

# THE ALVERNO EDUCATOR'S HANDBOOK

FOURTH EDITION

Revised by Alverno Faculty and Staff  
Under the Direction of the  
Office of Academic Affairs

*Alverno*  
C O L L E G E

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## *Table of Contents*

<b><i>Publication Record</i></b> .....		ii
<b>Chapter 1. <i>ALVERNO COLLEGE</i></b> .....		1
AN OVERVIEW .....		1
MAJOR GOALS AND PRIMARY PURPOSES .....		1
HISTORICAL DEVELOPMENT .....		2
ABILITY-BASED CURRICULUM .....		3
TECHNOLOGY AND THE ABILITY-BASED CURRICULUM.....		5
FURTHER DEVELOPMENTS.....		5
MILESTONES IN ALVERNO HISTORY .....		6
<b>Chapter 2. <i>DEFINITIONS/DESCRIPTIONS/ORGANIZATION</i></b> .....		1
AN ALVERNO EDUCATOR.....		1
Full-Time Faculty .....		1
Part-Time Faculty .....		1
THE CORPORATE FACULTY.....		2
GOVERNANCE.....		2
Board of Trustees.....		2
ADMINISTRATION.....		3
Chief Administrative Officers.....		3
ADMINISTRATIVE ORGANIZATION.....		4
A SCHOOL.....		4
Dean of a School.....		5
A DIVISION.....		5
A DEPARTMENT.....		5
Chair of a Discipline Department .....		5
Chair of an Ability Department .....		6
Specification of Responsibilities within Ability Departments.....		6
A PROGRAM.....		7
THE FACULTY SENATE.....		7
ACADEMIC YEAR .....		7
<b>Chapter 3. <i>ACADEMIC RIGHTS AND RESPONSIBILITIES</i></b> .....		1
ACADEMIC RESPONSIBILITY .....		1
Teaching and Scholarship.....		1
Policies/Procedures Related to Teaching Assignments .....		1
General Service within the College .....		3
Specific Responsibilities Related to Service within the College .....		4
Citizenry and Public Service.....		5

ACADEMIC FREEDOM .....	6
Research and Scholarship .....	6
Teaching.....	6
Citizenry and Public Service.....	6
Expression of Dissent .....	6
STATEMENT ON AN ALVERNO EDUCATOR’S SELF-DISCIPLINE ..	7
Standards of the Alverno Academic Community .....	7
Sanctions for Violations of Standards.....	7
<b>Chapter 4. APPOINTMENTS AND CONTRACTS .....</b>	<b>1</b>
APPOINTMENTS .....	1
Nature of Appointments.....	1
Temporary Appointment: Part-Time .....	1
Temporary Appointment: Full-Time .....	1
Continuous Appointment .....	1
Nonrenewal of Temporary Appointments .....	2
Dismissal.....	2
CONTRACTS.....	3
Full-Time Faculty .....	3
Part-Time Faculty .....	3
TERMINATION-OF-SERVICE NOTIFICATION .....	4
RETIREMENT .....	4
<b>Chapter 5. COMPENSATION AND BENEFITS.....</b>	<b>1</b>
FACULTY BENEFITS .....	1
SABBATICAL .....	1
PERSONAL/MEDICAL/FAMILY AND MEDICAL LEAVE ACT (FMLA) ABSENCES .....	2
STUDY LEAVE .....	4
<b>Chapter 6. EVALUATIONS.....</b>	<b>1</b>
INTRODUCTION .....	1
OVERVIEW OF EVALUATION PROCESS (chart) .....	1
FACULTY ANNUAL REVIEW .....	2
The Process .....	2
PEER REVIEW .....	3
The Process .....	3
Timeline for Peer Reviewer Selection (chart) .....	4
Forms and Documentation.....	4
EVALUATION BY STUDENTS.....	4

**Chapter 7. RANK AND PROMOTION ..... 1**

PREFACE.....1

CRITERIA FOR ACADEMIC RANK (chart) .....2

    Beginning Assistant Professor .....2

    Experienced Assistant Professor.....3

    Associate Professor.....4

    Full Professor.....5

    Instructor (Category I – Part-time) .....6

HIRING.....7

SALARY.....7

PROMOTION IN RANK .....7

    Procedure .....7

    Length of Service in a Given Rank.....7

    Evaluative Instruments Used by the  
        Academic Appointment Committee .....8

    Recommendation and Approval of Promotion .....8

ADJUNCT PROFESSOR.....9

PROFESSOR EMERITA/EMERITUS .....10

    Length of Service.....10

    Procedure .....10

    Privileges of the Emerita/tus Professor.....10

**Chapter 8. GRIEVANCE PROCEDURES AND DISMISSAL PROCEDURES ..... 1**

GRIEVANCE PROCEDURES .....1

DISMISSAL PROCEDURES .....7

GUIDELINES FOR HEARING COMMITTEE MEMBERS.....11

SAMPLE HEARING PROCEDURE.....11

OVERVIEW OF THE GRIEVANCE PROCESS AT  
    ALVERNO COLLEGE .....13

**Chapter 9. GENERAL POLICIES AND SERVICES ..... 1**

ALVERNO COLLEGE POLICY ON FAIR USE OF COPYRIGHTED  
    WORKS FOR EDUCATIONAL PURPOSES.....1

ARRANGEMENTS FOR ON-CAMPUS MEETINGS AND  
    WORKSHOPS .....1

GRANT APPLICATIONS .....1

QUESTIONNAIRES .....2

PUBLICITY .....2

<b>Chapter 10. <i>HARASSMENT POLICY</i></b> .....	1
POLICY .....	1
DEFINITIONS.....	1
CONSENSUAL AMOROUS RELATIONSHIP POLICY .....	2
<b>Chapter 11. <i>POLITICAL ACTIVITY POLICY AND GUIDELINES</i></b> .....	1
COLLEGE POLICY.....	1
<b><i>Appendices</i></b>	
<b>Appendix A. <i>THE MISSION AND PURPOSES OF ALVERNO COLLEGE</i></b> .....	1
Complete Version .....	1
Abbreviated Version .....	6
<b>Appendix B. <i>ALVERNO COLLEGE FACULTY SENATE CONSTITUTION AND BYLAWS</i></b> .....	1
CONSTITUTION .....	1
BYLAWS.....	4
<b>Appendix C. <i>EVALUATION INSTRUMENTS AND FORMS</i></b> .....	1
FACULTY ANNUAL REVIEW .....	2
Introduction.....	2
Instructions for Quantitative Data.....	3
Faculty Annual Review Guidelines for Faculty Activity Record.....	4
Instructions for Qualitative Data.....	5
Faculty Annual Review Form.....	8
PEER REVIEW .....	17
Instructions for the Reviewer.....	17
Peer Review Process Form .....	18

<b>Appendix D. ADMINISTRATIVE OFFICES</b> .....	1
OFFICE OF THE PRESIDENT .....	1
ADMINISTRATIVE OFFICES REPORTING DIRECTLY	
TO THE PRESIDENT .....	1
Chief Academic Officer .....	1
Senior Vice President for Finance and Management Services .....	1
Vice President for College Advancement.....	1
Vice President for Enrollment Planning and Management.....	1
ADMINISTRATIVE OFFICES REPORTING TO THE	
CHIEF ACADEMIC OFFICER .....	2
Academic Computing, Library and Media Resources .....	2
Academic Services.....	3
Alverno College Institute for Educational Outreach .....	5
Campus Ministry.....	7
Career Education Center .....	7
Educational Research and Evaluation.....	8
International and Intercultural Center .....	9
Internship Office .....	10
Office of the Dean of Graduate Studies .....	11
Student Services.....	11
ADMINISTRATIVE OFFICES REPORTING TO THE	
SENIOR VICE PRESIDENT FOR FINANCE AND	
MANAGEMENT SERVICES.....	12
Auxiliary Services.....	12
Business Services.....	12
Human Resources .....	13
Information Management Systems and Reporting .....	13
Information Technology Infrastructure and Services .....	13
Office Services.....	14
Plant Operations.....	14

**CHAPTER ONE**  
***Alverno College***

**AN OVERVIEW**

Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and dedicated to the undergraduate education of women. The student -- her learning and her personal and professional development -- is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate and adult programs to both women and men. Agreement regarding this mission is evident throughout the college in its publications and operating philosophy.

Alverno offers a four-year liberal arts curriculum leading to a bachelor of arts, bachelor of science, or bachelor of music degree. Weekday students may choose from more than thirty areas of concentration. Alverno also offers an associate of arts degree in some fields. Alverno's Adult Evening & Online program is a hybrid program offering four majors: Business, Communication Studies, Liberal Studies, and Interdisciplinary Studies. In addition, the College offers the following graduate degrees: a master of arts in education (MAE), master of business administration (MBA), master of science in nursing (MSN), and master of science in community psychology (MSCP).

Alverno is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools

Education:

- Wisconsin State Department of Public Instruction

Music:

- National Association of Schools of Music
- American Music Therapy Association

Nursing:

- Wisconsin Board of Nursing
- Commission on Collegiate Nursing Education

**MAJOR GOALS AND PRIMARY PURPOSES**

As a liberal arts college, Alverno's primary belief has always been that its graduates should be individuals who have achieved freedom by developing responsibility for themselves and for society, not only through the preservation and transmission of



their cultural heritage, but in addition through providing them with the tools they need to live effectively in a complex society. The ability to communicate, arrive at mature decisions, make apt judgments, weigh evidence and formulate sound conclusions, apply creative solutions to complex problems, understand the world they live in, live with others—these are the abilities today’s students need for tomorrow.

In its undergraduate program, Alverno serves both recent high school graduates and women who are resuming or beginning their college education some years after high school graduation.

## **HISTORICAL DEVELOPMENT**

Alverno College had its beginning in 1887 when the School Sisters of St. Francis established St. Joseph Normal School to prepare members of their community to teach in parochial schools.

Through gradual expansion the program developed by 1936 into the four-year college known as Alverno Teachers College. In 1942 the institution was accredited by the American Association of Teachers Colleges. Four years later it was reorganized into a four-year liberal arts college, and the name became simply Alverno College.

The School Sisters of St. Francis had also developed educational programs in music and art at St. Joseph Normal School. By 1924 the Music Department had developed to the status of a conservatory and became the St. Joseph Convent Conservatory of Music. In 1933 the name was changed to St. Joseph Convent College of Music, and in 1937 it became the Alverno College of Music. In 1939 it became an accredited member of the National Association of Schools of Music, and in 1950, merged with Alverno College as a department of the College.

Alverno’s nursing program began with the Sacred Heart School of Nursing, a three-year school of nursing education. The school affiliated with Alverno College in 1946, with a five-year curriculum leading to a bachelor of science degree. In 1951 the program was reorganized and became a department of Alverno College.

After the three schools merged within the framework of a liberal arts college, Alverno filed application for accreditation by the North Central Association of Colleges and Secondary Schools, and was approved in 1951.

With the merger of the three schools, Alverno outgrew its facilities; in 1953 the College moved to its present site. In the next two decades several new buildings and additions to the five original structures were added: the Campus Elementary School (1955); Alphonsa Music Hall (1956); Clare Hall (1957); the Campus Center (1965); and the Nursing Education Building (1966). In 1999, the Teaching, Learning and Technology Center opened; it was renamed the Sister Joel Read Center in 2013.

## **ABILITY-BASED CURRICULUM**

The ability-based curriculum now in place at Alverno was developed over a four-year period beginning in 1969. It was inaugurated in 1973.

During the 1969-70 school year, faculty and students raised questions about responsibility for learning and the learning process, exploring the potential gamut of educational change. The next year, each department focused its exploration around four questions posed by the president:

- What kinds of questions are being asked by professionals in your field that relate to the validity of your discipline in a total college program?
- What is your department's position on these?
- How are you dealing with these problems in your general education courses and in the work for a major in your field?
- What are you teaching that is so important that students cannot afford to pass up courses in your department?

Faculty members began expressing their concern for what students should be learning rather than for what they were being taught. Thus there was an ideological shift from concentrating on input from faculty (e.g., course content) to concern for outcome (that is, on students as self-directed learners) and for what students could do with the knowledge they acquired. Faculty worked together to create a working definition of the desired outcomes for liberal education.

By spring 1972, the faculty had made a commitment to adopt these outcomes as student goals, and to restructure Alverno's curriculum to facilitate their development.

After consultation with the president, the dean appointed four faculty members to an Academic Task Force, coordinated by the dean, to design a framework. The task force dealt with eight competences, or abilities, applicable to all programs of study. (The words used to describe these abilities have changed over time, as the faculty's work in developing and refining their meaning has progressed.) They are:

1. Communication
2. Analysis
3. Problem solving
4. Valuing in decision making
5. Social interaction
6. Developing a global perspective
7. Effective citizenship
8. Aesthetic engagement

In creating a model for outcome-oriented learning, the task force set several requirements. The curriculum must pace student learning; provide both a breadth of development and specialization in competence and knowledge; require learning and

development of the abilities throughout the program; require learning and development of the abilities and recurrent demonstration of ability in a variety of contexts; integrate learning and assessment; and provide for internal and external assessment.

To create a system that satisfied these requirements, the Academic Task Force identified six developmental levels within each ability. To satisfy general education requirements, a student must demonstrate through level 4 of each ability; in addition, she specializes in several abilities related to her major or support areas of study. (For example, an education student concentrates on the communication, analysis, problem solving, and social interaction abilities, because these abilities are central to effective teaching.)

The task force also provided for a professional ability when the nature of the work the student is engaged in requires specific abilities related to that field. (For example, the music department requires that students demonstrate ability in musical performance.)

Student learning is monitored through continuous ongoing assessment, both in courses and in the Assessment Center. Instructional syllabi for each course spell out the learning activities and assessment requirements for each ability level offered in the course.

A set of standards more rigorous than traditional grades is applied to credential students for each ability level they achieve. Some levels require several validations. Faculty members also assess students for content mastery in their courses integrated with assessment of the abilities. A student receives immediate feedback on all assessments. If she is not successful, the assessor points out weaknesses and suggests additional learning activities that the student participates in to improve before reassessment. Student progress reports indicate the demonstration of ability levels throughout a student's curriculum.

The introduction of Alverno's new curriculum necessitated many changes within the College. Faculty members developed new teaching patterns based on careful diagnosis of learning and methods of assessment, incorporating these into the design of courses and instructional syllabi. They also analyzed each department and each of the College's courses to determine the potential for development of student abilities, or created new courses to meet this need.

## **TECHNOLOGY AND THE ABILITY-BASED CURRICULUM**

With the widespread introduction of computer and information technologies in the 1980s, Alverno once again found itself at a crossroads. How could the College advance the relationship between technology and learning on behalf of students, and how was it to adequately accommodate the new technologies within its physical plant?

Throughout the 1990s, faculty worked to fully integrate information technology in the Alverno curriculum, a process that is ongoing, as new technologies are continuously made available. The College also began to develop the Diagnostic Digital Portfolio, a web-based electronic tool that stores and makes accessible to students in an anytime/anywhere format defining moments in their academic careers, thereby aiding their development as learners and enhancing their ability to self-assess. In 1999, the College opened a state-of-the-art Teaching, Learning and Technology Center that houses science and computer laboratories, multimedia facilities, and a Conference Center.

## **FURTHER DEVELOPMENTS**

Alverno also started to significantly expand its curricular offerings in the 1990s. New majors such as Community Leadership, International Business, Global Studies, and Communication, Management and Technology were made available to students. In 1996, the College instituted its first graduate program—a master of arts degree in teaching, learning, and assessment that is open to both men and women. Since then, two additional coeducational graduate programs—a master of science in nursing and a master of business administration—have been implemented.

Alverno's ability-based curriculum consistently wins the praise of educators and opinion leaders. In 1986, in a national survey of academic deans conducted by the Carnegie Foundation for the Advancement of Teaching, Alverno's general education program was identified as one of the top three in the nation. In 1996, the College was one of six liberal arts colleges recognized by the MacArthur Foundation for its innovative practice. In 2000, Alverno was cited by the *New York Times* as one of five higher education institutions on the cutting edge of serving the needs of students in the new millennium. In 2005, Alverno was one of seven Wisconsin schools invited to join the group Colleges of Distinction, which consists of 160 member institutions across the country. And *U.S. News & World Report* has included Alverno in its annual rankings of best colleges since 1983.

Students too find much to admire in Alverno. The College scored in the 99<sup>th</sup> percentile among more than 460 colleges and universities nationwide in the National Survey of Student Engagement, an impartial study that surveyed more than 100,000 students about their educational experiences.

## SELECTED MILESTONES OF ALVERNO COLLEGE

1887	Alverno is founded by the School Sisters of St. Francis	2005	The Master of Science in Nursing program is launched
1946	Alverno Teachers College, formerly St. Joseph's Normal School, becomes a four-year liberal arts college, Alverno College		The Campus Center is renamed Austin Hall to honor Sister Austin Doherty
1953	Alverno moves to its completely new campus at 39th Street and Morgan Avenue	2006	The Master of Business Administration program is launched
1957-67	The following buildings are added to the original campus: Alphonsa Hall (Fine Arts), Clare Hall (residence), Campus Center (residence) and the Nursing Education Building		A campus beautification project completion permanently changes the western half of campus to incorporate new NCAA athletic fields, new signage and landscaping, campus roadways, and a courtyard dedicated to the funders, the Reiman Foundation
1960	The Society of Fine Arts is founded and eventually becomes Alverno Presents, one of Milwaukee's longest-running performing arts series	2007	The George Lucas Foundation names Alverno one of the nation's 10 leading schools for teacher education
1968	The School Sisters transfer the leadership of Alverno to a lay Board of Trustees	2008	Alverno tops the "Up-and-Coming Schools" category for the Midwest in <i>US New</i> ; <i>d World Report's</i> "America's Best Colleges"
1971	Alvernos Internship program, formerly Off-Campus Experiential Learning, launches	2009	Alverno opens the Research Center for Women and Girls
1973	Alverno's distinctive abilities-based curriculum is instituted	2010	The Hall of Fame program, which recognizes outstanding individuals who have contributed to the development of Alverno athletics, is established
1975	The first "A Day at Alverno" is held for educators to learn about the college's teaching method; Visitation Days are now held semiannually	2011	The Master of Science in Community Psychology program is approved
1977	Weekend College, the first of its kind in the Milwaukee area, is launched to reach out to working women	2012	Alverno celebrates its 125th anniversary
1983	<i>US. New» d World Report</i> includes Alverno in its rankings; the college has been ranked annually since	2013	Alverno celebrates 40 years as a worldwide leader in abilities-based education
1994	The Alverno Commission on Education in the 21 st Century delivers its final report for future planning	2015	Alverno is ranked No.1 on the list of "Most Innovative Schools" among Regional Universities by <i>US. Neuv d World Report</i> and is ranked in the top five Midwest Regional Universities for its "strong commitment to teaching" for the sixth consecutive year
1996	Alvernos first master's program, a Master of Arts for teachers/trainers, is approved		Trustees, alums, staff, faculty, students and area corporations give more than \$33 million to fund the most significant campus enhancement in Alverno's 128-year history; the project, spanning several years, includes the new Alexia Hall, a nursing simulation center, nine classrooms, the expanded La Verna Commons and dining area, a new student main street, and a heritage plaza to honor the School Sisters of St. Francis
1999	The Teaching, Learning & Technology Center, now named the Sister Joel Read Center, opens in January and includes science, computer and multimedia labs and the Bucyrus Conference Center		
2000	The School Sisters of St. Francis commemorate their 125th anniversary		
2002	Alverno celebrates the 25th anniversary of Weekend College	2016	Mary J. Meehan, PhD, retires after 12 years as president of Alverno; in honor of her legacy, the Mary J. Meehan Summit Fund is created to provide scholarships to students who are close to graduation but have run out of financial aid options
2003	Sister Joel Read retires after 35 years as president of Alverno; in celebration of her life's contributions to higher education, the Sister Joel Read Endowed Scholarship is created and funded with more than \$1 million in initial contributions		Dr. Andrea Lee, IHM, becomes the eighth president of Alverno
2004	Mary J. Meehan, PhD, is inaugurated as the seventh president and first lay president of Alverno		

**CHAPTER TWO**  
***Definitions/Descriptions/Organization***

**AN ALVERNO EDUCATOR**

An Alverno educator is a person, credentialed in a field of higher learning, who accepts direct responsibility for student learning, ordinarily within the context of assigned courses. The dimensions of responsibility for student learning include setting instructional goals, designing and implementing instructional strategies, and assessing student learning.

An Alverno educator may be a full-time faculty member or a part-time faculty member.

***Full-Time Faculty***

A full-time faculty member is a person who holds one of three traditional ranks: full professor, associate professor, or assistant professor, ordinarily within a department of a school. A full-time faculty member may also hold membership in an ability department (see Chapter 3). A full-time faculty member is responsible for constructive educational change and contributes to the development of policies within the jurisdiction of the corporate faculty. In addition to duties as an Alverno educator, the position of full-time faculty member requires giving assistance in determining school/divisional/departmental directions, service on committees, participation in College activities, and possibly performance of administrative duties. Participation in faculty meetings, College institutes, and school/division/department meetings is obligatory.

***Part-Time Faculty***

A member of the part-time faculty is a person who is employed for a specified amount of time to work in an instructional capacity within one of the disciplines or ability departments. Participation in faculty meetings, College institutes, and school/division/department meetings along with service on committees is encouraged but voluntary, unless made explicit in the Memorandum of Mutual Agreement.

The part-time faculty policy includes two types of appointments:

Category I part-time faculty teach less than full time to fill a specific need for a given semester. Such an appointment is by its nature temporary and is dependent upon sufficient course enrollment.

Category II part-time faculty teach less than full time. As is true for full-time faculty members, part-time, benefit-eligible faculty in Category II are responsible for some nonteaching activities (e.g., advising, departmental work, committee assignments, etc.). The Category II part-time faculty member and the dean (or associate dean) agree upon the extent of these activities and make them explicit in the Memorandum of Mutual

Agreement based on criteria for the rank the faculty member holds. Such an appointment is by its nature temporary and is dependent upon sufficient course enrollment. Therefore, contracts in Category II are subject to cancellation or amendment due to changes in course enrollment.

