TABLE OF CONTENTS

I.
INTRODUCTION 5

MISSION STATEMENT 5

DEPARTMENTAL COMMITTEES 5
Budget and Planning Committee 5
Graduate Committee 6
Library Representative 6
Sabbatical/Leave Committee 6
Schedulers Committee 6
Special Review Committees 6
Student Organizations 6
Graduate Student Organization 6
Undergraduate: Sociology Students Association 6
Tenure Council Representatives 6
Undergraduate Curriculum Committee 6

ACCOUNTS 6
CRDF Funds 6
Grants
PI Funds 7
Research Money 7
Start-Up 7

ANNUAL REPORTS 7

BUSINESS CARDS 8

CLASSROOMS 8
Classroom Changes 8
Computing Classroom Labs 8
Departmental Classrooms 8
Departmental Lab 8
Nationality Classrooms 9
University Classrooms 9

COMPUTERS 9
Alerts 9
Asset Management Forms 9
Asset Retirement Forms 9
Computrace Plus 9
Discount Computer Program 10
Faculty Computing Program 10
Licensing Compliance 10
PC Inventory Forms 10
Software Booklet 11
Software Licensing Services 11
Software Licensing& External Vendors (Software not available via SLS) 11
SPAM and Virus Filtering 11
Technology Help Desk 11
University Labs 11
Voicemail to Email Service 12
Web Conferencing 12

CONFLICT OF INTEREST AND FORMS 12
Conflict of Interest – Royalties Derived from Teaching Material 12

COPY CENTERS 13

Departmental Copy Room	13
University Copy Center	13
COURSES	13
Course Times	13
Grade Reporting	13
New and/or Writing Courses	14
Office Hours	14
Student Self Registration	14
Students with Disabilities	14
Textbooks and Supplies, Instructional Materials & Subscriptions	15
Training/Skills Improvement Courses	15
Unavoidable Absences	15
COURSE BUY-OUTS	15
Department/Program Course Buy-Outs	15
Grant Course Buy-Outs	16
DEPARTMENTAL COLLOQUIUM ROOM	16
DEPARTMENTAL CONFERENCE ROOM	16
DEPARTMENTAL MONTHLY MEETINGS	16
DEPARTMENTAL TELEPHONE BILLS	16
DIRECT DEPOSIT OF PAYCHECKS	16
EMPLOYEE RECORD (ER) FORMS	16
ENGLISH LANGUAGE FLUENCY FORMS	16
EQUIPMENT	17
EXPRESS MAIL	17
FACILITIES MANAGEMENT	17
FACULTY ACTIVITY REPORTS	17
FELLOWSHIPS AVAILABLE	17
GRADUATE PROGRAM	18
Degree Requirements Credits Transferred from Another School	18
Nomination for Departmental Teaching Award and The Norman P. Hummon Award	19
PANTHER EXPRESS SYSTEM	18
Consultants and Consultant Forms	18
Disbursement Requests Forms	19
Travel & Business Expense Report Forms (TBER)	19
Travel Management	19
UNDERGRADUATE PROGRAM	20
Internal Deadlines for New Undergraduate Courses	20
II.	
CHAIR, DGS AND STAFF REPONSIBILITIES	21
Chair Tasks	21
DGS Tasks	23
Recruitment & admissions	23

Advising 23
Curriculum 23
Employment and training as teachers 24
Funding and research opportunities 24
Scientific reviews of research 24
Professional socialization and participation 24
Postdoctoral and job placement 25
Contact with alumni 25
Undergraduate Director Tasks 26
Administrative Staff Duties 27
Administrative Assistant Job Description 27
Graduate Administrative Assistant Job Description 29
Undergraduate Coordinator & Webmaster 31

III.
DEPARTMENTAL POLICIES AND PROCEDURES 33
Annual Evaluations of Tenured/Tenure-Stream Faculty 33
Bylaws 34
Appendix A: Criteria for Tenure and Promotion 39
Appendix B: Guidelines for Tenure/Promotion Special Review Committees 43
Criteria for Tenure and Promotion 45
Differential Teaching Loads 49
Student Research in Classes: Ethical Concerns 50
Evaluation of Graduate Teaching for Reappointment/ Promotion Dossiers for Tenure-Stream Faculty 52
Evaluation on Undergraduate Teaching for Reappointment/Promotion Dossiers for Tenure-Stream Faculty 53
Graduate Student Advising Policy 54
Honorarium Payments 57
Honorarium Form Letter Requirement 57
Improvement, Review and Evaluation of Teaching 59
Mentoring of Graduate Students 61
Procedures for Recommending the Appointment of a Chair 63
PTI Rates/Policy 64
Royalties for Teaching Materials Authored by a Faculty Member and Assigned in that Faculty Member's Course 65
Secondary Appointments 66
Supervising Graduate Student Teaching Assistants 67
Teaching Assistants, Information for 69
Travel Policy 72

IV.
ARTS AND SCIENCES GENERAL INFORMATION 74
Arts and Sciences Bylaws 74
Arts and Sciences Development Office 74
Arts and Sciences General Space Guidelines 74
Arts and Sciences Policy on Low Enrollment Courses 74
CAS Hotline 75
Computer Purchases 75
Technology-Related Purchases 76

V.
UNIVERSITY GENERAL INFORMATION 77
Academic Calendar 77
Academic Integrity Code 77
Alert Line 77
Anti-Harassment Policy Statement 77
Attorneys 78
Bus Transportation 78

Rack-n-Roll 78
Call Boxes/Security 78
Carnegie Complex 78
Copyright Laws 78
Drug-Free Workplace 78
Email Accounts 79
Email Policy in regard to Course Syllabus 79
Extreme Weather Condition Policy 79
Student/Class Announcements 80
All Employees 80
Essential Personnel 80
Faculty-Student Relationships 80
Falk Clinic 80
Falk School 80
Freshman Programs, Office of 81
Graduate Faculty Status 81
University Holidays and Religious Observances 82
I-9 Documentation 82
ID Cards 83
Leaves 83
Sabbatical Leaves 83
Faculty Leaves for Professional Enhancement 84
Junior Faculty Research Leaves 84
Unpaid Leave of Absence 84
Type A – Temporary Transfer Out of the Tenure Stream 84
Type B – Permanent Transfer out of the Tenure Stream 85
Family and Medical Leave Policies 85
Office of Measurement and Evaluation of Teaching 85
Military Leave 85
Panther Buy 85
Parking, Transportation and Services 85
Physical Recreation Facilities 86
Response to Student Injury 86
Sarbanes-Oxley Act 87
Sexual Harassment 88
Smoking Policy 88
WePay System 88
ZipCars 89

I. Introductory Section

Introduction

This handbook is to be a general guideline for incoming and current faculty with regard to policies mandated by the University, and a source of general information about the University community. There are policies and practices important to faculty that are made at the University level, others that apply within Arts and Sciences, and still others, that Sociology enacts for itself. This handbook is a compendium of what seem to us the most important such policies. We include important departmental policies about students as well as about faculty matters narrowly understood because these are important things for faculty, too. We have tried to be up to date, but we urge faculty to consult appropriate A&S and University web pages, since policies do change from time to time. If there are other matters not covered here that you think should be included in future versions of this handbook, please let us know.

The entire University of Pittsburgh Faculty Handbook can be found at the following website: http://www.pitt.edu/~provost. It is available only on-line and is presented in two versions: one as a PDF file, suitable for printing whole or in part, and a second version in HTML. Topics are accessible through the Table of Contents as well as through a key word index at the end of the document. The *Handbook* does not constitute a contract of employment. Changes to the *Handbook* will be included as promptly as feasible so that the University community has the most current description of policies and procedures available at all times.

Mission Statement

We are a community of researchers, teachers, students and staff.

We strive for excellence in teaching and research relating to central problems of social life. We are focused on social inequalities; on the social movements and global processes that challenge, sustain, or create those inequalities; and on the ways culture is shaped by politics and politics by culture. These areas are not only cutting-edge for research within the sociological profession, but also profoundly significant for citizens of the U.S. and the world.

We train our graduate students in a variety of theoretical and methodological tools for advancing creative sociological research. We guide them in the study of inequalities, social movements, and politics and culture. We encourage them to present their work to professional audiences and to publish the results. And we help our students develop as teachers.

We see our teaching of undergraduates as a part of the liberal arts tradition in which we reflect on the mysteries of human behavior. We involve our undergraduate in combining real-world experiences and classroom learning.

Departmental Committees

Budget and Planning Committee: The A&S Dean's Office mandates that each department elect its own Budget and Planning Committee with faculty, staff and graduate student representation. Since the Sociology Department is such a small group, all major items are decided at the monthly departmental meetings.

Voting Members of the Committee are:

All **full-time** (tenure, tenure-stream, and non-tenure stream*) faculty members
Staff Representation**
Graduate Student Representation***

*NTS does not include appointments on a yearly basis.
**The departmental administrator is an appointed member to the committee because of the financial knowledge they possess.
***The graduate student representative is elected representative from the GSO.

Graduate Committee: This committee is comprised of the Director of Graduate Studies, two additional faculty members, a graduate student representative, and the Graduate Secretary. Faculty members are appointed by the Chair to serve on this committee and the graduate student is chosen through election by the graduate students. The purpose of this committee is to approve examination committees, evaluate students for awards and other nominations, recommend prospective students for admission, monitor students' progress in the program, and administer all other aspects of the graduate program in consultation with the faculty.

Library Representatives: Each year the Chair appoints from the tenure/tenure-stream faculty, a member to act as the liaison for the department.

Sabbatical/Leave Committee: Each year the Chair appoints from the tenure/tenure-stream faculty, members to review faculty members eligible for sabbaticals or leaves of absence due to the upcoming number eligible within the next few years.

Schedulers Committee: A committee consisting of the Chair, the Director of Graduate Studies, the Undergraduate Advisor, the Administrative Assistant, the Graduate Secretary, and the Undergraduate Secretary.

Special Review Committees: A committee from within the department is chosen by the Chair to serve as the internal review committee in connection with faculty contract renewals and tenure and promotion.

Student Organizations
Graduate Student Organization: A group of graduate students duly elected every year by current graduate students to act as the liaisons for student concerns and comments regarding the graduate program. They are entitled to a representative on various committees in the department and a representative attends monthly departmental meetings to keep graduate students abreast of upcoming events and/or changes in the program.

Undergraduate Sociology Students Association: A group of sociology undergraduate students under the direction of a faculty member (Rod Nelson) founded to inspire an active interest in sociology within the undergraduate body, to act as a facilitator in meeting and learning from graduate students and faculty, to prepare students for graduate school or finding a job and to encourage a social community around a common interest in sociology. The elected officers are from members of the group to ensure these goals are met while also comprising a newsletter staff as well as a journal staff for publishing a monthly newsletter.

Tenure Council Representatives: The Chair appoints one tenured member to serve as a representative and one member to serve as an Alternate to the A&S Tenure Council. Members of the Tenure Council serve for two years, with half the members elected each year. The Tenure Council elects, from among its members, a Selection Committee, composed of six members, including two each from the natural sciences, social sciences and humanities. The purpose of the Selection Committee is to choose faculty members from among the members of the Tenure Council to serve on Review Committees in cases of appointment or promotion to tenured rank. Members of the Selection Committee serve for one year and may be re-elected once.

Undergraduate Curriculum Committee: This committee is comprised of the Undergraduate Advisor (Chair), two faculty members, a graduate student representative, and the Undergraduate Secretary. Faculty members are appointed by the Chair to serve on this committee and the graduate student is chosen through election by the graduate students. The Undergraduate Curriculum Committee offers informed advice and recommendations on curricular matters involving the undergraduate program. In conjunction with Arts and Sciences, the committee also assesses student learning outcomes within the undergraduate program.

Accounts

CRDF Funds: Central Research Development Funds are monies applied for through the CRDF Program. These accounts are created in the Research Accounting Offices with specific numbers assigned for accounting purposes. These funds must be utilized as per your proposal submitted for the funding. Copies of CRDF submissions and award letters should be submitted to the departmental administrator for proper maintenance of the accounts.

Grants: Funds received from Governmental and Non-Governmental Agencies that are outside of the University (e.g., NSF, NIH, NIMH, NIJ) are set up through the Research Accounting Offices (123 University Place) and are assigned specific grant numbers once a grant application has been submitted, processed and approved through the Office of Research. Funds in these accounts must be disbursed as indicated in the original budget submitted to the funding agencies. The A&S Dean's Office has established a position in their offices where faculty and any grad student must coordinate the submission of grants (917 CL). This individual will review the proposals and assist with submission of the proposal to the Office of Research. Copies of the grant proposals must be given to the departmental administrator for the records and administration of expenditures and reconciliation of the accounts. Internally, the departmental administrator receives monthly budget levels for all accounts. This person will review all entries on these levels, correct any discrepancies if necessary, and will print a budget sheet for the PI of the individual accounts. Any questions should be directed to this individual on these accounts.

PI Funds: A faculty member with funded research with indirect costs will receive Principal Investigator money. These accounts are created in the Research Accounting offices. A letter is sent to the departmental administrator indicating the amount of money available for the PI. Examples of how this money can be used are:

- Furthering your research
- Paying for a conference for yourself or your students (registration, hotels, travel, etc.)
- Purchasing journals for the graduate students
- Purchasing journals for yourself
- Purchasing computer equipment, software, or licensing (PLEASE see departmental administrator before purchasing any of these items as these must be purchased through a certified University company (through E-Procurement) and very particular University forms that must be completed for software & licensing. If these two items are not available through free downloads or through SLS, they **MUST** be purchased through the Purchasing Department on a purchase order with the Software Licensing Agreement form to ensure the most cost effective prices).

These funds are termed "kick-backs" from the University in support of graduate tuition on research grants.

Research Money: Research money from the A&S Dean's Office or other internal University offices are deposited into the departmental hard money budget account. These monies are usually for one fiscal year at a time. A separate accounting program is used for monitoring individual's money. Faculty members who receive this type of funding should submit a copy of the awarding letter to the departmental administrator so proper administration can be maintained. Spending of these funds must be administered through the departmental administrator.

Start-Up: These accounts are maintained by the departmental administrator for faculty research and travel expenses. Any faculty member who wishes to purchase research supplies from their start-up funds should contact the departmental administrator with a list of items to be purchased from the University E-Procurement System. It is possible for individual faculty members to purchase items personally and to be reimbursed by submitting receipts to the departmental administrator who will then create a Travel and Business Expense Report (TBER but it is strongly enforced and preferred that University resources be utilized before using an outside source. Specific University approved contractors must be utilized for purchasing supplies. If a non-approved agency is used for purchasing items, it is the University's discretion to refuse reimbursement to any faculty member. Book purchases should be made via the University Book Center as the preferred method of ordering books. But an outside vendor (e.g., Amazon.com, Half-Price Books, etc.) can be used but it is requested that cost comparisons be done to ensure the lowest costs were used. As with PI funds, any software and computing equipment must be discussed with the departmental administrator before being purchasing.

Annual Reports

Each year a chair is required to submit an Annual Report to the A&S Dean's Office to articulate the broad goals for the department and summarize unusual accomplishments and major changes that move the department toward the goals of the A&S Strategic Plan. This report is usually requested in May of each year. This is a report on the department, faculty and student awards received, placement of graduate students for positions, award of nationally competitive funding, ways the department is fulfilling its mission and ways the department is generating new resources or reallocating existing resources to meet challenges and take advantage of opportunities.

Business Cards

Business cards are provided by the department for all new faculty when they arrive in the department. Faculty can receive new cards if their offices or departmental phone numbers have changed. The University has a standard format for the front of business cards. It includes the University logo and name, the particular department, your name, title, office address, phone and fax number. If additional information is requested by a faculty member, it must appear on the back of the business card. Also, if you need language specific text, a copy of the text must be provided to the administrator for submission to the printing offices. Business cards are usually ordered in batches of 100. If you are running low on business cards, please see the administrator for re-ordering.

Classrooms:

Classroom Changes can be done to move a class from one building to another for a number of reasons (convenience, media needs, port needs, size). Please see the Undergraduate Administrator with this request and the proper paperwork will be completed. This does not guarantee that a room change can be accommodated. It will depend on the availability of another room on campus, the specific needs requested, and/or day/time slots available. You will be notified of the approved change or denial.

Computing Classrooms Labs are available for use as computing classrooms. These facilities provide a venue for hands-on instruction or to supplement lectures. Each computing classroom consists of computer tables arranged in parallel rows, with an instructor positioned at the front of the room. Computer projection equipment is also available. There are five such classrooms on the Pittsburgh campus:

Alumni Hall (Room B-40)
Benedum Hall (Room B06)
Cathedral of Learning (Room G27)
David Lawrence Hall (Room 230)
Hillman Library (Room 112)
Sutherland Hall (Room C-114)

These facilities may be reserved by submitted a classroom reservation form, available at http://www.technology.pitt.edu. More than 60 media enhanced classrooms on the Pittsburgh campus are equipped with Ethernet ports and projection devices for displaying from a laptop or notebook PC. For more information about computing or media enhanced classrooms contact the Technology Help Desk at 624-HELP (4357). If you utilize one of these labs for your class, please notify the Undergraduate Administrator.

Departmental Classrooms – The department has two official classrooms, room 2200 and 2800 for departmental classes. Room 2200 has its own laptop, an overhead projector system, internet hookup, a TV, VCR and DVD player. The overhead projector system was provided by the A&S Dean's Office, while the TV, VCR and DVD players were bought with departmental funds. Unfortunately, the TV will not show regular TV programming. Room 2800 has an overhead projector system and internet hook up, and a departmental laptop. You are welcome to use your own laptop in these rooms. You would only need a connector cable which you can get from one of the staff if you do not have your own.

Departmental Lab

The Department constructed the computer lab located in 2620 WWPH. This room has 20 instructional computers with seating for 40 students and one faculty instructor station and has a printer and scanner. While this room is utilized by graduate students for their school work, it is also utilized for undergraduate/graduate classes. It has internet connections and a smaller version of an overhead projector and scanner attached to the instructor's station. Each year, the department purchases the licensing for Stata, SAS, SPSS, Ucinet, NVivo and MAX-QDA for this classroom. The computers are monitored through a departmental server located in the Social Science Division IT person's office. No personal software is to be installed on these computers unless licensing is purchased through the department. The computers are backed-up every weekend so any personal data must be stored by the students in Drive D. Students have been given instructions on how to complete this task. A general office memo is distributed annually describing what to do if any problems occur in the lab. If you would like to reserve this room for your class, please see the departmental administrator.

Nationality Classrooms are located on the first through third floors of the Cathedral of Learning. Each room has been specifically designed for its ethnic heritage and all of the materials in these rooms have been donated to the University through either a local group, organization, or individuals. University classes meet in the classrooms from early morning until late at night, amidst surroundings designed to enhance the learning experience. Since 1944, members of Quo Vadis, a student organization, study the rooms in great detail and conduct guided tours for nearly 30,000 visitors each year. Special interpretations are adapted for children, senior citizens, the handicapped, and groups with special interests such as architecture, interior design, art, mythology, or religion. While beautiful in their design and providing an intimate arena, they are not equipped with media or computer ports. No food or drink is permitted in these classrooms, and no furniture can be rearranged. If you are assigned a Nationality Room, and inadvertently break one of these rules, you and your Chair will receive a notice of being "put on probation" for the room. A second violation will ban you from use of these rooms.

University Classrooms are assigned through the Rooms and Scheduling Office located in Thackeray Hall. Many of the University classrooms have been equipped with media and computer equipment for faculty convenience. Media Services can be contacted for media/computer equipment if an assigned room does not have these characteristics. Media/Computer ready classrooms must be requested before course submissions are made. The departmental administrator keeps a list of faculty who regularly need these types of rooms. If you have not provided the administrator with this need, please do so.

Computers

Alerts

All faculty receive notices of Alerts as they are created either by email or in hard copy format. If received via email to the departmental administrator, they will be distributed accordingly. These can contain information on new viruses, worms, or a defect in versions of Microsoft Corporation's Windows operating systems.

Asset Management Forms

Accounting standards and federal regulations require the University to identify and control the location, use and status of capital equipment. As a part of those regulations, the University is responsible for instituting safeguards to protect against losses from the misappropriation or loss of University-controlled equipment. This form is used to document the removal of University-controlled assets from campus. If you purchase a pc with University funds (research, start-up, grant monies) and wish to use this pc at home, you will be requested to complete this form. This form is also used as a means of documentation for repairs needed on the equipment as a form of proof that the University actually did purchase the equipment. Please note that all equipment purchased through the University whether through departmental or research funds, remains the property of the University and MUST be returned to the department if you leave the University.

