five days a week and at least three evenings to provide free tutorial service to both residential students and students who reside off campus. Any faculty member or student is welcome to use the Center tutors who are trained to provide both developmental and more advanced students. The Writing Center does not act as a proofreading or editorial service; instead, tutors help students work through the entire process of writing an essay, report or other project from brainstorming and organizing to gathering secondary sources and final drafting.

The Center supports developmental writing courses with small group tutorial and one-on-one tutorial for students in all the disciplines who have writing assignments or research projects.

The **Office of Student Activities** (x2250) provides social and cultural developmental programs and activities, organizational advisement, and intramural activities. Examples of activities during the fall 2005 semester included “Friday Nite at the Movies,” National Aid Awareness Week activities, “Midnight Basketball,” and “a Jazz/RB Coffee House.” The Office also coordinates and supervises the activities of more than 40 student organizations. Faculty members are encouraged to serve as advisors. The Director of Student Activities serves as the Chair for the Disciplinary Committee.

The **Student Health Center** (x2260, McKnight-Rogers Building) is a walk-in clinic; however, students may also schedule appointments with the Director, a physician, or the Nurse Practitioner. Emergency services are available by local ambulance transport to one of two hospitals, Riddle Memorial and Chester County, each approximately seven miles from campus. Mental health services are provided on a referral basis; in emergency mental health situations, the University plan is followed under the guidance of the Vice President for Student Affairs & Student Life.

The **Office of Admissions** (x2275, Burleigh Hall) provides access to higher education for citizens of the Commonwealth of Pennsylvania and actively recruits and welcomes students from other states within the USA and the international community.

The **Office of the Bursar** (x2230, Burleigh Hall, bursar@cheyney.edu) offers financial services to students. The services include billings, collection of student tuition and fees. These services are offered online through “locked boxes” and in person.

The **Office of Financial Aid** (x2302, Burleigh Hall, financialaid@cheyney.edu) offers financial assistance counseling concerning grants, scholarship, loans, and work-study positions. The student financial assistance program is based upon the philosophy that no student should be denied the opportunity for an education solely because of a lack of financial resources. Approximately 86% of Cheyney University students receive some form of financial aid. Cheyney’s commitment to open access for students extends to its tuition and fees which are among the lowest in the state (Office of Institutional Research).

The **Office of Career Services** (x2033, Burleigh Hall) is an informational service for students as they make the transition from the classroom to the world of work. The Office offers a continuous full-time career counseling program designed to acquaint students with various job opportunities. Part-time job placement counseling is also available for students. A continuous on-campus recruitment program is available to job hunters and graduate school students. The Office offers online services where employers can post position vacancies and students and alumni can post resumes. The Career Services Library provides students with current information about job openings and opportunities for further study.

University Dining Services are provided by Metz, a contracted food service. All students who live on campus are required to purchase the 14 or 19 meal per week plan.

Commuting students also may purchase meal plans. Additionally, a snack bar is available to supplement the dining hall and the Wolves Den in Harris Turner operates regularly offering a varied lunch menu. The Wolves Den is unique because it is operated by students in the Hotel Restaurant and Institutional Management program.

The **Office of Information Technology Services** (x2043, 1st floor, Vaux Building) provides technical support and resources for academic, administrative and student computing. Additionally, this Office provides training in software and hardware use and provides a 24-hour Student Helpdesk (online).

The **Office of Public Safety and Security** (x2405, McKnight-Rodgers), police@cheyney.edu) enforces the laws, rules, and regulations of the campus, thereby safeguarding the welfare of the University community. Cheyney's police department consists of a director of public safety and armed officers commissioned by the Commonwealth with full powers of arrest and detention. A security agency is under contract with the university to supplement the police force in residence halls. The majority of the campus police force provides coverage during the late night and early morning hours. Contractual security is also used to supplement campus police during special events and party activities. Video cameras were recently installed at all residence hall exits to enhance safety in the halls.

The **Office of Telecommunications** (x2418, Vaux Hall, Room 31) is responsible for overseeing the following operations at the Cheyney and Philadelphia campuses: telephone and voice mail; phone, data and cable-TV wiring installation and maintenance; audio/visual and multimedia special presentations; distance learning center and video conferencing; television studio and radio station operations; the Campus Community Bulletin board.

The **Cheyney University Bookstore** (x2550, cheyneybookstore@cheyney.edu) is located on the first floor of the Marcus Foster Student Union Building.

Athletics

Cheyney intercollegiate teams are a Division II member of the National Collegiate Athletic Association (NCAA) and compete in the Pennsylvania State Athletic Conference (PSAC). PSAC is well respected and represented in all national tournaments. The Conference is divided into two divisions. Cheyney University participates in the East Division with East Stroudsburg, Kutztown, Mansfield, Bloomsburg, Millersville, and West Chester Universities. The West Division is comprised of Clarion, Indiana University of Pennsylvania, California, Lock Haven, Shippensburg, Edinboro, and Slippery Rock Universities.