## **THE CORPORATE FACULTY**

The corporate faculty is a body composed of all faculty members in addition to the president of the College and the chief academic officer. Subject to the reserved powers of the Board of Trustees, the corporate faculty takes responsibility for requirements for admission, courses of study, conditions of graduation, nature of degrees to be conferred, and regulations for the conduct of the educational work of the College. It also provides the necessary organization for the management of student life and activities. Finally, it recommends to the Educational Affairs Committee of the Board of Trustees candidates for academic degrees and for honorary degrees.

The corporate faculty carries out these responsibilities through standing and ad hoc committees and through the work of the Faculty Senate.

Any new policy or major change in an existing one that affects the substance of any area of jurisdiction described above is brought before the corporate faculty for its approval by one of two agencies: the Educational Policies Committee or the Faculty Senate (see Appendix B).

The exercise of the powers conferred on the faculty that in the judgment of the president of the College involves a major question relating to the educational policy or social functioning of the College requires the explicit approval of the administration of the College and the Board of Trustees.

The meetings of the corporate faculty are recorded to provide a record of its deliberations.

## **GOVERNANCE**

### ***Board of Trustees***

Alverno College is governed by a Board of Trustees that was reorganized in 1968 and currently consists of approximately thirty members, several of whom are members of the School Sisters of St. Francis, the founding sponsor of Alverno College. The Board has full and final responsibility for the conduct of operations of the College: selection and appointment of the president of the College; approval of long-range plans; determination of all major policies; approval of the operating and capital budgets; seeking funds necessary to enable the College to operate and to fulfill its mission; approval of legal documents; representing the College to the public; and acting as a final authority on College matters.

The Board performs its work on behalf of the College through five policy committees, which are, therefore, standing committees: Educational Affairs, Financial Affairs, Marketing, Resource Development, and Student Affairs. The Board monitors its own operation through the Board Development Committee, which is also a standing committee. The Audit Committee, likewise a standing committee, services both the College and the Board in that it receives the report on the College's finances from external auditors and conducts the annual Conflict of Interest survey among trustees. Faculty members are asked to serve *ex officio* on the Educational Affairs Committee. From time to time, as need arises, the chair of the Board may appoint an ad hoc committee or task force to work on a particular issue or question.

## **ADMINISTRATION**

Administration is defined as services related to the creation, allocation, and management of resources as well as the necessary support activities related to instruction. Administrative positions, therefore, relate either to the academic or business areas of the College.

From time to time the president may create other positions within this administrative network to add to the efficiency and effectiveness of the instructional/learning process of the College.

### ***Chief Administrative Officers***

#### ***President***

The president, as chief executive officer, is responsible to the Board of Trustees for the administration of all affairs of the College. It is the president who implements board actions and provides leadership and stimulation for innovation and high morale in the institutional community. The president also supplies initiative and direction for the strategic institutional planning of programs and resource requirements. It is the president's further responsibility to see that the objectives of the College are coordinated, evaluated, and achieved.

#### ***Chief Academic Officer***

The chief academic officer is directly responsible to the president for formulating and implementing the educational goals of the College. The chief academic officer carries out these responsibilities in collaboration with faculty and academic staff and administrators.

#### ***Senior Vice President for Finance and Management Services***

The senior vice president for finance and management services is directly responsible to the president for the management of the business affairs of the College as well as the maintenance of plant and grounds and the supervision of nonacademic personnel. The senior vice president for finance and management services sets the style



and tone of the office and determines the broad policies of all institutional functions relating to business, finance, and administration. Above all, the senior vice president for finance and management services is responsible for creating the necessary systems and seeing to the selection and training of the personnel who will ensure the effective work of these systems.

***Vice President for Student Success***

The vice president for student success reports to the chief academic officer and is responsible for formulating and implementing curricular and cocurricular college goals related to student success. The vice president for student success carries out these responsibilities in collaboration with faculty, staff, and administrators.

***Vice President for College Advancement***

The vice president for college advancement is directly responsible to the president for the resource development of the College, to assure that in the most efficient and effective manner possible the College cultivates and obtains the resources necessary to further its educational goals.

***Vice President for Enrollment Planning and Management***

The vice president for enrollment planning and management is directly responsible to the president for planning, recruiting, and managing all aspects of the enrollment process for the College.

## **ADMINISTRATIVE ORGANIZATION**

It is important for all Alverno personnel to know the purposes and services offered by the various offices of the College. However, because this handbook is specifically designed for Alverno educators, it is paramount that they understand how the structures facilitate the achievement of College objectives and their particular role and contribution to this. Appendix D presents an overview of the College's administrative offices and their functions; organizational charts are maintained by the Office of Academic Affairs (academic) and the Office of the President (administrative).

As stated earlier, an Alverno educator, regardless of classification, is assigned (with few exceptions) to a department administered by a chair (or program director), within one of the schools (or a division within a school) administered by a dean (or associate dean). An Alverno educator may also hold membership in an ability department administered by a chair.

Deans, associate deans, chairs, and program directors are selected from among faculty members and retain their faculty status. Their responsibilities are detailed in this chapter, and afford Alverno educators an understanding of the functioning of the schools/divisions/departments to which they have been assigned.

## **A SCHOOL**

A school refers to a group of discipline departments or divisions administered by a dean.

### ***Dean of a School***

#### ***General Responsibilities***

The major responsibility of the dean is to ensure effective functioning of the school and its divisions or departments through the creative and collaborative work of the faculty. The dean initiates and/or takes responsibility for approval of all matters that are common to departments within the school as well as all matters that relate directly to other schools. The dean is expected to have an overview of the school and has final responsibility for the functioning of the school itself and of the departments or divisions within the school.

The dean maintains a high level of communication among school members and ensures that they are well informed regarding deliberations and decisions of major committees. The dean represents the school at meetings of the deans and at meetings of the Educational Policies Committee.

#### ***Term of Appointment***

A dean is generally appointed to a three-year renewable term. The chief academic officer requests an evaluation and advisory vote for dean from all faculty members within a school. The chief academic officer makes the final decision and appointment.

Under certain circumstances a dean may receive a temporary one-year appointment. In order to determine whether or not that appointment should be extended, the chief academic officer follows the same procedure as that described for completion of three-year terms.

## **A DIVISION**

Some of the schools also have discipline divisions headed by an associate dean. Responsibilities of the associate dean are similar to those of the dean, except that the scope extends only to the division.

## **A DEPARTMENT**

A department refers to a discipline unit within a school or division or to an ability unit and is administered by a chair.

### ***Chair of a Discipline Department***

#### ***General Responsibilities***

The department chair initiates and/or takes responsibility for approval of all matters that relate specifically to that department, since the department chair is closer to those matters than is the dean (or associate dean).

#### ***Term of Appointment***

A department chair is generally appointed on a rotating basis by the dean (or associate dean) following consultation with the chief academic officer.

### ***Chair of an Ability Department***

#### ***General Responsibilities***

The department chair initiates and/or takes responsibility for approval of all matters that relate specifically to that department. The department chair provides for continuing quality and development of learning and assessment for a given ability.

#### ***Term of Appointment***

A department chair is generally appointed on a rotating basis following consultation with the chief academic officer and the faculty member's dean (or associate dean).

### ***Specification of Responsibilities within Ability Departments***

As conceptualized, implemented, and continually refined, the curriculum design places different responsibilities on chairs and members of departments. Discharge of the following responsibilities varies across the College and each department develops its own collaborative working style to carry them out:

- setting long- and short-range goals that contribute to the accomplishment of institutional goals
- directing the definition, clarification, and interpretation of a theoretical framework for a given ability and its developmental levels
- directing the ongoing evaluation and revision of learning experiences and assessment procedures for a given ability
- coordinating application of a given ability in discipline contexts
- selecting and, when necessary, hiring personnel, providing for their development in relation to a given ability, assigning tasks, and seeing that they are accomplished

- planning and administering a budget when appropriate
- seeing that departmental affairs, including procedures and record keeping, are effectively handled.

### **A PROGRAM**

Some of the schools and departments also have programs headed by a program director. Responsibilities of the program director are similar to those of the dean or the chair, except that the scope extends only to the program.

### **THE FACULTY SENATE**

The Faculty Senate is composed of fifteen elected Alverno educators and is charged with maintaining and promoting the welfare of its constituency. (The Constitution and Bylaws of the Alverno College Faculty Senate appear in Appendix B.)

### **ACADEMIC YEAR**

The academic year extends from the annual fall faculty institute, which occurs during the week immediately preceding the opening of the fall semester, through the final week in May.

CHAPTER THREE  
*Academic Rights and Responsibilities*

ACADEMIC RESPONSIBILITY

*Teaching and Scholarship*

Faculty members at Alverno College view themselves as educators, with student learning as the focus of their work. They continually pose and strive to answer the question: How do we best educate students? While every institution of higher learning addresses this question, the amount of attention given to it varies from college to college. For example, research in many institutions is a matter of probing one's discipline without particular concern for applying what one learns to the teaching of that discipline. At Alverno, becoming an expert in a discipline necessarily means becoming an expert in teaching that discipline. Therefore, as faculty members research and explore the current literature in their fields, they consider it in light of its implications for the education of their students.

Faculty members also consider their own disciplines within the context of liberal education as a whole. The commitment to teaching the eight abilities in the Alverno curriculum emerged from an exploration of liberal learning in today's world. Faculty integrate the teaching of the abilities with the subject matter of the various disciplines, so they keep researching ways to make this integration most successful. The faculty consider it their responsibility to refine the meaning of the abilities, and to develop ways of teaching them within the Alverno curriculum. Conscious of their responsibility for the learning of students, faculty also develop specialized knowledge in adult cognitive development.

At a time when many educators are raising questions about the direction of higher education in this country, Alverno has implemented and continues to refine a program that provides an alternative. Thus, faculty members consider their work at Alverno in relation to higher education in general. Insights into the strengths and weaknesses of Alverno's program have implications for the educational community at large, so Alverno faculty continually study to improve the curriculum not only for the welfare of the Alverno student but ultimately for students throughout higher education.

*Policies/Procedures Related to Teaching Assignments*

*Course Assignment*

The normal *full-time* teaching assignment per semester is between 12 and 15 semester hours or the equivalent. The *Category II* part-time teaching assignment is a percentage of full-time. The *one-half-time Category II* teaching assignment is normally between 6 and 8 semester hours, and the *three-quarter-time Category II* teaching assignment is normally between 9 and 11 hours. However, several factors may cause these figures to vary.

In a ten-month contract, a somewhat lighter set of responsibilities one semester might be balanced by a somewhat heavier set in the other. The number of student contacts, number of sections of the same class, amount of extracurricular activity, and administrative duties might also influence the number of hours taught. Evening classes and/or Weekend College classes on Saturdays and Sundays form part of regular teaching assignments.

Such specifications concerning courses or their equivalents are recorded on the Memorandum of Mutual Agreement (see Appendix C) and the Recommendation for Instructional Staff form. They are certified by the yearly contract signed by both the educator and the president of the College or the president's representative.

### ***Class-Time Use***

The educator determines the most effective use of class time. Departures from the scheduled times that occur by design must be noted in the instructional syllabus or supplementary materials.

### ***Instructional Creativity***

The educator is encouraged to experiment with methods of instruction, discuss procedures and problems with colleagues, and view fellow educators in classroom action.

### ***Campus Absences***

*Planned absences* from on-campus obligations (e.g., classes, meetings, etc.) due to professional responsibilities or opportunities must be authorized by the dean and the Office of Academic Affairs. A Campus Absence Information/ Authorization form, available in the mailroom, must be completed and processed according to directions on the form.

In the case of an *emergency absence* (e.g., illness, extreme weather, transportation difficulties, etc.) from on-campus obligations (e.g., classes, meetings, etc.), the educator must contact Professional Support Services, which posts notices to this effect and informs all relevant personnel.

### ***Office Hours***

All Alverno full- and part-time faculty are expected to be readily accessible to students outside of scheduled class hours, appropriate to the learning needs of their students. This should include time for in-person conversation as well as other forms of communication, such as voice and email.

All faculty members are also responsible for clearly stating their relevant contact hours, phone numbers, and email addresses in their course syllabi and/or in other major supplementary materials. They must share this information with their school or division secretary, who posts office hours in the College's administrative software system (Datatel), and they must also post contact information on their office doors as appropriate.

***Outside Employment***

Every full-time educator is under a full-time contractual commitment to the College during the academic year and that role constitutes a primary obligation. Thus, before assuming any added responsibility in the form of employment involving remuneration (e.g., teaching at another institution, acting as consultant for an agency, etc.) or of graduate work toward an advanced degree or its equivalent activity, the educator must receive approval for such action by requesting in writing said approval from the dean, who in turn forwards the written request, with recommendations, to the chief academic officer. The chief academic officer then submits the request, also with recommendations, to the president of the College. It is the president who makes the final decision with respect to approval or nonapproval.

Occasionally an educator may be requested by someone outside the College to teach a special noncredit course to meet the continuing education or professional development needs of a group of people. In addition to obtaining the approval outlined above, all such courses are to be offered through the Alverno College Institute for Educational Outreach. Fee, course, and continuing education particulars are to be discussed with the Institute for Educational Outreach prior to making any commitment to the interested group.

***Contractual Commitment***

The full-time educator on a ten-month contract is committed to full-time service during the academic year, extending from the annual fall faculty institute, which occurs during the week immediately preceding the opening of the fall semester, through the final week of May.

***General Service within the College******Active Promotion of College Goals***

Alverno educators, in whatever capacity they serve, shall actively promote the goals of the College as agreed to by the campus community as a whole, and shall fulfill the obligations outlined in this handbook as they specifically relate to each of the classifications under “Alverno educator.”

***Responsibility for Constructive Educational Change***

In addition, each faculty member is responsible for constructive educational change and shall assist in the development of policies relating to the learning process and the curriculum. A faculty member may be requested to work on committees, to supervise or participate in College activities, to perform administrative duties, or to moderate campus organizations/activities.

***Joint Membership in Schools and Ability Departments***

Alverno’s learning process necessitates an ongoing relationship between faculty in the disciplines and in ability departments in order to achieve its objectives for student learning and development. Alverno educators who hold joint membership in a school and

an ability department are particularly instrumental in working as a community of educators in accomplishing the goals of an outcome-oriented curriculum.

Alverno educators apply for and are appointed by the chief academic officer, after consultation with the respective ability chair, to membership in an ability department. They make their choice as part of a total professional commitment to the educational process. Such commitment enables them to:

- develop their expertise in the theory, teaching, and assessing of a particular ability, at all levels of its development;
- deepen their own academic experience through interaction with educators across disciplines;
- contribute significantly to curriculum design, development, implementation, and evaluation within the context of a particular ability;
- function as a resource person for their colleagues in instructional and assessment techniques.

The time commitment involved varies from one ability department to another. It depends on the short- and long-range goals of the College as a whole as well as on the goals set by individual departments in any given year.

Choice of membership in an ability department then assumes an awareness of the obligations such commitment imposes and a dedication of time and energy to responsible work toward achievement of ability department goals. This membership forms a substantial part of an Alverno educator's academic and professional service within the College.

### *Specific Responsibilities Related to Service within the College*

#### *Faculty Institutes*

Full-time faculty members and some Category II part-time faculty members participate in three institutes per academic year. The first occurs during the week preceding the beginning of classes for Semester I; the second during the week preceding the beginning of classes for Semester II; and the third during the period following the end-of-the-academic-year graduation. (Category I part-time faculty are invited to participate.)

#### *Faculty Meetings*

Full-time faculty members and some Category II part-time faculty members participate in general faculty meetings held several times during the academic year. Faculty meetings may be called at the discretion of the president of the College and/or of the chief academic officer. Notification of a faculty meeting includes an agenda. (Category I part-time faculty are invited to participate.)



***School/Division/Department Meetings***

School/division/department meetings are held when scheduled by the dean/associate dean/chair. All full-time faculty members and some Category II part-time faculty members are expected to participate. (Category I part-time faculty members are invited to participate.)

Faculty members shall assist in developing policies related to instruction and its improvement, and shall work with the school/division/department in recommending courses and requirements for majors and support areas. Minutes of school/division/department meetings are kept in the school/division/department files, with copies sent to the president of the College and to the Office of Academic Affairs.

***Campus Activities***

All full-time faculty members and some Category II part-time faculty members are expected to attend such functions as the opening and closing activities of the academic year, convocations, graduations, and meetings and activities of all organizations/societies that they moderate/supervise. When invited, they are requested to attend meetings of alumnae and family organizations.

***Citizenry and Public Service***

The Alverno educator has a responsibility to share her/his expertise with public and private agencies beyond the College community. Institutions of higher learning are not only centers for learning and generating knowledge by research and dialogue but they also bear the responsibility for sharing that knowledge with the wider community. The College may in turn make educational use of organizations outside the College community to provide students with expanded learning experiences.

## **ACADEMIC FREEDOM<sup>1</sup>**

### ***Research and Scholarship***

The teacher is entitled to full freedom in research and to the publication of the results, subject to the satisfactory performance of other academic duties; but research for pecuniary return shall be based upon an understanding with the authorities of the institution.

### ***Teaching***

The teacher is entitled to freedom in the classroom in discussing the subject but should be careful not to introduce controversial matter that has no relation to the subject. Faculty members are expected to reflect a respectful attitude toward the cultures and convictions of their students and colleagues.

### ***Citizenry and Public Service***

The college teacher is a citizen, a member of a learned profession, and an employee of an educational institution. When teachers speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes obligations. As persons of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not institutional spokespersons.

### ***Expression of Dissent<sup>2</sup>***

Institutions of higher education are committed to the solution of problems and controversies by the method of rational discussion, with all parties involved abiding by the principles of democracy and the practices of civility. Acts of physical force or disruptive acts which interfere with institutional activities, freedom of movement on the campus, or freedom for students to pursue their studies are the antithesis of academic freedom and responsibility, as are acts which in effect deny freedom of speech, freedom to be heard, and freedom to pursue research of their own choosing to members of the academic community or to invited visitors to that community.

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<sup>1</sup> Alverno College accepts that definition of academic freedom contained in the 1940 *Statement of Principles on Academic Freedom and Tenure*, formulated by the American Association of University Professors and the American Association of Colleges and reprinted here.

<sup>2</sup> Excerpt from the statement “Academic Freedom, Responsibility, and Tenure,” adopted by the American Association of State Colleges and Universities, November 17, 1970.

**STATEMENT ON AN ALVERNO EDUCATOR'S SELF-DISCIPLINE  
(December 4, 1973)**

This statement represents an effort of Alverno educators to assume a more positive role as guardians of academic value in the maintenance of academic freedom and professional responsibility. It provides for sanctions other than dismissal for violations of the standards of the Alverno academic community.

*Standards of the Alverno Academic Community*

An Alverno educator shall abide by all provisions of the College regulations that have been duly approved and promulgated.

An Alverno educator shall perform the academic duties undertaken within the College.

An Alverno educator shall be professional in conduct in the performance of academic duties within the College.

No Alverno educator shall prevent, or directly exhort or incite others to prevent, or attempt to prevent others from performing their duties within the College.

*Sanctions for Violations of Standards*

(*Note: The complainant is the person(s) who files a complaint and the respondent the person(s) against whom the complaint is filed.*)

There exists a shared responsibility of all members of the academic community for exemplifying and supporting the standards of the academic community. Compliance with academic norms is guaranteed by preventive as well as by disciplinary action. Toward this end, Alverno educators should take the initiative, working with the administration and other personnel of the College, to develop and maintain an atmosphere of freedom, commitment to academic inquiry and the learning process, respect for the academic rights of others, and fulfillment of institutional responsibilities.

Infractions of the standards are solved by informal methods whenever possible.

When informal methods for solving infractions of the standards fail, a written and signed statement of the complaint is sent either to the dean of the respondent or to the chief academic officer, at the discretion of the complainant.

The dean or the chief academic officer initiates appropriate action to resolve the difficulty and makes a written response to the complainant, indicating that action has been taken. (This action is of the nature of an interview, discussion, admonition, warning, reprimand, referral to the chief academic officer, or referral to the president of the College.)

For infractions of standards that may result in sanctions such as monetary fine, suspension from duty without pay, or reduction in pay, the grievance procedures, as printed in Chapter 8, may be initiated by either the complainant or the respondent. (All full- and part-time faculty members have access to the grievance procedures.)

CHAPTER FOUR  
*Appointments and Contracts*

APPOINTMENTS

*Nature of Appointments*

***Temporary Appointment: Part-Time***

All part-time appointments are temporary. Contracts may specify semester or academic-year appointments. Part-time faculty are not eligible for continuous appointment.

***Temporary Appointment: Full-Time***

A temporary appointment is normally made for no more than one academic year. The initial appointment is a temporary one and may result in a total of five successive temporary appointments. If a sixth appointment is made, it becomes a continuous appointment.

***Continuous Appointment***

As part of the Faculty Annual Review (FAR), the dean (or associate dean) assesses whether a full-time faculty member is meeting criteria for the beginning assistant professor rank and making progress toward continuous appointment. This assessment is communicated to the faculty member and recorded on the FAR form. After the fourth consecutive Faculty Annual Review, the faculty member is notified as to whether he or she will be awarded continuous appointment, or whether the fifth contract will be a terminal one. The sixth contract, then, reflects a continuous appointment.

In the cases cited below, the number of successive temporary appointments preceding a continuous appointment may be reduced to three at the joint discretion of the chief academic officer and the faculty member's dean (or associate dean). Written notification of this action must be transmitted to the president of the College and the said faculty member prior to the issuance of the initial contract.

- A new full-time faculty member with extensive experience at a comparable institution
- A part-time faculty member who becomes a full-time faculty member

If a full-time administrator with faculty status returns to the faculty, the years in which the administrator held faculty membership accrue toward eligibility for continuous appointment.

### *Category II Status/Continuous Appointment*

- A faculty member on continuous appointment who, with the approval of the appropriate dean/associate dean/chair and Academic Affairs, moves to Category II status for the period of one year retains continuous appointment and *returns* to full-time status with continuous appointment after that year.
- If a faculty member on continuous appointment wishes to extend Category II status beyond one year, s/he may do so for up to three years but is not guaranteed return to full-time status and continuous appointment.
- If a faculty member wishes to extend Category II status beyond three years, s/he must negotiate terms of the agreement with the appropriate dean/associate dean/chair and Academic Affairs.