Asset Retirement Forms

Accounting standards and federal regulations require the University to identify and control the retirement of capital equipment. As part of those regulations, the department is responsible for submitting the proper paperwork for the disposal of all pc's. This form is used when a faculty member receives a new computer and the department must get rid of the old equipment if it is not recycled within the department. Because of an A&S policy, departments are not permitted to recycle old pc's to staff and/or graduate students for home use.

Computrace Plus

Computrace Plus is a software application that assists in the recovery process of a laptop in the event it is lost or stolen. In the event of unauthorized access, an additional feature of the software is a Data Removal process that will aid in the protection of any sensitive data that may have been on the laptop. This Data Removal feature provides you with the option to request the removal of any data that resides on your laptop. Computrace Plus is a software application available at no cost to faculty and staff at the Pittsburgh campus. Only laptops are eligible for Computrace Plus installation. To request a copy of the program for your laptop, please contact the Technology Help Desk at (41) 624-HELP (4357) or email the request to helpdesk@pitt.edu. You will then be contacted to schedule the installation on your laptop by the Academic Consulting group.

Discount Computer Program

Discounts on computers are available to students, faculty and staff affiliated with the University. For a full range of equipment available under this program visit http://www.pitt.edu/computer. The Website has links to vendors' sites as well as a buyer's checklist with advice on selecting and purchasing equipment. Pitt does not endorse any specific vendor or specific equipment; transactions and purchases made through the program are between the individual and the manufacturer, and do not involve the University. Individuals are encouraged to compare the prices available via the Pitt personal Purchases Program with other programs that might be offered by the same manufacturer.

Faculty Computing Program

The Faculty Computing program is an initiative by the Office of the Provost that is administered locally by the Arts and Sciences Office of the Dean to ensure that all full-time faculty have a desktop or laptop personal computer (PC) to accomplish the following tasks:

word processing,
e-mail,
Web access including libraries and databases,
advanced graphics as might be required,
data set manipulation, and
sophisticated computation.

The program ensures that basic model PCs for full-time faculty members are replaced on a five-year basis. More sophisticated systems may require a different time frame for replacement. All PC configurations offered to faculty are up-to-date in terms of processor speed, memory, hard drive storage space and necessary support peripherals, excluding personal printers. These models include an Intel-based desktop and laptop PC as well as an Apple Macintosh desktop and laptop. Alternative configurations are also considered on a case-by-case basis.

The A&S Dean's Office provides descriptions of the four types of PCs they purchase for incoming faculty on their website (http://www.fcas.pitt.edu/deanmemo/computer.html). The departmental administrator keeps a hard copy version of this document on file also. The administrator is in charge of keeping abreast of faculty that are due for new computers in their offices. If you think you should have received a new computer and have not, please contact the departmental administrator and she will check the Dean's Program, FASTNet, for verification.

Licensing Compliance

The Department has been instructed that every September we must distribute a copy of the University's Licensing Compliance Memo (Policy # 10-04-01). This policy affirms the guidelines for making reproductions of copyrighted material, adopted by the University in compliance with the Copyright Act, Title 17 U.S. Code. Instructions state that individual departmental chairs must ensure this matter is being taken seriously and immediately begin to evaluate the software being utilized to determine if the appropriate licensing is on file. Since all faculty computer software currently on office machines has been installed by the CSSD group, there are no questions as to the proper licensing being purchased. But there could be other programs that individual faculty have purchased that must be purchased through the Software Licensing Services and properly renewed every year. If you have purchased any software yourselves, and have installed this software on your office computers, you must either (a) obtain the proper licensing and furnish a copy of the licensing to the departmental administrator for departmental files, or (b) remove the improper software from your departmental computer. This does not apply to freeware or any software provided by the authors of that software without charge. The department is required to annually self-audit the software on all computers. Random checks will be made periodically at the request of the Chair to complete this task. If faculty or staff are found to have unlicensed and/or illegal software on their University machines, it will be their own responsibility. Neither the Department nor the University will be responsible (or liable) in such an event.

PC Inventory Forms

This is an internal departmental form you are asked to complete when you receive a new computer or other piece of equipment. The information obtained on the form will be added to the

A&S FASTNet program which is a record of all equipment purchased for an individual in a department. This includes any miscellaneous equipment associated with PCs. It can also include other equipment purchased with research money. Remember that any and all equipment purchased with departmental or research money remains the property of the University.

Software Booklet

An updated version of the CSSD Pittnet Software Booklet is distributed annually to all faculty and staff. This booklet informs you of the types of programs that are available for purchase on University computers. Please be advised that the department does not have the funds to purchase these programs for individuals; you must have research funds or personally pay for the program. Individuals are responsible for paying the renewal licensing each year on these programs. The department will submit a Purchase Order for your item and then the individual is responsible for reimbursing the departmental accounts. Many programs are on the CSSD website under Faculty Computing/Technology and are free to faculty.

Software Licensing Services

Software Licensing Services (SLS) offers an extensive range of software exclusively to students, faculty, staff, and departments at the University at little or no cost. SLS distributes software obtained by the University through site license or volume purchase agreements. Maintenance agreements and renewal services are also provided. For updated price listings and more information on software licensing or purchases, visit http://www.technology.pitt.edu, or contact the Technology Help Desk (x4HELP) or see the departmental administrator for the booklet of available software.

Software Licensing & External Vendors (Software not available through SLS):

All software licenses, because they include non-standard terms and conditions, must be reviewed by Purchasing Services and the Office of General Counsel prior to purchase in accordance with University Policy 05-02-05, Departmental Purchasing Authority and Responsibilities. A software license is a legally binding agreement between the supplier and the University. The review is necessary to mitigate the risk of financial loss to the University, protect the intellectual property of the University and ensure that the requirements of the license are read and understood. Please see the departmental administrator for further instructions and clarification of this policy. No software may be purchased by an individual for reimbursement. All software purchases must go through the departmental administrator and the Purchasing Offices.

SPAM and Virus Filtering

In June 2004, CSSD introduced a spam and virus email filtering system. This system was designed to stop junk mail and computer viruses from reaching University email addresses. The service has been extremely successful capturing nearly two million viruses and 7.6 million spam messages since its implementation. Simply visit my.pitt.edu, click the What's New tab, and follow the simple three-step instructions for activating this service.

Technology Help Desk

The Technology Help Desk is staffed 24 hours per day, seven days per week (closed holidays) and serves as a single point of contact for all information technology services. Students, faculty, and staff can contact the Technology Help Desk regarding any computer issue including email, hardware, software, networks, ResNet, University Computer Accounts, computing labs, and related services. Contact the Technology Help Desk at x4HELP (4357) and an analyst will assist you with your problem or question. Problems may also be submitted online by completing and submitting the online form at http://technology.pitt.edu. The Technology Help Desk will assign a Help Ticket Number for tracking your request and provide assistance as quickly as possible. All faculty computer repairs must be brought to the attention of the departmental administrator so that repairs can be submitted through the HelpDesk. The A&S IT team members are available to repair departmental computers and printers for faculty, staff and the lab. All repair requisitions should go through the departmental administrator.

University Labs

The University of Pittsburgh operates five computing labs on the Pittsburgh campus available to all students. They are located in Alumni Hall (Room B-40), Benedum Hall (Room B06), Cathedral of Learning (Room G27), David Lawrence Hall (Room 230), Hillman Library (Room 112), and

Sutherland Hall (Room C-114). The David Lawrence Hall lab includes 60 Intel-based PCs, 10 Apple iMacs, a Sun Unix workstation and media stations capable of scanning, CD duplication, and image editing. The other labs house similar mixes of equipment with different machine types. An extensive collection of software packages including word processing, graphics, statistical analysis and engineering software are available. Electronic mail and Internet access are also provided. The University of Pittsburgh is a partner in the Pittsburgh Supercomputing Center, which is one of eight such centers nationwide. With NSF funding, it is currently assembling the world's most powerful supercomputer dedicated to pen scientific research. PSC already operates several supercomputing-class machines. The David Lawrence Hall lab is open 24 hours, seven days a week. The Sutherland and Benedum labs are open 24 hours a day on weekdays only.

Voicemail to Email Service

The University's new *Voice Mail to Email* service delivers your voice mail messages right to your University email Inbox. You can listen to your voice messages on your desktop computer, on your laptop, on your smart phone - anywhere you have access to email! New voice messages arrive in your email Inbox. To listen to them, just click the audio file attachment. Faculty and staff can request the service online or by calling the Technology Help Desk at 412 62**4-HELP** [4357]. This optional service is available at no additional cost to faculty and staff at the Pittsburgh campus who currently use voice mail.

Web Conferencing

The University Web Conferencing Service, powered by WebEx, is a secure and convenient online solution for faculty and staff to host virtual meetings and collaborative colleagues across campus or around the globe. The service supports Windows, Mac, and Linux operating systems. Integrated voice conferencing services are also available. You must subscribe to WebEx and obtain host access to hold meetings and invite participants. You can invite anyone to participate in a meeting; a subscription is not required for participants. For more information, contact the HelpDesk or CSSD.

Conflict of Interest and Forms

The University will require timely, full, and mandatory disclosure of faculty's, administrator's, or investigators' outside relationships and organizational commitments to identify and manage, reduce, or eliminate any conflicts. Full and timely disclosure by faculty, administrators, or investigators will sensitize them, chairs, and deans to potential conflicts of interest and promote management, reduction, or elimination of actual conflicts.

Conflict of Interest – Royalties Derived from Teaching Materials

POLICY REGARDING ROYALTIES FOR TEACIDNG MATERIALS AUTHORED BY A FACULTY MEMBER AND ASSIGNED IN THAT FACULTY MEMBER'S COURSE

A real or potential conflict of interest situation exits when teaching materials which are authored or co-authored by a faculty member are assigned to be used in a course that is taught by that faculty member if that faculty member derives a financial benefit from the sale of these teaching materials. (The term teaching materials is meant to include textbooks, laboratory manuals, audio and video tapes, digital media, software and all other similar materials.) In order to eliminate even the appearance of any such conflict of interest, the following policy is to be followed by all faculty members in the Faculty of Arts and Sciences:

> Whenever teaching materials authored or co-authored by a faculty member are assigned in a course taught by that faculty member, the faculty member has to take steps so as to not derive financial benefit from the sale of these teaching materials to these students. Such avoidance can be accomplished either by (a) making provisions with the publisher to reduce the cost of these materials to the students in that faculty member's class by the amount of the royalty the faculty member would otherwise receive, (b) by the faculty member refunding the royalty amount directly to the students, or (c) by the faculty member making arrangements with the Bookstore to donate the royalties derived from the sale of these materials to a scholarship fund benefiting University of Pittsburgh students. The faculty member should indicate on the University of Pittsburgh Conflict of Interest Form that he/she is not deriving any personal financial gain from the sale of these teaching materials to the students in his/her class.

THIS POLICY WAS UNANIMOUSLY ADOPTED AT THE FEBRUARY 7, 1996 MEETING OF FAS COUNCIL, AND EDITED BY DEAN N JOHN COOPER ON JUNE 15, 2007.

It seems that option (a) is not an option and as to option (c) there is no such fund to direct the royalties to. Your options are (b) or donate the funds to the University of Pittsburgh and designating that they be used for scholarships.

Copy Centers

Departmental Copy Room: The copy room is located in 2413 WWPH. Each faculty member and TF in the department is assigned a copy account number. TAs are to use their mentoring faculty member's copy account for work. A copy limit of 3000 copies per person is issued in July of each year. The department also has a machine called a Gestetner – this machine is used for large copy jobs (syllabus, exams, posters/flyers). This is a more economical machine for large jobs. If you are unsure as to whether a job should be done on the copier or the Gestetner, please see one of the staff members.

University Copy Center: There are a number of copy centers located on campus but the department will not pay for jobs submitted to these centers. It is the individual's responsibility to pay for any copying job submitted to a Copy Center. The only exception to this rule is when a faculty member has research funds that can be charged for copies made at a Center.

Courses

Course Times are scheduled through the Registrar's Rooms and Scheduling Offices. Regularly scheduled three-credit courses are to be held on Mondays-Wednesdays-Fridays beginning at the top of the hours running for 50 minutes each day. Regularly scheduled three-credit courses held on the Tuesday-Thursday schedule are to use the following times: 8-9:15am; 9:30-10:45am; 11-12:15pm; 1-2:15pm; 2:30-3:45pm; and 4-5:15pm. Any classes held in the evening hours must be held from 6-8:30pm. This permits the entire University community access to limited numbers of classrooms. Courses held against this scheduling are not given priority for classroom assignment. All classes following the schedule are assigned first and then only are "classes against the grain" assigned rooms. There are times when course days and/or times may have to be adjusted to accommodate room assignment – this is done by Rooms and Scheduling through the contact person in the department assigned to Course Scheduling.

Instructors wishing to hold three-credit courses on a two-day schedule must request this from the departmental chair with an explanation of why the course cannot be held on the regularly scheduled time slot. If the Chair feels the instructor's claims are warranted, he/she then must write a memo to the Associate Dean for Academic Affairs requesting permission to hold the class on a two-day schedule giving the instructor's reasons. It is the Dean's prerogative as to whether or not to grant the request. This does not mean that a particular course is always then scheduled on a two-day per week schedule. Permission is granted on a term-by-term basis. This is not a policy within the University – it is an exception to the rule that the Arts and Sciences Dean's office will take into consideration. These exception courses can only be held at the following time slots: 8:00am or 4:00pm. These requests must be submitted before the course schedules are printed for each term.

Large courses with recitation sections attached must hold the lecture portions of the class before a recitation section can be scheduled (e.g., Monday-Wednesday lecture, Thursday or Friday recitations; Tuesday-Thursday lecture, Friday only recitations.

Grade Reporting

Faculty are expected to know all relevant University policies on grading, including Section 09-01-01, University Grading, in the University Policy and Procedure Manuals, and the grading policy of the school in which the course is offered. In accordance with the Guidelines on Academic Integrity, faculty should "perform their grading duties and other academic evaluations in a timely manner."

The PeopleSoft program provides detailed instructions for the completion of grade rosters. Grades are due after the course final examination is given but no later than noon on the final grade due date as published in the University Academic Calendar. (Earlier deadlines may be established by departments and/or dean's offices which monitor the grading process.) Grades received after the Registrar's Office deadline will be considered delinquent and will be reported to the appropriate dean.

New and/or Writing Undergraduate Courses
New and/or Writing Courses follow specific deadlines from the University. These deadlines are: November 1 for the following Fall and Summer Terms; and April 1 for the following Spring Term. Members who might be interested in developing new courses, or in receiving writing-intensive designation for courses they already teach, may visit the Writing Across the Curriculum website, www.wac.pitt.edu to review proposal guidelines. Course proposals wishing to receive a W designation are submitted to the College Writing Board for review. Instructors will be notified if the proposal has/has not been accepted. Please speak to the departmental chair before submitting any new courses or courses for a W designation. You must also provide the Undergraduate Secretary with a copy of this proposal. Effective September 1, 2010, departments have been given permission to review and approve new course proposals (via the Departmental Undergraduate Committee). See section H of the Departmental Bylaws for further clarification.

Office Hours
The posting of office hours on faculty office doors is the responsibility of the faculty member as a courtesy and convenience to students. Most administrative offices are open from 8:30am to 5:00pm, Monday through Friday. A few offices, such as the College of General Studies, have extended hours. The Undergraduate Administrator collects office hours on a term-by-term basis for posting in the departmental front office.

Student Self Registration
University of Pittsburgh students at the Oakland campus are able to enroll in classes online through the Student Center at my.pitt.edu. This convenient new service allows students to register and add/drop classes as easily as they can now log on to check their grades.

There are three important steps that all graduate and undergraduate students in Arts and Sciences will need to take before they can self-enroll:

- Log on to the Student Center through the my.pitt.edu Web portal
- View details about your enrollment appointment
- Contact your academic advisor for a pre-registration appointment before your enrollment appointment begins

Once the advisee meets with a faculty member, the faculty member is then required to remove the "Hold" on the students account, permitting the student to now register. In the sociology department, Dan Romesberg and Wynn Maloney meet with all undergraduate advisees. First year graduate students are required to meet with the Director of Graduate Studies, all upper level graduate students must meet with their chosen advisors. Once they have done this, graduate students are to see Paulette Hill (Graduate Administrator) to remove the "hold" on their account who can then be registered.

Students with Disabilities
The University is committed to provide reasonable accommodations to students with documented disabilities. Faculty are encouraged to notify students with disabilities of their right to accommodations and the resources available through Disability Resources and Services. Disability Resources and Services is available as a resource to assist faculty in determining reasonable accommodations.

Faculty are also encouraged each year to insert a statement in their course syllabi that invites students with disabilities that may require an accommodation to make the instructor aware of this need and to seek assistance from the Disability Resources and Services offices. An example of this statement might read:

> *If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DSR), 140 William Pitt Union, (412) 648-7890, drsrecept@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.*

Textbooks and Supplies, Instructional Materials and Subscriptions
Faculty members are advised in writing of the due dates from the Undergraduate Administrator for requisitioning textbooks and supplies. The responsibility for ordering texts and supplies is vested in the University Book Centers and regional campus bookstores. Faculty members may not order textbooks for classes directly from the publisher. Faculty members are not permitted to sell any textbooks, notes, or supplies to students in class. Arrangements should be made with the Undergraduate Administrator to compile a course packet through the Book Center to handle all required items.

If a departmental textbook requirement is changed after the book return privilege has expired or if the book is not returnable, the loss is charged to the account of the department that made the late charge. (NOTE: Please inform the Undergraduate Administrator of any changes necessary for your book orders as soon as you know of them in order to avoid this charge to the department.)

Publishers feel that granting of desk copies to faculty is a privilege. Requests should be made to the Undergraduate Administrator if you will need a desk copy for yourself and any teaching assistants. The Book Center or Central Business Services' reproduction service, "Copy Cat" can obtain copyright permissions. A sufficient lead time is necessary to obtain permissions and have the material printed. The manual or article must be listed as a required text on the Book and Supply Form.

Please see the Undergraduate Administrator with any questions on ordering texts, supplies, or supplemental materials.

Training/Skills Improvement Courses
Technology Training Classes for Faculty and Staff: Update your skills with technology training courses offered exclusively for Pitt faculty and staff by the University of Pittsburgh Learning Solutions Technology Center. Both novice and advanced users will find courses offered in an affordable, flexible and convenient format, taught by expert instructors. All courses are held in the Learning Solutions Technology Center, Room 423 Cathedral of Learning. Pre-registration is required. Visit the website at http://www.solutions.pitt.edu/tech or call 412-624-6600. Individuals receive a flyer in their mailboxes each term for the specific courses offered. The fees associated with these courses are the responsibility of the faculty member. If a staff member is required to take a course by the department, the department will assume the costs.

CSSD offers technology training to the University of Pittsburgh community, including a variety of forums and topics to meet the needs of the student population. *QuickStart* cases are free, non-credit computer workshops offered each term. These weekday workshops range in length from 1-3 hours. Registration is required and is available through a new online registration system located at http://www.technology.pitt.edu. A number of software application training topics are available for University of Pittsburgh students via Web-based training using a University Computer Account. For more information about training contact the Technology Help Desk at 412-624-HELP (4357).

Unavoidable Absences
A faculty member should report to his/her dean or department chair any unexpected development that will prevent his/her meeting a class or other such appointment. An approved substitute must be provided or appropriate notice given to the student group at the beginning of the class period. Preferably, the faculty member should recommend his/her own temporary substitute. If no other arrangements can be made, a message should be delivered to the class no later than the time a class is scheduled to begin.

Course Buy-Outs

Department/Program Course Buy-Outs: Faculty course buy-outs are permitted within the department at the Chair's discretion. A meeting should be scheduled with the Chair to discuss the buy-out. If the Chair feels the buy-out is warranted and it does not impose a course scheduling conflict for the department, a letter from the department/program requesting the faculty member's services must be received by the chair for formal paperwork to begin. In the letter from the originating department or program, information must be provided as to how the buy-out is to take place; whether the department/program will be paying for part of the faculty member's salary or if part-time teaching funds will be provided to the primary department. Fringe benefits must be taken into account with the salaries for either a full-time faculty member's time or a part-timer. Please see the departmental administrator with any questions.