The University currently sponsors the following intercollegiate teams:

Men		Women	
Football		Volleyball	
Basketball		Basketball	
Cross Country		Cross Country	
Outdoor and Indoor Track & Field		Outdoor and Indoor Track & Field	
		Bowling	

Tennis

Intercollegiate Athletics is a major feature of student life at the University. In September, the University holds the Wade Wilson Classic in which the Cheyney University football team traditionally competes against a non-conference HBCU opponent. The Lincoln-Cheyney Classic opens the University's basketball season in December. Cheyney University track and field athletes compete in the Penn Relays in April.

In keeping with its holistic mission, the Department of Intercollegiate Athletics conducts daily mandatory study halls for all student-athletes and hosts seminars twice a month on a variety of topics. Student-athletes are involved in community service activities such as the United Way Campaign and donated clothing and bottled water to Hurricane Katrina victims. The Cheyney University Student Athlete Advisory Committee (SAAC) also hosted a holiday meal and distributed gifts to the residents of a Devereux Center (Cheyney University *Call of the Wolf 2*).

The Athletic Academic Coordinator in conjunction with members of the Department of Intercollegiate Athletics assesses the academic progress of student-athletes at the midpoint of each semester by contacting instructors and at the end of the semester with course grades. The Department also has instituted a 2.0 GPA requirement for student-athletes.

To meet National Collegiate Athletic Association membership requirements, Cheyney University provides \$250,000 in athletic scholarships annually. During the past two years, the University has increased its recruitment efforts in Pennsylvania to service the needs of more student-athletes. All prospective student-athletes are required to complete financial assistance information. Currently, 70 student-athletes receive athletic scholarships (Office of Financial Aid).

The Student Government Cooperative Association, Inc. (SGCA).

The SGCA is the official student "voice" regarding policies that govern the general welfare of students" (Cheyney University web site).

Every student attending Cheyney is required to pay a \$65.00 student activities fee that entitles students to full membership in the SGCA. Student activity fees enable the SGCA to initiate and coordinate programs, activities, and services that assist the University in making an impact on students' academic lives and overall development. Each year, activities are provided to enhance students' cultural, social, and political awareness. Recreation and leisure time activities are also provided to give students opportunities to participate in leadership training and personal development seminars (Cheyney University web site).

The following list of phone numbers is derived from the *Cheyney University Student Handbook*. The Cheyney University web site also contains an employee and office directory.

<u>Office/Purpose</u>	<u>Location</u>	<u>Phone</u>
Academic Affairs	Wade Wilson – 3 rd floor	x2271
Academic Success Center	Vaux Logan – 2 nd floor	x2319
Admissions	Burleigh Hall – 1 st floor	x2275
Athletics	Cope Hall	x2287
Audio-Visual Aids	Vaux-Logan	x2299
Bookstore	Marcus Foster	x2550
Bursar’s Office	Burleigh Hall - 2nd floor	x2232
Career Services	Burleigh Hall – 3 rd floor	x2033
Clubs & Organizations	Marcus Foster	x2250
Drop/Add Courses	Registrar’s Office	x2225
Fee Payment	Business Office - Burleigh Hall – 3 rd floor	x2232
Financial Aid	Burleigh Hall – 2 nd floor	x2302
Fiscal Affairs	Wade Wilson – 3 rd floor	x2222
Guidance & Counseling Department	Duckrey Social Science Building	x2281
Health Services	McKnight-Rogers Building	x2260
Housing/Residence Life	Burleigh Hall – 3 rd floor	x2428
Human Resources	Wade Wilson – 2 nd floor	x2058
ID Cards	McKnight Rogers – Public Safety	x2405
Institutional Research	Biddle Hall – 2 nd fl.	x2276
International Student Advising	Burleigh Hall – 1 st floor	x2103
Intramural Sports	Ada Georges (Lower Level)	x2250
Disciplinary Committee Office	Ada Georges (Lower Level)	x2250
Keystone Honors Academy	Emlen Hall – 1 st floor	x2386
Library	L.P. Hill Library	x2245
Lost & Found	McKnight Rogers – Public Safety	x2405
Maintenance	Jones-Hilton Building	x2297
Orientation	Ada Georges (Lower Level)	x2250
Professional Services Department	Biddle Hall	x2095
Publications (Newspaper)	Baily Hall – 2 nd floor	x2285
Public Relations	Biddle Hall	x2121
Public Safety	McKnight Rogers	x2405
Registrar/Schedule Change	Wade Wilson -1 st Floor	x2225
Student Activities	Marcus Foster (Lower Level)	x2250
Student Services	Wade Wilson – 3 rd floor	x2217
Student Government (SGCA)	Marcus Foster – 2 nd floor	x2250
Student Records/Transcripts	Wade Wilson – 1st floor	x2225
Veteran Affairs	Burleigh Hall – 2 nd floor	x2437
Withdrawal	Wade Wilson – 3 rd floor	x2271

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