### *Nonrenewal of Temporary Appointments*

For full-time faculty members in their first year of service, notification of nonrenewal of a temporary appointment for the succeeding academic year is given no later than March 15 of the current academic year.

For full-time faculty members in their second or third year of service, notification of nonrenewal of a temporary appointment for the succeeding academic year is given no later than December 15 of the current academic year.

For full-time faculty members in their fourth year of service, notification of nonrenewal of a temporary appointment is given no later than June 1 of the current academic year if the succeeding academic year is to be a terminal one. (The date of June 1 at the end of the fourth year of service is the ultimate deadline for informing a given faculty member that s/he will not be given a continuous appointment.)

### *Dismissal*

A faculty member with either a temporary or continuous appointment may be dismissed before the completion of the appointment only for “just cause,” according to the definition given below. The responsibility for proving just cause rests upon the administration.

#### *Definition of “just cause”*

Reasons related to faculty performance:

1. Failure to perform: This must be documented by an enumeration of incidents of failure to perform as well as by a series of unsatisfactory evaluations and the issuance of a one-year terminal contract after the series of unsatisfactory evaluations. (The faculty member may have recourse to dismissal procedures as outlined in Chapter 8.)

2. Misconduct: “. . . when his/her behavior affects his/her professional performance in a demonstrably deleterious fashion” (ACLU). (The faculty member may have recourse to dismissal procedures as outlined in Chapter 8.)

Reasons beyond the control of a faculty member:\*

1. Discontinuance of a program or department.<sup>1</sup>
2. Financial exigency.<sup>2</sup> If a program or department is discontinued or there is a financial exigency, twelve months’ notice or a year’s severance pay shall be given and the position will not be filled by replacement within a period of two years. (The faculty member may have recourse to dismissal procedures as outlined in Chapter 8.)
3. Medical reasons.<sup>3</sup> This must be based upon clear and convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment.

## CONTRACTS

### *Full-Time Faculty*

The temporary or continuous appointment of a faculty member is confirmed by a yearly contract signed by both the faculty member and the president of the College or the president’s representative. The issuance of this contract is contingent upon completion of the Memorandum of Mutual Agreement, signed by the faculty member and the dean (or associate dean) (see Chapter 6 and Appendix C), and upon the Recommendation for Instructional Staff, signed by the same dean (or associate dean) and the chief academic officer. The latter is then forwarded to the president for approval.

In signing the contract, the faculty member agrees to work for achievement of the goals of the College and to devote full time to the discharge of appointed duties as detailed in the current edition of the Alverno Educator’s Handbook and as specified in the Memorandum of Mutual Agreement. The contract also indicates rank, salary, and initial and terminal dates of service. Additional specifications may be included where pertinent.

Contracts shall be issued by May 1 for the succeeding academic year. A waiver may be issued and signed for individual faculty under exceptional circumstances.

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\* Alverno College adheres to the Federal and Wisconsin State Family and Medical Leave Acts (FMLA). In these particular situations, you may have rights under FMLA. Contact Human Resources as soon as the situation is known for a determination of your protections under FMLA.

<sup>1</sup> See “Termination of Faculty Appointments Because of Financial Exigency, Discontinuance of a Program or Department, or Medical Reasons,” *AAUP Bulletin*, 61 (December 1975): 329-31.

<sup>2</sup> See “Termination of Faculty Appointments Because of Financial Exigency, Discontinuance of a Program or Department, or Medical Reasons,” *AAUP Bulletin*, 61 (December 1975): 329-31.

<sup>3</sup> *Ibid.*

### ***Part-Time Faculty***

The appointment of a member of the part-time faculty is made for one semester, an academic year, or for a summer session, confirmed by a contract signed by both the member and the president of the College or the president's representative. Issuance of this contract is contingent upon the Recommendation for Instructional Staff, signed by the dean (or associate dean) and the chief academic officer. This is then forwarded to the president for approval.

In signing the contract, the educator agrees to work for the achievement of the goals of the College and to devote her/his best efforts in the discharge of designated duties, as specified on the Recommendation for Instructional Staff form. Satisfactory performance is based on guidelines and standards set forth in the current edition of the Alverno Educator's Handbook. The contract indicates salary and initial and terminal dates of service. Additional specifications may be included where pertinent.

### **TERMINATION-OF-SERVICE NOTIFICATION**

Full-time faculty members who plan to terminate their services at the end of a given academic year shall submit written notification of that fact at the earliest known date but no later than April 15, or within ten days after receiving their contract. This notification shall be sent to the president of the College, with copies to the chief academic officer and the respective dean (or associate dean).

### **RETIREMENT**

The policies for retirement are in accordance with current state and federal law.



**CHAPTER FIVE**  
***Compensation and Benefits***

**FACULTY BENEFITS**

Information regarding faculty benefits is available on the Alverno Human Resources webpage at <http://hr.alverno.edu>, with additional information in the handbook *Alverno and You*, under “Benefit-Eligible Faculty.” Questions related to benefits should be directed to Human Resources. Benefit-eligible faculty members qualify for a number of leaves of absence from their regular positions to take a sabbatical or study leave, to give full attention to resolving an important personal or family matter, to recuperate from a medical condition, or to fulfill a military obligation.

**SABBATICAL**

The purpose of a sabbatical is to provide an opportunity for continued professional growth and new, or renewed, intellectual achievement through study or research, when such a leave is considered mutually beneficial to both the faculty member and the College. All evidence that a sabbatical will increase individual effectiveness or produce academically useful results is considered in evaluating applications.

***Eligibility***

To be eligible, the faculty member must have been a full-time employee of the College for at least seven consecutive years, must hold the rank of assistant professor or higher, and must have consistently met the criteria for his/her academic rank. After a first sabbatical, the faculty member is eligible for a sabbatical after seven more years of full-time service, and is eligible for succeeding sabbaticals under the same rule. The year of the sabbatical itself is not included as one of the seven years. All sabbaticals are subject to approval depending on the needs of the College at any given time.

***Timeframe***

A sabbatical is limited to a full academic year at half salary, to one semester at full salary, or to two semesters at half-time at full salary.

***Compensation and Benefits***

If the applicant applies for a full academic year and that application is approved, the applicant receives one-half salary for that year. If the applicant applies for one semester and that application is approved, the applicant receives a full salary for that semester. If the applicant applies for two semesters at half-time and that application is approved, the applicant receives a full salary for those two semesters. Normal benefit contributions by the College apply. Contact Human Resources prior to the sabbatical for detailed information regarding benefits.

### *Application Conditions*

- Applicant completes the Application for Sabbatical form (available on the shared drive) and submits it to the dean (or associate dean) for approval on or before October 15 of the year prior to the year requested for a sabbatical.
- If the dean (or associate dean) approves the applicant’s request, the form is then forwarded to the Office of Academic Affairs, accompanied by the dean’s (or associate dean’s) plan for handling the academic assignments of the faculty member during the sabbatical.
- The sabbatical application is then reviewed by the Academic Appointment Committee. If the Committee approves the application, the form is forwarded to the president of the College, who makes the final decision.
- The applicant must agree to return to the service of the College for one year after the sabbatical for *each* semester of leave.
- The applicant must agree to submit to the dean (or associate dean), to the Office of Academic Affairs, and to the president of the College a written report of work accomplished during the sabbatical.

The College cannot guarantee that a faculty member, regardless of eligibility, will be granted a sabbatical at regular intervals. A decision to grant a sabbatical is only considered when the condition of the school/division/department involved and of the College in general is such that the faculty member’s absence does not seriously impair either or both operations.

### **PERSONAL/MEDICAL/FAMILY AND MEDICAL LEAVE ACT (FMLA) ABSENCES**

Individual circumstances may occasionally compel a faculty member to seek a release from professional obligations at the College, either in consecutive days of absences or intermittently. Therefore, Alverno College benefit-eligible faculty members may be approved for three types of personal, medical, and FMLA leave. Please refer to the Alverno College handbook, *Alverno and You* (“Benefit-Eligible Faculty”), found on the Human Resources webpage at <http://hr.alverno.edu>, for more details concerning these leaves of absence.

- A *personal leave* allows the faculty member time away from work to resolve personal issues or to take care of personal or family issues not covered by the Family and Medical Leave Act (FMLA) in absences that exceed either three (3) consecutive days or three (3) nonconsecutive days due to the same cause. A personal leave may also be added to the duration of an approved medical leave that exceeds the maximum time of job protection according to the law.

- A *medical leave* allows the faculty member time away from work to take care of personal or family medical issues not covered by FMLA that either is three (3) or more consecutive days or three (3) nonconsecutive days due to the same cause. Leave may be taken intermittently or on a reduced leave schedule if necessary to meet the faculty member’s need, and if conducive to department work schedules.

Verification by a healthcare provider may be requested. A healthcare provider’s certificate is required upon return to work if the leave is due to personal illness/disability. The College may also require that the faculty member be examined by a healthcare provider of the College’s choice, at the expense of the College, for the purpose of examining whether or not the faculty member is, in fact, sick and/or well enough to return to regular/modified duties. If the opinion of the faculty member’s healthcare provider and the College differs, the healthcare provider will appoint a third healthcare provider as mediator. The expense of the third healthcare provider will be equally shared.

- *Family and Medical Leave Act (FMLA)*, as governed by federal and state laws, requires a specific designated timeframe of employment before the request for an FMLA leave of absence can be approved. Specifics on the laws are included in the handbook *Alverno and You* (“Benefit-Eligible Faculty”). FMLA is granted when there is a serious medical situation for the faculty member, his/her immediate family, or domestic partner, and the absence exceeds three (3) consecutive days or three (3) nonconsecutive days due to the same cause. FMLA also covers any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a covered military member on “covered active duty,” or twenty-six (26) work weeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin to the employee (military caregiver leave).

The following circumstances may qualify for an approved personal, medical, or FMLA leave:

- illness of the faculty member
- illness within the immediate family of the faculty member, defined as a spouse, domestic partner, child, or parent
- death within the immediate family of the faculty member
- birth of a child, adoption of a child, or approved foster parent
- family member is in the military
- other personal circumstances.

### ***Eligibility***

To be eligible, the faculty member must be either a full-time or Category II part-time employee of the College. A faculty member may be eligible for an Alverno College personal or medical leave during his/her first, and subsequent, years at Alverno with approval from the dean and college president. Benefit-eligible full- and part-time faculty members may qualify for approved FMLA leaves after satisfying the designated timeframe of employment as denoted in the state and federal leave laws (typically after one year). Approval for FMLA is granted from Human Resources after reviewing the request based on appropriate FMLA documentation and meeting the eligibility requirements.

### ***Timeframe***

The timeframe for a personal leave is negotiable between the faculty member and the president of the College, after the president receives the recommendations of the faculty member's dean (or associate dean) and the chief academic officer. The College only considers leaves of up to one year with the possibility of renewal.

The timeframe for medical leave is based on medical necessity. Whenever possible, the faculty member will be offered the same position upon return from leave. Failure to return to work without notice on the agreed-upon date may be considered a voluntary termination of employment.

The timeframe for FMLA leave is for the length of time as verified by a healthcare provider per state and federal FMLA law up to 12 weeks. Faculty members may be approved to return to work for partial duties, or for intermittent schedule with permission of the healthcare provider, Human Resources, the dean of the faculty member's school/department, and the president.

### ***Compensation and Benefits***

If granted a personal leave, the faculty member receives no salary from the College for the duration of the leave. Certain funded and voluntary benefits (e.g., health, dental, vision) may continue, provided the employee is under the approved personal leave and pays his/her portion of the premiums. Contact Human Resources for complete information on continuation of benefits. The College does not contribute to the College match plan fund when the employee receives no pay.

If granted a medical or FMLA leave of absence, the faculty member does receive full pay for the first 60 days of the approved leave by the College within the current primary or summer contract. If the leave continues past the first 60 days, short-term disability (STD) benefits begin on the 61<sup>st</sup> day. No additional College pay is given until the faculty member receives an approved release to return to work from a healthcare provider and a new contract is signed by all parties involved.

All benefits that are funded by the College (e.g., life insurance, STD) will continue for the length of the leave or maximum length of time according to plan documents. Certain funded and voluntary benefits (e.g., health, dental, long-term disability) will continue per plan documents provided the faculty member pays her/his portion of the premiums. Insurance benefits will end if the faculty member does not have a new contract or does not return to work. If the faculty member does not return to work as agreed upon, the College will consider this action to be a voluntary termination. *Please consult with the Human Resources Department to discuss the status of all benefits and payment options prior to a leave.*

Tuition reimbursement will remain in effect during a medical leave. Please note, however, that this cannot be guaranteed for more than one semester at a time.

FMLA leave follows federal and state laws as well as the plan documents for insurance benefits.

### ***Credit for Leave of Absence Related to Promotion, Sabbaticals, etc.***

Full semesters or a full year of time spent on a personal, medical, or FMLA leave are not counted as service to the College or toward establishing eligibility for a sabbatical, promotion, etc. Partial semesters spent on personal, medical, or FMLA leave are counted as service to the College. Faculty members on personal, medical, or FMLA leave do not forfeit any accumulated years of service or rank as a result of their absence. A faculty member on continuous appointment before the leave is on continuous appointment upon return to work.

### ***Short-Term Disability***

Short-term disability (STD) is a College-provided benefit with insurance premiums paid in full by the College. Faculty members become eligible for this benefit the first of the month following 90 days of employment. Benefit-eligible faculty members have coverage under this plan if appropriate forms are completed within the enrollment period. Late application is subject to Evidence of Insurability.

The STD benefit provides income protection from the date of disability up to 26 weeks total time. The College will pay full salary for the first 60 days of approved and verified disability according to the faculty member's primary contract. If disability occurs during a summer contract, the College will pay the full amount of the summer contract and into the fall primary contract if the disability continues for 60 days. STD benefit will pay 60% of the gross weekly salary wage equivalent of the contract up to \$1,000 per week and may begin on the 61<sup>st</sup> day of disability.

If enrolled in Alverno College health, dental, or vision insurance coverage, a benefit-eligible faculty member may continue paying her/his portion of the premium and continue coverage per the plan document. The College continues paying the College portion as long as the faculty member pays her/his portions of the premiums on time.

Matching retirement contributions will be made by the College when the faculty member is receiving salary from the College for pretax contributions. Once STD starts, the College will continue the minimum 2% contribution. For complete information on continuation of benefits, please refer to *Alverno and You* or the Human Resources Department.

### ***Long-Term Disability***

Long-term disability (LTD) is a voluntary benefit with premiums shared by the faculty member and the College. Faculty members become eligible for this benefit after one year of employment with Alverno College meeting the minimum number of hours worked, or the first year is waived if the new faculty member can prove continuous LTD coverage from the immediate past twelve months at the previous employer. Late application is subject to Evidence of Insurability.

LTD insurance protects faculty members in case of non-work-related catastrophic illness or injury. The benefit begins once the short-term disability benefit ends, or on the 180<sup>th</sup> day of an approved disability. The benefit pays 60% of the gross weekly salary wage equivalent of the contract up to \$7,000 per month. Employment may terminate at the time LTD benefit starts and employees would be able to continue other benefits according to COBRA rules and the individual insurance plan documents. If reemployment occurs within 90 days of cessation of LTD, faculty members will retain their benefit years of service, academic rank, and salary level.

An eligible faculty member, who has continuous employment status, will be granted the next planned primary contract as soon as the College receives a release to work verification from the faculty member's medical provider.

### ***Application Conditions for all Leaves***

- Faculty members should meet with Human Resources prior to completing any leave application for detailed information regarding pay and benefits. Each faculty member completes the Application for Personal Leave form (available on the shared drive of the campus network) and submits it to the dean (or associate dean) for approval in the semester prior to the request for a leave. In response to certain unexpected conditions, such as illness, this deadline is waived.
- If the dean (or associate dean) approves the faculty member's request, the form is then forwarded to the chief academic officer accompanied by the dean's (or associate dean's) plan for handling the academic assignments of the faculty member during the leave. If Human Resources has not been notified, the dean should inform Human Resources of the request.
- If the chief academic officer accepts the dean's (or associate dean's) recommendation, the form is forwarded to the president of the College, who then makes the final decision.
- The dean informs Human Resources of the final decision.

- A decision to grant a personal leave (but not an FMLA or medical leave) is only considered when the condition of the school/division/department involved and of the College in general is such that the faculty member's absence does not seriously impair either or both operations.
- Medical or FMLA leaves follow the above process, plus additional FMLA leave documentation is required to be completed in Human Resources for approval of the leave time. The faculty member requesting the leave contacts Human Resources for these forms.

### **STUDY LEAVE**

Professional opportunities may occasionally encourage a faculty member to ask release from obligations at the College. These circumstances may arise from a number of situations, of which the following are only examples:

- the desire to pursue an advanced degree
- the opportunity to participate in a postdoctoral program
- the opportunity to participate in a faculty exchange program
- the opportunity to devote full efforts toward independent research and study (the funding to support such study may come from personal sources or it may come from any public or private foundation or endowment)
- the opportunity to spend a period of time as a visiting professor at another college or university
- the opportunity to spend a period of time working in a public or private corporation
- the opportunity to spend a period of time working at some social or humanitarian project
- any other circumstances that enhance the professional development of the faculty member.

#### ***Eligibility***

To be eligible the faculty member must have been a full-time employee of the College for at least three consecutive years.

#### ***Timeframe***

The timeframe for a study leave is negotiable between the president of the College and the applicant, after the president receives recommendations of the applicant's dean (or associate dean) and the chief academic officer. Study leaves generally are granted by the semester or the academic year. The College only considers leaves of up to one year, with the possibility of renewal.

### ***Compensation and Benefits***

If granted a study leave, the applicant receives no salary from the College for the duration of the leave (except under a faculty exchange program). Contact Human Resources prior to the leave for detailed information regarding benefits.

NOTE: An Alverno College faculty member who participates in a faculty exchange agreement receives the same compensation (salary plus benefits) as if in residence at the College. The College is under no obligation to provide the visiting faculty member any compensation for work at Alverno. Such compensation comes from the visiting faculty member's home institution.

### ***Credit for Promotion, Sabbaticals, etc.***

Whether the time spent on a study leave is counted as service to the College or toward establishing eligibility for a sabbatical, promotion, salary adjustments, etc., is a matter of negotiation between the president of the College and the applicant, following the former's reception of recommendations from the applicant's dean (or associate dean) and the chief academic officer. It is assumed that a study leave enhances the professional development of the faculty member and that such development benefits the College through the introduction of new ideas and experiences. Therefore, every consideration should be given toward counting the leave as service to the College. This is especially true in regard to faculty who participate in a faculty exchange program. Faculty on study leave do not forfeit any accumulated years of service or rank. Faculty on continuous appointment before their leave are on continuous appointment at their return.

### ***Application Conditions***

- Each applicant completes the Application for Study Leave form (available on the shared drive of the campus network) and submits it to the dean (or associate dean) for approval in the semester prior to the request for a leave.
- If the dean (or associate dean) approves the applicant's request, the form is then forwarded to the chief academic officer accompanied by the dean's (or associate dean's) plan for handling the academic assignments of the applicant during the leave.
- If the chief academic officer accepts the dean's (or associate dean's) recommendation, the form is forwarded to the president of the College, who makes the final decision.
- Those on study leave must agree to submit to the dean (or associate dean), to the chief academic officer, and to the president of the College a written report of the work accomplished during the leave.



- A decision to grant a study leave is only considered when the condition of the school/division/department involved and of the College in general is such that the faculty member's absence does not seriously impair either or both operations.

**CHAPTER SIX**  
***Evaluations***

**INTRODUCTION**

Evaluation of an Alverno educator serves two functions. The evaluation process stimulates improvement in teaching, responsibility to the College community, scholarship, and service to the wider community. It also provides a measurement of faculty performance and is used to gather data for decisions related to retention, continuous appointment, and promotion. The Office of Academic Affairs gathers such evaluation data from four sources: the dean (or associate dean), the Alverno educator under consideration, fellow Alverno educators, and students. This chapter describes the purpose and processes of three types of evaluation: Faculty Annual Review, peer review, and student evaluation.

**OVERVIEW OF EVALUATION PROCESS**

<b>Personnel</b>	<b>Number of Years of Appointment</b>	<b>Faculty Annual Review</b>	<b>Peer Review</b>	<b>Student Evaluation</b>
- Full-time faculty - Category II part-time faculty	1 <sup>st</sup> year	Yearly *	Two year-long reviews	Each semester
- Full-time faculty - Category II part-time faculty	2 <sup>nd</sup> year through 4 <sup>th</sup> year	Yearly *	Two year-long reviews	Yearly
- Full-time faculty - Category II part-time faculty	5 <sup>th</sup> year and beyond	Yearly *	One or two year-long reviews every three years	Once every three years
- Category I part-time faculty	1 <sup>st</sup> year	Not applicable	Each semester	Each semester
	Beyond 1 <sup>st</sup> year	Not applicable	As recommended by department chair	As recommended by department chair

\* Recommended for long-term Category II faculty

**FACULTY ANNUAL REVIEW**  
*(for full-time and Category II faculty members)*

The Faculty Annual Review provides Alverno educators with the opportunity for self-assessment. Faculty members are able to document their contributions to the College and to reflect on their performance in the areas of teaching, responsibility to the College community, scholarship, and service to the wider community. Faculty members also identify a focus for continuing work, articulating the individual contributions they plan to make to a disciplinary program, ability department, and College settings. The Faculty Annual Review also allows the dean (or associate dean) to assess the faculty member's performance in relationship to College expectations, to communicate and document the faculty member's progress toward continuous appointment and promotion, and to recognize the faculty member's contributions to the College.

***The Process***

In the spring semester, each faculty member completes a Faculty Annual Review (FAR) and submits it to the dean (or associate dean). The Faculty Annual Review includes:

- Record of Current Teaching and Faculty Responsibilities
- Faculty Activity Record
- Assessment of Current Achievement
- Goals
- Dean's (or Associate Dean's) Response
- Memorandum of Mutual Agreement
- Curriculum Vitae

Descriptions of each section of the FAR are included on forms available on the shared drive of the campus network, from school/division secretaries, and in Appendix C of the Alverno Educator's Handbook.