Grant Course Buy-Outs: These buy-outs are incorporated into a grant and must be approved ahead of time by the Chair of the Department before submission. Fringe Benefits are attached to these types of buy-outs in the grant submissions. The A&S Dean's Office has a standard formula for percentages of salaries compared to the number of courses being bought out by a faculty member (see below).

1 course buy-out	12.5% salary + fringe benefits
2 course buy-out	25% salary + fringe benefits
3 course buy-out	50% salary + fringe benefits
4 course buy-out	75% salary + fringe benefits

In order to determine the exact figures necessary for grant course buy-outs, please see the departmental administrator who will work with you for preliminary budgetary figures. Your proposals must be reviewed by the Departmental Chair, and then must be coordinated for submission through the A&S Grants Administrator in 917 CL.

Departmental Colloquium Room

Room 2432 WWPH is a state-of-the art equipped room. This room is used for the departmental speakers series only. No classes will be held in this room. In the room are: overhead projector, speaker system, whiteboard, laptop and connections.

Departmental Conference Room

Room 2431 WWPH is equipped with an overhead projector screen and is used for departmental seminars, colloquia, classes and departmental meetings. If you need to reserve this room, please see the departmental administrator for its availability. You may also need to reserve equipment for presentations in this room.

Departmental Monthly Meetings

During the Fall and Spring terms, monthly departmental (faculty, staff representative, GSO representatives) meetings are held to discuss departmental business. These dates are announced at the beginning of each term; agendas and any back-up correspondence are distributed ahead of the meetings, and minutes are taken at the meetings by the departmental administrator. Minutes are distributed before the next meeting for approval at that meeting.

Departmental Telephone Bills

In 1996, the department established the policy that faculty will be limited to a $20/month departmental phone bill. If an individual's phone record goes over this allotted amount, the faculty member will be responsible for reimbursing the department.

Direct Deposit of Paychecks

Any member of the University receiving a University paycheck may elect to have their paycheck directly deposited into their personal bank. The form to complete this paperwork can be obtained from the departmental administrator. This benefit can begin at any time during a year.

Employee Record (ER) Forms

This is a form used by the Departmental Administrator (faculty, staff and hourly student employee appointments) and the Graduate Administrator (TA/TF/GSA/GSR/Fellows appointments) so individuals are activated onto the University payroll system. It is also used by departmental staff to submit any changes necessary in connection with personal information for an individual (change of address, change of home phone number, change of office location or phone number, marital status, graduate faculty status, payroll distribution, changes in contracts, changes in titles, leaves of absence, FMLAs, sabbaticals, summer teaching assignments, updating of I-9 documentation, staff transfers, and terminations). No one other than the departmental administrator and the graduate administrator needs to worry about this form but it is something we wanted you to be aware of.

English Language Fluency Form

Under the English Fluency in Higher Education Act, the University must annually file a statement with the Department of Education of the Commonwealth of Pennsylvania that certifies that specified individuals who teach are fluent in the English language. Academic centers or departments are responsible for evaluating their instructional faculty for English Language Fluency. The English comprehensibility of teaching assistants who are not native speakers of English is evaluated by the English Language Institute of the Department of Linguistics (School of Arts and Sciences), 2816 CL, x45901. For additional information contact the academic center or department or refer to University Policy 02-02-16, Certification of English Language Fluency for Teaching.

Equipment

The department has a number of items available for use in classes including three laptops that can be reserved for classes or colloquia, dictation and transcription equipment, two portable overhead projectors for use with transparencies, and an LCD panel. This equipment is to be reserved through the departmental administrator, and can be reserved for an entire term or on an individual daily basis.

If the departmental equipment is not available for use when needed, Media Services (648-7239) can be contacted so that media and/or computing equipment can be utilized in a classroom.

Express Mail

The University currently has a contract with UPS for overnight deliveries. If you have a letter or package that must be sent overnight, you must utilize the computer generated express mail form via a designated staff member in your department. Any staff member in the Sociology department can complete this task for you. Simply drop your item in the departmental workbox and one of the staff members will complete the computer-generated form for processing and the envelope/package will be taken out with the nightly departmental mail at 3:00pm every day for guaranteed overnight shipping.

Facilities Management

Each building is represented by a building manager but all departmental repairs must be addressed to the departmental administrator who is the facilities liaison (e.g., lights replaced, electrical outlets not working, trash not being picked up, large dumpsters needed for a move, problems with the air conditioning/heating).

Faculty Activity Reports

These are reports submitted every term to the Office of Budget and Planning to indicate faculty members' teaching and research activities. These forms are electrically completed and forwarded onto the Budget and Finance Office for cross-referencing with regard to courses listed in PeopleSoft, grants in the Office of Research, and to show an explanation to the State Government as to how the state appropriate funding is being utilized within the University. Instructions for submission are supplied at the time of the requests.

Fellowships Available

There are a number of fellowships available for faculty from internal and external agencies. The departmental administrator has a departmental file on these fellowships. Fellowships must be discussed with the departmental chair before they are applied for to expedite the coordination of departmental course scheduling. In the spring term of every year, the Dean's Office will request the chair to submit a letter in support of a faculty member's fellowship application along with the request for part-time instructor replacement monies. Granting of a fellowship is at the Chair's discretion depending on departmental course needs. A faculty member can be asked to defer applying or accepting a fellowship if it is deemed necessary by the departmental chair.

Graduate Program

Full details of the sociology graduate program can be reviewed on the departmental website: http://www.sociology.pitt.edu.

Degree Requirements Credits transferred from another School

24 credits can be transferred from another university if MA thesis/degree is accepted. Below is the breakdown of classes.

6 credits for MA (leaves 18 credits)
9 credits external elective
9 credits misc. credits

Nomination for Departmental Teaching Award and the Norman P. Hummon Research Award

Information is requested by the Graduate Office for these awards:
The Graduate Office is requesting nominations for the annual sociology Teaching Fellow Award and the Norman P. Hummon Awards. Faculty should nominate graduate students who they feel should be recognized for their excellence in teaching performance or research production.

Requirements for the Teaching Award: Students must have taught two or more independent courses for the department. Senior students are especially encouraged to apply as this serves as a unique opportunity to prepare a teaching portfolio for use when applying for a job. Eligible students must prepare a teaching portfolio comprising:

1. **Curriculum Vitae** (in regular academic format, including all teaching experience)
2. **Personal Statement** on Teaching Philosophy (articulated on a couple of pages)
3. **Letters of Recommendation** (one from a sociology faculty member and two from students)
4. **Teaching Materials** (such as courses syllabi, reading lists, handouts, assignments, lecture notes, exams, and especially innovative materials)
5. **Student Evaluations from Office of Measurement and Evaluation of Teaching** (numerical ratings are required, and written comments can also be submitted).

Faculty can nominate one or more students if they qualify.

Requirements for the Norman P. Hummon Research Award: Students who have prepared a research paper, thesis, or other specific work for which the faculty nominated the student would be the main material submitted, along with a nominating letter from the faculty member.

Nominations for both awards must be received by (DATE) at (TIME). Student dossiers will be due (DATE) at (TIME).

Panther Express System is the system instituted at the University for processing payments to any vendors and/or purchasing general departmental materials. Vendors are considered anyone that will provide a type of service for an individual faculty member or the department. This new payment system will cover reimbursements to University personnel, payments to consultants (transcribers, editors, indexers, etc.), the purchasing system for ordering departmental supplies, payments to hotels for guest stays, honoraria and speaker expenses. Please see the departmental administrator for clarification of what is/is not covered in this payment system before contracting any types of services or purchasing any types of supplies. This is very involved system and each step must be followed in order to be in compliance with University rules and regulations. Below are items which you must speak to the departmental administrator beforehand in order to be processed:

Consultants and Consultant Forms

All consultants must complete a Conflict of Interest Statement with each appointment or reappointment, and thereafter annually, and submit it promptly to their program director or unit head, as appropriate. If, in the judgment of the consultant, a potential or actual conflict arises, the Conflict of Interest Statement should be updated promptly. Please see the departmental administrator for assistance with this policy.

Effective with the FY15 academic year, new policies have been instituted for payment to personal consultants. Please see the departmental administrator for step-by-step needs for this process.

Disbursement Request Forms

A disbursement request is a form used for paying an individual or company for a particular fee when a bill is received for services rendered, e.g., a consultant turning in hours, a company submitting a bill to the department for journals purchased for the department, catering bills for outside companies. The bill must be submitted to the departmental administrator for completion.

Travel & Business Expense Report (TBER) Forms

The University will reimburse faculty, staff, and students for approved and authorized expenses incurred while on University business and/or related travel when the expense is:

- Actual and reasonable;
- Necessary in performance of University business;
- Supported by a valid proof of expense, such as a cash or other **original** receipt unless otherwise provided in the Travel and Business Expense Policy; and
- In compliance with all the conditions established in the Travel & Business Expense Policy.

Employees may not use University funds to entertain fellow employees at lunches, holiday parties, or similar activities that are not directly related to University business or otherwise sanctioned by the appropriate University official. All airline, hotel and car rental reservations must be made through a University bid and certified travel agency unless a cheaper rate is available through a competitor. Proof of the differences must be provided with receipts. Regional campuses have their own University bid and certified travel agencies.

When submitting receipts for large events, a list of names of participants must accompany the reimbursement paperwork. Original receipts and accompanying paperwork must be submitted to the departmental administrator for completion and for obtaining the appropriate signatures. A detailed itemized receipt must accompany the actual money receipt for any meals (whether large or small parties). The TBER is then submitted to the accounting offices where a reimbursement check is cut and deposited directly into a person's checking account. If an actual check must be cut, it will take approximately 10-14 working days for processing.

Travel Management

The University's Office of Travel Management has certified several travel agencies that are authorized to accept a Business Travel Request (Form 0062) as the form of payment in exchange for commercial airfares, train tickets, and group travel services only. Airfares must be purchased from an approved travel agent and may only be purchased using a Business Travel Request. Certified travel agents must receive a properly authorized Business Travel Request prior to releasing travel documents. All airline, hotel and car rental reservations are to be made through one of the University approved travel agents listed below.

BCD Travel	800-245-1099
Carlson Wagonlit Travel	877-786-3489
Gateway Travel Management	724-933-1842 or 866-933-1842
People's Travel	412-624-0423 or 412-621-0799

University-approved travel agents will charge service fees. After purchasing an airline ticket, if a traveler changes a reservation and it becomes necessary to reissue the original ticket for the new itinerary, a fee will be charged to reissue the original ticket.

Personal travel may be arranged through any one of these travel agencies. While it is recommended that faculty use the assigned travel agencies, it is possible to book flights on the Internet to receive cheaper prices. In addition, faculty may contact Travel Management to apply for American Express and Diners Club cards.

A complete copy of the University Travel Policy can be found in http://www.bc.pitt.edu/policies, section 05-07-01. Please see the Administrator with any questions/concerns you may have. One of the more important items that is not new policy, are meal expenses for candidates/guests. Individual meals are restricted to $60/person. Due to last year's budget crunch, the sociology department established the following scale for meal expenses: $25 for breakfast meals, $30 for lunch meals, and $50/person for dinner meals. This is, of course, based on budgetary restrictions. When possible, the $60/person meal expenditures will be followed.

Undergraduate Program

Full details of the sociology undergraduate program can be reviewed on the departmental website: http://www.sociology.pitt.edu.

Internal Deadlines for New Undergraduate Courses

The department approved the proposal on Procedures for Approval of New Undergraduate Courses at the departmental meeting on September 17, 2010. New course proposals must be submitted to the Undergraduate Administrator to be reviewed by a committee consisting of the current chair, current Director of Undergraduate Studies, and the most recent available former chair. Please make sure you speak with Undergraduate Administrator so you can be provided with an available course number.

Courses that fulfill Arts and Sciences General Education Requirements or are a Writing course must still be submitted through the Arts and Sciences Undergraduate Council. The deadlines for these proposals are November 1 for the following fall term and April 1 for the following spring term.

Course proposals that can be approved at the departmental level should be received by the departmental committee one month prior to the above deadlines (October 1 for fall course submission and March 1 for spring course submission). The courses must include the following information:

1. The intended audience for the courses (primarily freshmen and sophomores or juniors and seniors, majors or non-majors).
2. The general content, purposes, and methods of the course
3. Specific course prerequisites, and
4. The proposed syllabus

Further requirements are contained in the Bylaw Revision/Acceptance.

II. Chair, DGS and Staff Responsibilities

Chair tasks

1. Represent the Department at University functions (committees, receptions, special meetings, etc.). Periodically, this includes being a member of the A&S Council and chairing the Social Science Council.
2. Attend mandated meetings of chairs and program directors organized by the Dean and by the Provost.
3. Annual review of faculty members (both in and out of the tenure stream) plus making salary recommendations to the Dean. This also entails follow-up negotiations with the Dean.
4. Annual review of staff (with Nancy taking the lead).
5. Dealing with promotion cases and tenure reviews:
    a) Forming ad hoc committees;
    b) Writing the departmental report;
    c) Appearing before the dean's ad hoc committee.
6. Negotiate with faculty members and the dean regarding:
    a) grant buy-outs;
    b) part time replacements;
    c) continuation of NTS faculty positions;
    d) requests for sabbaticals and leaves of absence;
    e) FMLAs if necessary.
7. Fielding questions from outside the Department and University about all sorts of items from information requests to dealing with complaints.
8. Responding to demands from units in the higher administration (that arrive with an unpredictable pattern – often with short turn around times).
9. Meeting with Deans and Associate Deans and – sometimes – chairs of other departments.
10. Ultimate responsibility for recruitment and especially a) all of the detailed negotiations with the Dean's Office through all stages, b) preparing documents, c) the logistics around the visits of candidates and d) drafting job offer letters (plus subsequent negotiations).
11. Dealing with/negotiations around faculty demands/requests – also unpredictable in terms of timing. This can entail resolving conflicts.
12. Dealing with policy issues to do with the Department raised by graduate and undergraduate students.
13. Ultimate responsibility for all documents coming out of the department as departmental documents. (Some are drafted primarily by the chair while others are merely read by the chair.)
14. Negotiating assignments/tasks with faculty members.
15. Being a member of the scheduling committee for course schedules for all semesters.
16. Responding to requests (internal and external) regarding the departmental operating budget.
17. Allocating travel funds in response to requests for funds and subject to budget constraints.
18. Taking part in administrative committee activities (e.g. admissions, ad hoc committees, curriculum changes, etc.)
19. Being primarily responsible for dealing with crises that arise (e.g. illness of instructors, complaints from other units in the university, dealing with space changes and allocations, etc.).
20. Negotiating with potential visitors to the department.
21. Chairing monthly department meetings.
22. Going over, summarizing and signing off on conflict of interest forms (annual).
23. Reporting to the University regarding lobbying activities of departmental members (quarterly).
24. Appointing faculty to committees outside the department (e.g. Tenure Council, Library Representative, A&S Ballot Committees, Mellon Pre-Doctoral Fellowship Committees, etc.).

25. MCing Departmental functions (e.g. Avery Awards, Graduate Research and Teaching Awards).
26. Stuff for departmental picnic (with Nancy way out in the lead).
27. Taking part in orientation of new graduate students
28. Trying to keep up with the ever changing OIS recruitment requirements as they apply to faculty and students.

Director of Graduate Studies Duties

Adopted February 2002

It is the objective of the office of the Director of Graduate Studies to facilitate the continuous incremental improvement of the graduate program including the experiences of students and faculty. It is the goal of the Department to produce well-trained, professionally socialized graduates who are qualified to fill a variety of academic, research, and policy positions in the region, throughout the nation, and around the world.

To that end, the office of the DGS is accountable for the administration of all local aspects of graduate studies.

Recruitment and admissions

The size, diversity and academic preparation and motivation of the incoming cohort of graduate students are important factors in the quality of the graduate program. The Director of Graduate Studies, with the assistance of an Admissions Committee and in consultation with the faculty and ultimately the dean of A&S, is responsible for recruitment and admission of each cohort of graduate students.

An additional component of the job is to obtain follow-up information from admitted students we failed to recruit to understand the criteria applicants use to make their decisions.

In order to bolster the chances of recruiting top quality students, it is important also to have an inventory of available external fellowships. The office of the DGS, therefore, manages information and resources relevant to recruitment and admissions, and applies for internal funding (e.g., from the Provost Development Fund or the Latin American Studies Fellows Program) on behalf of promising students who have been admitted but have not yet made their decisions.

Advising

Advising is central to orientation, retention, successful program completion, and eventual job placement, all of which are important for maximizing the quality of graduate studies. The Director of Graduate Studies, with the assistance of the faculty and GSO, is responsible for welcoming new students and orienting them to the department, the University, and the city of Pittsburgh. The office of the DGS is also responsible for course advising and registration for the first year students; monitoring student progress in the department, facilitating the annual faculty review of student progress, assisting students in finding permanent advisors (including informal one-on-one meeting between faculty and new students); securing faculty approval for students' committees (for theses, comprehensive examinations, and dissertations); and helping students learn to balance coursework, teaching, research, and life as they are trained to be disciplined sociologists. As a part of this oversight, an additional set of responsibilities for the DGS is to prepare a summary of the faculty discussion for each student during the annual review meeting, provide that statement to each student, and receive from each student a signed copy of their summary.

The DGS is responsible for promoting communication and a culture of scholarly excellence among students and between students and faculty, through one-on-one meetings and correspondence with incoming and continuing students and group meetings with students. It is particularly important that students and faculty inform the DGS promptly and forthrightly about potential obstacles to satisfactory progress. The office of the DGS also supports individual faculty with advising and mentoring of graduate students and works to develop junior faculty as excellent graduate-level teachers, supervisors, and mentors.

Curriculum

The curriculum overall is designed to provide graduate students with advanced methodological and theoretical training in the discipline of sociology. Training should be sufficient unto the tasks of teaching, providing research assistance to faculty, and designing and conducting independent research. The office of the Director of Graduate Studies works with the Department Chair and a committee of the faculty to design, monitor, and revise the graduate curriculum, especially the sequence of required courses and the offering of elective courses, seminars, and independent studies, as well as to improve the department's system of comprehensive examinations and thesis and dissertation approval.

Employment and training as teachers
Undergraduate teaching provides important financial support and training opportunities to graduate students. Fulfilling this mandate requires the on-going training, supervising, and mentoring of teaching assistants, teaching fellows, and ABD lecturers. The DGS works with the Department Chair and consults with individual students and faculty to assign graduate students to teaching assistantships, teaching fellowships, and other teaching appointments. Such assignments seek to maximize the range of classroom experiences available to graduate student teachers while minimizing conflicts between the demands of course preparation and other educational and training activities. The DGS oversees graduate student employment and the training and evaluations provided by faculty and assists faculty in providing teaching assistants and teaching fellows with material support and clear and consistent expectations about teaching employment duties, rights, and responsibilities. The DGS reviews student evaluations of graduate student teaching through OMET scores. The DGS reviews faculty evaluations of the students who serve as recitation leaders and teach courses under faculty mentorship and supervision.

The DGS assists junior faculty in the development of teaching and mentoring skills, specifically in building the skills related to managing teaching assistants in large lecture courses with recitations.

Funding and research opportunities
Securing funding for research and participating in the research activities of departmental and other faculty can be an important part of graduate training. The office of the Director of Graduate Studies coordinates information about internal and external funding and research opportunities for graduate students. Specifically, the office of the DGS maintains an up-to-date listing of pre- and postdoctoral research funding opportunities, dissertation improvement grants, and extramural training programs. The office of the DGS circulates calls for papers and proposals appropriate for graduate students. The office of the DGS also works with faculty to assist students with proposal preparation for both on-campus and external funding, and links graduate students to appropriate faculty and community research initiatives and to the various research centers on campus. The DGS seeks funding to support graduate student participation in specialized training programs on and off campus. To this end, the DGS will have an updated listing of opportunities available in research centers (for example, the University Center for Social and Urban Research) on campus and through the inter-disciplinary programs of the University.

Scientific reviews of research
The DGS works with faculty to assist graduate students in submitting protocols for research with human subjects and in obtaining both data and the materials with which to analyze them. The Department has formed a Research Ethics Committee to oversee research and instructional use of research techniques. This committee works closely with the DGS to implement the Department's policies for research.