Prior to contract issuance, the dean (or associate dean) confers with each member of that school (or division) in order to discuss the faculty member's performance in relation to goal setting and College expectations, to recommend action to be taken for performance improvement during the coming academic year, and to determine work-load projections. The decisions reached at this annual conference are recorded in the Memorandum of Mutual Agreement, which is signed by both parties. If the faculty member is not yet on continuous appointment, the dean (or associate dean) records his/her progress toward continuous appointment on the FAR form. Each of the parties retains a copy of the signed FAR and the dean (or associate dean) sends a third copy to the chief academic officer. (For the Faculty Annual Review's relationship to contract issuance, see Chapter 4.) The same procedure is followed for an associate dean's evaluation by the dean and for the dean's evaluation by the chief academic officer.

When a faculty member has been recommended for promotion, an additional self-evaluation is required. There is no format for this statement; its structure and content are left to the educator's discretion. (See Chapter 7 of the Alverno Educator's Handbook for promotion procedures.)

### **PEER REVIEW**

*(for all Alverno educators)*

To foster the spirit of collaboration and encourage continuous faculty development, Alverno educators have agreed to participate in a peer review process. The peer review process is intended to be flexible in order to meet the needs of faculty members at all stages of their careers. During an educator's first two years, reviews include attention to both teaching and departmental/divisional/school/institutional development. After the first two years, faculty members determine the focus of their reviews and the choice of their peer reviewers based on goals set during the Faculty Annual Review. Peer reviews are submitted to the Office of Academic Affairs and are considered in decisions about reappointment, continuous appointment, and promotions. Both the dean (or associate dean) and the department chair of the Alverno educator being evaluated have access to the copy filed in the Office of Academic Affairs.

#### ***The Process***

*(see also Timeline)*

#### ***First-Year Faculty***

At the beginning of the fall semester, the Office of Academic Affairs distributes peer reviewer selection forms to new faculty members. The new faculty member, in consultation with his/her dean (or associate dean), identifies two reviewers and obtains signatures indicating their willingness to serve as reviewers. The forms are returned to the Office of Academic Affairs by October 1. One reviewer focuses his/her review on the new faculty member's teaching performance; the other reviewer focuses on the faculty member's contribution to departmental/divisional/school activities. Reviewers meet with their reviewees throughout the academic year, scheduling classroom visits as appropriate. Written reports summarizing the reviewee's strengths and areas needing development are submitted to the Office of Academic Affairs by May 1.

#### ***Continuing Faculty***

In January, the Office of Academic Affairs publishes a list of faculty members scheduled for peer review the following academic year. This list is distributed to deans (or associate deans) and posted on the shared drive of the campus network. Selection/signature forms are distributed to faculty scheduled for peer review in February. Faculty members scheduled for peer review, as part of their Faculty Annual Review, identify peer reviewers, recording the information on their FAR forms. The faculty member obtains the signatures of the peer reviewers, indicating their willingness to serve, and returns the signature form to the Office of Academic Affairs by May 1.

Continuing faculty members are encouraged to choose peer reviewers who can contribute to their development in specific areas of faculty responsibility. These areas include teaching (classroom style and performance, development of syllabi and assessments, feedback); contributions to the College community (committees, discipline departments, ability departments); scholarship; and service to the wider community (consultations, presentations, fieldwork). Goals for the peer review can be developed from the criteria for academic rank (Chapter 7 of the Alverno Educator’s Handbook).

***Timeline for Peer Reviewer Selection***

<b>September</b>	<b>October</b>	<b>January</b>	<b>February</b>	<b>February-May</b>
List of new full-time faculty distributed to deans (or associate deans)	New full-time faculty consult with deans (or associate deans) and choose peer reviewers by October 1	List of continuing full-time faculty scheduled for peer review the following academic year distributed to deans (or associate deans) and posted on shared drive	Signature forms distributed to faculty members scheduled for peer review the following academic year	Faculty members choose peer reviewers as part of FAR process; signature forms due in Office of Academic Affairs by May 1

***Forms and Documentation***

The Office of Academic Affairs keeps current lists of faculty members involved in the peer review process on the shared drive of the campus network. These include a list of faculty members scheduled for peer review the following academic year, a list of current peer reviews organized by peer reviewer, and a list of current peer reviews organized by faculty member being reviewed.

Peer review reports are to be submitted with a cover sheet available on the shared drive of the campus network (see copy in Appendix C of the Alverno Educator’s Handbook).

**EVALUATION BY STUDENTS**  
*(for all Alverno educators)*

Alverno educators scheduled for student evaluations are asked to identify two classes to be evaluated—one during the weekday schedule and one from Weekend College if the educator teaches in both timeframes. The College uses an online course evaluation and survey tool that allows faculty to add questions, either individually or as a department or school. After the close of the semester, the results of the survey, including any written comments, are available to the Alverno educator being evaluated, to the

educator's dean (or associate dean) and department chair, and to the Office of Academic Affairs. Student evaluations may be considered in decisions related to retention, continuous appointment, and promotion.

**CHAPTER SEVEN**  
***Rank and Promotion***

**PREFACE**

The college hires, retains, and promotes faculty members who develop continuously as professional educators. Rank and promotion in rank mark stages in this continuous development. Full-time and Category II part-time faculty members hold one of three ranks:

1. Assistant Professor
2. Associate Professor
3. Professor

Category I part-time faculty members hold the rank of instructor.

On the following pages, the criteria for each rank appear on the left and a brief interpretive statement on the right. Since the needs of beginning teachers are distinctive with regard to learning about the College culture and developing as teachers, the assistant professor rank unfolds in two developmental phases—beginning assistant professor and experienced assistant professor.

## CRITERIA FOR ACADEMIC RANK

### CRITERIA AND INTERPRETIVE STATEMENT FOR BEGINNING ASSISTANT PROFESSOR

#### Teaches Effectively

- develops understanding of ability-based curriculum and assessment
- teaches for appropriate abilities in disciplinary context
- provides direction, clarity, and structure for students
- provides timely and helpful feedback
- is available for and respectful of students
- communicates enthusiasm for one's discipline

*Beginning Assistant Professors are expected to bring disciplinary expertise and a concern for students to their teaching. They develop in their understanding of the ability-based curriculum and the implications for pedagogy. They provide direction for students and develop an understanding of the curriculum and assessment processes.*

#### Works Responsibly in the College Community

- participates in required meetings and workshops
- collaborates effectively with other faculty and staff
- uses formal and informal feedback to improve performance
- implements departmental, divisional, school, and institutional goals
- explores opportunities for individual contributions
- identifies, refines, and acts on individual faculty development goals

*Beginning Assistant Professors work collaboratively with others as they implement department, divisional, school, and institutional goals. Through collaboration, they discover how their expertise and talent contribute to the common enterprise. As they develop their own individual goals, they explore how these goals might provide opportunities for contributions to the institution.*

#### Develops Scholarship

- formalizes plan for continuing education or degree completion
- identifies scholarly activities/research areas in discipline in relation to teaching
- develops connections with professional community

*Beginning Assistant Professors continue to develop professionally. If they have not completed their formal education, degree completion becomes a priority. They should be involved in scholarly activities or systematic study that continues development in their disciplines and explores the principles of education, especially in relation to the understanding of the ability-based curriculum.*

#### Serves the Wider Community

- identifies possible areas of service
- participates in outreach activities

*Beginning Assistant Professors identify ways in which they may contribute to the wider community in outreach activities. These might include involvement in civic activities or participation in professional organizations.*



## CRITERIA AND INTERPRETIVE STATEMENT FOR EXPERIENCED ASSISTANT PROFESSOR

### Teaches Effectively

- creates learning experiences and assessments that reflect integration of discipline and generic abilities
- organizes learning experiences that assist students to achieve outcomes
- provides feedback directed toward specific abilities and individual need
- responds to students in a variety of settings with sensitivity to background and learning style
- generates student enthusiasm for learning
- refines teaching practice based on self-assessment and feedback

*Experienced Assistant Professors develop a more comprehensive view of the curriculum that they are able to incorporate in their teaching. They expand their awareness of students and their learning needs. They integrate feedback from peers and students in their teaching and assessment practices.*

### Works Responsibly in the College Community

- makes significant conceptual contributions
- initiates collaboration with other faculty and staff
- enacts individual faculty development plan
- makes workable relationship between individual goals
- makes workable relationship between goals of department, division, school, or institution
- makes contributions that influence the institution in the department, division, school, and beyond

*Experienced Assistant Professors are actively trying out roles and making choices about their teaching careers and how their careers will develop in the institution. They take more initiative and begin to find their distinctive contribution to the College community.*

### Develops Scholarship

- makes progress in continuing education or degree completion
- pursues scholarly activity that integrates disciplinary area and teaching
- participates in broader professional community

*Experienced Assistant Professors maintain their disciplinary expertise while developing as professional educators. Completion of the terminal degree is expected. They pursue scholarly activities that enrich their teaching practices.*

### Serves the Wider Community

- contributes actively to the wider community

*Experienced Assistant Professors focus their involvements in selected civic activities and/or professional organizations.*

## CRITERIA AND INTERPRETIVE STATEMENT FOR ASSOCIATE PROFESSOR

### Teaches Effectively

- integrates disciplinary/professional learning and teaching experience to shape teaching practice
- applies developmental frameworks and learning theory to teaching practice
- organizes learning experience to allow for flexibility in responding to students
- engages in dialogue about teaching in the higher education community

*Associate Professors use an integrated approach in their practice. They combine frameworks from the curriculum and their disciplines with developmental learning theories. They respond resourcefully to unanticipated learning situations. They are flexible in using different modes of assessment and can adapt and individualize their instruction. They actively serve as resources to other teachers.*

### Works Responsibly in the College Community

- provides leadership in developing curriculum and teaching effectiveness
- develops institutional role through significant contributions
- creates strategies to enhance effective collaboration in the institution
- pursues opportunities to improve the quality of teaching and learning across the institution

*Associate Professors provide leadership in a variety of settings. They develop a distinctive role in the institution by making significant individual and collaborative contributions. They develop strategies to enhance the performance of others with whom they work.*

### Develops Scholarship

- holds terminal degree
- pursues specialized research that integrates disciplinary area and teaching
- applies specialized scholarly research to improvement of teaching and curriculum development in the institution
- makes contributions to broader professional community

*Associate Professors pursue progressively more specialized research and systematic study that combines a disciplinary perspective with teaching. Their scholarship leads to better teaching and to curriculum development.*

### Serves the Wider Community

- renders distinctive service to the wider community

*Associate Professors focus their involvement in civic activities and/or professional organizations. They purposefully select opportunities that capitalize on their strengths.*

## CRITERIA AND INTERPRETIVE STATEMENT FOR FULL PROFESSOR

### Teaches Effectively

- expands scope of scholarship to include new areas/other disciplines to inform student-centered teaching practice
- takes leadership in developing materials, presentations, etc., that address significant curriculum concerns
- influences professional dialogue about teaching scholarship in the higher education community

*Professors continue to demonstrate the kind of integration expected at the Associate Professor level while extending the range of perspectives they integrate. They take leadership in exploring the teaching enterprise both within their disciplines and across disciplines. The results of their scholarship are seen in teaching practices within and outside the institution. They provide direction in identifying and addressing significant teaching concerns.*

### Works Responsibly in the College Community

- provides distinctive leadership in the institution
- assists others to develop in leadership roles

*Professors build on the leadership they provided as associate professors. Their leadership takes on a wider scope as they assist others to move into leadership roles.*

### Develops Scholarship

- holds terminal degree
- engages in substantive scholarly/research activity that contributes to higher education
- takes leadership in encouraging research that improves the quality of learning in the institution

*Professors expand the range of their scholarly activity, engaging in substantive work that contributes to higher education. They provide leadership in fostering scholarly activity that improves the quality of teaching.*

### Serves the Wider Community

- provides substantive service and leadership in the wider community

*Professors extend their leadership role into the wider community through substantive service in civic/professional organizations.*

## CRITERIA AND INTERPRETIVE STATEMENT FOR INSTRUCTOR (Category I–Part-time)

### Teaches Effectively

- integrates ability-based curriculum and assessment methods into teaching
- teaches for appropriate abilities in disciplinary context
- provides direction, clarity, and structure for students
- is available for and respectful of students
- communicates enthusiasm for one's discipline

*Instructors are expected to bring disciplinary expertise and a concern for students to their teaching. They develop an understanding of the ability-based curriculum and the assessment process. They use principles of pedagogy to provide direction for students.*

### Works Responsibly in the College Community

- collaborates effectively with other faculty and staff
- uses formal and informal feedback to improve performance
- supports departmental, divisional, school, and institutional goals
- fulfills required departmental assignments

*Instructors work collaboratively with others as they implement departmental, divisional, school, and institutional goals and fulfill departmental assignments. They use formal and informal feedback to develop as educators.*

## **HIRING**

Category I part-time faculty members are hired as instructors. The entry rank for a new full-time or Category II part-time faculty member is negotiable. The dean (or associate dean) bases a recommendation to the chief academic officer on the faculty member's academic experience and professional and personal development as they relate to the performance criteria of a specified rank. Upon approval by the chief academic officer, the recommendation is then forwarded to the president, who issues the contract.

## **SALARY**

The dean (or associate dean) applies the appropriate criteria for each rank when making salary determinations for faculty.

## **PROMOTION IN RANK**

Promotion in rank is sequential.

### ***Procedure***

At the end of the academic year, the chief academic officer requests each dean (or associate dean) to nominate faculty members from within the school (or division) for promotion in rank. (In the case of a dean, the chief academic officer initiates the nomination.) Upon receipt of the nominations, the chief academic officer gathers the evaluative instruments for each nominee. These evaluative instruments provide the Academic Appointment Committee with the evidence needed during its deliberations.

Before recommending promotion in rank for a faculty member, the Academic Appointment Committee must establish that all performance criteria for the specified rank have been demonstrated to the degree determined by the Academic Appointment Committee.

Promotion to the next rank requires demonstration of performance criteria at the next rank for a minimum of three years.

### ***Length of Service in a Given Rank***

The expected time in rank for assistant professor is seven years and for associate professor five years, assuming that the faculty member has been meeting the criteria for the next rank for at least three years.

For exceptional reasons, a faculty member may be promoted to the next rank more rapidly than the usual term. Such a recommendation requires the unanimous vote of the Academic Appointment Committee.

A faculty member who meets the expected time requirement in a given rank and has not been nominated for promotion by the dean (or associate dean) may nominate herself/himself by written petition to the chief academic officer, who will then bring said petition with the usual documentation before the Academic Appointment Committee for consideration.

### ***Evaluative Instruments Used by the Academic Appointment Committee***

Evaluative instruments that provide the necessary data to enable the Academic Appointment Committee to decide whether or not a faculty member has met the performance criteria of a specified rank generally include:

- Evaluation by dean (or associate dean), recorded in the Faculty Annual Review as part of the Memorandum of Mutual Agreement (description in Chapter 6 and copy of instrument in Appendix C);
- Evaluation by peers (description in Chapter 6 and copy of instrument in Appendix C);
- Evaluation by students (description in Chapter 6 and copy of instrument in Appendix C);
- Self-evaluation (description in Chapter 6);
- Recommendation for promotion in rank by dean (or associate dean);
- Recommendation for promotion in rank by three peers.

With respect to recommendations for promotion, the dean (or associate dean) and three peers should use as a guide for their recommendations the performance criteria for the given rank for which the faculty member is being nominated, citing evidence in support of each criterion.

### ***Recommendation and Approval of Promotion***

At the end of its deliberations concerning all nominees for promotion in rank, the Academic Appointment Committee forwards its recommendations for promotion to the president of the College and to the Board of Trustees for final approval.

## **ADJUNCT PROFESSOR**

In order to provide schools, divisions, and ability departments with the opportunity to honor and recognize contributions made by veteran part-time faculty to students, to their school, division, or department, and to the College, the title of Adjunct Professor may be awarded to part-time faculty who have a minimum of five service years. Eligibility for consideration is based on service years, with two semesters of teaching equaling one service year regardless of the number of courses or credit hours taught.

Schools, divisions, and ability departments base their recommendations on the part-time faculty member's ability to demonstrate the following Experienced Assistant Professor criteria:

- creates learning experiences and assessments that reflect integration of discipline and generic abilities
- organizes learning experiences that assist students to achieve outcomes
- provides feedback directed toward specific abilities and individual need
- responds to students in a variety of settings with sensitivity to background and learning style
- generates student enthusiasm for learning
- refines teaching practice based on self-assessment and feedback
- makes significant conceptual contributions to meetings and workshops
- initiates collaboration with other faculty and staff
- participates in the broader professional community.

Schools, divisions, and/or departments use the results of evaluations described in Chapter 6 of the Alverno Educator's Handbook as well as their working knowledge of the part-time faculty member to gather evidence to support their recommendation. The recommendation is submitted to the chief academic officer for final approval, and to the president of the College and to the Educational Affairs Committee of the Board of Trustees for informational purposes only.

## **PROFESSOR EMERITA/EMERITUS**

Professor emerita/emeritus is an honor bestowed on a retired faculty member for distinguished service to the College. It is not a promotion in academic rank.

### ***Length of Service***

A faculty member who retires, having completed at least fifteen years of service at Alverno, may be considered for the designation *professor emerita/emeritus*. In exceptional cases, a faculty member retiring with fewer than fifteen years of service may also be considered.

### ***Procedure***

Each fall the Office of Academic Affairs sends the names of those eligible for this designation to the Faculty Senate. A retiree's dean, associate dean, or chair forwards a letter of nomination to the president of the Faculty Senate; the letter identifies some selected distinguished contributions of the retiree. The Faculty Senate considers those who are eligible and forwards the names of any they wish to recommend to the Office of Academic Affairs, which then forwards the names to the president of the College and the Board of Trustees, who make the final decision.

### ***Privileges of the Emerita/tus Professor***

A professor emerita/tus is eligible for the following privileges of Alverno faculty:

- Active employee ID
- Alverno College email address
- Library access
- Employee discounts in cafeteria
- Attendance at athletic events at employee admission rate
- Bookstore discount with ID
- Telesis discount
- Use of fitness center
- Attendance at Alverno College-sponsored events that are open to all faculty, such as the President's Reception, annual employee picnic, annual employee recognition event, and so on.



**CHAPTER EIGHT**

***Grievance Procedures and Dismissal Procedures***

The procedures outlined under “Grievance Procedures” are designed to deal with grievances of faculty members relating to:

- alleged violations of academic freedom
- alleged violations of contract
- matters pertaining to promotion
- nonrenewal of a temporary appointment
- nonissuance of a continuous appointment
- discrimination based on race, color, creed, sex, age, national origin, or sexual orientation.

The procedures outlined under “Dismissal Procedures” are designed to deal with:

- Situations involving the dismissal of a faculty member. *Dismissal* means the discharge of any faculty member on continuous appointment or before the expiration of a current temporary appointment. (Neither the failure to renew a temporary appointment nor the failure to issue a continuous appointment is a dismissal, provided that deadlines for notification of nonrenewal and nonissuance given in the Alverno Educator’s Handbook are followed.)
- Situations involving the involuntary change from full- to part-time status of a faculty member on continuous appointment.

**GRIEVANCE PROCEDURES**

**STEP ONE**

Informal discussion between persons directly involved in a conflict should take place in a sincere effort to reach an equitable solution to the problem before the persons directly involved have assumed official or public positions that might polarize the dispute and make a solution more difficult. A faculty member is encouraged to consult with any member of the Faculty Senate for the purpose of analyzing and clarifying the issue and methods of proceeding. If informal discussion fails to reach resolution, the two parties to the conflict may wish to have recourse to an objective third party as a mediator. But at no time shall any offers of settlement during such informal discussions be introduced in later procedures.

A faculty member who has a grievance shall use the following procedures as exclusive remedy within the institution.

## STEP TWO

### *Initiation of Procedures*

If an informal discussion between the parties involved fails to produce an equitable solution, a faculty member may initiate grievance procedures by presenting a grievance in writing to the Faculty Senate. The “Statement of Grievance” form upon which the written statement is to be submitted is available from the secretary of the Senate.

***Timeline:*** The written statement of grievance shall be received by the Senate not more than forty-five (45) working days after the alleged violation.

Note: *Working day* for these purposes is understood as any day the College is not officially closed. Weekend College weekends are to be counted as working days. Non-Weekend College days are not. Spring, Easter, Thanksgiving, Christmas, and similar vacations are not to be considered working days. “R Weekends” are not to be considered working days. Summer is not to be considered working days. The August, January, and May Institute weeks are to be considered working days.

The president of the Faculty Senate, or the chair of the ad hoc grievance committee if that committee has been convened, may, with the written consent of both parties involved in the grievance, recess the proceedings for all or part of the summer months. Furthermore, if both parties consent, this time unit and any other time units in these procedures may be extended.

The executive committee of the Faculty Senate shall review the written statement to see that the timeline has been followed and that the information requested is supplied. If the written statement is not in order, it is returned to the faculty member to be revised. The executive committee shall set a reasonable time limit within which the revised grievance must be returned to the Senate.

If the written statement is in order, the Senate shall select the ad hoc hearing committee.

***Timeline:*** The Senate shall select the ad hoc hearing committee within ten (10) working days of receipt of the written statement of grievance. Also within these ten days the Senate shall send a copy of the stated grievance to the respondent, who must respond within seven (7) working days. When the respondent has replied, the Senate shall then send one copy to the grievant, one to the respondent, and one to the ad hoc hearing committee.