Professional socialization and participation
Preparation for academic or non-academic employment as a sociologist includes participation in professional meetings, membership in professional organizations, service to the discipline, and development of inter-disciplinary and off-campus networks. This preparation begins with the intellectual community of the department, including junior and senior faculty as well as graduate students. The office of the Director of Graduate Studies therefore works with faculty and the GSO to facilitate practice presentations, manuscript reviews, and other professional activities within the department and in the interdisciplinary research centers on campus. The DGS also encourages and where possible subsidizes graduate student membership and participation in regional, national, and specialty area organizations (American Sociological Association, Society for Sociological Study of Social Problems, Eastern Sociological Society [and other regional associations], Sociologists for Women in Society, etc.). The DGS, along with major advisors, has the responsibility to help graduate students build ties in local, national, and global professional networks.

The DGS runs a Professionalization Seminar for first-year students. The Pro-Seminar may change over time, and its purpose may expand, but should basically respond to student interests and priorities re: adjustment to graduate student life, performance expectations in teaching and research, and resources on and beyond the campus.

Postdoctoral and job placement
The placement of graduates in appropriate postdoctoral appointments and academic and non-academic positions is the culmination of the joint efforts of the faculty and graduate student. The office of the Director of Graduate Studies facilities placement by maintaining up-to-date job listings; matching student candidates to advertised recruitment efforts for postdoctoral, tenure-stream, and other appropriate appointments; supporting faculty and student networking to gather information about openings; and producing materials to publicize the availability and qualifications of current and recent graduates. The DGS also encourages and schedules practice job talks; practices phone and face-to-face group and individual interviews; and advises students on preparing CVs, teaching portfolios, writing samples and other material for the job market.

Contact with alumnae
Graduates working in and beyond the discipline are vital to recruitment, mentoring, reputation, fundraising, and placement of future cohorts of students. The office of the Director of Graduate Studies maintains contact with past graduates to continue to foster networks for research opportunities, institutional development and goodwill.

Undergraduate Director Duties

1. Undergraduate teaching which consists of 4 courses over the year with two of the courses being the 1900 (Internships) courses each year. One of the remaining courses can include a large format course.
2. Advising all undergraduate sociology majors & minors which are central to orientation, retention, successful program completion and eventual job placement.
3. Coordinate with the AS Advising Office to assure that advisees interested in sociology receive appropriate information about the structure of the curriculum.
4. Coordinate the Internship program for all majors. This includes identifying new internship opportunities, institutionalizing existing internship arrangements and assisting students in matching their interests with available opportunities.
5. Coordinating the department’s participation in the various certificate programs offered at the University. Of particular interest is increasing the department’s participation in the University Center for International Studies Area Studies Certificates.
6. Meeting with undergraduate majors to advise and register them.
7. Available for student consultations throughout the term.
8. Participate in departmental scheduling committee meetings
9. Monitoring students’ progress toward degree
10. Overseeing the Undergraduate Curriculum Committee
11. Overseeing the awarding of the Annual Avery Award.
12. Chairing the Undergraduate Committee on new course proposals.

Administrative Staff Duties

Administrative Assistant Job Description:

Incumbent in this position will oversee the administration and coordination of the department under the direction of the department chair, direct administrative responsibility and oversight for all administrative aspects of departmental budgeting (planning; recording and projecting) and submits requests for all personnel actions (recruiting, hiring, reviewing, renewing, and terminating) to the Dean's Office. Is responsible for all grant and contract submissions; provide financial and administrative support to the chair and faculty. Incumbent will have direct supervision of the departmental staff and hourly students. Incumbent will provide recommendations for various personnel actions for exempt and non-exempt employees for the department; direct administration of grants held by the department chair and faculty. Responsibility requires the application of policies to dynamic and complex conditions. Problems generally require significant analysis and judgment; solutions to problems include using University Policies, Procedures and systems to address unique situations. Incumbent will prepare complex reports, analyses and proposals; formulate, monitor and control all budgets. Incumbent must possess thorough knowledge of office procedures, purchasing and reading financial reports; must be able to initiate correspondence and to operate budget spreadsheets.

Job Responsibilities:

1. Manage all departmental finances, including preparation and oversight of expenditures, level reports, and reconciliation of shadow accounts;
2. Monitoring faculty purchases;
3. Ordering of office equipment and maintaining warranties;
4. Work in conjunction with faculty on grant proposals and grant guidelines as well as monitoring individual budgets;
5. Serve as representative on departmental Planning and Budget Committee;
6. Interviewing and hiring of new staff hires;
7. Maintaining backup record for employee disciplinary actions;
8. Conducting annual staff evaluations, time record keeping and overseeing staff daily workloads;
9. Assistant to the Chair: general secretarial duties; maintain calendar; maintenance of personnel & general office files; contact to appropriate Dean's Offices; special projects as needed;
10. Attend departmental meetings; record and distribute minutes;
11. Maintain confidential files;
12. Evaluate departmental policies and procedures, recommend and implement necessary changes;
13. Payroll Manager for faculty (all positions), staff, hourly student employees, and work study students: Appointment Forms; I-9 documentation; Salaried Personnel Action Reports (SPARs); Employee Records (ERs) for any changes/updates to individual personnel information; English Language Fluency paperwork; Disclosure Agreements (Conflict of Interest forms); ID Cards (assist faculty with obtaining ID cards once payroll paperwork is completed; write letters to appropriate offices during summer months to ensure non-tenure stream faculty are able to retain benefits & use libraries); Direct Deposit Forms; Graduate Faculty Status paperwork; FMLA paperwork if needed;
14. Share Processing of travel paperwork (airline reservations, preparation and processing of Travel Requests, Travel & Business Reimbursement forms and Travel Advances); this is also done by the Undergraduate Administrator.
15. Oversee course scheduling in conjunction with Scheduling Committee;
16. Oversee Faculty/TA/TF courseload obligations;
17. Faculty recruitment – contact with Dean's office in preparation and processing of necessary paperwork (advertisements, candidate portfolios, travel & lodging, itineraries and colloquia);
18. Tenure & Promotion Cases – includes assisting faculty with dossier preparation and monitoring of confidential dossiers; contact for outside referees; oversee publication dossiers; confidential balloting on outcome of individual cases;
19. Key Administrator: ordering, distribution & collection of keys and fees for lost/stolen keys; maintain key distribution list with key locker;
20. Facilities Management Liaison: getting offices cleaned when necessary; lights replaced; general repairs when needed; room renovations; special equipment

needs being met for classes; coordinating with carpenters & telecommunications experts; installation of Simplex locks & combinations; attending meetings for overall building renovations and repairs; replacing/repairing broken equipment (phones); installation of phones, phone lines, audex; phone moves; computer port moves;

21. Oversee & maintain smooth operation of office;
22. Purchasing & Upgrading of faculty, staff and lab computers; maintain departmental & A&S Computer Inventory;
23. Purchasing faculty business cards;
24. Maintenance of departmentally assigned copy accounts;
25. Maintenance of software licensing for all computers and distribution of Software Policy;
26. Scheduling of departmental space (faculty, part-timer, NTS, and TA/TF office assignments);
27. Attendance at A&S Administrative Assistants' meetings;
28. Social Science Division Leader: oversee & coordinate meetings with social science departmental administrators to discuss problems/concerns in general and regarding building; training new administrators; assist new administrators with office set-up and procedural responsibilities;
29. Blood Drive Coordinator;

Graduate Administrative Assistant Job Description:

This is a professional administrative position as the graduate secretary for the department of an academic office. Incumbent is responsible for overseeing TA/TF allocations and budget figures, participation in preparation of term course scheduling, processing of employment and payroll forms for graduate students, and provide general secretarial support to the Director for Graduate Program. Responsibility requires the application of policies to dynamic and complex conditions. Problems generally require significant analysis and judgment; solutions to problems include using University Policies, Procedures and systems to address unique situations. Incumbent must possess thorough knowledge of office procedures; must be able to initiate correspondence.

Job Responsibilities:

1. Assistant to the Director of Graduate Studies;
2. Interpret and implement departmental/school policies related to the graduate program;
3. Serve as liaison between faculty and students in reconciling any misunderstandings or clarifying any miscommunications which may occur, as well as serve as a general liaison between and among students, faculty, the Director of Graduate Studies, the Department and the A&S Graduate Office;
4. Participate in meetings for the awarding of financial aid;
5. Maintain a rolling list of financial aid received by each student and their assignments;
6. Estimate number of TA/TF awards needed; ensure department stays within allocation;
7. Keep Director abreast of student problems, both academic and personal;
8. Be available to graduate students to discuss problems, registration, requirements, etc.;
9. Attend and participate in both Graduate Committee and Admissions Committee meetings acting as reference source on past experiences and procedures;
10. Prepare statistics for Annual Review of Graduate Students;
11. Draft and/or write correspondence pertaining to graduate office;
12. Make appointments with graduate students with Director if needed;
13. Serve as contact for prospective applicants providing information (oral or written) regarding the program;
14. Initiate contact with applicants with incomplete files for the necessary requirements for admissions review (transcripts, language proficiency, degree certification, letters of recommendations, test scores, academic objectives, etc.);
15. Notify applicants of Admission Committee's decisions;
16. Compile applicant information for Admissions Committee;
17. Answer questions for graduate students and faculty with regard to faculty advisors, committee members and procedures;
18. Maintain detailed records on each graduate student's progress toward meeting degree requirements;
19. Provide continuous monitoring of active registrations;
20. Certify all requirements for graduation are met;
21. Maintain TA/TF dossiers;
22. Post job opportunities and outside funding opportunities on bulletin boards;
23. Respond to questionnaires (ASA, A&S Grad Office, Petersen's, etc.);
24. Handle credit transfers for students;
25. Obtain applications from on-line application system;
26. Prepare statistical chart from on-line application information;
27. Act as member of the Schedulers Committee requiring participation in planning meetings of courses, TA/TF assignments, course distribution and course scheduling;
28. Payroll Manager for TA/TFs: Appointment Forms; I-9 documentation; Salaried Personnel Action Reports (SPARs); Employee Records (ERs) for any changes/updates to individual personnel information; English Language Fluency paperwork; Disclosure Agreements (Conflict of Interest forms if needed for grant applications); ID Cards (assist students in obtaining ID cards once payroll paperwork is completed if needed);
29. Assist with typing of confidential materials (letters of reference, syllabus, exams, etc.);
30. Assist with general work box as needed;
31. Scheduling meetings among faculty and graduate students for all student committees (days/times, room, confirmation via email to individuals);
32. Compile and update a Graduate & Master's degree database.
33. Production and layout of departmental Newsletter (writing articles, circulation and distribution to administrators, alumni and outside organizations); updating and maintaining mailing lists

a. Photographer for departmental events
b. Maintaining departmental photo board

Undergraduate Coordinator & Webmaster

Incumbent is responsible for the design and maintenance of departmental website; create links as needed; establish links to faculty personal web pages; establish links to new sites as required (Pittsburgh section, departmental announcements, seminar/colloquia, undergraduate and graduate funding opportunities). People Soft Coordinator: enrollment monitoring; listing instructors in system; providing rosters for instructors; assist faculty on entering grades into system; act as liaison to undergraduate students; advise when possible; register students for classes; supply secretarial support to Undergraduate Major Advisor (schedule appointments, screen calls, create and distribute letters as needed). Maintain departmental databases (faculty publication list, alumni list, PhD & MA lists, enrollment database, internship database). Act as liaison for textbook salespeople and buyers. In conjunction with assigned faculty member, incumbent is responsible for the coordination of the departmental Speaker Series.
Maintain supplies in department. Supply support to faculty in department; contact for course/classroom re-assignments.

Job Responsibilities:

1. Assistant to Undergraduate Advisor: schedule appointments; type correspondence if needed;
2. Assist Undergraduate Major Advisor in advising students, registration and enrolling students in classes;
3. Provide admission to closed classes;
4. Maintain student files and internal records;
5. Liaison for book sales people and book buyers ensuring faculty receive proper editions of books needed for courses; notify faculty of new books that are available for a particular course;
6. Reserving books in University Library System for courses as requested;
7. Creating course packets for students if requested;
8. Submit desk copy or review copy requests;
9. Process book orders; record drop-off & pick-up of books;
10. Maintain course descriptions: initiate requests, prepare, type & submission to book companies & University Book Center;
11. Review, compile and update academic information from student records;
12. Submission of Change of Grade requests for undergraduate and graduate students;
13. Collection of syllabi from all instructors as well as quizzes and tests for departmental filing system;
14. Maintain record of all final grades for each instructor;
15. Maintain and post enrollment figures for each course each term in personal office; and maintain a database with this information each term;
16. In charge of classroom reassignment or moves as requested by Registrar's Office or an individual instructor;
17. Maintain an undergraduate email distribution list providing weekly announcements of upcoming events, deadlines and scholarship opportunities;
18. Individual to see for any scanning that needs to take place (books, articles, pictures);
19. PeopleSoft Coordinator: responsible for instructor listings each term in the Instructor/Advisor Tables;
20. Instruct faculty and/or graduate teaching assistants on obtaining class and grade rosters;
21. Assist faculty in entering grades into system if needed;
22. Collect transcript information to determine which Thematic Cluster (departmental certificate program) for which any student may qualify;
23. Act as member of the Schedulers Committee requiring participation in planning meetings of courses, TA/TF assignments, course distribution and course scheduling;
24. Participate on the Undergraduate Course Committee for preparation and submission of all paperwork for new sociology courses and GERs. Assists in the review of new courses submissions for the benefit of undergraduate program. Act as a reference source on past experiences and procedures; offer recommendations in the redesign of undergraduate program;
25. Soliciting of teaching preferences from faculty for courses;
26. Prepares and mails letters to TA/TFs with their teaching assignments each term.
27. Maintaining and updating list for course scheduling;

28. Assure appropriate courses are listed to meet the general education requirements, honors certificate requirements, research practicum requirements, writing courses, appropriate quantity of upper-level courses offered for sociology majors;
29. Assist faculty with the Sociology Honors Certificate;
30. Coordinator for departmental speaker series, proper payroll paperwork requirements met (FNIF, W9, W8Ben.), speaker contracts, circulating colloquium flyers/posters, web notification, coordination with other departments/areas co-sponsoring events, coordinate all travel (airline & hotel) arrangements, ensure processing of reimbursements and honoraria are made, coordinate equipment needs, catering if needed, room scheduling;
31. United Way departmental representative;
32. Responsible for maintaining and ordering supplies in department;
33. Distribution of incoming & outgoing mail; answering phones and general inquiries; copying and collating of course materials & exams; typing of confidential correspondence for a variety of faculty (Chair, Advisor, general faculty);
34. Maintain departmental Website: be proficient in Drupel program; designing new website; add graphic creations, manipulation and enhancement of overall web, create links, pictures; add & create departmental announcements links for (a) graduate program; (b) undergraduate program; (c) general departmental news items: departmental seminars, visiting appointments and new faculty bios, advertising of faculty searches, available scholarships & fellowships, conference announcements and travel funding opportunities; (d) establish links for departmental E-newsletter, faculty personal webpages, student information; calendar of departmental events (internal & external speakers, workshops, and colloquia); maintain an email list for the department, the Pittsburgh Social Movements Forum and the Politics and Culture group for distribution of all events.
35. Payment Coordinator for WePay Card System
36. Maintain course inventory, including proposals for new courses, monitoring course sections and cross-listings;
37. Reservation of departmental equipment;
38. Room reservations (conferences, colloquia, speaker series) and Graduate Administrator (student thesis meetings and defenses);

III. Departmental Policies and Procedures

Annual Evaluations of Tenured/Tenure-Stream Faculty: Annual evaluations are mandatory by the University, the Provost, and the Dean's Office. These are completed once a year in connection with the annual salary review. Approximately in April each year, the Chair of the Department will request that faculty members (tenure/tenure stream/non-tenure stream) submit a dossier by May 15/30th. A specific checklist of all materials that must be submitted is sent along with the letter of request Approximately twelve (12) years ago, the department created two groups that faculty could elect to enter for evaluations. They were:

Group A: 50% teaching, 30% research, 20% committee work
Group B: 50% research, 30% teaching, 20% committee work

Faculty are automatically put into Group A unless they specifically request from the Chair to be in Group B. A letter must be submitted to the Chair requesting this option and the reasons why it is more beneficial to the faculty member.

A. Criteria for the evaluation of faculty performance for annual salary increases:

1. Teaching – The quality of teaching is important for all faculty members, both at the undergraduate and graduate levels. The evaluation of teaching quality will be based on such indicators as teaching evaluations by students, observations of teaching performance by other faculty members, supervision of graduate students working on Masters or Ph.D. theses, development of new courses, and preparation of syllabi and teaching materials.
2. Research – All faculty members are expected to be actively involved in scholarly research. Indicators of such activities include publication in books and articles, especially refereed journals, book reviews, invited and contributed talks at professional meetings and conferences, invitations to give seminars and colloquia, participation in workshops, funding for sponsored research, award of grants and fellowships, and selection to the National Academy or to major national advisory committees.
3. Service – The University cannot function without the active participation of faculty members in its governance both at the departmental level and at the University-wide level. Likewise, professional organizations require the dedicated service on the part of their elected officers. Indicators of service work include membership on academic committees, search committees for University administrators, election to the University Senate or its subcommittees, etc. Also included are the selection for the editorship of professional journals and the election as office of professional organizations.

B. Criteria for performance evaluation of department chairs

The criteria detailed below are applied by the A&S Dean in his/her annual evaluation of the administrative component of each department chair's work. In the evaluation of their performance as a faculty member and department chair, the Dean relies on the annual summary statement in which each chair is asked to outline all of his/her activities for the past year in the areas of teaching, research, and service work, including lecture invitations and other forms of outside recognition. Although some of the duties listed below are delegated to individuals or committees, the chair is ultimately responsible for how well these tasks are carried out.

Faculty management
Staff management
Financial management
Educational program management
Administrative management

Bylaws of the Department of Sociology

Adopted and Revised, November 2013

This statement describes the Department's system of governance. This includes procedures for: (1) the conduct of departmental business; (2) departmental planning and its budgetary impacts; (3) procedures for making recommendations to the Dean of Arts and Sciences with regard to the reappointment, promotion, and award of tenure to full-time faculty; (4) procedures for making recommendations to the Dean of Arts and Sciences with regard to the appointment of a departmental Chair; (5) determination and staffing of undergraduate and graduate curricula and requirements; (6) procedures for considering secondary appointments; and (7) procedures for faculty to initiate departmental discussion.

I. Procedures

The Department Meeting is the primary unit for setting departmental policies, making personnel decisions and recommendations to the Dean of Arts and Sciences as well as appointing members of Special Review Committees and Search Committees, and making nominations for departmental Chair. In the following section these structures are described, following which the sequence of activities in faculty reappointment or promotion proceedings is detailed.

A. <u>The Department Meeting</u>

The Chair of the Department schedules regular monthly Department Meetings during the academic year. The Chair may convene additional meetings from time to time. All full-time faculty members are expected to attend unless they are on sabbatical or leave. A full-time faculty member is one who holds a tenured or tenure stream appointment in the Department or who holds the rank of lecturer or senior lecturer. The Department Chair chairs the meeting. The Department's Administrative Assistant attends the meeting and is responsible for taking the minutes of the meeting. The minutes are maintained and are made accessible to all faculty and graduate student representatives. Secondary appointees, non-tenure stream instructors and student representatives may attend and participate in the meeting. Voting is limited to tenured and tenure stream faculty, non-tenure stream faculty with the rank of lecturer or senior lecturer, and one student representative. Visiting faculty are not permitted to vote. Students may not vote on reappointment, promotion or tenure decisions.

The Department Meeting makes decisions by a majority vote of a quorum of members. A quorum is defined as the ceiling of the number of full-time faculty members actively participating in the Department's daily affairs divided by two. Faculty members with full-time appointments outside the Department are not included in this number, but faculty on sabbatical or leave are counted. For example, if the department had 13 tenured and tenure stream faculty members, two of whom held full-time administrative appointments, and one lecturer on a renewable long-term contract, a quorum would be the ceiling of 12/2 (6). All full-time faculty (but not non-tenure stream instructors on annual contracts) have a vote on all decisions made at the Department Meeting. More than one graduate student representative may attend meetings, but graduate students have only one vote; they can vote on all matters other than reappointment and promotion decisions or on decisions about particular graduate students.

Some departmental decisions require that all faculty vote. In such cases, the vote is not limited to those present at a particular meeting, but is conducted by mail or e-mail ballot. In addition, the Department Meeting may decide that a particular issue should be decided by a mail or e-mail ballot of all eligible voters rather than by those members present. All reappointment, promotion and tenure decisions as well as recommendations as to the Department Chair will be made in this fashion.

The Department Meeting sets departmental policies, including those regarding the graduate and undergraduate programs and the directions of future recruiting. It also may take on the functions of a planning and budgeting committee of the whole.

The Department Meeting is responsible for personnel decisions, both in the recruitment of new faculty and the reappointment, promotion, and recommendation of tenure for current faculty. In all these matters except initial appointments to the Department, voting follows the "rank above" principle. That is, assistant, associate, full professors and senior lecturers vote on decisions regarding instructors and lecturers; associate and full professors vote on decisions concerning assistant professors; and full professors vote on decisions concerning associate professors. Faculty of all ranks participate equally in decisions concerning initial appointments. All members of the relevant faculty subset (e.g., all senior faculty in the case of promotions to tenured rank) are expected to study the candidate's dossier. They are asked to express their opinions on the proposed action through the ballots circulated among them, as required by A&S policy. All departmental decisions concerning personnel actions become recommendations to the Dean of A&S.

After a promotion or reappointment decision of the Department Meeting has been reached, the Chair transmits it as the Department's recommendation to the Dean of Arts and Sciences including a description of the steps taken in reaching the decision. The Department Chair is expected to inform the Dean of his/her own recommendations; should the Chair hold a divergent opinion from the majority she or he must inform the full-time members of the Department. The Chair's report will discuss dissent within the faculty when there is general agreement about the strength of the case, but the vote is divided; however, if there is significant division over the strength of the case, as reflected in the discussion and the vote, both majority and minority reports will be submitted to the Dean.

Secondary appointments are reviewed and approved by the Department Meeting. All participants take part in the deliberation and decision.

The Department Meeting has the responsibility of approving Special Review Committees and Search Committees appointed by the Chair. The Department Meeting sets priorities for Search Committees.

The Department Meeting may delegate departmental tasks to standing or ad hoc committees or to individuals. Standing departmental committees include a Graduate Committee that works with the Director of Graduate Studies (DGS) to administer the graduate program, an Undergraduate Committee that works with the Director of Undergraduate Studies (DUS) to administer the Undergraduate Program, an Undergraduate Course Proposal Review Committee (consisting of the current and past Chairs and the DUS) to approve new courses, and a Scheduling Committee (consisting of the Chair, DGS, and DUS plus staff) to draw up teaching schedules. Individual positions include the Research Ethics Coordinator, who deals with issues arising from student research on human subjects as part of class projects, the Diversity Liaison Representative, the Library Representative, and the Speakers Series Coordinator among others. Committee members and individual positions are appointed by the department Chair, except in the cases of Search Committees, which are recommended by the Chair and approved by the Department Meeting, and Special Review Committees, which are approved by the rank-above subset of the Department Meeting. The Director of Graduate Studies and the Undergraduate Advisor are appointed by the Department Chair, unless otherwise specified by contract.

The Chair distributes an agenda prior to the regular monthly meeting, and any member of the department may add an item to the agenda.

B. <u>Planning and Budgeting Committee</u>

The University's Planning and Budgeting process requires that each Department have a Planning and Budgeting Committee. These committees have representatives of faculty, staff, and students. In Sociology, the Department Meeting as a whole, which includes faculty, staff, and students, functions as such a committee to decide questions of departmental planning and budgetary impacts. For example, the Department Meeting may set priorities in the allocation of department funds.

C. <u>Special Review Committee</u>

The Department Meeting appoints a Special Review Committee (SRC) for the purpose of preparing a Departmental report on a faculty member whose reappointment or promotion is under consideration by the Department. While Special Review Committees may make recommendations, the responsibility for arriving at decisions rests with the Department Meeting, which must form a comprehensive picture of the merits of the case including evaluation of the material and recommendation found in the report produced by the Special Review Committee. The Department Meeting may accept the Special Review Committee's report as it stands or it may delegate a group (within the relevant subset) to do some rewriting. The outcome is the final Departmental report that becomes part of the materials forwarded to the Dean, as indicated above. In cases of reappointment of assistant professors, Special Review Committees consist of two or three members of the tenured full-time sociology faculty. In cases of promotion to associate professor with tenure or promotion to full professor, the Committee may either consist of three departmental members of a rank above that of the person under consideration or two rank-above departmental members and one member with relevant expertise and appropriate faculty rank from another department of the university.

Special Review Committees are appointed by the rank-above subset of the Department Meeting. Although the Department Chair will normally make a recommendation as to the composition of the Special Review Committee, approval of that membership is the responsibility of the entire rank-above faculty. Before the Special Review Committee is named the Chair will consult with the candidate on its composition. The candidate may indicate to the Chair preferences for inclusion or exclusion of faculty members for this Committee. However, the rank-above faculty subset will recommend Special Review Committees on the basis of scholarly competence and balances of judgment. It may disregard preferences expressed by the candidate.

It is the responsibility of the Special Review Committee to prepare a detailed report, presenting a profile of the candidate relating to the Department criteria. Their work will be based on the collection of materials in the candidate's dossier. The candidate may indicate the significance he/she attaches to these materials and their relative importance. However, the Special Review Committees may use any information or material they consider relevant to the task.

In the case of recommendations for promotion to associate or full professor, and in decisions regarding tenure, the Special Review Committee must ascertain the national and/or international standing of the candidate by soliciting letters of reference from at least six well-known authorities in the candidate's field. External reviewers will be sent a selection of the candidate's writings prepared by the Special Review Committee. Appendix B provides a set of Guidelines for Tenure/Promotion Special Review Committees. In cases of reappointment of assistant professors, external letters are not solicited, but the Special Review Committee may, if appropriate, solicit the views of colleagues in other departments or programs at the University of Pittsburgh.

D. The Search Committee

The Search Committee is approved by the Department Meeting and consists of three full-time faculty members of the Department. The Search Committee reviews the applicants for a tenured or tenure stream position in the Department and selects the candidates to be invited for a campus visit. The Search Committee reviews applicants using criteria established by the Department's planning process and confirmed by the Department Meeting.

E. The Sequence of Events in Promotion Decisions

In order to illustrate how the Departmental procedures work, a brief description of the sequence of events in decisions concerning promotion to the rank of associate professor and conferral of tenure is provided. It should be understood that this is offered for illustrative purposes only. An assistant professor is considered for promotion and tenure during his/her sixth year of service in the tenure stream of the University. However, the procedure may be initiated prior to that time by the Department Chair if she/he views the case to be especially meritorious or by formal application by the individual. Promotion proceedings can only be undertaken prior to the time at which they become mandatory according to University rules with the consent of the individual concerned.

As a first step, the Department Chair consults with the candidate about the tenure case and composition of the Special Review Committee, typically in the spring of the candidate's fifth year of service. At that meeting, the Chair will review with the candidate the decision process, both in and beyond the department. Next, the Department Meeting approves a Special Review Committee, which writes a report to the Department early in the fall of the candidate's sixth year. In the spring of the fifth year, before the report is written, the candidate puts together a dossier consisting of statements on research, teaching and service and associated materials (see Appendix B). After the dossier is complete, external letters are solicited. The candidate is asked to provide names of potential external referees, which the SRC may use along with others generated by the SRC. The SRC report is given to the appropriate subset of full-time faculty members, who also have access to the external letters and dossier, and this group meets in a Department Meeting to decide the case in the fall of the sixth year. The Department Meeting can accept the report or ask that the report be rewritten to reflect the views of the Department Meeting. Following discussion of the report, a formal vote of the rank-above faculty is taken by secret ballot.

Subsequent procedures in the University are described in the Faculty Handbook found on the Provost's website (http://www.provost.pitt.edu/handbook/handbook.html).

F. Contracts and Time Tables

The duration of the contract for junior faculty varies within the framework set by the Provost of the University, and the rules of Arts and Sciences. As a rule, the Department requires the completion of the Ph.D. or the equivalent for any appointment. In exceptional cases a candidate for the Ph.D. at another university may be appointed as instructor with the understanding of automatic promotion to the rank of assistant professor in the term following the receipt of the doctorate. While special terms may be negotiated in individual contracts, it is the Department's policy that persons entering as instructors would be appointed to a period of such duration that the combined time in the ranks of instructor and assistant professor would equal the normal first assistant professor contract, i.e., three years. Instructors are encouraged to complete their dissertations as speedily as possible. Contract terms in that rank are for one year only. Reappointment to a second year as instructor is normally the responsibility of the Department Chair in consultation with the Department Meeting without intensive review of the candidate. However, a second such reappointment, i.e., for a third year as instructor (which would mean failure to complete the doctorate for more than two years) can only be recommended in exceptional circumstances.

Given an initial three-year appointment, the decisions bearing on the junior faculty member's status and the various possible outcomes are as follows:

(1) There is a required routine annual review of non-tenured full-time faculty. This is conducted by the Chair in consultation with the tenured members of the Department Meeting. This review is essentially a discussion with the junior faculty member of his/her professional development. Following the discussion, the Chair writes a brief memorandum to the individual, summarizing the main points of discussion, as a way of recording officially that the review has taken place.

(2) In the third year, there is a more comprehensive review with the two possible outcomes of non-renewal of the contract and renewal for an additional three years. As indicated above, an internal Special Review Committee prepares a report and makes a recommendation. The Department Meeting makes the final decision. In the event of a negative decision, the faculty member has a fourth terminal year in the Department.

(3) In the sixth year, the tenure decision is made, using the procedures described earlier. In the event of a negative decision, the faculty member has a seventh terminal year in the Department.

(4) In cases of leaves, the tenure clock will be adjusted (or not) according to university policy. The granting of a leave is a matter of Departmental recommendation to the Dean.

G. Procedures for Recommending the Appointment of a Chair

1. (a) All full-time faculty holding primary appointments in Sociology are eligible to vote.

(b) The term of office of the Chair is three years. Subsequent re-election is permitted. The current Chair and all prior Chairs are excluded from the ballot unless they explicitly indicate a desire to be on the ballot.

2. The selection of a Department Chair will involve these steps:

(a) All full professors who do not have wider University administrative responsibilities are automatically on the ballot for the Chair election (subject to the conditions outlined in item 1b).
(b) In the fall semester of the Chair's last year of a 3-year term there will be a dedicated department meeting for the election of the Chair. The selection process will be facilitated by the current Chair, if not on the ballot, or by another full professor not on the ballot. The facilitator will collect confidential communications, chair the meeting, and review and report on the vote.
(c) The chairship meeting will include tenured and tenure-stream faculty, non-tenure stream lecturers, a representative of the graduate students, and a representative of the staff. Those on the ballot will be individually invited to discuss chairship questions with the meeting, but will otherwise not be present. Following the conversation with each candidate, the meeting will continue discussion. Discussion will include a presentation of staff and student views by their representatives (who will have solicited their views before the meeting).
(d) The meeting will be followed by an informal, secret ballot that will include an option to abstain. NTS lecturers as well as TTS faculty will participate, and graduate students and staff will collectively each have one vote. The results of the balloting will be announced to the department in the form of a qualitative description of the overall pattern of the vote and not necessarily a precise count.
(e) A final, second vote will then be carried out. This will be by secret ballot and only lecturers, full-time tenured and tenure stream faculty will vote.
(f) The candidate with the most votes will be recommended to the Dean of Arts and Sciences. In the event of two or more people being tied, a new ballot will be constructed for a runoff secret ballot. This can be iterated until a Chair is selected.
(g) The election results will be reported to the Dean in the form of the precise vote. In reporting its decision to the Dean, the Department must distinguish the T/TS from the NTS vote.

H. Procedures for Approval of New Undergraduate Courses

A committee consisting of the current Chair, current Director of Undergraduate Studies, and most recent available former Chair will review all proposals for new undergraduate courses in Sociology. (Approval for a course to fulfill an Arts & Sciences General Education Requirement must be submitted through Arts & Sciences Undergraduate Council.) The department committee will meet once each term, to be scheduled by the Chair and announced to the faculty. Proposals for new courses should indicate the intended audience for the course (primarily freshmen and sophomores or juniors and seniors; majors or non-majors); the general content, purposes, and methods of this course; and specific course prerequisites. Proposals should also contain a proposed syllabus. In its review, the committee will consider the extent to which the course reflects state-of-the-art sociological scholarship and pedagogical approaches as well as how the course fits into the department's curriculum and complements current departmental offerings. The committee can accept a course proposal; ask for revisions and a resubmission; or reject the proposal.

II. Standards and Criteria

The Department of Sociology functions within the policy framework of the Dietrich School of Arts and Sciences. Its members are advised to study the university regulations on criteria and procedures for appointment, reappointment, promotion, and conferral of tenure found in the Faculty Handbook. For TTS faculty, departmental criteria and standards are elaborated in Appendix A. Lecturers should consult the Faculty Handbook found on the provost's website for university policies.

APPENDIX A. Criteria for Tenure and Promotion (Adopted March 6, 2009)

These are general guidelines. Given the variety of forms scholarly excellence assumes in our department, the diversity of ways to be an excellent teacher and mentor, and the range of service needed by department, university and profession, these guidelines sometimes come with qualifiers like “generally” or “in most cases.” In addition to these guidelines, individual feedback is especially important as well.

CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In assessing a candidate for tenure and promotion to Associate Professor, the department looks for evidence of excellence in scholarship, teaching and mentoring, and service. We do not operate with a trade-off model in which deficiencies in some areas can be compensated by excellence in others. Rather, tenure and promotion to Associate Professor require evidence of significant contribution to scholarship, effective teaching and mentoring, and active participation in the collective life of the department and, weighted less heavily, the university and profession.

Scholarship:

Excellence in scholarship is best established by a track record of high-quality publications and evidence of a future scholarly productivity. It is generally useful to publish from and build on research from the dissertation, but also necessary that the record demonstrate a trajectory of scholarly independence from graduate school advisors and teachers. This can take a variety of forms, including new research designs and data collection, new analyses of previously-collected data, new theoretical directions, and so forth.

In some disciplines or departments, scholarly excellence is demonstrated by high quality book publication. In others, articles in prestigious journals are decisive. In our Department of Sociology, we recognize that some excellent scholarship is expressed in books and some in refereed journal articles and that appropriate patterns of publication will vary both with the field of inquiry and the vision of particular scholars. It is therefore not possible to set out a precise quantitative formula that will fit all instances. For this reason, effective individual feedback from senior to junior faculty may be very helpful. Nonetheless, we can recognize some broad principles.

The role of a first book in a tenure decision. For many fields of sociological inquiry, a book is not the most probable place for innovative scholarship. Demographers, for example, will want their work to appear in particular journals. For some junior scholars, however, an excellent book will be an important professional milestone. In such instances, it will often be the case that this first book will be an outgrowth of the dissertation project and it might be the case that this book will be the major work at the time of the promotion review.

It is important to remember that the conferral of tenure is a departmental and university commitment to a support a lifetime of scholarship and not simply a reward for past work. The case for tenure will include a judgment about future scholarly productivity and creativity in which an excellent book will furnish important evidence but will not be conclusive. Especially when the book is based largely on research done for the doctoral dissertation project, the department will want evidence that points to a research project beyond the first book. This new project should use a conceptual and research design that is clearly distinct from the doctoral dissertation. Although the new project need not be fully complete in all cases, there should be clear evidence of the project in the form of published articles and talks and, in some cases, research grants or a contract for a second book. To the extent that the first book goes substantially beyond the dissertation – new chapters, new data, new analyses, major new writing – the need for such additional evidence of future creative work is reduced, but it is never absent altogether.

In making decisions about tenure and promotion, the department will consider the originality and contribution of a published book. Books that provide the best evidence of scholarly productivity are those that report the results of empirical research or make significant theoretical contributions. As a general rule of thumb, books that essentially review or consolidate existing literature, textbooks, extended essays, and edited volumes are not appropriate in most cases as the centerpiece of a tenure and promotion cases. We indicate “in most cases” because we can imagine, and want to be open, to the possibility that some improbable genre will be the vehicle for a significant scholarly achievement. Untenured faculty are encouraged to consider carefully, and consult with colleagues and mentors, before deciding which press should publish a book. Generally, prestigious university presses carry more weight than commercial presses.

Reviews of published books as well as the judgments of the external referees consulted at the time of promotion decisions are major sources of evidence of quality and impact. Since the tenure decision may occur before any published reviews are available, the publisher's reader's reports are an important alternative source.

<u>The role of refereed journal articles in a tenure decision.</u> In some fields of sociology, let us say, demography, it may be very clear which are the high prestige journals; in other fields there may be less consensus. One scholar's work may be squarely within the traditions recognized by the American Sociological Association; another's might be at some distance. A scholar making use of formal mathematical models will very likely be writing articles a great deal briefer than one deploying a mountain of historical data. We therefore do not give a single list of desired journals, nor numbers of articles, nor pages, by way of specifying the ways in which journal publication constitutes demonstrable excellence. Ultimately, the quality of the work is what matters most, but the form and outlet of publication can make tenure and promotion cases easier or more difficult to make. In general, we have some rules of thumb:

1. While jointly-authored work may be excellent, and publishing in collaboration with esteemed senior colleagues is a sign of the respect in which that colleague holds one's collaboration, we strongly recommend some significant publishing of first-authored or solely-authored articles.

2. Publishing on a wide variety of subjects may indicate valued versatility, but it sometimes might also make it more difficult to define one's own voice. So for a junior person especially it is useful to have some significant part of one's article publications constituting a body of work that will establish one's reputation in that area.

3. Although particular lines of inquiry might be more difficult to publish in generalist sociological journals than others, publication in refereed generalist journals in sociology is highly regarded. There are various rankings of journal impact, but ASR and AJS are consistently ranked as the top two journals in sociology. Publication in other highly-ranked refereed generalist journals in sociology, including some of the journals of the regional sociological associations, and in prestigious refereed interdisciplinary journals is also highly regarded. In selecting outlets for publication, it is useful to consider that, while not necessary in all cases, it is easier to make a case for tenure and promotion to Associate Professor with a record that includes publication in widely-recognized and prominent sociological journals.

4. In general, the ideal mix of journal publication, especially for someone for whom a book will not be part of the mix, will include first-rate specialist as well as generalist journals. For someone working on gender issues, specialist journals would include *Signs* or *Gender & Society*; for someone working in historical sociology, this might include *Comparative Studies in Society and History* or more specialized historical journals; for someone working within a particular region of the world, an area-specific journal might be appropriate. Although we are a small department, our intellectual range and methodological inclinations are quite varied and we cannot even begin to spell out a full list of such journals which will with fields of inquiry and even among individual researchers. But the notion of a mix of more generalist and more specialized journals has broad applicability.

5. Our department is strongly committed to work that crosses boundaries of space, time, method, and discipline. This means that while we give great weight to publication in high prestige sociological journals we recognize, and support, the creativity of colleagues for whom it would be appropriate to publish in refereed journals associated with other disciplines.

6. In general, articles in refereed journals are weightier in promotion decisions because they have passed the scrutiny of (with luck) knowledgeable professional peers. However,

being invited to contribute to a journal or to write a chapter for an edited book might be a sign of significant professional recognition in itself. In some fields, for example in social movement scholarship, prestigious edited collections aimed at carving out new directions might be a very visible place to publish.

Briefer pieces. We see book reviews as a valuable and vital professional service. Where would we be if no one reviewed our own books? But they are not usually a good vehicle for establishing one's own credentials as a creative scholar, and will probably contribute more to the service dimension of a promotion review than the scholarship dimension Extended review-essays are likely to be weightier than brief reviews. While we can imagine the extremely rare review that redefines a field and would regard that as a major contribution, in general articles that report one's own research or theoretical advances are likely to be weightier in promotion decisions.

Encyclopedia entries are often a sign of professional renown: an editor thinks you have expert knowledge of some field. But it is unusual that such entries are very much read by anyone and so they are not a great place to try to establish one's reputation.

Teaching:
We take seriously our responsibility to provide high quality instruction in the classroom. The department will consider various indicators of teaching commitment and effectiveness, including class materials (syllabi, teaching materials, examinations), peer evaluations and classroom observations, student evaluations, and similar forms of information.

In *graduate* teaching, our view is that the lion's share of work with graduate students and generally by far the most important work takes place outside of the classroom: in the reading of multiple drafts, in guiding students to learn how to write for publication and respond to the critiques of journal readers, in turning projects into conference presentations and job talks, in learning how to improve an early stab at a research design, in a word, in mentoring. We take very seriously therefore effective service on graduate student committees, but the critical thing is not being on a list of committee members, but the development of effectively supportive intellectual relationships that guide future scholars into their own beginnings of professional scholarship.