***Formation of Ad Hoc Hearing Committee***

At the time when a written request for a hearing has been presented to the executive committee of the Faculty Senate, or to a standing committee formed to process such requests, the executive committee or the standing committee shall select an ad hoc hearing committee of five (5) members to conduct the hearing. The method of selection of the ad hoc hearing committee shall be as follows:

1. Twenty-four (24) faculty members shall be elected for one year to a reserve panel, for both grievance and dismissal hearings, by a vote of the entire faculty in May of each year. During May, a week prior to the election, each faculty member shall be provided with a list of members eligible for election to the reserve panel: namely, all full- and part-time faculty members who have had at least one year of full-time or two years of part-time service on the Alverno faculty. The election shall be conducted by the Faculty Senate or a designated committee thereof.
2. From the reserve panel, the executive committee of the Faculty Senate shall select a group of ten (10) members that will represent at least three (3) schools or discipline divisions within the College. No member shall hold appointment in the grievant's school or discipline division, and no member shall hear a grievance in which he or she participated in making the decision that is the subject of the grievance or in which he or she is a party. The executive committee should be aware that a faculty member has the right to decline to serve a second time on a hearing committee in the same academic year.
3. A list of the names of the ten (10) members shall be submitted to the parties directly involved in a grievance and each of the parties shall have the opportunity to eliminate two (2) names from the list.
4. From the names remaining on the list, five (5) shall be chosen by lot by the executive committee of the Faculty Senate. Those not chosen by lot shall serve as alternates.
5. Any question about membership on the committee should be raised and resolved before the work of the hearing committee begins. Should a hearing committee member disqualify him- or herself because of some special circumstance before the hearing committee begins its work, this person's place shall be filled by one of those not chosen by lot as explained in paragraph 4 above.
6. Once formed, the ad hoc hearing committee shall function autonomously, independent of the Faculty Senate.

7. The ad hoc hearing committee shall elect a chair from among its members to move the work of the committee forward effectively.

### ***Preliminary Review***

The ad hoc hearing committee shall decide upon the basis of the written statements from and preliminary discussions with the parties to the grievance whether or not there are sufficient grounds to hear a case. If the ad hoc hearing committee decides that there are insufficient grounds and closes the case, it shall notify both the parties and the Senate in writing, stating the reasons for its action. If the ad hoc hearing committee decides that there are sufficient grounds to conduct a hearing, it shall notify both parties and the Senate of its decision. Such notification shall include the date of the hearing. This notification shall be recorded on the “Report of Preliminary Review” form.

***Timeline:*** The decision to close a case or to hold a hearing shall be made by the ad hoc hearing committee within ten (10) working days of receipt of the written grievance statement.

If a hearing is to be held, the hearing shall be within twenty (20) working days after the committee’s decision to hold a hearing but no sooner than ten (10) working days after the parties have received written notice of the hearing.

### ***Hearing***

The allegedly aggrieved party may present the grievance to the ad hoc hearing committee in person, or the aggrieved may be represented by any other person. Advance notice must be given if a grievant intends to bring legal counsel to a hearing. The other party to the grievance may also be represented by any other person. The ad hoc hearing committee, both parties to the grievance, and their representatives may all present statements and ask questions of each other and the witnesses.

All grievance committee hearings shall be open only to participants, their representatives, and to witnesses presenting information on behalf of the participants to the hearing committee, while they are presenting such information or being questioned before the hearing committee concerning such information.

The hearing committee shall determine any additional procedures or specifications to be used in the conduct of the hearing and shall communicate these in writing to both parties.

At any point in the proceedings prior to the time at which the committee meets to consider its decision, the party bringing a grievance may withdraw the grievance.

In reaching its decision, the ad hoc hearing committee shall not consider or review any document or other material to which the parties to the grievance are not afforded equal access.

The ad hoc hearing committee shall assume no responsibility for initiating an investigation concerning matters related to this grievance.

If either of the parties wishes to communicate with the committee outside of the actual hearing, they shall do so in writing.

***Timeline:*** The initial hearing session shall be held within twenty (20) working days after the committee’s decision to hold such a hearing but no sooner than ten (10) days after receipt of written notification of the hearing by both parties.

The hearing committee may recess the hearing but, unless exceptional circumstances pertain, the entire hearing shall be completed within three (3) working days.

All evidence must be presented in accordance with a timeline established by the hearing committee.

The hearing committee shall reach a decision and file a report within ten (10) working days after the close of the hearing. The report shall be recorded on the “Report on Hearing” form.

### ***Reports***

The ad hoc hearing committee shall make its report, with recommendations for settlement of the case, to the appropriate administrative official, to the parties to the grievance, and to the Faculty Senate. If the appropriate administrative official does not concur with the committee’s recommendations, that official shall set forth in writing the reasons for this decision and shall provide copies to the parties to the grievance, to the hearing committee, and to the Faculty Senate.

***Timeline:*** The appropriate administrator shall render a decision within thirty (30) days after receipt of the report.

At the conclusion of the hearing, one copy of the report shall be filed in the locked Faculty Senate file. All other copies shall be destroyed by the president of the Senate.

### **STEP THREE**

An aggrieved faculty member may appeal an adverse decision to the next appropriate administrative official. If there are other levels of administration, the appeal may be repeated until the appeal reaches the president of the College. The next appeal is to the Board of Trustees.

***Timeline:*** Each administrator shall render a decision within thirty (30) working days after receipt of materials for review.

### **FINAL STEP**

An aggrieved faculty member may appeal an adverse decision by the president to the Board of Trustees. The Board, in its discretion, shall determine whether or not the grievance will be reviewed. If review is granted, the Board also shall decide what procedures shall be followed and what the scope of its review shall be. Without limiting its options, the Board shall have discretion to decide whether to accept written arguments, or whether additional evidence may be submitted on some or all of the original issues presented in the grievance. The Board shall notify the parties involved of its decisions.

***Timeline:*** The decision of the Board shall be rendered within six (6) months after receipt of request for hearing.

## **DISMISSAL PROCEDURES**

The following procedures are limited to:

- Situations involving the dismissal of a faculty member. *Dismissal* means the discharge of any faculty member on continuous appointment or before the expiration of a current temporary appointment. (Neither the failure to renew a temporary appointment nor the failure to issue a continuous appointment is a dismissal, provided that deadlines for notification of nonrenewal and nonissuance given in the Alverno Educator’s Handbook are followed.)
- Situations involving the involuntary change from full- to part-time status of a faculty member on continuous appointment.

In both situations, the administrative actions must be based upon just cause as defined in Chapter 4 of the Alverno Educator’s Handbook.

The following procedures are intended to provide the faculty member and the administration a full and fair hearing to determine whether the action was based upon just cause and was accomplished in the prescribed manner. The hearing committee, described below, shall assume no responsibility for initiating an investigation of related matters. The burden of establishing that the action was just cause shall be on the administration.

### ***Notification of the Faculty Member***

The College shall provide the faculty member a written notice of dismissal or change of status; this notice shall include a statement specifying the reasons.

### ***Hearing Request***

The faculty member shall make a written request for a hearing within ten (10) working days following receipt of the written notice. This request shall be given to the executive committee of the Faculty Senate or to a standing committee formed to process such requests.

A copy of the notification of dismissal or change of status and statement specifying its basis shall accompany the request for a hearing. The faculty member shall simultaneously provide copies of the hearing request to the chief academic officer and the president of the College.

### *Formation of Hearing Committee*

At the time when a written request for a hearing has been presented to the executive committee of the Faculty Senate or a standing committee formed to process such requests, the executive committee or the standing committee shall select a hearing committee of five (5) members to conduct the hearing. The method of selection of the hearing committee shall be as follows:

1. Twenty-four (24) faculty members shall be elected for one year to a reserve panel, for both grievance and dismissal hearings, by a vote of the entire faculty by the end of May of each year. During May, a week prior to the election, each faculty member shall be provided with a list of members eligible for the election to the reserve panel: namely, all full- and part-time faculty members who have had at least one (1) year of full-time or two (2) years of part-time service on the Alverno faculty. The election shall be conducted by the Faculty Senate or a designated committee thereof.
2. From the reserve panel the executive committee of the Faculty Senate shall select a group of ten (10) members that will represent at least three (3) schools or discipline divisions within the College. No member shall hold appointment in the grievant's school or discipline division, and no member shall hear a dismissal or change of status case in which he or she participated in making the decision that is the subject of the action or in which he or she is a party. The executive committee should be aware that a faculty member has the right to decline to serve a second time on a hearing committee in the same academic year.
3. A list of the names of the ten (10) members shall be submitted to the parties directly involved in a dismissal or change of status case and each of the parties shall have the opportunity to eliminate two (2) names from the list.
4. From the names remaining on the list, five (5) shall be chosen by lot by the executive committee of the Faculty Senate. Those not chosen by lot shall serve as alternates.
5. Any question about membership on the committee should be raised and resolved before the work of the committee begins. Should a hearing committee member disqualify him- or herself because of some special circumstance, this person's place shall be filled by one of the alternates as explained in paragraph 4 above. Once formed, the ad hoc hearing committee shall function autonomously, independent of the Faculty Senate.
6. The ad hoc hearing committee shall elect a chair from among its members to move the work of the committee forward effectively.



***Rights Accorded during the Hearing***

The following basic rights shall be granted to the parties in the hearing:

1. Twenty (20) days advance written notice of the scheduled date of the initial hearing session, specifying the time and place thereof; if further sessions are required, the time and place thereof shall be scheduled before the adjournment of the current session; the scheduled session shall occur within ten (10) working days.

Unless by unanimous vote a hearing committee grants an extension, the period of the hearings shall not last longer than thirty (30) working days.

2. Knowledge of the names of witnesses and access to documentary evidence that either party submits.
3. If the dismissal involves complaints from students or concerns student/faculty relationships, student witnesses may be called by both parties.
4. An opportunity to be heard and to present evidence. All evidence must be presented in accordance with a timeline established by the hearing committee.
5. Representation by counsel and/or other persons.
6. Confrontation and cross-examination of adverse witnesses.

***Additional Hearing Procedures***

1. The hearing shall be closed to the public; parties may be represented by counsel or other persons but in no event by more than two (2) persons.
2. The hearing committee shall follow, as closely as practicable, the rules of evidence and procedures generally observed in quasijudicial proceedings. The committee shall endeavor to exclude repetitious or irrelevant evidence. The hearing shall be confined to those issues raised by the statements specifying the reasons for dismissal.
3. A majority vote of the committee may grant an adjournment to enable either party to investigate evidence to which valid claim of surprise is made.
4. A majority vote of the committee may grant a postponement of a session in response to a valid claim of the temporary unavailability of a witness or of counsel, or in the event of specification of additional reasons for the dismissal.

5. A written transcript shall be made of the hearing and shall be provided to both parties as soon as possible.
6. If either of the parties wishes to communicate with the committee outside of the actual hearing, they shall do so in writing.

### ***Reports***

1. The hearing committee shall send to the president of the College and to the faculty member its report setting forth its factual findings, conclusions as to whether or not just cause was established, and recommendations regarding the dismissal of the faculty member.
2. As soon as possible after receiving the hearing committee report, but no longer than ten (10) days, the president of the College shall make known to the hearing committee and to the faculty member concerned his/her decision to retain or to dismiss the faculty member.
3. All copies of the hearing committee's proceedings, along with a copy of its report, shall be placed in the locked Faculty Senate file at the conclusion of the hearing committee's business. All other copies of the report shall be destroyed by the president of the Senate.

### ***Suspension from Duties***

A faculty member on continuous appointment who has been given notice of dismissal in the course of a contract normally shall not be relieved of duties except in cases of gross misconduct.

### ***Board of Trustees Review***

If the president's decision is adverse to the faculty member, the faculty member shall be entitled to appeal, within thirty (30) working days, the decision to the Board of Trustees. Except as provided herein, the appeal shall be based upon the evidence presented to the faculty hearing committee and to the president. The faculty member shall have the right to present written argument in support of this appeal and the Board may decide to allow oral argument as well. Either party shall be entitled to present additional evidence to the Board (on some or all of the original reasons for dismissal) if such evidence was not known or with reasonable diligence could not have been discovered at the time of the hearing of the faculty hearing committee. If additional evidence (on some or all of the original reasons for dismissal) is to be introduced by either party, the Board shall hold a hearing for the introduction of such evidence. The hearing shall be governed

as closely as possible by the procedures set forth above (with exception of the following: “in the event of specification of additional reasons for the dismissal”), and the parties shall be notified of the Board’s interim and final decisions(s), and whenever practicable, the rationale for the decision(s).

The hearing may be conducted by a committee appointed by the chair of the Board of Trustees.

The decision of the Board shall be rendered within six (6) months.

### **GUIDELINES FOR HEARING COMMITTEE MEMBERS**

- Given the probable amount of documentary evidence involved, committee members should decide early in their proceedings on a framework or organizational principle for dealing with it (e.g., chronologically, by critical issues, etc.).
- The committee should always meet as a total group.
- The use of a court reporter rather than tape recorders to make official transcripts of a hearing is encouraged.

### **SAMPLE HEARING PROCEDURE** (to be adapted as Hearing Committee sees fit)

#### ***Opening Statements***

- Each party shall have the opportunity to make an opening statement of no more than fifteen (15) minutes, without interruption.
- The respondent shall speak first; the grievant shall speak second.
- Upon completion of both statements:
  - The grievant shall have the opportunity to question the respondent for clarification of points made in the opening statement.
  - The respondent shall have the opportunity to question the grievant for clarification of points made in the opening statement.
  - The hearing committee may question each party for clarification at any time during the questioning period.

### *Testimony of Witnesses*

- The respondent shall have the opportunity to call witnesses to testify before the hearing committee.
  - The grievant shall have the opportunity to cross-examine each of the respondent's witnesses upon completion of each witness's statement.
  - The hearing committee may question a witness at any time during that witness's testimony.
- The grievant shall have the opportunity to call witnesses to testify before the hearing committee.
  - The respondent shall have the opportunity to cross-examine each of the grievant's witnesses upon completion of each witness's statement.
  - The hearing committee may question a witness at any time during the witness's testimony.

### *Summary Statements*

- The respondent shall have the opportunity to make a fifteen-minute summary statement.
- The grievant shall have the opportunity to make a fifteen-minute summary statement.
- These summary statements shall be made without interruption, and neither party shall be allowed to question the other.

### **NOTE:**

- Witnesses shall be enjoined not to discuss their testimony.
- The hearing committee shall not entertain questioning of its procedural guidelines.
- The hearing committee shall inform both parties when the official transcripts of the testimony will be completed and made available.
- The hearing committee shall inform both parties when its report will be completed and made available.
- If further sessions are required, the time and place thereof shall be scheduled before the adjournment of the current session.

## OVERVIEW OF THE GRIEVANCE PROCESS AT ALVERNO COLLEGE

### *Unofficial Phase*

#### **Step 1** Informal consultation

- with Faculty Senate member
  - with other faculty
- } determined  
by complainant
- 

### *Official Proceedings Begin*

#### **Step 2** Complainant files formal grievance, using Statement of Grievance form

- a. Preliminary review (Report of Preliminary Review form)
- b. Hearing, if there is a grievance as determined at preliminary review
- c. Report submitted by hearing committee (Report on Hearing form)
  - to complainant
  - to respondent
  - to Faculty Senate

#### **Step 3** (If Step 2 recommendation is appealed by either complainant or respondent)

- a. Hearing committee report submitted to next level of administration
- b. Decision and report by administrator
  - to complainant
  - to respondent
  - to Faculty Senate

(If Step 3 decision is appealed by either complainant or respondent, Step 3 procedures are followed again if there is another level of administration. In any case, the president of the College is the last administrator to hear the appeal. The next appeal is to the Board of Trustees.)

#### **Last Step**

- a. Preliminary review by Board of reports from preceding steps; decision to hear or not to hear appeal
- b. Hearing, if Board agrees to hear appeal
- c. Final report
  - to complainant
  - to respondent
  - to Faculty Senate

**CHAPTER NINE**  
***General Policies and Services***

**ALVERNO COLLEGE POLICY ON FAIR USE OF COPYRIGHTED WORKS  
FOR EDUCATIONAL PURPOSES**

As part of its mission to maintain the highest standards of ethical conduct, Alverno College is committed to complying with all applicable laws regarding intellectual property. That commitment includes the full exercise of rights accorded users of copyrighted works under the “fair-use” provision of federal copyright law. It is therefore the policy of Alverno College to facilitate the exercise in good faith of full fair-use rights by faculty and staff, in furtherance of their teaching, research, and service activities.

The Alverno College Library Homepage includes extensive information on copyright law and fair-use guidelines. Faculty and staff are encouraged to familiarize themselves with this information and to apply it appropriately.

**ARRANGEMENTS FOR ON-CAMPUS MEETINGS AND WORKSHOPS**  
(Facilities Usage)

Facilities Usage assists in planning for on-campus meetings, workshops, and summer conferences.

To schedule a room, users should first access the Alverno Intranet, which offers a link to the calendar system, to determine room availability. They should then fill out a Facilities Usage scheduling form, available in the mail room, and route it to Facilities Usage. Users will receive confirmation in their mail drawers.

Facilities Usage also assists in making arrangements—for example, on-campus lodging, room setup, food service, and equipment needs—for external groups.

**GRANT APPLICATIONS**  
(Development Office)

All grant applications to both governmental and private agencies are prepared and administered through the Development Office to avoid duplication of effort within the College. Guidelines, policies, and information on funding agencies can be obtained from this office. So that each field of academic study can be kept apprised of available funding opportunities, deans (or associate deans) are contacted by the Development Office as opportunities arise.

## **QUESTIONNAIRES**

(Chief Academic Officer/Office of Institutional Data/  
Educational Research and Evaluation)

All questionnaires—both those intended for on-campus distribution to a class, the student body in general, Alverno educators, or the Alverno community, and those received from off-campus agencies requesting data on any facet related to Alverno College—must be officially reviewed and approved.

With respect to an on-campus questionnaire, a copy is to be filed with the chief academic officer prior to circulation; the chief academic officer's approval is required if the resultant data is to be used in any public way.

With respect to questionnaires directed to the College from off-campus sources, a copy of the completed form must be checked by the appropriate office—Chief Academic Officer, Office of Institutional Data, or Educational Research and Evaluation—prior to being returned to its source.

The purpose of this policy is to prevent the misuses of data by uninitiated parties or agencies and the distribution of contradictory or conflicting information.

## **PUBLICITY**

(Marketing Communications)

Alverno's Marketing Communications office supports a positive image of Alverno College in the region. To accomplish this, the office carries out the College's public relations and promotional programs, including media relations, governmental relations, community relations, publications, and promotions. The two areas in which faculty most often work with Marketing Communications are public relations and external publications.

### ***Public Relations***

Alverno educators can help publicize Alverno by providing information on events to Marketing Communications at least six weeks in advance. (For local magazines, more time is needed.). News coverage is also generated by story ideas and suggestions passed on to editors and reporters. If you spot a good story possibility, please inform Marketing Communications with a phone call, note, or e-mail.

Media representatives sometimes go directly to the person they feel is the best informational source in the College. If you are contacted by a reporter, please alert Marketing Communications as soon as possible.

### ***External Publications***

Marketing Communications publishes *Alverno Magazine* and the Alverno Annual Report. The office also produces written and audiovisual material used for recruitment, development, and promotion of Alverno's fine arts programs and noncredit educational services. It is also responsible for the development and content of the Alverno website.

In general, any flyer, poster, brochure, or booklet intended for an outside audience goes through Marketing Communications. This policy ensures consistent quality, emphasis, and image in Alverno's communications and proper application of standards pertaining to such matters as use of the College's logo and seal.

Story ideas and information for Alverno's publications are always appreciated, and Alverno faculty may be called upon to be the subject or author of an article for a College publication.

The time needed for production of a brochure varies, depending on the complexity of the project and other projects concurrently scheduled. Lengthier pieces take more time. Educators should plan to allow sufficient time for preparation, and can obtain estimates on cost and lead time necessary for a particular project by contacting the Graphics Office in Marketing Communications.



## CHAPTER TEN

### ***Harassment Policy***

*(excerpted from the Student Handbook, Harassment Policy, approved by the Quality of Campus Life Committee, 1998, and from How It Works: Alverno College Policy Manual, Prohibition of Harassment, 2003)\**

#### **POLICY**

In keeping with its mission to promote the personal and professional development of all members of the Alverno community, the College provides a climate of mutual concern, respect, and caring. The College is dedicated to fostering such a climate. Harassment of students or employees is unacceptable conduct that undermines the mission of the College.

Harassment or similar unacceptable activities that could become a condition of academic progress, employment, or a basis for Human Resources decision, or that create a hostile, intimidating, or offensive environment, are specifically prohibited. Harassment is a serious issue, not just for the College but also for each individual. An employee or supervisor may be held individually liable as a harasser and be subject to the same penalties that may be imposed upon employers under state or federal law. Any employee who engages in such harassment, or retaliates against another employee or a student because the employee or student made a report of harassment, is subject to immediate discipline, up to and including discharge.

Any employee who believes that she or he has been the subject of prohibited harassment or retaliation should report the matter immediately to her or his immediate supervisor or to the Director of Human Resources. Any such reports will be investigated promptly and be kept confidential within the bounds of investigation and the law.

It is the responsibility of administration, supervisors, and all employees to ensure that these prohibited activities do not occur.

#### **DEFINITIONS**

- ***Sexual harassment*** is defined in federal and state statutes as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when: any such proposals are made under circumstances implying that one's response might affect such academic or personnel decisions as are subject to the influence of the person making such proposals; or such conduct is repeated or is so offensive that it substantially contributes to an unprofessional academic or work environment or interferes with required tasks, career opportunities, or learning; or such conduct is

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\* See the latest edition of *How It Works: Alverno College Policy Manual* for the most current policy regarding harassment.

abusive of others and creates or implies a discriminatory hostility toward their personal or professional interests because of their sex.

Harassing behaviors may include:

- sexual innuendo, humor or jokes about sex or about ethnic or gender-specific traits, religious insults;
  - implied or blatant verbal threats;
  - offensive contact (patting, pinching, brushing against the body, etc.);
  - blocking movement, attempted or actual fondling or kissing or any other form of coerced sexual contact, insulting whistling, gestures, or leering.
- ***Racial harassment and sexual-orientation harassment*** include any behavior (physical or verbal) that victimizes or stigmatizes an individual on the basis of race, ethnicity, ancestry, national origin, or sexual orientation. This behavior may involve:
    - the use of physical force or violence to restrict the freedom of action or movement of a person or endangering the health or safety of another person;
    - physical or verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participation in College-sponsored co-curricular activities that causes the person to have a reasonable apprehension that such harm is about to occur;
    - behavior that has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.
  - ***Stalking*** occurs when another person repeatedly and purposefully engages in conduct directed at a specific person, which is unwelcome and has the reasonable effect of threatening the person's physical or mental being. This behavior may include:
    - unwelcome communication (e.g., face-to-face communication, electronic communication, written letters, gifts);
    - threatening or obscene gestures.