There are very different kinds of excellence in *undergraduate* teaching. There is the excellence in engaging students in the classroom to be excited about particular subject matters. There is also working with individual students on projects beyond the classroom, including mentoring undergraduate students on their Sociology honor's or B.Phil theses as well as in independent study and internship projects.

Departmental, university, and professional service:
We are a small department that has a collective intellectual life and that has collective responsibilities for educating our undergraduates and preparing our graduate students to be creative researchers and effective teachers. There is a great deal to be done by way of service on committees of many kinds, representing the department in a variety of university venues, organizing our collective intellectual endeavors (departmental speakers' series, for example), and engagement in the university, local, and professional communities. We need the participation of all and value a proactive style of dealing with collective issues. As a general rule, the service responsibilities of junior faculty are less than those of tenured colleagues, but our normal expectation is for an increasing assumption of those responsibilities. In a small department like ours, it is probable that every Associate Professor will serve a term as DGS and certain that everyone will be filling major roles so a promotion decision will take those expectations into account.

Reviews:
There are two periods of assessment for junior faculty: the third year review and the tenure review. Details of the procedures for each review are provided in the faculty handbook and on the website of the School of Arts and Sciences.

The criteria listed above will be used in both the third year and tenure reviews. At the time of the third year review, there is a lesser expectation for the quantity of scholarly productivity, degree of excellence in teaching, and level of contribution in service than is the case at the review for tenure and promotion to Associate Professor. Nonetheless, a successful third year review requires a record of scholarly publication and evidence of an independent post-dissertation research plan (that may or may not be an offshoot of the dissertation), a trajectory toward teaching excellence, and a record of engagement in the graduate mentoring and service responsibilities of the department.

PROMOTION TO FULL PROFESSOR

The decision of the department's full professors to recommend a promotion to Full Professor is based on consideration of a candidate's record and likely future trajectory in scholarly attainment, teaching and graduate student mentoring, and leadership in the department, university, and profession. It is not based on years in rank.

Scholarship:

Promotion to Full Professor requires, in the language of the A&S criteria, "attainment of authoritative knowledge and reputation in a recognized field of learning." The department relies on this standard. We look for a substantial and excellent body of work published since promotion to Associate Professor, a record of continual productivity, and signs that scholarly productivity will continue into the future and require evidence of significant scholarly reputation, nationally or internationally as appropriate. Although not an exhaustive list, evidence of such recognition might include citations of one's research, academic prizes, invitations to serve as editor or on editorial boards of major journals, prestigious fellowships and grants, and invited lectures.

Teaching and Mentoring:

Full Professor candidates should have a strong record of undergraduate teaching and mentoring undergraduate students outside the classroom, plus significant and excellent graduate student mentoring including successfully mentoring students to the Ph.D, service on graduate student comprehensive, master's thesis, and dissertation committees in Sociology, and evidence of supportive engagement with graduate students that prepares them as scholars and teachers. Other important evidence comes from engagement in graduate education of students from other departments and programs, including service on their committees.

Service:

In considering promotion to Full Professor, the department requires a record of sustained engagement and contribution to the intellectual life and functioning of the department at a level appropriate for future nomination as departmental chair, a role for which all full professors are eligible and one which, in a small department like ours, all are likely to be expected to fill. In considering promotion to full professor, the department will expect a record of excellent service in a number of leadership roles in the department, generally to include all or most of the following: term(s) as DGS; Chair or service on a Special Review Committee; Chair of External Search Committee; official and unofficial mentorship of junior faculty colleagues; peer review and evaluation of teaching of colleagues; and other leadership roles as appropriate.

A candidate for Full Professor also should have a record of significant contribution to the University and the profession. Contribution to the university may include active participation in multidisciplinary units such as Cultural Studies, UCIS, Center for Race & Social Problems, Women's Studies; service on the A&S councils and university committees; and similar efforts. Service to the profession can take a variety of forms, including leadership roles on committees and task forces; editorial roles on journals and university presses; election to office in national and regional professional associations; organizing sessions at professional meetings and participating in such roles as presenter, moderator, and discussant; and service as a reviewer for national granting agencies, university presses, refereed journals and tenure and promotion cases at other universities.

This list is intended to be suggestive, not exhaustive, and we will take note of other forms of departmental, university and professional service.

APPENDIX B. Guidelines for Tenure/Promotion Special Review Committees

As soon as possible after a Special Review Committee has been established, its Chairperson should request of the candidate the following basic materials:

- curriculum vitae
- copies of published materials plus any unpublished materials which the candidate may wish the SRC to examine
- names of several external persons at a higher professional rank than the candidate
- names of external persons of lesser or equal professional rank may be given, but the number of these should be relatively low; the candidate may indicate a preference that certain persons not be contacted as referees, but the number of these is expected to be very small, perhaps one or two
- names of departmental colleagues who might be helpful in assessing the candidate's teaching quality
- results of surveys (student evaluations) of his/her teaching performance
- materials which have been used in at least three courses taught by the candidate within the last three years
- basic information in respect to advising and sitting on the committees of graduate students

The candidate may also supply information about community and university service, professional service, and departmental administration. These should, in any case, be listed in the curriculum vitae. It is desirable that all names and materials supplied to the SRC should be itemized by the candidate in a letter to the SRC Chairperson and that this letter be appended to the SRC report.

The SRC Chairperson should, upon receipt of the above specified materials, convene the SRC and commence its detailed discussion of the materials supplied by the candidate as well as the tasks of selecting external referees, consulting with departmental colleagues, graduate students and the candidates.

Concerning the selection of referees, the first task of the SRC is to agree upon the external people to be asked to write letters about the candidate, with specific reference to the formal status for which the candidate is being considered. Requests for such letters should be accompanied by a package of the candidate's writings. The SRC should aim for letters which include within their general foci the thrust of the work of the candidate since the latter's previous formal change in academic status. The number of letters to be gathered is between six and ten. At least half of the letters should be from people not suggested nor precluded by the candidate. Summaries of orally provided reports should be avoided in favor of thoughtful letters.

In consulting with the faculty colleagues the SRC should make sure that each member of the departmental full-time faculty is provided with an early opportunity to comment either orally or in writing. For this purpose, the materials supplied to the SRC by the candidate should be made available for inspection. The styles of consultation may range from direct discussion with every faculty member to sending every faculty member an invitation to comment or a mixture of these two basic approaches. In any case the SRC should strive to obtain an overall departmental view of the candidate's qualifications prior to the preparation of its report, against the background of as fully informed a faculty as possible. A section of the SRC's report should describe both the consultative procedures used and provide a summary of the overall outcome of the consultations. The latter should include reference to the manner and results of consultation with graduate students. The Chairperson of the SRC should invite, but not require, all current graduate students and all past students on whose committees the candidate served to provide letters about the candidate. The candidate will not approach graduate students for letters.

The SRC should meet with the candidate for the purpose of exploring his/her recent -- and, in the case of pre-tenure and tenure decisions, prospective -- academically-relevant work.

In summary, the SRC, as it moves toward the preparation of its report to be presented to the Department Meeting rank above faculty should take minimally into account the following:

1. the quality and quantity of published materials, with particular reference to
2. accomplishment since the candidate's previous change in academic status;
3. the quality of the candidate's pedagogical accomplishments;
4. the amount -- and, if it so wishes, the quality -- of the candidate's
5. administrative contribution to and participation in departmental affairs;
6. the amount -- and, if it so wishes, the quality -- of the candidate's
7. community and wider-university service, including service to an academic
8. profession (or professions);
9. the views of external referees;
10. the views of departmental faculty -- including, if it so wishes, non-
11. departmental University of Pittsburgh faculty;
12. the views of graduate students.

The report should briefly indicate the manner in which the SRC relates its own inspection of candidate-provided materials to non-SRC commentary upon the candidate.

The SRC's Report should be submitted to the Departmental Chair who makes it available to the appropriate faculty subset, allowing a reasonable time for all concerned to read the report. The relevant group then meets in a Department Meeting. Following an oral introduction by the SRC Chairperson, the rank-above subset of the faculty discuss the case in detail and formulate a basis for making a final recommendation to the Dean, including any revisions of the Departmental Report. (In case of a decision not to recommend promotion to full professor, the group need not produce a final Departmental Report but the minutes should record the decision and its basis.)

These are general guidelines. Given the variety of forms scholarly excellence assumes in our department, the diversity of ways to be an excellent teacher and mentor, and the range of service needed by department, university and profession, these guidelines sometimes come with qualifiers like "generally" or "in most cases." In addition to these guidelines, individual feedback is especially important as well.

CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In assessing a candidate for tenure and promotion to Associate Professor, the department looks for evidence of excellence in scholarship, teaching and mentoring, and service. We do not operate with a trade-off model in which deficiencies in some areas can be compensated by excellence in others. Rather, tenure and promotion to Associate Professor require evidence of significant contribution to scholarship, effective teaching and mentoring, and active participation in the collective life of the department and, weighted less heavily, the university and profession.

Scholarship:

Excellence in scholarship is best established by a track record of high-quality publications and evidence of a future scholarly productivity. It is generally useful to publish from and build on research from the dissertation, but also necessary that the record demonstrate a trajectory of scholarly independence from graduate school advisors and teachers. This can take a variety of forms, including new research designs and data collection, new analyses of previously-collected data, new theoretical directions, and so forth.

In some disciplines or departments, scholarly excellence is demonstrated by high quality book publication. In others, articles in prestigious journals are decisive. In our Department of Sociology, we recognize that some excellent scholarship is expressed in books and some in refereed journal articles and that appropriate patterns of publication will vary both with the field of inquiry and the vision of particular scholars. It is therefore not possible to set out a precise quantitative formula that will fit all instances. For this reason, effective individual feedback from senior to junior faculty may be very helpful. Nonetheless, we can recognize some broad principles.

<u>The role of a first book in a tenure decision</u>. For many fields of sociological inquiry, a book is not the most probable place for innovative scholarship. Demographers, for example, will want their work to appear in particular journals. For some junior scholars, however, an excellent book will be an important professional milestone. In such instances, it will often be the case that this first book will be an outgrowth of the dissertation project and it might be the case that this book will be the major work at the time of the promotion review.

It is important to remember that the conferral of tenure is a departmental and university commitment to a support a lifetime of scholarship and not simply a reward for past work. The case for tenure will include a judgment about future scholarly productivity and creativity in which an excellent book will furnish important evidence but will not be conclusive. Especially when the book is based largely on research done for the doctoral dissertation project, the department will want evidence that points to a research project beyond the first book. This new project should use a conceptual and research design that is clearly distinct from the doctoral dissertation. Although the new project need not be fully complete in all cases, there should be clear evidence of the project in the form of published articles and talks and, in some cases, research grants or a contract for a second book. To the extent that the first book goes substantially beyond the dissertation – new chapters, new data, new analyses, major new writing – the need for such additional evidence of future creative work is reduced, but it is never absent altogether.

In making decisions about tenure and promotion, the department will consider the originality and contribution of a published book. Books that provide the best evidence of scholarly productivity are those that report the results of empirical research or make significant theoretical contributions. As a general rule of thumb, books that essentially review or consolidate existing literature, textbooks, extended essays, and edited volumes are not appropriate in most cases as the centerpiece of a tenure and promotion cases. We indicate "in most cases" because we can imagine, and want to be open, to the possibility that some improbable genre will be the vehicle for a significant scholarly achievement. Untenured faculty are encouraged to consider carefully, and consult with colleagues and mentors, before deciding which press should publish a book. Generally, prestigious university presses carry more weight than commercial presses.

Reviews of published books as well as the judgments of the external referees consulted at the time of promotion decisions are major sources of evidence of quality and impact. Since the tenure decision may occur before any published reviews are available, the publisher's reader's reports are an important alternative source.

<u>The role of refereed journal articles in a tenure decision.</u> In some fields of sociology, let us say, demography, it may be very clear which are the high prestige journals; in other fields there may be less consensus. One scholar's work may be squarely within the traditions recognized by the American Sociological Association; another's might be at some distance. A scholar making use of formal mathematical models will very likely be writing articles a great deal briefer than one deploying a mountain of historical data. We therefore do not give a single list of desired journals, nor numbers of articles, nor pages, by way of specifying the ways in which journal publication constitutes demonstrable excellence. Ultimately, the quality of the work is what matters most, but the form and outlet of publication can make tenure and promotion cases easier or more difficult to make. In general, we have some rules of thumb:

1. While jointly-authored work may be excellent, and publishing in collaboration with esteemed senior colleagues is a sign of the respect in which that colleague holds one's collaboration, we strongly recommend some significant publishing of first-authored or solely-authored articles.

2. Publishing on a wide variety of subjects may indicate valued versatility, but it sometimes might also make it more difficult to define one's own voice. So for a junior person especially it is useful to have some significant part of one's article publications constituting a body of work that will establish one's reputation in that area.

3. Although particular lines of inquiry might be more difficult to publish in generalist sociological journals than others, publication in refereed generalist journals in sociology is highly regarded. There are various rankings of journal impact, but ASR and AJS are consistently ranked as the top two journals in sociology. Publication in other highly-ranked refereed generalist journals in sociology, including some of the journals of the regional sociological associations, and in prestigious refereed interdisciplinary journals is also highly regarded. In selecting outlets for publication, it is useful to consider that, while not necessary in all cases, it is easier to make a case for tenure and promotion to Associate Professor with a record that includes publication in widely-recognized and prominent sociological journals.

4. In general, the ideal mix of journal publication, especially for someone for whom a book will not be part of the mix, will include first-rate specialist as well as generalist journals. For someone working on gender issues, specialist journals would include *Signs* or *Gender & Society*; for someone working in historical sociology, this might include *Comparative Studies in Society and History* or more specialized historical journals; for someone working within a particular region of the world, an area-specific journal might be appropriate. Although we are a small department, our intellectual range and methodological inclinations are quite varied and we cannot even begin to spell out a full list of such journals which will with fields of inquiry and even among individual researchers. But the notion of a mix of more generalist and more specialized journals has broad applicability.

5. Our department is strongly committed to work that crosses boundaries of space, time, method, and discipline. This means that while we give great weight to publication in high prestige sociological journals we recognize, and support, the creativity of colleagues for whom it would be appropriate to publish in refereed journals associated with other disciplines.

6. In general, articles in refereed journals are weightier in promotion decisions because they have passed the scrutiny of (with luck) knowledgeable professional peers. However,

being invited to contribute to a journal or to write a chapter for an edited book might be a sign of significant professional recognition in itself. In some fields, for example in social movement scholarship, prestigious edited collections aimed at carving out new directions might be a very visible place to publish.

Briefer pieces. We see book reviews as a valuable and vital professional service. Where would we be if no one reviewed our own books? But they are not usually a good vehicle for establishing one's own credentials as a creative scholar, and will probably contribute more to the service dimension of a promotion review than the scholarship dimension Extended review-essays are likely to be weightier than brief reviews. While we can imagine the extremely rare review that redefines a field and would regard that as a major contribution, in general articles that report one's own research or theoretical advances are likely to be weightier in promotion decisions.

Encyclopedia entries are often a sign of professional renown: an editor thinks you have expert knowledge of some field. But it is unusual that such entries are very much read by anyone and so they are not a great place to try to establish one's reputation.

Teaching:
We take seriously our responsibility to provide high quality instruction in the classroom. The department will consider various indicators of teaching commitment and effectiveness, including class materials (syllabi, teaching materials, examinations), peer evaluations and classroom observations, student evaluations, and similar forms of information.

In *graduate* teaching, our view is that the lion's share of work with graduate students and generally by far the most important work takes place outside of the classroom: in the reading of multiple drafts, in guiding students to learn how to write for publication and respond to the critiques of journal readers, in turning projects into conference presentations and job talks, in learning how to improve an early stab at a research design, in a word, in mentoring. We take very seriously therefore effective service on graduate student committees, but the critical thing is not being on a list of committee members, but the development of effectively supportive intellectual relationships that guide future scholars into their own beginnings of professional scholarship.

There are very different kinds of excellence in *undergraduate* teaching. There is the excellence in engaging students in the classroom to be excited about particular subject matters. There is also working with individual students on projects beyond the classroom, including mentoring undergraduate students on their Sociology honor's or B.Phil theses as well as in independent study and internship projects.

Departmental, university, and professional service:
We are a small department that has a collective intellectual life and that has collective responsibilities for educating our undergraduates and preparing our graduate students to be creative researchers and effective teachers. There is a great deal to be done by way of service on committees of many kinds, representing the department in a variety of university venues, organizing our collective intellectual endeavors (departmental speakers' series, for example), and engagement in the university, local, and professional communities. We need the participation of all and value a proactive style of dealing with collective issues. As a general rule, the service responsibilities of junior faculty are less than those of tenured colleagues, but our normal expectation is for an increasing assumption of those responsibilities. In a small department like ours, it is probable that every Associate Professor will serve a term as DGS and certain that everyone will be filling major roles so a promotion decision will take those expectations into account.

Reviews:
There are two periods of assessment for junior faculty: the third year review and the tenure review. Details of the procedures for each review are provided in the faculty handbook and on the website of the School of Arts and Sciences.

The criteria listed above will be used in both the third year and tenure reviews. At the time of the third year review, there is a lesser expectation for the quantity of scholarly productivity, degree of excellence in teaching, and level of contribution in service than is the case at the review for tenure and promotion to Associate Professor. Nonetheless, a successful third year review requires a record of scholarly publication and evidence of an independent post-dissertation research plan (that may or may not be an offshoot of the dissertation), a trajectory toward teaching excellence, and a record of engagement in the graduate mentoring and service responsibilities of the department.

PROMOTION TO FULL PROFESSOR

The decision of the department's full professors to recommend a promotion to Full Professor is based on consideration of a candidate's record and likely future trajectory in scholarly attainment, teaching and graduate student mentoring, and leadership in the department, university, and profession. It is not based on years in rank.

Scholarship:

Promotion to Full Professor requires, in the language of the A&S criteria, "attainment of authoritative knowledge and reputation in a recognized field of learning." The department relies on this standard. We look for a substantial and excellent body of work published since promotion to Associate Professor, a record of continual productivity, and signs that scholarly productivity will continue into the future and require evidence of significant scholarly reputation, nationally or internationally as appropriate. Although not an exhaustive list, evidence of such recognition might include citations of one's research, academic prizes, invitations to serve as editor or on editorial boards of major journals, prestigious fellowships and grants, and invited lectures.

Teaching and Mentoring:

Full Professor candidates should have a strong record of undergraduate teaching and mentoring undergraduate students outside the classroom, plus significant and excellent graduate student mentoring including successfully mentoring students to the Ph.D, service on graduate student comprehensive, master's thesis, and dissertation committees in Sociology, and evidence of supportive engagement with graduate students that prepares them as scholars and teachers. Other important evidence comes from engagement in graduate education of students from other departments and programs, including service on their committees.

Service:

In considering promotion to Full Professor, the department requires a record of sustained engagement and contribution to the intellectual life and functioning of the department at a level appropriate for future nomination as departmental chair, a role for which all full professors are eligible and one which, in a small department like ours, all are likely to be expected to fill. In considering promotion to full professor, the department will expect a record of excellent service in a number of leadership roles in the department, generally to include all or most of the following: term(s) as DGS; Chair or service on a Special Review Committee; Chair of External Search Committee; official and unofficial mentorship of junior faculty colleagues; peer review and evaluation of teaching of colleagues; and other leadership roles as appropriate.

A candidate for Full Professor also should have a record of significant contribution to the University and the profession. Contribution to the university may include active participation in multidisciplinary units such as Cultural Studies, UCIS, Center for Race & Social Problems, Women's Studies; service on the A&S councils and university committees; and similar efforts. Service to the profession can take a variety of forms, including leadership roles on committees and task forces; editorial roles on journals and university presses; election to office in national and regional professional associations; organizing sessions at professional meetings and participating in such roles as presenter, moderator, and discussant; and service as a reviewer for national granting agencies, university presses, refereed journals and tenure and promotion cases at other universities.