### **CONSENSUAL AMOROUS RELATIONSHIP POLICY**

This policy is not intended to discourage friendly associations but it is designed to discourage the abuse of authority in professional relationships. Sexual harassment often involves a power differential, and in such cases the appearance of mutual consent does not necessarily constitute a defense against the charge of sexual harassment. Consensual intimate relationships produce a conflict of interest when one of the parties is responsible

for evaluating academic progress, making employment decisions, or making a decision that might affect the relationship. Charges of sexual harassment may develop, even though both parties have consented to the relationship. Therefore, these relationships are considered inappropriate.

**CHAPTER ELEVEN**

***Political Activity Policy and Guidelines***

*(Policy approved by the Quality of Campus Life Committee, 2004)*

Alverno College values the opportunity for free expression of political views by members of the Alverno community and is committed to the value of discourse and debate as an essential component of a liberal education.

At the same time, the College must comply with provisions governing its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. The College must maintain a nonpartisan, educational status. Federal statute stipulates that nonprofit, tax-exempt institutions of higher education are prohibited from participating in, or intervening in, any political campaign on behalf of any candidate for public office.

**COLLEGE POLICY**

1. Alverno College promotes effective citizenship and encourages participation in the political process.
2. Students, staff, and faculty may freely engage in and comment on political issues as individual citizens but must clarify that the expressed opinions are their own and do not represent the official position of the College.
3. Use of the College's name, letterhead, or logo on any written materials used for political purposes, such as solicitation of funds or other contributions in support of a political party or political activities, is prohibited.
4. Unless a candidate for public office is of significant stature as to warrant an invitation from the Office of the President, hosting of political candidates for educational purposes should generally be left to faculty within academic departments or the appropriate Alverno College-recognized student group.
5. If a faculty member, academic department, or the College itself chooses to invite an individual candidate to speak on campus about his or her political activities or campaigning, every attempt should be made to provide opposing candidates the same opportunity.
6. If any member of the College community is contacted by a political official to organize an appearance on campus, Marketing Communications should be immediately notified and updated with information. Marketing Communications coordinates all public affairs on campus.

APPENDIX A

*The Mission and Purposes of Alverno College*  
(complete version)

**MISSION**

Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and dedicated to the undergraduate education of women. The student—her learning and her personal and professional development—is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate and adult programs to both women and men. Agreement regarding this mission is evident throughout the College in its publications and operating philosophy. It is the recurring theme in messages of the Board of Trustees and the president of the College, in catalogs and educational publications, and in the daily approach of faculty and staff to their work. The College’s accomplishments are measured by how well we carry out this central mission.

**PURPOSES**

The following major purposes provide direction in pursuit of our mission, as well as a means of evaluating the level of its attainment at any given time.

These purposes are stated in the present tense to communicate our belief that creating an institution and programs appropriate to the educational needs of women in the 21st century is an ongoing work.

**DEFINITION**

The four purposes are:

**1. Creating a curriculum**

The curriculum, designed by faculty as the major source for student attainment of educational goals, includes both a philosophy and a program of education. It is:

- ability-based and focused on student outcomes
- integrated in a liberal arts approach to the professions
- rooted in the Catholic tradition
- designed to foster leadership and service in the community
- flexible, to accommodate the educational goals of women with diverse responsibilities
- affordable, to accommodate women’s economic circumstances.

**2. Creating a Community of Learning**

The personal and professional development of students requires an environment in which expectations regarding learning and development hold for faculty and staff as

well as for students, and in which policies, structure, and procedures support those expectations.

Faculty and staff, therefore, make explicit their goal of creating a community of learning to ensure that the institution they are responsible for serves all its members: students, faculty, and staff.

### **3. Creating Ties to the Community**

In support of its mission, Alverno faculty and staff work in partnership with business, industry, and the professions, so that Alverno's curriculum effectively prepares women to enter or continue in the world of work as it now is, as well as to contribute to where it is headed.

### **4. Creating Relationships with Higher Education**

As colleagues in a diverse set of professions comprising higher education, Alverno faculty and staff hold themselves responsible to contribute to the development of undergraduate education nationally and to elicit from colleagues constructive criticism of their teaching, scholarly, and research activity.

## **DISCUSSION**

### **1. Creating a Curriculum**

To carry out our mission, the faculty has consciously designed educational programs that are:

#### **Ability-Based and Focused on Student Outcomes**

The curriculum is a performance-based, outcome-oriented approach to liberal arts education. To earn a degree at Alverno College a student demonstrates eight broad abilities—communication, analysis, problem solving, valuing in decision making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement—at increasingly complex levels, in a wide variety of settings and contexts.

#### **Integrated in a Liberal Arts Approach to the Professions**

These abilities, which constitute liberal education at Alverno College, undergird and infuse study for the professions. When students begin professional studies, they bring a strong liberal arts base designed to enable them to move beyond the immediacies of each new discipline they encounter and to ground what they learn in a sound liberalizing perspective. Within the curricular requirements of a given major, the students then continue to develop the required broad abilities contextually redefined by faculty in the professions. This development of abilities by the students is rooted in an integrated framework incorporating the skills, attitudes, and forming of values that we believe will enhance their professional life.

### **Rooted in the Catholic Tradition**

Alverno teaches from its Catholic heritage, based on the faculty's insistence that the life of the liberally educated person is one of commitment, a life wherein one's daily decisions flow from and return to the deepest wellsprings of faith. Educated commitment requires a carefully reasoned stance; therefore, we assist each student to develop a reflective approach to valuing and decision making, helping her to deepen her understanding of her own beliefs and modes of judgments, and enhancing her ability to relate them effectively to the world around her.

### **Designed to Foster Leadership and Service in the Community**

Alverno's curriculum assists a student to develop her leadership abilities by enabling her to set goals, measure her achievement of them, and work with others to accomplish common ends. The College affirms its heritage in assisting students to take on the social responsibilities of a liberally educated person. Students, engaging in service to the community with intense, reflective curricular support, learn to assume responsibility toward the world.

### **Flexible, to Accommodate the Educational Goals of Women with Diverse Responsibilities**

In addition to serving students direct from high school, Alverno also serves women who want to pursue a college education some time after their high school graduation. A large majority of our students are employed while attending college, and many are first-generation college students. We have developed programs to accommodate the varied lifestyles and cultural backgrounds of our students, through our approaches to classroom learning, our performance-based curriculum, and an administrative philosophy that recognizes diverse student needs. Specific elements contribute to meeting these needs: extended day timeframes, the establishment of weekend timeframes, courses and ability requirements that build upon students' life experiences, and the extended hours of learning resources and service offices.

### **Affordable, to Accommodate Women's Economic Circumstances**

A goal of the College is to make its educational program affordable. We recognize the varied backgrounds of our students and know that financial considerations are central concerns for most of them. We are committed to continue making an Alverno education affordable to students who might not otherwise be able to consider a private institution. To that end, while working to keep tuition and residence hall rates affordable, we have also developed communications processes to assist students to understand the economics of higher education and their own personal financial planning for it.

## **2. Creating a Community of Learning**

To support our educational mission, we believe we must strive to create an institution in which the activities of learning and serving are the dominant modes of interaction among all who work at the College. We work, therefore, at creating an

institution perhaps best characterized as a community of learning. This involves setting forth a philosophy of expectations and an organizational structure that expresses it.

### **Philosophy of Expectations**

Faculty and staff seek to create and maintain, for themselves and for students, a climate of reflection and inquiry concerning the goals of education and the position of women in society, the changing nature of work, and contemporary definitions of civic rights and responsibilities. Our approach to education in general, and to our women students and the curriculum in particular, imposes responsibility upon all of us for developing the human processes that contribute to continued learning. Alverno consciously pursues a tradition of dialogue among teaching colleagues, that they may better examine the value basis of their actions as educators and citizens.

The academic program is a formal extension—indeed a direct outgrowth—of this approach to fostering personal and professional development. Alverno has undertaken the challenge of teaching valuing and other skills for self-reflection across all disciplines, so that students may develop a better sense of personal identity as well as a tolerance for ambiguity and differences as women in a complex, pluralistic world.

### **Organizational Policies, Structures, Procedures**

Creating a community of learning requires that the administration, and indeed all members of the College, care for the institution so that it benefits all who work in it. Caring is expressed through effectively developing and allocating resources, collaboratively making decisions, sharing responsibilities for setting the direction of the College, and creating structures that facilitate caring.

In any complex organization, some specialization of tasks and hierarchy of authority is necessary. Alverno is no exception: it functions with a system of interrelated departments, divisions, and schools, both academic and administrative, each with a designated head. Yet, to best serve its members in today's rapidly changing higher education environment, the College must maintain a strong ability to adapt to new conditions, or even to help create them. As problems change, the College must be able to address them. Therefore, it must remain vital and creative by fostering attributes of flexibility and creativity in its faculty and staff.

### **3. Creating Ties to the Community**

The accelerated growth of knowledge and technology continues to bring about profound changes in the way the world carries out its work. The Alverno faculty keeps in touch with the daily realities of work in business, industry, and the professions, in order to create ways to help students integrate their on-campus learning with what is happening in other settings.

Students from all majors extend their classroom learning into the community through field placements related to their areas of study. Faculty and staff work with the



professional community in a variety of consultative and advising roles. Similarly, Alverno recruits seasoned professionals from the community to function as external assessors of student performance and to work with faculty as members of advisory councils. Alverno's Telesis Institute serves the community through its nondegree programs and courses; Telesis also enables faculty to extend their work, testing out ideas for new courses and probing the marketplace for their potential demand.

Through its ties with the community, the College continues to refine a curriculum that empowers learners to successfully use their learning beyond the campus.

#### **4. Creating Relationships with Higher Education**

To further refine the curriculum, to encourage their professional development, and to support better teaching practice, faculty and staff actively participate in the broad context of higher education. This includes not only the professional organizations of the several academic disciplines, but also organizations and settings where the process of learning and student development is being explored and new meanings for the role of educator are being developed.

In the twenty-first century, it is clear that mastery of an existing body of knowledge will not be enough for a student's future success. Today's college must provide an environment that fosters the abilities needed to interpret new knowledge. As educators, we must continually enhance our ability to generate such an environment by studying how learning occurs and systematically testing new strategies for fostering it.

Alverno faculty and staff thus seek out colleagues across a broad range of areas in higher education. When we inaugurated the outcome-oriented curriculum we began a dissemination program aimed at making our work public in order to invite discussion, collaboration, and criticism, thereby enriching the process. We continue to produce books, articles, and newsletters that detail ongoing effort, conduct annual working conferences, and serve as consultants for colleagues from other educational settings. Faculty and staff embrace opportunities to research the teaching-learning process and put the results of their research into practice.

In particular, faculty work with the Educational Research and Evaluation department to conduct an ongoing inquiry into the nature of our students' learning and development, the effectiveness of the teaching-learning process, and the effects of the curriculum on our graduates' lifelong abilities. The College itself is inherently a type of laboratory or research setting where educators are engaged in a reflective practice of their art. We publicly share the results of this inquiry, and seek feedback from other educators on the quality of our enterprise.

## ***The Mission and Purposes of Alverno College*** **(abbreviated version)**

### **MISSION**

Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and dedicated to the undergraduate education of women. The student—her learning and her personal and professional development—is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate programs to both women and men. Agreement regarding this mission is evident throughout the College in its publications and operating philosophy. It is the recurring theme in messages of the Board of Trustees and the president of the College, in catalogs and educational publications, and in the daily approach of faculty and staff to their work. The College’s accomplishments are measured by how well we carry out this central mission.

### **PURPOSES**

The following major purposes provide direction in pursuit of our mission, as well as a means of evaluating the level of its attainment at any given time.

These purposes are stated in the present tense to communicate our belief that creating an institution and programs appropriate to the educational needs of women of the twenty-first century is an ongoing work.

### **DEFINITION**

The four purposes are:

#### **1. Creating a curriculum**

The curriculum, designed by faculty as the major source for student attainment of educational goals, includes both a philosophy and a program of education. It is:

- ability-based and focused on student outcomes
- integrated in a liberal arts approach to the professions
- rooted in the Catholic tradition
- designed to foster leadership and service in the community
- flexible, to accommodate the educational goals of women with diverse responsibilities
- affordable, to accommodate women’s economic circumstances.

#### **2. Creating a Community of Learning**

The personal and professional development of students requires an environment in which expectations regarding learning and development hold for faculty and staff as well as for students, and in which policies, structure, and procedures support those expectations.

Faculty and staff, therefore, make explicit their goal of creating a community of learning to ensure that the institution they are responsible for serves all its members: students, faculty, and staff.

### **3. Creating Ties to the Community**

In support of its mission, Alverno faculty and staff work in partnership with business, industry, and the professions, so that Alverno's curriculum effectively prepares women to enter or continue in the world of work as it now is, as well as to contribute to where it is headed.

### **4. Creating Relationships with Higher Education**

As colleagues in a diverse set of professions comprising higher education, Alverno faculty and staff hold themselves responsible to contribute to the development of undergraduate education nationally and to elicit from colleagues constructive criticism of their teaching, scholarly, and research activity.

APPENDIX B

*Alverno College Faculty Senate Constitution and Bylaws<sup>1</sup>*

CONSTITUTION

*Article I. Name*

**Section 1:** The name of this organization is the Alverno College Faculty Senate.

*Article II. Purpose*

**Section 1:** A purpose of this organization is to establish a formal body to represent the educators of Alverno College. The educators of Alverno College are those employed by Alverno College as full-time faculty and part-time instructional personnel. A person who has a faculty contract and is also serving in an administrative post will be included in the category of faculty.

**Section 2:** A purpose of this organization is to promote the welfare of the Alverno educators and to serve as their voice in matters that they designate to it. It is the responsibility of the Senate to report to the faculty as a whole.

*Article III. Membership*

**Section 1:** The voting membership of this organization shall be fifteen educators elected by the Alverno educators, in the manner described in the bylaws.

**Section 2:** The term of membership shall be three years. No member shall succeed her/himself after a full term in office.

*Article IV. Areas of Concern and Functions of the Senate*

**Section 1:** The Senate shall have as its responsibility to present its recommendations and decisions to the president of the College with regard to all matters pertaining to the welfare of Alverno educators.

- A. Standards for appointments, rank, promotion, and retention
- B. Nature and conditions of work
- C. Academic freedom
- D. Procedures for handling grievances and dismissal.

**Section 2:** The Senate shall represent to the chief academic officer, the president, and the Board of Trustees of the College the organized voice of Alverno educators with regard to matters of concern to them and any matters referred to the Senate for study and recommendation.

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<sup>1</sup> Latest changes ratified in 2001.

*Article V. Officers and Executive Committee*

**Section 1:** The officers of the Faculty Senate shall be a president, a president-elect, and a secretary, elected for a term of one year in such manner as prescribed in the bylaws.

**Section 2:** The president shall preside at all meetings, regular and special, of the Faculty Senate and Executive Committee and shall have general supervision of the work of the organization. The president transmits to the chief academic officer, the president, and the Board of Trustees of the College the recommendations and decisions of the Senate for approval and implementation. The president-elect, in the absence of the president, shall perform the duties of the president. The secretary shall keep and read minutes of all meetings and shall have custody of all records of the organization.

**Section 3:** The Executive Committee shall be composed of the three officers named in Section 1 above.

**Section 4:** The Executive Committee shall have authority to transact any necessary business between meetings of the Faculty Senate; to make recommendations as to the policies of the Senate; to confirm appointments to committees; to act as liaison between the Faculty Senate and/or the chief academic officer, the president of the College, and/or the Board of Trustees. The Executive Committee shall give full reports of its activities to the Faculty Senate.

*Article VI. Meetings*

**Section 1:** Regular meetings of the Faculty Senate shall be held at least three times each semester. Regular meetings shall be open to all interested educators and administrators. They may speak by invitation but shall have no vote.

**Section 2:** Special meetings of the Faculty Senate may be called by the president of the Faculty Senate. Special meetings may be closed at the discretion of the Executive Committee of the Faculty Senate.

**Section 3:** At regular meetings the Faculty Senate shall hear and act upon reports of standing and special committees; shall consider recommendations and hear reports from the Executive Committee; shall hear a report from the Senate president; and shall hear and act upon any other business brought before it by Senate members. In addition, it shall consider business brought before it by educators, administrators, or students, prior notice of this business being given to the Faculty Senate.

**Section 4:** The Executive Committee of the Faculty Senate shall meet at least once a month during regular school terms, between meetings of the whole Senate. Meetings may be open or closed at the discretion of the Executive Committee.

*Article VII. Standing Committees*

**Section 1:** The only standing committee shall be the Executive Committee.

*Article VIII. Special Committees*

**Section 1:** Special committees shall be appointed by the president whenever it may be deemed necessary or advisable by the Executive Committee or Faculty Senate. They shall perform such duties as may be authorized by the Executive Committee or the Faculty Senate. Membership on special committees may be drawn from educators, administrators, and students. A senator shall be president of a special committee.

*Article IX. Quorum*

**Section 1:** A quorum for a regular or special meeting of the Faculty Senate shall be a two-thirds majority.

**Section 2:** A quorum for a meeting of the Executive Committee shall be a simple majority of the members of the Executive Committee.

*Article X. Ratification and Amendment*

**Section 1:** This amended Constitution shall become effective when ratified by a two-thirds vote of educators present and voting at a meeting of educators called for this purpose by the president of the Faculty Senate.

**Section 2:** Amendments to this Constitution may be made by a two-thirds vote of the educators present and voting at a special meeting of the educators. Notice of the meeting shall include the text of the proposed amendment(s).

*Article XI. Bylaws*

**Section 1:** Bylaws not inconsistent with this Constitution may be adopted at any specially called meeting of the educators by a two-thirds majority of educators present and voting.

## BYLAWS

### *Article I. Membership*

**Section 1:** Eligibility for election to the Senate is granted to all faculty. All faculty are eligible to vote in the election of new senators if they are under contract with Alverno for the coming year.

**Section 2:** The normal term of office for each member shall begin at the close of the Faculty Institute in the year of election and shall end three years from that date. One-third of the membership shall be elected each year. The election shall be held annually during the Faculty Institute in May.

**Section 3:** Nominations for membership on the Faculty Senate shall be made by a nominating committee. The president of the Faculty Senate, with the approval of the Senate, shall appoint, at least a month before the date of the annual May election, a nominating committee of not less than five members nor more than nine members, none of whom shall be members of the Faculty Senate. All names presented must be with prior indication of willingness to serve. At the May meeting, additional nominations may be made from the floor.

**Section 4:** Elections shall be by ballot. On each ballot the voter shall choose as many names as there are vacancies. Nominees with the highest number of votes shall be elected, provided that their number of votes represents the majority of votes cast. When there are only as many candidates as available seats, election shall be by voice vote.

**Section 5:** Membership shall cease if the member (1) submits a written resignation to the Senate, or (2) is absent unexcused from three successive Senate meetings. Vacancies shall be announced by the Senate and a new election shall be held in the regular manner, preferably within one month after the vacancy occurs. The academic calendar might necessitate a later election.

### *Article II. Officers*

**Section 1:** As soon as feasible after the election of new Senate members in May, the new Senate shall convene for the election of its officers. The president-elect shall assume the office of Faculty Senate president. The Senate shall elect a new president-elect who shall take office immediately and shall take over as president the following May. Should the office of president become vacant during the academic year, the president-elect shall assume the office.

**Section 2:** The new president-elect and secretary shall be elected from among the Senate members by a majority of the votes cast by secret ballot. The secretary shall serve a one-year term of office. The secretary shall be responsible for the recording of the Senate meeting minutes and their distribution to the entire faculty.

***Article III. Meetings***

**Section 1:** The annual organizational meeting of the Senate shall be held in May.

**Section 2:** At the regular meetings of the Senate, faculty at large may participate in discussion with the consent of the president or a majority of senators present but shall have no authority to propose motions or to vote.

**Section 3:** Special meetings may be called when so decided by the Senate, on the request of the president, on the written request of any three members of the Senate, or on the written request of not less than ten faculty at large.

**Section 4:** The secretary shall send out notices of regular meetings along with the agenda to all faculty members at least one week before the meetings. An exception shall be made for closed meetings. If possible, a week's notice shall also be given for special meetings.

**Section 5:** The meetings shall be conducted according to the latest revision of Robert's Rules of Order. When the term *majority* is used in this organization, it shall in all cases mean a simple majority unless otherwise specifically stated.

***Article IV. Committees***

**Section 1:** Recommendations of the Senate committees shall be submitted to the Executive Committee. At the last Senate meeting of the academic year, each Senate committee shall give a brief oral report of work accomplished or in progress; these reports shall then be included in the minutes of the Senate meeting.

***Article V. Amendments***

**Section 1:** An amendment to the bylaws may be submitted in written form at any regular meeting of the Senate with the consent of at least ten percent of the faculty. Adoption of an amendment shall be by a two-thirds majority vote of the Senate at a meeting subsequent to the proposal.



**APPENDIX C**  
***Evaluation Instruments and Forms***

Appendix C contains copies of:

- **Faculty Annual Review forms** (includes Record of Current Teaching and Faculty Responsibilities, Faculty Activity Record, Assessment of Current Achievement, Goals, Chair's Response, and Memorandum of Mutual Agreement).
- **Peer Review forms** (includes selection/signature form and Peer Review Process cover sheet).

## FACULTY ANNUAL REVIEW

### *Introduction*

The Faculty Annual Review process provides faculty members with the opportunity for self-assessment of their current performance and determination of future goals in the areas of teaching, responsibility to the College community, scholarship, and service to the wider community. The review process also allows for collaboration with the dean (or associate dean) in order to discuss the faculty member's performance in relation to goal setting and College expectations. Together, the faculty member and the dean (or associate dean) can determine areas of effectiveness and areas to be developed in light of criteria for academic rank. Where disagreements occur, they should be noted in the Faculty Annual Review.