Differential Teaching Loads: Departmental Policy accepted as of September 1, 2006

Department of Sociology
Differential Teaching Load Policy
September 2000

A *standard workload* for a full-time faculty member in the tenure stream consists of (1) an *active* research program; (2) a four course/academic year teaching schedule; (3) service on departmental and university committees, or other forms of service to the Department and University and the sociology profession. A *normal workload* consists of any combination of these activities that are equivalent to a standard workload.

Evidence of an active research program is found in the annual activity reports of faculty and is demonstrated by publications in refereed professional publications, presentations at professional meetings, external grant awards, technical reports, and publication of monographs/books.

The *standard* four course/academic year teaching schedule normally implies teaching 12 credit hours per academic year.

All faculty are expected, as part of a standard workload to be actively engaged in service to the Department as members of theses committees and such departmental committees as must be formed in order to expedite the work of the Department. It is also expected that from time to time faculty members will serve on University committees. Faculty members are also expected to be actively engaged in professional service, such as refereeing for scholarly publications. Service activity should not comprise more than *twenty* percent (20%) of a standard workload.

Any faculty member who does not have an active research program is expected to carry a larger than standard teaching load. The standard teaching load for *non-research active* faculty is 18-credit hours/academic year.

The Department recognizes that a few courses may require significantly more time in preparation and supervision than the normal course. If a faculty member is regularly assigned to teach such a course then the Chair should recognize this as more than the standard teaching assignment.

There are some types of service that require extraordinary time. These include service as Director of Graduate Studies and the Undergraduate Advisor. Individuals who hold these positions receive a reduction in teaching assignments relative to the standard load. In addition, the Department Chair may, from time to time, require extraordinary service from individuals and should acknowledge that service by making appropriate adjustments in teaching assignments. The Department recognizes its obligation to make faculty time available for service on University committees. Some of these committees require extraordinary commitments of time and it is the responsibility of the Chair to adjust assignments so as to maintain a normal workload for those of its members who meet these obligations.

It is Department policy to promote the development of its most junior faculty by giving them additional time to devote to the development of their research programs and courses. Towards this end, junior faculty will receive a one-course reduction per academic year for the first year of their appointment and for the year prior to the tenure deliberations for them. In addition, junior faculty are expected to carry a smaller level of service than are senior faculty.

Nothing in the above statement of Department policy should be construed as altering the specific terms of any contract now in force.

POLICY ON STUDENT RESEARCH IN CLASSES: ETHICAL CONCERNS

The following addresses ethical concerns when undergraduate or graduate students conduct research for course credit. A copy of this policy is available from the Administrative Assistant and should be distributed by all faculty and instructors (including PTI's and TF's) to students in their classes who are doing research that poses potential ethical issues. This includes ALL student research that involves human subjects in any way, including passive observation, interviews, focus groups, etc. It includes research in which the human subjects are other students in the class as well as others. In addition, all such research assignments must be approved IN ADVANCE by either the University's Institutional Review Board OR, if appropriate, by the Departmental Research Ethics Committee. In general, instructors should begin with the departmental committee by submitting, in writing and in a timely fashion, a full description of the research assignment and its ethical consideration. No student research involving human subjects may begin before departmental or IRB approval is received.

Introduction
As sociologists, our research always takes place within an ethical context. Though ethical issues may take varied forms, one area of particular concern involves the ways in which we treat others in the course of our research and writing. In seeking to understand the world, we must do so in ways that will not harm the people with whom we work and study.

To address these issues, sociologists (among many others) have developed professional norms that guide their work. Such guidelines are far from perfect, but they help to transmit the wisdom of the profession to new practitioners, and they encourage all investigators, from students in an introductory class to experienced scholars, to think seriously about these important matters. In general, these guidelines are of two different types: those which help you assess the potential risk to others of your work; those which provide ways of dealing with potential harm, either by proscribing certain activities or by providing ways to minimize risk.

Assessing the Potential for Harm.
As you formulate your research project, you need to think about the risks involved along four dimensions: the methodological approaches you are using, the topics you are studying, the people with whom you are working, and your plans for dissemination of your results. The purpose of doing so is not to avoid all risks--to do so would mean the cessation of any research. Rather, by identifying potential problems, you may design your research to minimize those risks and actively assess whether your project is ethically acceptable.

Methodologies. In general, investigations that rely on public information (e.g., newspapers, census data) involve little or no risk to others, while those that create new information through interaction with others involve greater risk. Specific methodological approaches differ to some extent in the risks they pose, depending primarily on the extent to which they actively engage participants. Thus, simple observational strategies typically pose little risk, while questionnaires and interviews pose somewhat greater risk and experiments considerably more risk. Whatever the technique, the deception or the manipulation of people significantly increases the potential for harm.

Topics. Investigations that focus on private matters are riskier than those that explore public life are. This is particularly the case where matters deemed private are illegal, deviant, or potentially stigmatizing. Whether private or public, studies of behavior pose greater risk than those that focus on beliefs, attitudes, and values.

Participants. Studies that focus on less powerful peoples pose greater risk to participants than those that study equals or more powerful individuals do. Such differences in power may arise from differences in competence (adults versus children) or from differences in social organization (employers studying employees or teachers studying students).
Dissemination. Investigations that disseminate their results widely pose more risk to participants than those that do not do so. Thus, the use of interview material in a paper read solely by a professor poses relatively little risk, while the presentation of such material in a campus talk or, for example, a Pitt News article poses greater risk.

Ways of Dealing with Potential Harm
To lessen the potential for harm to those we study sociologists have developed a variety of strategies. Some are used routinely in nearly all professional research, and we, as a department, require the use of such strategies by students. Others are used only under certain conditions, and whether you incorporate them into your work will depend on serious thought and consultation with your professor.

Human Subjects. Human subjects are people from whom researchers get data or information. Regardless of how this information is obtained (for example, from interviews, interactions, journals or interventions in the lives of other people) these people become human subjects. In addition, if the information obtained is identifiable and private, the person is a human subject.

Disclosure. Whenever you are directly working with people as a participant observer, interviewer, or experimenter, you must tell people who you are, what you are doing, and how you plan to use the material you collect. This may be done in different ways (in an introductory conversation or a cover letter to a questionnaire), but participants need to be informed about your identity and purposes. If you plan to disseminate your findings through writing or talks, you must inform them of this possibility. If for some reason you cannot meet these basic requirements for disclosure, you must not undertake your project.

Voluntary Participation. People who participate in your research must do so voluntarily. Such agreement presumes that they know the purposes of your research (disclosure); it also implies that they have freely consented to talk with you, fill out a questionnaire, or let you observe their private behavior. If people do not wish to participate, you must not pressure or in any way coerce them to do so. If you cannot meet this basic requirement, you must not undertake your project.

Anonymity and Confidentiality. Anonymity implies that you, as a researcher, do not know the identity of the person you are observing. This might be the case if you were observing behavior in a public setting or you collect questionnaires from respondents that cannot be identified. Confidentiality means that you know the identity of the person you are working with but that you do not disclose that person's identity in any way to others. Where you are doing research that is not anonymous, you need to inform participants whether or not your will treat their behavior or conversations as confidential. For instance, if you are going to attribute a quotation to a particular person, you must ask their permission to do so. If you are not going to attribute a quotation to a particular person, you need to tell people their participation will be treated confidentially. This is a promise to that person and must be honored. In most cases, research should be designed to insure the confidentiality of participants. Where this is not possible, extra care must be taken.

Prohibitions on Research: High Risk Topics and Participants. As noted above, some research poses significantly greater risks, particularly that which explores illegal activity or involves minors. As the risks of such student research far outweigh the pedagogical benefits of such work, students are not allowed to undertake such work without the formal approval of the Department of Sociology and the University's Institutional Review Board (IRB).

The University's Institutional Review Board. Because some research poses exceptional risk, the University has created a board to evaluate research proposals that have greater potential for harm: e.g., those involving deception, problems of confidentiality, high risk topics, or vulnerable participants. This board, like the norms of the profession, functions to ensure that all researchers consider the ethical (and legal) dimensions of their work. Students whose work poses the potential for such risk must consult their professor, the departmental chair, the Departmental Research Ethics Committee, and/or the University's IRB.

Is Your Research Ethical: Should You Do It?
While it is relatively easy to determine that some projects are ethical and some unethical, there is no simple moral calculus that can be applied to every project. Rather, it is your responsibility as a sociologist to think carefully about these matters, and where you have doubts, to consult with your professor and the Department of Sociology. In some cases, your professor and/or departmental chair may suggest you redesign your project to minimize potential harm or to go through the University's Institutional Review Board's formal procedure for evaluating research proposals.

Policy on Evaluation of Graduate Teaching for Reappointment/Promotion Dossiers for Tenure-stream Faculty

Prior to promotion to Associate and Full Professor, faculty will be asked to provide the SRC with a list of names and email addresses of current and past graduate students they have taught, mentored, supervised as TAs or RAs or on whose committees they have served. To help in this process, we ask faculty to keep a list of names and email addresses of their graduate students.

The SRC will make every effort to poll all graduate students that have worked with the faculty in order to provide a full representation of responses. It is not the case that the SRC will poll only a select few students. The SRC will maintain the confidentiality of the students responding.

In addition, as in our current practice, graduate syllabi and other course materials will be provided for the annual evaluation and will be available to SRCs.

NOTE: While the above are intended as guidelines for all future teaching evaluations, SRCs may request or candidates for reappointment/promotion may submit other materials not mentioned here. One candidate may wish to present evidence of guiding an undergraduate’s honors thesis, another of a mentoring role in supporting distinguished graduate student research, for example. Since good teaching is so varied, we do not attempt to itemize here all the things that might demonstrate that good teaching is taking place.

Policy on Evaluation of Undergraduate Teaching for Reappointment/Promotion Dossiers for Tenure-stream Faculty

Classroom observations for reappointment/promotion decisions

1. Teaching dossiers for reappointment decisions will include at least one classroom observation.
2. Teaching dossiers for promotion and tenure to associate professor will include at least 2 classroom observations over the course of an assistant professor's career. These observations will be done by different colleagues.
3. Teaching dossiers for promotion to full professor will include at least 2 post-tenure classroom observations. These observations will be done by different colleagues.
4. "Classroom observation" will include examination of syllabi and other course materials in addition to reporting on the classroom visit.
5. Classroom observations will be done by one colleague of higher rank chosen by the chair and with the faculty member being evaluated.
6. The chair is responsible for scheduling the observations in order to get the needed number.
7. These reports will be provided to the colleague being evaluated.
8. If a colleague asks for additional observations beyond the mandated number, the chair will endeavor to arrange this.

Classroom observations in the first year of appointment

1. In the first year of appointment, there will be at least one classroom observation provided to a new colleague for feedback on teaching. It will be entirely at the discretion of that colleague whether to share that report with anyone else.
2. Our new colleague may request any member of the faculty to do the observing or ask the chair to arrange this.

Content of observations

As a guide to the observations, we will distribute a form for the evaluation of lectures provided by CIDDE. Since particular courses, and particular sessions of courses, vary in the mix of lectures, student presentations, and discussions, these forms are a suggestive guide to thinking about good teaching, but will need to be modified for a particular observation.

Sharing teaching experiences

To foster a wider exchange of ideas about good teaching, the department will maintain a file of teaching observations provided *on a strictly voluntary basis by faculty being observed.*

Other aspects of undergraduate teaching dossiers

In addition to these classroom observations, we will maintain the current practices:

1. All undergraduate classes will be evaluated by OMET
2. Syllabi and other course materials will be provided for the annual evaluation

These materials will be available to SRCs.

Policy for Graduate Student Advising

The Department recognizes that high quality advising enhances the quality of education for graduate students in our program and we support strongly the University's policies regarding advising for graduate students. We affirm the principle that all graduate students have the right to seek advice and guidance from members of the Department.

Advising Before Enrollment

We provide accurate up-to-date information for prospective students about our M.A. and Ph.D. programs. This is provided in our brochure and on our WWW home page together with information about faculty research interests. There are also links to faculty WWW home pages for further information concerning faculty activities. We will provide also information on completion times for our programs, available financial support and our placement record. Completion times will be based on terms in residence rather than years and we will report median times because the distribution of this measure is highly skewed. Both the Director of Graduate Studies (DGS) and the Departmental Chair routinely field questions from prospective students via mail, electronic mail and in person.

Advising New Students

During our orientation sessions, we provide incoming students with information concerning the courses taken in the first year of study and the overall course requirements of our program. We also provide information about the expected length of study for our graduate degree programs. Descriptions of our programs are available also on the Web. Some training concerning teaching roles is provided during orientation. Incoming students are encouraged to think in terms of creating research productions during their graduate careers here.

The DGS is the advisor for all incoming students. In this role, the DGS starts the process of designing a program of studies for each student entering our programs. (The amount of discretion in choosing courses for a student in the first year is rather small.) During the first year, each student selects an area of concentration. This area, together with choices of special sub-areas, defines and describes the student's intended training and expertise within sociology.

By the beginning of the second semester of the first year, all incoming students are required to select a faculty member from the Department of Sociology's faculty - based on research and intellectual interests – who will be the student's advisor. Until such choices are made, the DGS remains the student's advisor. We strongly advise graduate students to 'interview' faculty members regarding their scholarly interests before making their choices. Students can change their advisor during all phases of their graduate studies.

We require that all incoming Teaching Assistants take FACDEV 2200, the University practicum course for faculty development, as a two credit course and offer a one credit course in the Department that focuses on teaching sociology.

Advising of Continuing Students

The Graduate Secretary records each student's progress towards their degree and progress is evaluated each year by the full faculty at the *beginning* of the Spring Semester. At the end of both the Fall and Spring semesters, the DGS queries faculty who taught students in the first year cohort to determine if there are any students having problems. The DGS, at the end of the first term, also reports faculty assessments and concerns to graduate students in writing. Each student is encouraged to make sure that his or her records are up to date and to see which requirements are outstanding. Part of the role of the advisor is to make sure that their advisee(s) remain on-track with regard to completing degree requirements in a timely fashion. The DGS will meet with graduate students not making good progress.

The Department of Sociology will start an informal departmental seminar for graduate students and faculty. The presenter for each seminar describes aspects of one of their research programs. Each presenter will receive feedback and commentary. One of our goals for the graduate students attending the seminar is help them develop substantive, analytical, interpretive, data analytic skills (both qualitative and quantitative) and presentational skills consistent with the standards of the profession.

Students contribute to the Department's instructional effort in three ways. As a Teaching Assistant (TA), a student aids an instructor in large undergraduate classes. The instructor of such courses acts as an advisor for that course with regard to establishing and encouraging good teaching skills. As a teaching Fellow (TF) a graduate student teaches her or his own course. A faculty member is chosen by the TF to act as a teaching mentor/advisor for that course. The responsibility of teaching mentors includes discussion of syllabi and course development. Also, mentors attend some classes, observe and offer feedback to the TF. Students also contribute as Part Time Instructors (PTI). Again, a faculty member acts as an advisor for each PTI course taught by a graduate student.

The Department has a Graduate Teaching Award that is awarded annually for a record of outstanding teaching by graduate students. Usually, only senior more experienced graduate students are considered for this award. As a part of a graduate student's application, a teaching portfolio is prepared. All advanced graduate students are encouraged to apply and all students are required to construct and maintain a teaching portfolio, one that includes teaching evaluations from OMET and mentors. The Graduate Secretary also maintains portfolios.

The Department keeps track of advising/mentoring by recording each PTI/TF and faculty advising pairing. Our policy is to distribute the instruction mentoring across all tenured faculty on an equal basis. In the event of being unable to do this, we will make teaching in the Graduate Program contingent, in part, on participation in the advising of PTI/TF instructors. Untenured tenure stream faculty may teach in the Graduate Program regardless of mentoring. If they do any such mentoring, it will be noted in the category of service when annual evaluations are prepared for faculty. After each offering of a PTI/TF course, both the advisor and advisee have the opportunity to provide feedback concerning the experience.

Attendance of - and participation in - professional meetings by our graduate students is encouraged even though resources that we have available for supporting this are very limited. We also provide graduate students with information concerning employment opportunities. As noted above, we strongly encourage graduate students to start publishing as early as possible and some courses have - as their primary requirement - a paper that is the foundation for a publishable manuscript.

Advising Thesis/Dissertation Students

Each graduate student at the dissertation stage has a thesis chair and a committee (with at least three internal faculty members and at least one external faculty member). Part of the responsibility of the thesis advisor is to ensure that each graduate student initiates thesis/dissertation work shortly after the student completes the Comprehensive Phase (featuring written examinations and oral sessions) of the program. We require that there be regular meetings – at least once a year - between the chair, the committee, and the candidate to discuss the work of the candidate. In practice, interactions of the committee chair and the candidate are far more frequent. Responses to written documents should be timely and (reasonably) extensive. Most of the items listed in the section describing advising for continuing students also apply, in full, for students in the thesis/dissertation phase. While the Master's program is separate from the Ph. D. program, students in that program will be advised in the same general fashion. This is a two year degree program with the same requirements for timely progress. As noted above, The Graduate Secretary records each student's progress towards their degree and progress is evaluated each year by the full faculty at the beginning of the Spring Semester. Master's students will be evaluated at the end of both the Fall semester and Spring semester. Close attention will be given to the completion of the Master's thesis by the end of the two year period for this degree.

We encourage student memberships in professional associations and do alert students to opportunities for enhancing their professional development. Having graduate students publish their work is especially important. To this end, we will institute annual awards for outstanding graduate papers written in the two years preceding the awards in a given year. We will institute an annual "graduate paper day" in the form of a miniature conference.

Co-authorship publication practices are a matter of the participating faculty and graduate students and are negotiated by those involved. The department expressly prohibits predatory conduct and plagiarism for all departmental members. If problems do occur, graduate students are encouraged to consult the DGS or the departmental chair. (See also the next section.)

Advising All Students

If problems occur with regard to graduate students regarding instruction, advising and academic integrity, the Director of Graduate Studies will attempt to resolve the problem – either without or with the involvement of the Departmental Chair. If this is not successful, the matter is referred to FAS Graduate Studies office. The contact person in that office is Assistant Dean Robert S. (Tony) Walters who can be reached at 624-6848.

Advising of Graduating Students

The department provides information to graduating students concerning employment opportunities. We subscribe to the American Sociological Association (ASA)'s *Employment Bulletin* and to the *Chronicle of Higher Education*. These publications, together with information from other sources are posted in the department. Faculty members are encouraged to use their network contacts to gather further information concerning employment opportunities.

The Department has a policy of sending summarized information to departments and programs whose job openings are known to us. Under this policy, graduating students who are finishing in a particular year together with those who have finished in the preceding year can have their names, areas of research interests and areas of teaching competence and experience summarized in a document sent to prospective hiring departments and programs.

Departmental Policy on Honorarium Payments

Basic Honorarium Structure:

Invited guests will be paid an honorarium of $400 from designated budgets
Local Pittsburgh area guests will be paid $200 from designated budgets
University of Pittsburgh guests will not be paid an honorarium

This rule may be subject to modification in individual cases due to other sources co-hosting an event. An email or letter of agreement must be submitted to the departmental administrator stating that an honorarium amount has been agreed to and by the department and guest speaker in order for an honorarium check to be processed. Additional materials may also need to be requested by the administrator for completion of payment (W9, FNIF, Non-Payroll FNIF, any and all receipts for reimbursement). These materials will be submitted for payment on a Disbursement Form to the proper offices.

Honorarium Form Letter

Date

Dear :

This letter will serve as the Agreement by which you will deliver a presentation for the University of Pittsburgh – Of the Commonwealth System of Higher Education at the following location: Sociology Department, 2431 Posvar Hall

1. You will deliver a presentation of approximately one and a half hours on the subject of xxxx on the day of xxxx at xx(am/pm) to xx(am/pm).
2. The University will pay you a fee of $ (see above scale) after you have delivered your presentation.
3. The University will also reimburse you for reasonable transportation to the University or event location, including coach or business class airfare from xxx to Pittsburgh, and ground transportation transfers, as well as reasonable accommodations for (dates of stay). Together, these expenses should not exceed $xxx in total reimbursement.
4. You must notify Dr. (faculty member contact), the university's liaison for this event, by email with details about the exact topic of your presentation so the University has the opportunity to publicize the event in advance. If you are unable to make it to the University or event location for the event, you agree to advise the University's liaison as soon as you know.
5. It is agreed that you are giving permission for the University to audio tape and video tape this event. You hereby grant the University a limited, free, non-exclusive license to use and commercialize the text and recordings of the lecture as the University desires.
6. The University also agrees to furnish you with the following special items for your use during and after your event: (list of equipment speaker will need).
7. You understand that you are an independent contractor and not an employee of the University in the performance of this Agreement, and you are not entitled to any employee benefits, statutory or otherwise, including, but not limited to, worker's compensation or unemployment compensation. You also understand that you are responsible for paying all taxes owed for income you receive from this Agreement, since the University will not withhold any such taxes for you.
8. You will provide performance hereunder in full compliance with all applicable federal, state and local laws and University rules and regulations.
9. You agree that any personal injury to you or third parties or any property damage incurred in the course of your performance of this Agreement shall be your responsibility. You will hold the University harmless from any claim, demands, lawsuits, or awards of damages arising out of your performance hereunder, except to the extent that such are caused by the sole fault or negligence of the University.