Both quantitative and qualitative data are collected and evaluated. *Quantitative data* are documented on the:

- Title Page (includes date of hire and years in current rank);
- Record of Current Teaching and Faculty Responsibilities (includes current year's teaching load and administrative duties);
- Faculty Activity Record (provides a list of activities the faculty member has undertaken in discipline, ability department/committee, institution, and community settings);
- Memorandum of Mutual Agreement (establishes probable teaching and administrative assignments for the following academic year; salary for the following academic year is also documented on this form).

*Qualitative data* are reflected in:

- Assessment of Current Achievement (in which the faculty member analyzes and evaluates the contributions s/he has made this year);
- Goals (in which the faculty member identifies areas s/he wishes to develop in teaching, faculty responsibility, scholarship, and/or community service);
- Dean's (or Associate Dean's) Response (in which the dean [or associate dean] might document his/her assessment of the faculty member's strengths and areas for future development).

Instructions for completing each of the forms follow.

### *Instructions for Quantitative Data*

The faculty of Alverno College believe that faculty membership includes acceptance of responsibility for student and curricular development as well as personal professional development and service to the community and the profession. This belief leads to the expectation that faculty involve themselves in the life of the institution. Responsibilities cut across discipline, ability, and institutional lines.

Early in the second semester, each faculty member completes the following parts of the Faculty Annual Review package:

- Title page
- Record of Current Teaching and Faculty Responsibilities
- Faculty Activity Record

These forms provide the *quantitative data* needed to complete the Faculty Annual Review and they provide a record of the faculty member's professional activity.

The Faculty Activity Record is prepared based on the current academic year's activities. It is a list of activities in which the faculty member has participated in school, division, ability department, College, and community settings. Any activity not previously reported on a Faculty Annual Review may be included, even though it falls outside the current June 1-May 31 timeframe. Where a firm commitment exists related to an activity that may occur between the time the record is completed and May 31, faculty are encouraged to include it in the record even though the activity has not yet been completed.

The guidelines set out on the following page classify much of the faculty activity at Alverno. While the guidelines are not intended as an exhaustive list of all activities outside the classroom, they should assist faculty by providing a framework for examining the scope of their work. Faculty should use the guidelines to determine how their activities might be reflected at all levels of institutional work.

The categories in the Faculty Activity Record are:

- **Teaching:** development of students, classroom performance, assessment, and feedback strategies
- **Responsible work within the College community:** development of curriculum, institutional goals
- **Scholarship:** enhancement of professional status; development of self and others
- **Service to the wider community:** extension of Alverno's impact into the community.

***Faculty Annual Review  
Guidelines for Faculty Activity Record***

<b>Teaching</b>	Course/assessment development External assessments Student advising Narrative transcripts Student organization advising
<b>Responsible work within the College community</b>	Administrative responsibilities Discipline/Ability department membership College committees Peer reviews Recruitment/Open House Student orientation
<b>Scholarship</b>	Attendance at conferences Membership in professional organizations Performances at conferences Research and writing
<b>Service to the wider community</b>	Consultations/presentations Assessor education Letters of recommendation Positions in professional organizations A Day at Alverno Community Service Day

### *Instructions for Qualitative Data*

Prior to the meeting between the faculty member and the dean (or associate dean) in late February or early March, the faculty member completes an Assessment of Current Achievement. The faculty member uses the Assessment of Current Achievement to describe the qualitative aspects of his or her work during the year in the following areas:

- Teaching
- Responsible work within the College community
- Scholarship
- Service to the wider community

The behavioral criteria for academic rank (as outlined in Chapter 7 of the Alverno Educator’s Handbook and summarized on page 7 of this appendix) should be used to identify those activities selected for comment. While faculty members are expected to meet all the criteria for the rank held, the faculty member may wish to focus on selected criteria for that year. As faculty members become more senior in the rank held, they may also wish to consider criteria related to the next rank in developing their self-assessment.

The faculty member should determine a **focus** for his/her self-assessment, providing an analysis and evaluation of current performance. Questions to consider are: What was distinctive about your performance this year? What has been the impact of your work? What have been areas of significant professional development? Some additional specific factors to assist in evaluating effectiveness are set out below.

#### *Teaching*

Reflect on the following factors in evaluating effective teaching:

- Discipline expertise
- Organization
- Clarity in presentation, in feedback, in direction of learning experiences, in goal setting
- Enthusiasm for subject and teaching
- Orientation toward students: e.g., is able to incorporate students’ ideas and opinions into discussions; recognizes and responds to individual differences among students; is generous with time and skills
- Integration of process and content
- Design and use of varied appropriate learning experiences and assessment procedures
- Effective use of community resources: e.g., arranges with community agencies for students to participate in learning experiences in on-site visitations.

***Responsible Work within the College Community***

Highlight the qualitative aspects of activities that demonstrate development of students, curriculum, and institutional goals.

***Scholarship***

Highlight those contributions to one's professional development and to the development of others, particularly in relationship to the scholarship of teaching.

***Service to the Wider Community***

Describe how one's actions enhance Alverno's impact in the community.

Additional data that could be used to support effective performance include student evaluations of courses and peer reviews.

The final part of the faculty member's completion of the Faculty Annual Review is to identify **goals**—areas in which the faculty member hopes to develop in teaching, faculty responsibility, scholarship, and/or community service. If appropriate, the faculty member identifies peer reviewer(s) for the following academic year.

Before or following the Faculty Annual Review meeting, the dean (or associate dean) writes an evaluation of the faculty member's current performance. The dean (or associate dean) can respond to both the qualitative assessment and goals, discussing strengths and areas for future development. During the meeting, the dean (or associate dean) and faculty member discuss the faculty member's performance in relation to goal setting and College expectations. At that time, the faculty member's progress toward continuous appointment and promotion should be addressed. The faculty member and dean (or associate dean) can use this time to complete the Memorandum of Mutual Agreement for the following academic year.

After all parts of the Faculty Annual Review have been completed, the faculty member reads the review, including the Dean's (or Associate Dean's) Response and the Memorandum of Mutual Agreement, and signs the review. If there are any disagreements between the faculty member and dean (or associate dean), they should be noted in writing. The completed Faculty Annual Review is forwarded to the Office of Academic Affairs.

**CRITERIA FOR ACADEMIC RANKS**

<b>Beginning Assistant Professor</b>	<b>Experienced Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<p><u>Teaches Effectively</u></p> <ul style="list-style-type: none"> <li>develops understanding of ability-based curriculum and assessment</li> <li>teaches for appropriate abilities in disciplinary context</li> <li>provides direction, clarity, and structure for students</li> <li>provides timely and helpful feedback</li> <li>is available for and respectful of students</li> <li>communicates enthusiasm for one’s discipline</li> </ul> <p><u>Works Responsibly in the College Community</u></p> <ul style="list-style-type: none"> <li>participates in required meetings and workshops</li> <li>collaborates effectively with other faculty and staff</li> <li>uses formal and informal feedback to improve performance</li> <li>implements departmental, divisional, school, and institutional goals</li> <li>explores opportunities for individual contributions</li> <li>identifies, refines, and acts on individual faculty development goals</li> </ul> <p><u>Develops Scholarship</u></p> <ul style="list-style-type: none"> <li>formalizes plans for continuing education or degree completion</li> <li>identifies scholarly activities/research areas in discipline in relation to teaching</li> <li>develops connections with professional community</li> </ul> <p><u>Serves the Wider Community</u></p> <ul style="list-style-type: none"> <li>identifies possible areas of service</li> <li>participates in outreach activities</li> </ul>	<p><u>Teaches Effectively</u></p> <ul style="list-style-type: none"> <li>creates learning experiences and assessments that reflect integration of discipline and generic abilities</li> <li>organizes learning experiences that assist students to achieve outcomes</li> <li>provides feedback directed toward specific abilities and individual need</li> <li>responds to students in a variety of settings with sensitivity to background and learning style</li> <li>generates student enthusiasm for learning</li> <li>refines teaching practice based on self-assessment and feedback</li> </ul> <p><u>Works Responsibly in the College Community</u></p> <ul style="list-style-type: none"> <li>makes significant conceptual contributions to meetings and workshops</li> <li>initiates collaboration with other faculty and staff</li> <li>enacts individual faculty development plan</li> <li>makes workable relationship between individual goals and goals of department, division, school, or institution</li> <li>makes contributions that influence the institution in the department, division, school, and beyond</li> </ul> <p><u>Develops Scholarship</u></p> <ul style="list-style-type: none"> <li>makes progress in continuing education or degree completion</li> <li>pursues scholarly activity that integrates disciplinary area and teaching</li> <li>participates in broader professional community</li> </ul> <p><u>Serves the Wider Community</u></p> <ul style="list-style-type: none"> <li>contributes actively to the wider community</li> </ul>	<p><u>Teaches Effectively</u></p> <ul style="list-style-type: none"> <li>integrates disciplinary/professional learning with teaching experience to shape teaching practice</li> <li>applies developmental frameworks and learning theory to teaching practice</li> <li>organizes learning experience to allow for flexibility in responding to students</li> <li>creates alternative forms of feedback and assessment</li> <li>creates a variety of opportunities for students to pursue specialized interests</li> <li>engages in dialogue about teaching in the higher education community</li> </ul> <p><u>Works Responsibly in the College Community</u></p> <ul style="list-style-type: none"> <li>provides leadership in developing curriculum and teaching effectiveness</li> <li>develops institutional role through significant contributions</li> <li>creates strategies to enhance effective collaboration in the institution</li> <li>pursues opportunities to improve the quality of teaching and learning across the institution</li> </ul> <p><u>Develops Scholarship</u></p> <ul style="list-style-type: none"> <li>holds terminal degree</li> <li>pursues specialized scholarly research that integrates disciplinary area and teaching</li> <li>applies specialized scholarly research to improvement of teaching and curriculum development in the institution</li> <li>makes contributions to broader professional community</li> </ul> <p><u>Serves the Wider Community</u></p> <ul style="list-style-type: none"> <li>renders distinctive service to the wider community</li> </ul>	<p><u>Teaches Effectively</u></p> <ul style="list-style-type: none"> <li>expands scope of scholarship to include new areas/other disciplines to inform student-centered teaching practice</li> <li>takes leadership in developing materials, presentations, etc., that address significant curriculum concerns</li> <li>influences professional dialogue about teaching scholarship in the higher education community</li> </ul> <p><u>Works Responsibly in the College Community</u></p> <ul style="list-style-type: none"> <li>provides distinctive leadership in the institution</li> <li>assists others to develop in leadership roles</li> </ul> <p><u>Develops Scholarship</u></p> <ul style="list-style-type: none"> <li>holds terminal degree</li> <li>engages in substantive scholarly/research activity that contributes to higher education</li> <li>takes leadership in encouraging research that improves the quality of learning in the institution</li> </ul> <p><u>Serves the Wider Community</u></p> <ul style="list-style-type: none"> <li>provides substantive service and leadership to the wider community</li> </ul>

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## FACULTY ANNUAL REVIEW

- Record of Current Teaching and Faculty Responsibilities
- Faculty Activity Record
- Assessment of Current Achievement
- Goals
- Dean's (or Associate Dean's) Response
- Memorandum of Mutual Agreement
- Curriculum Vitae

**Name:**

**Academic Year:**

**Division:**

**Department:**

**Academic Rank:**

**Years in Rank:**

**Date Hired:**

**Full-time:**

**Part-time:**



## FACULTY ANNUAL REVIEW

### Record of Current Teaching and Faculty Responsibilities

**Name:**

**Academic Year:**

**Teaching Fall Semester:**

Course No.	Semester Hours	Contact Hours/Week	WDC	WEC	Other*

\*New course, first time taught, team-taught, online, etc.

**Teaching Spring Semester:**

Course No.	Semester Hours	Contact Hours/Week	WDC	WEC	Other*

\*New course, first time taught, team-taught, online, etc.

Identify below your administrative role(s) and ability department membership:

## FACULTY ANNUAL REVIEW

### Faculty Activity Record

**Process:** List your activities in the following areas. Represent work you have done in your discipline department, your ability department, committees, the institution as a whole, and off-campus.

**Purpose:** To provide a record of the kinds of activities you have been engaged in this year. This gives you a chance to document the focus your work has taken and provides a reference source of faculty activities for your dean (or associate dean).

**Teaching:**



**Responsible work within the college community:**

**Scholarship:**

**Service to the wider community:**

**FACULTY ANNUAL REVIEW**  
**Assessment of Current Achievement**  
**(Related to behavioral criteria for current rank)**

**Process:** Determine a focus for your self assessment. In this section of the FAR, provide an analysis and evaluation of your performance in one or more of the areas listed. What was distinctive about your performance this year? What has been the impact of your work? What have been areas of significant professional development?

**Purpose:** Self assessment.

**Teaching:**

**Responsible work within the college community:**

**Scholarship:**

**Service to the wider community:**

## FACULTY ANNUAL REVIEW

### Goals

**(For satisfactory performance relative to behavioral criteria for rank)**

**Process:** List brief but substantive statements identifying areas you wish to develop in your work in one or more of the following categories: teaching, responsible work within the college community, scholarship, and service to the wider community. If appropriate, identify your peer reviewer(s) for the following academic year.

**Purpose:** To identify a focus for your next year's work and to articulate the individual contributions you plan to make in discipline, ability, college, and/or community settings.

**Teaching:**

**Responsible work within the college community:**

**Scholarship:**

**Service to the wider community:**

**Peer Review:**

	I have chosen to work with _____ on my peer review next year.
	Evaluated prior year. Not required.
	I am not scheduled for peer review next year.

## FACULTY ANNUAL REVIEW Dean's (or Associate Dean's) Response

- Process:** The dean (or associate dean) responds both to the qualitative assessment as well as to the goals, discussing strengths and areas for future development.
- Purpose:** To recognize faculty member's contributions to the college community; to assess faculty performance in relationship to college expectations; and to communicate clearly and document accurately the faculty member's progress towards continuous appointment and promotion.

## FACULTY ANNUAL REVIEW

### Continuous Appointment

Is continuous appointment already in effect?      Yes      If No, please complete this page.

### Faculty Contract Timeline – Continuous Appointment

FIRST FULL YEAR -	SECOND FULL YEAR -	THIRD FULL YEAR -	FOURTH FULL YEAR -	FIFTH FULL YEAR -	SIXTH FULL YEAR -
If you are not renewed for a 2 <sup>nd</sup> contract, you must be notified by March 15,	If you are not renewed for a 3 <sup>rd</sup> contract, you must be notified by December 15,	If you are not renewed for a 4 <sup>th</sup> contract, you must be notified by December 15,	If your 5 <sup>th</sup> contract is your last, you must be notified by June 1,		<b>Receiving your 6<sup>th</sup> contract constitutes continuous appointment.</b>

Notes (decisions made regarding exceptional circumstances, e.g., faculty member began teaching mid-year, faculty member takes leave of absence, etc.):

Signatures:

---

Faculty Member

---

Dean (or Associate Dean)

---

Date

**FACULTY ANNUAL REVIEW**  
**Memorandum of Mutual Agreement**  
 Record of Projected Responsibilities  
 For

**Full-time:**  
**Part-time:**

**Rank:**  
**Years in Rank:**

This projection is based upon information currently available and reflects a representative teaching load. It is subject to revision in the event that student registration or other factors necessitate a revision in the projection.

**Teaching Fall Semester\*:**

Course No.	Semester Hours	Contact Hours/Week	WDC	WEC	Other**

\* Includes additional instructional-related responsibilities such as student advising, college-wide external assessments, writing narrative transcripts, providing letters of reference, etc.

\*\* New course, first time taught, team-taught, online, etc.

**Teaching Spring Semester\*:**

Course No.	Semester Hours	Contact Hours/Week	WDC	WEC	Other**

\* Includes additional instructional-related responsibilities such as student advising, college-wide external assessments, writing narrative transcripts, providing letters of reference, etc.

\*\* New course, first time taught, team-taught, online, etc.

**Responsible work within the college community**

**Scholarship**

**Service to the wider community**

**Special Circumstances:**

As part of these responsibilities I understand that I am also expected to meet the criteria for rank as set forth in the *Alverno Educator's Handbook* in the following areas: effective teaching, responsible work within the college community, scholarship, service to the wider community.

**\$ Present salary:**                      **\$ Increase:**                      **20**                      **\$ Academic year salary:**

I have read the attached performance evaluation and the above Memorandum of Mutual Agreement. I agree to the projected responsibilities.

---

Signature of Alverno Faculty  
Date:

---

Signature of Dean (or Associate Dean)  
Date:



## **PEER REVIEW**

### *Instructions for the Reviewer*

1. In evaluating instructional performance, make arrangements with the person you are reviewing for two classroom visits. These visits may be to the same course or to two different courses, as mutually agreed upon. It is suggested that you obtain the instructor's objectives for the class session prior to each visit and that a period be set aside for feedback following each visit.
2. In evaluating school/divisional/departmental performance, indicate the circumstances providing the basis for the review (e.g., shared school, division, or department work, collaboration in design of a new course, etc.).
3. Give behavioral evidence or comments in support of your review in each area.
4. Give the educator being evaluated a signed copy of the final review prior to transmitting the original to the Office of Academic Affairs.

N.B. The educator being evaluated is at liberty to submit to her/his reviewer and to the Office of Academic Affairs a critique of the performance review s/he received.

## *Alverno College*

### Peer Review Process

**TO:** Selected Full-Time Educators

**FROM:** Associate Vice President for Academic Affairs

**DATE:** February XX, 20XX

Evaluation is an integral part of the learning process at Alverno College. In keeping with the belief that we are all learners and can profit from evaluation of our work, each year a selected number of educators are reviewed. You are scheduled for peer review in the next academic year, 20XX-XX, as specified in *The Alverno Educator's Handbook*.

As part of your Faculty Annual Review process, please identify 1 or 2 educators who will review your instructional and/or departmental/divisional/school/college performance next year. If you were reviewed this year, try to avoid duplication in the selection of your peers.

**TO:** Office of Academic Affairs

**NAME:** \_\_\_\_\_

**DEPT:** \_\_\_\_\_

I have selected the following 1 or 2 educator(s) willing to serve as my peer reviewers for 20XX-XX:

\_\_\_\_\_  
Reviewer's name

\_\_\_\_\_  
Reviewer's signature

\_\_\_\_\_  
Reviewer's name

\_\_\_\_\_  
Reviewer's signature



**NOTE:** The signatures of the faculty above serve as their commitment to do your review—**no follow-up notices will be sent.**

Peer Review assignments and cover sheets are available on the shared drive for your use.

**PLEASE RETURN THIS FORM TO ACADEMIC AFFAIRS BY MAY 1,  
200X.**



*Narrative  
Format*

## PEER REVIEW PROCESS

Name of educator being reviewed \_\_\_\_\_

Year of review \_\_\_\_\_

Name of peer reviewer \_\_\_\_\_

The following report contains:

- Description of strengths
- Primary goal or focus of development in
  - Instruction
  - School/Division/Department
- Analysis of strategies implemented
- Plans for future development
- Other

\_\_\_\_\_  
Signature of Peer Reviewer

\_\_\_\_\_  
Date

**Due Dates:**

Reviews of part time faculty: the day before graduation.

Reviews of full time faculty: May 1.

Original: Associate Vice President for  
Academic Affairs

Copies to: Educator  
Peer Reviewer



**PEER REVIEW  
of Instructional Performance**

Name of educator being reviewed: \_\_\_\_\_ semester & year

Name of reviewer \_\_\_\_\_

Instructions:

- In the space provided below each item, give behavioral evidence or comments in support of your evaluation of said item.
- If an item is not applicable, indicate this by writing “not applicable.”
- Please make arrangements for two classroom visits; these visits may be to the same course or to two different courses, as mutually agreed upon.
- Obtain the instructor’s objectives for the class session prior to each visit.
- Schedule time for feedback following each visit.
- The educator being evaluated is at liberty to submit to her/his reviewer and to the Associate Vice President for Academic Affairs a critique of the performance review she/he received.

**Due Date:**     Reviews of part-time educators are due the day before graduation.

Original:	Associate Vice President for Academic Affairs
Copies to:	-- Educator -- Peer Reviewer

**PEER REVIEW**

Name of educator being reviewed: \_\_\_\_\_ semester & year

A. Defines objectives for the class session.

Evidence:

B. Organizes learning situations to meet the objectives of the class session (e.g., organizes group discussions effectively; uses lecture appropriately).

Evidence:

C. Uses instructional method which encourages the student to actively participate in the learning process (e.g., encourages the student to draw inferences, formulate implications).

Evidence:

D. Uses instructional method which encourages integration of process with content.

Evidence:

- E. Communicates clearly and effectively (e.g., uses examples and illustrations which help to clarify material; uses helpful and appropriate visual aids).

Evidence:

- F. Demonstrates command of subject matter.

Evidence:

- G. Responds appropriately to student questions (e.g., answers student's question; defers questions as necessary, if unrelated to current topic).

Evidence:

- H. Demonstrates ability to incorporate students' ideas and opinions into class discussions.

Evidence:

THE FOLLOWING ITEMS MAY BE BASED ON OBSERVATIONS EITHER WITHIN THE CLASSROOM OR OUTSIDE OF IT.

- I. Demonstrates positive regard for students (e.g., available for student conferences; keeps appointments; respects student confidences).

Evidence:

- J. Makes effective use of institutional and community resources (e.g., professionals in community, library, museums).

Evidence:

- K. Please indicate any other behaviors this Alverno educator demonstrates which are not covered by the above items. Please individually rate each behavior, using the 1-5 rating scale.

Behavior 1:

Behavior 2:

\_\_\_\_\_  
Signature of reviewer

\_\_\_\_\_  
Date

**APPENDIX D**  
***Administrative Offices***

***Office of the President***

The president, as chief executive officer, is responsible to the Board of Trustees for the administration of all affairs of the College.

***I. Administrative Offices Reporting Directly to the President***

***A. Chief Academic Officer\****

The chief academic officer is directly responsible to the president for formulating and implementing the educational goals of the College.

***B. Senior Vice President for Finance and Management Services***

The senior vice president for finance and management services is directly responsible to the president for the operational and financial areas of the College.

***C. Vice President for College Advancement***

The vice president for college advancement reports directly to the president regarding the College's resource development effort and oversees the Development Office. The Development Office is responsible for raising funds to advance the priorities of the College through annual gifts, planned gifts, major gifts, and grants. The vice president for college advancement also oversees Alumnae Relations and Marketing Communications.

***D. Vice President for Enrollment Planning and Management***

The vice president for enrollment planning and management reports directly to the president regarding planning, recruiting, and managing all aspects of the enrollment process for the College.

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\* *The Chief Academic Officer is the highest-ranking academic officer in the institution. This office is currently titled Senior Vice President for Academic Affairs.*



## ***II. Administrative Offices Reporting to the Chief Academic Officer***

### ***A. Academic Computing, Library and Media Resources***

The Director of Academic Computing, Library and Media Resources works with the directors of the Media Hub and the Library to provide leadership for academic technology and library services. The three departments—Academic Computing, the Media Hub, and the Library—provide student and classroom computing, media, and library services for the campus.

#### ***1. Academic Computing***

Academic Computing provides computing resources for students and supports classroom uses of computers. Facilities available for instructional use by faculty include the Computer Center in the Teaching, Learning and Technology building, two computer classrooms in the Nursing Building, two computer classrooms in the Liberal Arts building, and mobile computer carts for classroom use. Academic Computing staff also provide support for computers in discipline-specific labs such as the Clinical Nursing Resource Center, Media Hub, natural science labs, and Music Synthesizer Studio. Computers for general student use are also available in the residence halls.

#### ***2. Media Hub***

Located in the Teaching, Learning and Technology building, the Media Hub is a student-centered multimedia lab that offers students the opportunity to work on either individual or group projects that are course-related. The lab houses twelve computers equipped with the latest software, digital cameras, scanners, and a color printer. This equipment allows students to capture and modify images. Digital videoediting software is installed on both PC and Macintosh computers for students to produce multimedia presentations. In addition, students are able to collaborate on and edit their personal video portfolios in soundproof VHS editing suites.

A fully equipped video-production studio with nonlinear editing capabilities is available for teaching video production. In-house video production and many group assessments take place in the studio. A second video studio equipped with a computer and LCD projector is available for students to make individual and small-group presentations. The Media Hub also includes a Distance Learning Room.

Laptops, 35mm cameras, camcorders, fire wire drives, and audiocassette recorders are likewise available for student use, as are a number of video digitizing stations. This equipment allows a student to upload short video segments to the Diagnostic Digital Portfolio.

### ***3. Library***

The library is primarily a teaching and research instrument, developed and maintained for Alverno students, faculty, and staff. The collections and services, accessible on site or remotely, are organized to promote learning. The library's vision is to build bridges between the ideas and innovations of the future and the cultural riches of the past by:

- cultivating student and faculty understanding of the library's role as an essential partner in the learning process;
- promoting the spirit of service inherent in the library profession and necessary to identifying the needs of patrons and the variety of opportunities to meet those needs;
- developing and organizing collections that support the curriculum and research interests of the College community;
- promoting information literacy throughout the Alverno community;
- fostering relationships with individuals and organizations that support the library's mission and enhance its ability to meet the information needs of the Alverno community;
- encouraging patrons to feel comfortable within the space known as the library.

### ***B. Academic Services***

The Executive Director of Academic Services is a liaison between academic offices, and between academic offices and nonacademic administrative offices. The executive director works with offices and departments across the College to generate and institutionalize policies and procedures to clarify issues, solve problems, and, in general, to ensure an environment conducive to learning.

Six academic offices report directly to the Executive Director of Academic Services: Advising, Assessment Center, Institutional Data, Instructional Services, Multicultural Issues, and Registrar's Office.

#### ***1. Advising***

Professional advisors work with incoming weekday students during the first one to three semesters to assist them to become self-directed learners. After the student completes the first one to three semesters of her program and completes certain validations, she is advised by a faculty member of her major department regarding academic matters.

In working with the student during registration and at other times requiring academic-related decisions, her faculty advisor provides her with departmental guidelines and materials. In collaboration with her faculty advisor, the student maps out a program relating her major and support areas to her professional and personal goals. The faculty advisor discusses opportunities for internship(s), career plans, use of career education

services, use of the Career Lab, and changes in career direction. In addition, the faculty advisor discusses the results of the Integrated Competence Seminar and other major learning and assessment experiences in order to assist advisees to make decisions about educational and professional goals.

For weekend students, a professional advisor and the IN 125 instructors assist incoming students to adjust to academic, environmental, social, and personal aspects of the college experience. Other advising resources for the weekend student include the Advising Office, which is staffed during Weekend College weekends, faculty from her major department, and the Weekend College Bulletin.

Advising programs are designed to direct and guide students to independent, satisfactory progress in their learning experience.

## ***2. Assessment Center***

The Assessment Center works with many faculty and staff departments, coordinating external assessment procedures on campus. This provides for the assessment of students in specific abilities that cut across disciplinary lines or that for reasons of time and structure are more efficiently handled outside the classroom. Assessment Center staff also conduct some assessments, give feedback to beginning students, and record and maintain assessment files.

A cadre of more than 500 external volunteer assessors from the business and professional community join Alverno educators and staff to assess student performances. The Assessment Center coordinates the volunteer assessor program and, in conjunction with faculty, trains these assessors to evaluate student performance and to give individualized feedback.

The Assessment Center also provides a central location for maintenance and storage of student assessment records, including individual permanent video portfolios and paper files. The department also administers the Diagnostic Digital Portfolio and aids in training students and faculty in its use.

## ***3. Institutional Data***

This office collects and analyzes enrollment data and converts that data into clear, useful information on which to base effective internal decisions and efficient reports to external agencies.

## ***4. Instructional Services***

Instructional Services provides students and applicants with a variety of academic support resources to help them achieve their

educational goals. These services include required classes in mathematics, algebra, reading/writing, computer literacy, and English as a second language. Students are identified for one or more of these classes based on the results of their Communication Placement Assessment. In addition, Instructional Services sponsors the Communication Resource Center and the Math Resource Center, establishes content study groups for selected courses, runs a peer-tutoring program, and conducts workshops on various topics related to student success. Support services and accommodations for students with disabilities are also available. Students access these resources based on self-referral or referral from their advisor or course instructor.

### ***5. Multicultural Issues***

The Multicultural Issues Office works with Alverno faculty, staff, and students to address the needs of the diverse Alverno College community.

In conjunction with student groups, faculty and staff representatives, and administrative and discipline departments, the Multicultural Issues Office cosponsors campuswide events and serves as a resource and link to the internal College community and to the external community within the greater Milwaukee area.

Every member of the Alverno community is considered a member of the Multicultural Issues staff in the spirit of commitment to a College community and a world that respects the unique presence of each individual and is enriched by contributions from a diversity of perspectives. The Multicultural Issues Office works within the College community as a catalyst and ombudsman toward this goal.

### ***6. Registrar's Office***

The principal responsibility of the Registrar's Office is to maintain the academic records of students. The office publishes the official list of graduation candidates and supplies transcripts of student records, as well as handling registration procedures, overseeing academic evaluations (transfer and Alverno credits), determining semester class schedules (including assignment of classrooms and class times), preparing final assessment schedules, and overseeing the process of soliciting end-of-semester reports from Alverno educators.

## ***C. Alverno College Institute for Educational Outreach***

The Alverno College Institute for Educational Outreach, through research, practice, and consultation, serves as a resource to other educators, nationally and internationally, on the topics of ability-based teaching, learning, and assessment. The

Institute for Educational Outreach is the means by which the College fulfills that part of its mission that states:

As colleagues in a diverse set of professions comprising higher education, Alverno faculty and staff hold themselves responsible to contribute to the development of undergraduate education (and, increasingly, across the K-20 spectrum of education) nationally and to elicit from colleagues constructive criticism of their teaching, scholarly, and research activity.

The work of the Institute currently includes the following:

- plans and organizes A Day at Alverno, one-week summer workshops on teaching and assessment, and campus visits of educators from other countries;
- responds to requests for faculty and staff presentations at national conferences and consultations at other institutions;
- collaborates with academic divisions in organizing and implementing special workshops;
- organizes and revises print and audiovisual materials appropriate for use by faculty and staff in on- and off-campus workshops;
- produces and disseminates materials (e.g., books, reports, articles, videos);
- provides administrative support for the Council for Student Assessment;
- maintains filing system on teaching, learning, and assessment issues and implementation strategies.

In addition, the Institute for Educational Outreach offers nondegree programs, workshops, and activities for adults, adolescents, and young people. These programs include the Telesis Program, One-on-One Learning Services, Kids on Campus, Alverno Corporate Education, and various professional continuing education opportunities.

### ***1. Telesis Program***

The Telesis Program offers a wide variety of short courses on topics such as computers, personal finances, foreign languages, art, writing, and so on. In addition, Telesis sponsors a number of special events annually, such as the Great Lakes Writers' Workshop, Professional Development Seminar for Administrative Staff, Guilty Pleasures, and ethnic dinners.

### ***2. One-on-One Learning Services***

One-on-One Learning Services provides comprehensive diagnostic testing and tutoring services for children and adults. To best assess the student's learning needs, s/he participates in intensive, individual diagnostic testing. One-on-one tutoring then follows the instructional plan developed as a result of the testing.

### ***3. Kids on Campus***

Kids on Campus is a summer children's enrichment program offering a variety of camps and classes specially designed for kids who are

motivated, talented, and have a natural desire to learn. Camps and classes are open to children entering K5 through twelfth grade.

#### ***4. Alverno Corporate Education***

Alverno Corporate Education provides custom-designed training for businesses and corporations. The training faculty is comprised of Alverno faculty and administrative staff.

#### ***5. Other Professional Continuing Education Programs***

Other professional continuing education programs include:

- Business Resource courses—noncredit short courses and certificate programs;
- Cisco Networking Academy—noncredit courses to prepare students to take the Certified Cisco Networking exam.

#### ***D. Campus Ministry\****

Campus Ministry assists Alverno students, faculty, staff, and alumnae of all religions in developing their faith and spirituality. The activities, events, and efforts of Campus Ministry are integrated with the educational mission of the College.

Campus Ministry provides:

- Catholic liturgies as well as interfaith community prayer opportunities;
- resources and referrals for spiritual direction and counseling;
- regularly scheduled spiritual events for members of the Alverno community;
- annual events including prayer or a mass celebrating St. Francis of Assisi, Giving Thanks Week, Martin Luther King, Jr., Remembrance, Yom Hashoah Holocaust Memorial Day, and the Intercollegiate Retreat;
- special services including the Passover Seder, Ash Wednesday services, and the baccalaureate liturgy;
- prayer and reflection areas on campus (Chapel and Room of Light).

#### ***E. Career Education Center<sup>+</sup>***

The Career Education Center (CEC) is committed to providing the highest quality career education services to Alverno students, staff, and faculty. It does this through its teaching and counseling roles in the Alverno community. The staff and facilities of the CEC offer comprehensive services and resources specifically designed to assist students in all aspects of career exploration, planning, and job seeking.

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\* Reports to both the Chief Academic Officer and the Dean of Students

<sup>+</sup> May report to an academic officer other than the Chief Academic Officer (e.g., Associate Vice President for Academic Affairs)

The primary objective of the counseling and instructional activities facilitated by CEC staff is to educate students in the career-planning process so that they may confidently make and act on insightful, informed career decisions. To achieve this level of student efficacy, the CEC staff collaborates with advisors, faculty, Internship Office staff, professionals representing myriad fields of employment, and prospective employers. Services provided to students by the CEC include:

- individual career-counseling appointments;
- administration and interpretation of the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI);
- training and assistance in the preparation of targeted résumés, cover letters, and interviewing skills;
- credit-bearing career courses (PPS 229, PCM/PS 411, MGT 384) designed and taught by CEC educators;
- on-site career fairs, graduate school workshops, and recruiter visits;
- a Career Lab with an extensive collection of career research materials, including computers with career-planning software, videos, professional journals, books, graduate school and study-abroad information, and job postings.

The menu of services, resources, and special events offered by the CEC routinely evolves and expands to meet the changing needs of students as well as the changing demands of the job market.

In addition, the CEC staff designs and presents ad hoc training on career-related topics for faculty courses. Faculty interested in incorporating career topics in their courses are invited to contact the CEC for assistance.

### ***F. Educational Research and Evaluation***

The Educational Research and Evaluation department provides a service to Alverno educators, administrative and professional staff, and students by assisting the College in:

- researching and evaluating student-learning processes and outcomes of the curriculum by systematizing and carrying out formal and informal educational research and evaluation efforts of Alverno educators and students;
- validating learning and assessment processes, including goals, outcomes, and assessment instruments;
- researching and developing generalizable educational theory and models of adult learning, development, and performance as part of Alverno's contribution to higher education;
- presenting and publishing the research and evaluation outcomes of the Alverno experience.

Based on its evaluation and research efforts, the office provides accurate data patterns about student learning, development, and performance and the outcomes of instruction to members of the institution via constant and systematic interpretation, use, and dissemination of findings, and it assists in consequent program-development efforts.

### ***G. International and Intercultural Center\****

The International and Intercultural Center (IIC) has four broad areas of responsibility:

#### **International Student Service and Recruitment**

The IIC actively recruits and supports international degree students from around the world. It:

- designs and implements international recruitment strategies;
- develops, reviews, and maintains all necessary forms and documents for international students and works to ensure complete compliance with U.S. immigration law;
- provides thorough and continuing support services to all international students in such areas as visa maintenance and control, insurance, and cultural adaptation and adjustment;
- conducts continuing orientation to American life and society for all international students.

#### **Study Abroad and Student Exchange**

The IIC identifies, develops, maintains, and promotes a wide range of study-abroad opportunities for Alverno students. It:

- assists students in selecting study-abroad options best suited to their interests and course of study;
- conducts a detailed predeparture orientation process for Alverno students, covering such topics as culture and cultural adjustment abroad, health, safety, and visa information;
- conducts a reorientation session for returning Alverno students;
- assists international exchange students in all matters relating to their visas, arrival, and adjustment to Alverno College;
- assists faculty in the development and administration of short-term study abroad courses.

#### **Support Services for the Alverno Community**

The IIC provides internationally related support services to all Alverno students, faculty, and staff. It:

- keeps and maintains reference materials for students, faculty, and staff related to study and travel abroad;
- administers the College's international travel insurance;

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\* *May report to an academic officer other than the Chief Academic Officer (e.g., Associate Vice President for Academic Affairs)*



- assists faculty in developing new internationally related courses and curricula;
- serves as the contact point for the Fulbright Program;
- helps to organize and present internationally related speakers and events for the entire college community.

### **Community Outreach**

The IIC works to develop, promote, and elevate the College’s international profile within the broader Milwaukee community. It:

- works with other community organizations such as the International Institute of Wisconsin and the Institute of World Affairs of the University of Wisconsin-Milwaukee in cosponsoring programs and activities;
- coordinates and develops the AGENTS (Alverno Global Education Network for Teachers) network for southeastern Wisconsin secondary school social studies teachers;
- works with faculty to help design and present workshops on internationally related topics to area professional groups;
- works with Alverno Presents and the Alverno Debates Series.

### ***H. Internship Office\****

The Internship Office staff facilitates the placement of students in internships at local, national, and international sites. They work with faculty and site mentors to monitor the quality of the internship experience and provide the following services for students:

- internship site development;
- individual meetings with students to assist in site selection and placement;
- workshops to prepare students for internships;
- monitoring of student internships:
  - site visits;
  - regular communication with faculty who teach the accompanying seminar;
  - distribution, collection, and storage of internship tracking and evaluation records as well as legal documents related to internships;
  - exit interviews.

The Internship Office staff works to maintain good relationships with all participants—students, faculty, and organizational representatives—and serves as a liaison among the parties.

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\* *May report to an academic officer other than the Chief Academic Officer (e.g., Associate Vice President for Academic Affairs)*

They also collaborate with faculty advisors, internship seminar instructors, and the Experiential Learning Committee to refine and implement practical applications of the theoretical principles of experiential learning in order to ensure a quality internship program.

### ***I. Office of the Dean of Graduate Studies***

The Dean of Graduate Studies is responsible for the Alverno graduate programs, for working with faculty from across the College through the Graduate Admissions Committee and the Graduate Program Committee, and for the ongoing development and staffing of the graduate programs.

### ***J. Student Services***

Student Services strives to be a partner in developing a community of learners. The staff carries out this mission by developing partnerships to enhance the support system and learning environment for Alverno students. This is done by:

- working with faculty, staff, and students to promote a caring community;
- collaborating with faculty and staff to provide services, programs, and resources to enhance the holistic development of students;
- creating an environment in which students' leadership qualities emerge;
- encouraging students to take part in the life of the College and the community;
- providing opportunities for students to extend the abilities into their personal and professional lives;
- collaborating with other campuses, agencies, and businesses to extend the learning environment beyond Alverno.

The following departments work together within Student Services to make this a positive learning and living environment for students:

- Athletics (intercollegiate competition, intramurals, recreation)
- Campus Ministry\*
- Counseling and Health Services
- Office of the Dean of Students
- Office of Student Services
- Residence Life
- Student Life (Student Activities, Student Organizations, Travelship Program)

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\* Reports to both the Chief Academic Officer and the Dean of Students

### ***III. Administrative Offices Reporting to the Senior Vice President for Finance and Management Services***

#### ***A. Auxiliary Services***

##### ***1. A-Store***

The A-Store sells classroom supplies, software, and small electronics. It also carries candy, personal items, and a wide variety of Alverno-imprinted clothing and gifts.

##### ***2. Early Learning Center***

The Early Learning Center provides weekday childcare year round for children of students, faculty, and staff as well as a limited number of community members. The Early Learning Center is closed on days that the College is closed.

##### ***3. Dining Service***

Dining Service provides all food service for the College community through Hudson's Cafeteria, Inferno Café, vending areas, and complete catering services.

#### ***B. Business Services***

##### ***1. Business Office***

The Business Office is responsible for student billing, accounts receivable, student loan collection, and other business functions.

##### ***2. Finance Office***

The Finance Office is responsible for the classification, recording, and analysis of financial data, for accounts payable, for payroll, and for the implementation of computerized financial information systems. It provides monthly analyses of operation costs to assist personnel in coordinating, implementing, and controlling departmental budgets. It also coordinates the preparation of new fiscal-year budgets.

The Purchasing Department is responsible for providing an efficient system to order and receive supplies for the day-to-day operations of the College. It carries an in-house supply of Alverno envelopes; all other office supplies are ordered by the department through the E-Way system. Purchasing orders all office furniture.

##### ***3. Financial Aid Office***

The Financial Aid Office has responsibility for awarding and administering all financial-aid funds that flow to the institution. In addition, the office counsels students regarding their individual financial

circumstances and eligibility for assistance, as well as their general financial management and obligations as a result of receiving student assistance. It also directs and coordinates on-campus employment opportunities for students.

### ***C. Human Resources***

The Human Resources Office is responsible for all faculty and staff personnel-related matters, including personnel records, benefits administration, technical and professional training, payroll processing, and staffing.

#### ***1. Personnel Records***

New employees are assisted in filling out new-hire paperwork, including employment applications, Federal Employment Eligibility Verification forms, and direct deposit agreements.

#### ***2. Benefits Administration***

New Employee Orientations for benefit-eligible employees are presented on a monthly basis. These orientations provide an overview of College services, personnel expectations, payroll procedures, and available College-provided benefits. The benefits staff also provides ongoing customer support for benefit-eligible employees.

#### ***3. Professional Training***

All employees are eligible for free College-provided training. Professional training encompasses such areas as management skills, customer relations, and retirement planning.

#### ***4. Staffing***

Human Resources assists departments in publicizing open positions. It does recruitment for all staff and faculty positions and serves as the initial contact for nonfaculty applicants.

### ***D. Information Management Systems and Reporting***

Information Management Systems and Reporting (IMSR) is responsible for Alverno's administrative software system (Datatel). This includes providing software application support, database maintenance and integrity monitoring, reporting, and project management necessary for the support of the administrative functions of the College.

### ***E. Information Technology Infrastructure and Services***

Information Technology Infrastructure and Services (ITIS) is responsible for several campuswide technology-based services, such as the campus network and telecommunications. It also provides complete computing resources to faculty and staff.

## ***F. Office Services***

### ***1. Duplicating Department***

The Duplicating Department offers complete printing services, including offset printing, photocopying, collating, stapling, folding, drilling, cutting, and padding.

### ***2. Mail Services***

Mail Services provides mailing, shipping, and facsimile services for the College. Services for outgoing mail include the United States Postal Service, United Parcel Service, and Federal Express. (Fax service and Federal Express may be used only for College business.)

### ***3. Professional Support Services***

Professional Support Services provides computer assistance at an advanced level in preparing forms, documents, and any other type of word processing. It also scans documents and provides miscellaneous clerical support.

## ***G. Plant Operations***

This office assumes responsibility for all physical, mechanical, and housekeeping operations on campus.

### ***1. Building and Grounds/Maintenance***

These offices coordinate routine maintenance, preventive maintenance, and repairs to campus buildings. They also maintain and repair College electrical systems and power plant and HVAC equipment. In addition, they are responsible for snow removal and grounds maintenance. Routine requests for maintenance are completed through work orders that may be submitted electronically via the Plant Work Request icon on the computer desktop.

### ***2. Facilities Usage and Master Calendar***

This office schedules all rooms, facilities, and nontechnical equipment and furniture and handles room and moving arrangements. In addition, the office assumes responsibility for the public areas of the College, including classroom furniture.

### ***3. Housekeeping***

Housekeeping is responsible for the cleanliness of all campus buildings. This includes routine cleaning as well as carpet cleaning, floor refinishing, and all project cleaning. Requests for housekeeping needs may be submitted electronically via the Plant Work Request icon on the computer desktop.

***4. Security***

This office provides security personnel and escort services.

***5. Special Events***

This office coordinates room, food, and meeting arrangements for all special events, including orientation, graduation, and banquets. The office makes similar arrangements for outside groups using College facilities.