10. You may not assign the rights or obligations under this Agreement without the University’s prior written consent.
11. Any controversy, claim or dispute arising out of or relating to this Agreement or the breach thereof, shall be adjudicated in the Court of Common Pleas of Allegheny County or the United States District Court for the Western District of Pennsylvania.
12. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania.

Kindly indicate your assent to the foregoing by countersigning a copy of this letter and returning it to me at the address noted below.

Sociology Department
Wynn Maloney
230 South Bouquet St
Pittsburgh, PA 15260

Guest Speaker	University of Pittsburgh – Of the Commonwealth System of Higher Education
Name:________________________	Name:__________________________________

POLICY FOR IMPROVEMENT, REVIEW AND EVALUATION OF TEACHING
DEPARTMENT OF SOCIOLOGY
OCTOBER 2001

The Department of Sociology values quality teaching in all of its dimensions. In recognition of the importance of the teaching mission of the department, the Department of Sociology has revised the policy for improvement and evaluation of teaching that was implemented in the Fall 1998 (99-1) semester. The current policy is itemized below and is intended to be consistent with the guidelines of the School of Arts and Sciences (September 1997) which requires that "each full time faculty member has to establish, and maintain current, a teaching portfolio. It should contain a working draft of the faculty member's teaching philosophy and goals, course materials such as syllabi, reading lists, instructional software, examinations, proposals for new courses, instructional programs, and/or innovative instructional materials, records of independent study projects with undergraduate and graduate students, and peer and student evaluations of teaching."

Overview

1. There are two broad objectives for the department's collective consideration of teaching excellence. One is that the Department of Sociology be recognized for its excellence of its teaching. The second objective is to be able to document this excellence in compelling ways both for ourselves and the office of the Dean of the Faculty & College of Arts and Sciences.

2. The departmental policy operates on two levels. One is informal, described in item #3 and #4, and is regarded as a 'teaching review' process intended to provide constructive feedback to each faculty member whose teaching is reviewed. The second level is formal, described in items #5 to 9, and is regarded as a 'teaching evaluation' process which enters the formal evaluation of faculty.

3. The informal review will be a peer review where the details are negotiated between the faculty being reviewed and the two faculty members conducting the peer review. These informal reviews will be completed within 4 weeks after the semester of the review. They can serve as prototypes for peer evaluation entering the formal evaluative procedure. They can be identical in form with a formal evaluation but with the provision that the content is revealed only with the permission of the faculty member being reviewed. Items in this review can include measures of student performance, assessment of teaching skills, review of course materials, and assessment of materials for enhanced learning. Among the tools that can be used are interviews, focus groups, videotaped classroom sessions, questionnaires, and classroom visit. Regardless of the tools used, the reviewers meet with the faculty member reviewed to provide informative feedback. This feedback is intended to be constructive with praise for what works well, and useful suggestions for improvement

a) These materials need not be submitted to the departmental chair unless the reviewed faculty member elects to make these documents available to the chair.

b) The product of these reviews, stripped of all information regarding individuals, will go into a public departmental resource that is an expanding listing of techniques/tools/ideas/stunts/tricks/gimmicks that facilitate learning in the classroom (and outside of the classroom).

c) Of course, faculty members and graduate students can add to this resource base, as it will be a compendium of what works in the classroom. None of the contents of this resource base will enter the formal evaluative procedure unless individual faculty members choose to have them become part of such a procedure.

d) There will be at least one faculty and graduate student meeting per term in the form of a guided discussion of specific issues to do with pedagogic techniques.

4. Each semester, one tenured faculty member will have a teaching review. This will work out to be about one review every five years for each tenured faculty member. For untenured faculty in the tenure stream, there will be one informal review in the three years before deliberations regarding a contract renewal and one review between their contract renewal and tenure deliberations.

Formal Evaluation Process

5. For all major personnel decisions, including hiring, granting tenure, promotion, contract renewal, and annual salary adjustments, each member of the faculty must submit for review by the Chair a record of teaching activity to include course descriptions, course syllabi, appropriate student evaluations, peer evaluations, and course assessment materials. As a part of this process, all untenured faculty, non-tenure stream faculty and graduate student teaching assistants and teaching fellows should have every course evaluated by undergraduate students. Tenured faculty should have their regular faculty courses evaluated periodically and it is expected that some course/s be evaluated every year for submission to the chair for the annual review process. Faculty shall have the option to include other records of teaching activity including, but not limited to, reading lists, assignments, examinations, and a statement of teaching philosophy. Proposals for new courses can be included also.

6. For tenure and promotion decisions, the department will ask graduate students for written evaluations of a faculty member's contributions to graduate instruction and mentoring. As a part of the review or evaluation process graduate course can be included in addition to undergraduate courses.

7. The Department will conduct peer evaluations of tenure-stream faculty in every year preceding each contract renewal, tenure, and promotion decisions. A peer review team will conduct these evaluations. This team will review all relevant teaching materials as provided by the faculty member under review and will conduct classroom visits, as necessary and appropriate for the evaluation. If the faculty member wants to write a response to the peer review evaluation regarding teaching, she or he may do so, and the written response will be a part of the faculty member's teaching dossier. The report of the peer review team will be used in the tenure and promotion process

8. The first time the teaching of a junior faculty is considered, the process will be a review and not an evaluation.

Department of Sociology
University of Pittsburgh
Statement on Mentoring Graduate Students

Training future sociologists as researchers and teachers is time- and labor-intensive. At the University of Pittsburgh, a considerable portion of our comparative advantage as a department is offering students small cohort size, small graduate seminar enrollments, and individually-designed and –administered comprehensive examinations.

Mentoring, especially in terms of teaching and research, is not the same as advising (especially as advising is practiced by the department in the initial years of graduate study, when course selection is particularly important). This statement briefly clarifies the expectations about mentoring in two important areas: teaching and research.

Teaching

When they serve as Teaching Assistants leading recitation sections, graduate students need oversight, evaluation, and guidance designed to enhance their training as teachers of sociology. Within the bounds of academic freedom, instructors (especially tenure-stream faculty) are expected to train, oversee, evaluate, and guide graduate student teachers.

When they serve as Teaching Fellows running their own courses, graduate students also need oversight, evaluation, and guidance to ease their transition to "the other side of the desk." Again within the bounds of academic freedom, faculty mentors are responsible for supporting graduate students as they gain and practice good skills in pedagogy. Each graduate student teaching her/his own course – especially but not exclusively for the first time – deserves an engaged mentor.

Faculty mentors may help with all aspects of the course, from book selection and syllabus construction to evaluation. Need will obviously vary with the experience of the graduate student, but mentors are available for consultation, observation, and feed-back. At a minimum, mentors encourage students to complete the OMET surveys each term and review the results, discuss issues of pedagogy and course management at regular meetings, and provide both set-up ideas and evaluative feed-back on recitations and course offerings. There are two main goals: continuous incremental improvement in teaching, and help managing the teaching, coursework, and research obligations graduate students must fulfill in order to maintain satisfactory progress toward their degrees.

The office of the DGS provides evaluation forms for faculty to use in providing feedback to both TAs and TFs. They include assessments of strengths and weaknesses and recommendations for reappointment, and will be included in the student's file. Students may also include them in their portfolios.

Peer mentoring is also important. The Department of Sociology encourages graduate students to organize observation of classes, discussion of syllabi and course preparation, and peer support of excellence in undergraduate instruction through the GSO, the Proseminar, and other venues.

Research

As they work to become independent researchers, graduate students also need oversight, evaluation, and guidance designed to enhance their training and their preparation for jobs as sociologists. This has many dimensions.

- Preparation of IRB protocols and other materials for review for those students whose research involves human subjects or data not derived from public use sources. It is vitally important that faculty complete the certification with IRB and write scientific review letters based on the approval of thesis proposals and dissertation overviews by departmental committees.
- Opportunities to present work. Mentoring includes helping graduate students prepare for conference presentations, submissions for publication, and job candidacy. Organizing seminars and other course offerings to maximize these opportunities is one way to meet this need. Facilitating a brownbag session or series at which students can present and receive feedback on their work is another. The DGS is working with the students to incorporate some of this into the Proseminar; a mandate from the department that would turn the current no-credit, monthly meeting for first-year students into a variable credit

combination of colloquium series and professional socialization venue would be invaluable.
- Formation of small writing collectives. Obviously, students have to take primary responsibility for this activity. Faculty can encourage it by establishing a culture of peer presentation and review in seminars, making connections between more senior and junior students with similar interests, and "talking up" the benefits of self-organized peer groups for reading, discussing, and writing.

Supervising and mentoring students teaching their own Summer courses

Background

DGS office requested that faculty register their preferences among several options for organizing supervising and mentoring students teaching their own Summer courses.

Results

Among the faculty who responded, there was clear majority support for one option: that we formally assign supervising and mentoring students teaching their own Summer courses to the people in the department who have "summer appointments" (that is, who either have more than an 8-month contract or receive at least one month of summer salary for service to the department). Such faculty (this means the DGS and Chair) will be the default mentors for students teaching their own courses in the summer. This does not preclude students' making other arrangements with other faculty if both student and faculty member so desire. However, the default procedure will be to assign these students to the DGS and Chair as part of their service to the department.

Action request

The DGS is aware that this option adds to the formal service obligations of the DGS and Chair positions, with no additional resources or compensation. It may therefore contribute to the reluctance of faculty to take on these positions of service and administration in the department. The DGS nevertheless recommends that the faculty vote to approve this new default procedure as the clear preference of those faculty who responded to the DGS's request for guidance and as the most pragmatic way of solving the problem of supervising and mentoring students in a department where all faculty except the chair have 8 month contracts.

Procedures for Recommending the Appointment of a Chair

1. (a) All full-time faculty holding primary appointments in Sociology are eligible to vote.
   (b) The term of office of the Chair is three years. Subsequent re-election is permitted. The current Chair and all prior Chairs are excluded from the ballot unless they explicitly indicate a desire to be on the ballot.

2. The selection of a Department Chair will involve these steps:

   (a) All full professors who do not have wider University administrative responsibilities are automatically on the ballot for the Chair election (subject to the conditions outlined in item 1b).
   (b) In the fall semester of the Chair's last year of a 3-year term there will be a dedicated department meeting for the election of the Chair. The selection process will be facilitated by the current Chair, if not on the ballot, or by another full professor not on the ballot. The facilitator will collect confidential communications, chair the meeting, and review and report on the vote.
   (c) The chairship meeting will include tenured and tenure-stream faculty, non-tenure stream lecturers, a representative of the graduate students, and a representative of the staff. Those on the ballot will be individually invited to discuss chairship questions with the meeting, but will otherwise not be present. Following the conversation, with each candidate, the meeting will continue discussion. Discussion will include a presentation of staff and student views by their representatives (who will have solicited their views before the meeting.
   (d) The meeting will be followed by an informal, secret ballot that will include an option to abstain. NTS lecturers as well as TTS faculty will participate, and graduate students and staff will collectively each have one vote. The results of the balloting will be announced to the department in the form of a qualitative description of the overall pattern of the vote and not necessarily a precise count.
   (e) A final, second vote will then be carried out. This will be by secret ballot and only full-time tenured and tenure stream faculty will vote.
   (f) The candidate with the most votes will be recommended to the Dean of Arts and Sciences. In the event of two or more people being tied, a new ballot will be constructed for a runoff secret ballot. This can be iterated until a Chair is selected.
   (g) The election results will be reported to the Dean in the form of the precise vote. In reporting its decision to the Dean, the Department must distinguish the T/TS from the NTS vote.

PTI Rates/Policy

Salaries	Starting
Level I Individuals with an MA or ABD with 0-2 terms of teaching experience (Generally, graduate students who have exhausted their departmental funding)	$3600/course
Level II Individuals with MA or ABD’s plus 3+ terms of teaching experience (Usually, senior graduate students who have been a TA/T and have run out of departmental funding)	$3800/course
Level III Individuals with a Ph.D. plus 0-1 year of teaching experience (Usually recently graduated students with limited teaching experience)	$4000/course
Level IV Individuals with a Ph.D. plus 2+ years of teaching experience (Generally, an external hire)	$4200/course
Level V Individuals with a Ph.D. for at least five years plus 2+ years teaching experience in a university setting (Generally, an external hire)	$4500/course

Note:
At the chair’s discretion, individuals who win teaching awards or demonstrate extraordinary teaching excellence are eligible to receive up to $500 above their pay scale in a year as part of the annual salary increase.

UNIVERSITY POLICY REGARDING ROYALTIES FOR TEACHING MATERIALS AUTHORED BY A FACULTY MEMBER AND ASSIGNED IN THAT FACULTY MEMBER'S COURSE

A real or potential conflict of interest situation exits when teaching materials which are authored or co-authored by a faculty member are assigned to be used in a course that is taught by that faculty member if that faculty member derives a financial benefit from the sale of these teaching materials. (The term teaching materials is meant to include textbooks, laboratory manuals, audio and video tapes, digital media, software and all other similar materials.) In order to eliminate even the appearance of any such conflict of interest, the following policy is to be followed by all faculty members in the Faculty of Arts and Sciences:

Whenever teaching materials authored or co-authored by a faculty member are assigned in a course taught by that faculty member, the faculty member has to take steps so as to not derive financial benefit from the sale of these teaching materials to these students. Such avoidance can be accomplished either by making provisions with the publisher to reduce the cost of these materials to the students in that faculty member's class by the amount of the royalty the faculty member would otherwise receive, by the faculty member refunding the royalty amount directly to the students, or by the faculty member making arrangements with the Bookstore to donate the royalties derived from the sale of these materials to a scholarship fund benefiting University of Pittsburgh students. The faculty member should indicate on the University of Pittsburgh Conflict of Interest Form that he/she is not deriving any personal financial gain from the sale of these teaching materials to the students in his/her class.

Departmental Policy on Secondary Appointments

For a small but active department such as ours, it is important for both our research and teaching to expand the range and depth of the skills and substantive expertise available to us. By granting three-year, renewable secondary appointments in Sociology to faculty in other schools and programs at the University of Pittsburgh we seek to establish a variety of valuable connections. These include:

- Acknowledging someone teaching courses for us
- Establishing connections that will expand the range of instructors, mentors, and committee members available to graduate students, including faculty with methodological or substantive expertise not well represented in our core faculty
- Establishing connections with the professional schools and specialized programs that may provide research resources for our graduate students, and which may also expand the range of subject matters our students may seek to pursue
- Strengthening faculty research collaborations across departmental and school lines
- Making the Sociology Department a place sociologists in other university locations may feel connected to

Procedures:

1. In considering requests for appointments, we take into account the following:

    - Teaching for Sociology
    - Serving on Sociology graduate student committees
    - Active research and scholarly collaborations
    - Service on departmental committees (for example, SRCs)
    - Our expectation that the previous four qualifications will be realized in the near future
    - Placement of our graduate students.
    - Hiring our graduate students as GSRs when possible

    Any one of these considerations may constitute grounds for extending a secondary appointment.
2. Initial proposals for secondary appointment in Sociology may be made by any member of the department and will be decided at a departmental meeting.
3. Secondary appointments are for a period of three years. At the end of the three year period, secondary appointments will be reviewed at a department meeting. In cases where the rationale warranting the original appointment is still active, the appointment will be renewed. When the connections are no longer active, the appointment will not be renewed.

Adopted at departmental meeting, Nov. 4, 2005

Department of Sociology University of Pittsburgh
Supervising Graduate Student Teaching Assistants

When they serve as Teaching Assistants (TAs), graduate students need oversight, evaluation, and guidance designed to enhance their training as teachers of sociology. Instructors are expected to train, oversee, evaluate, and guide graduate student Teaching Assistants, most of whom have no MA degree (students usually TA during the first two years of their graduate training). This document is a companion to the Orientation Memorandum for Teaching Assistants, and seeks to provide guidance to instructors supervising TAs in the context of teaching large-enrollment undergraduate courses for the department.

TAs are appointed for 20 hours/week. Graduate students know to expect some ebb and flow in workload. This document sets out expectations and make suggestions intended to help instructors manage workload for TAs, and to help instructors communicate clearly and effectively with TAs.

Recitations

The primary task of a TA is to lead the weekly discussion and problem-solving sessions the University calls "Recitations." Recitations are an opportunity for undergraduate students to work and learn in a smaller, more interactive setting than the lecture hall. In recitations, undergraduate students can reasonably be expected and encouraged to ask questions and also to demonstrate their learning by explaining new concepts or ideas in their own words (hence "recite"). Recitations are a place where the combination of more individualized attention and small group interactions ideally make teaching and learning more effective and enjoyable. TAs are hired primarily to make this process possible in courses with large enrollments. TAs lead 4 recitation sections each week, with 25 students in each session.

From the instructor's perspective, recitations represent one-third of the total instructional time (and credit hours) in the course. Smaller enrollment classes meet for 2.5 hours/week (3 50-minute meetings, 2 75-minute meetings, or 1 150-minute weekly class meeting). Lecture courses meet for 2 50-minute lectures plus a set of four 50-minute recitations, of which every student is assigned to one. The smaller size of recitations and increased opportunity for student participation is intended to compensate for the loss of instructional/lecture time. For this to be a reasonable trade-off, and to enhance the training value of the TA experience (especially for students early in their graduate careers), instructors should work with their TAs to prepare recitation syllabi, lesson plans, instructional materials, and activities for TAs to use during recitations. CIDDE has rich resources for developing instructional materials and student learning activities. The department respects the academic freedom of instructors and TAs, and encourages cooperation between instructors and TAs, especially when the latter have some experience. In the case of inexperienced TAs, however, instructors should not expect students to prepare extensive syllabi and lesson plans for recitations. On the contrary, the department expects instructors to provide TAs with good models for smaller-group active learning exercises that reinforce and extend the material from lectures and readings, and to help TAs design recitation syllabi around the instructor's syllabus.

Grading

Instructors can also reasonably expect graduate TAs to help with evaluating student performance on homework, examinations, and other assignments. This includes both grading student work and helping with test question design and evaluation. However, TAs, particularly inexperienced ones, often find large amounts of grading that comes at one time overwhelming. Three administrative mechanisms make it easier to manage workload so that TAs are not consistently working more than 20 hours/week.

- **Machine-graded multiple choice exams**. Instructors should expect to train TAs in writing effective examination questions if they want TAs to contribute to multiple-choice examinations. A good mechanism for this is to oversee the TA's drafting 1-2 questions based on the material in each lecture or reading. The department does not discourage multiple choice examination formats in large enrollment classes.
- **Rolling deadlines**. Recitations are a good place for students to present position papers, debate questions related to the reading, and otherwise demonstrate their learning. Setting rolling deadlines – so TAs evaluate 20 presentations and position papers at a

time, with 5 deadlines over the course of the semester – is an excellent mechanism for distributing workload across the term.

- **Grading rubrics or templates**. In large enrollment courses, it is appropriate to minimize the amount of time and energy the instructor and TA spend commenting on student work. A good way to maximize feedback to students and minimize time and effort grading is for the instructor to provide a rubric or template that specifies the evidence of exceptional, satisfactory, and unsatisfactory levels of performance on a number of criteria important to the instructor and relevant to the learning goals for the course. Goal-directed learning simplifies the process of designing good rubrics and templates, but any clear definition of areas of competence and criteria for demonstrating learning will do.

Other administrative tasks

Instructors can also reasonably expect TAs to serve as a conduit of information (both ways) between the instructor and the students, and can assign tasks related to record-keeping (for attendance and grading purposes) and Courseweb/Blackboard maintenance as appropriate. Articulating clear expectations in this regard is essential.

Department of Sociology
University of Pittsburgh
Information for Teaching Assistants

One part of graduate education at the University of Pittsburgh may include employment as a Teaching Assistant (TA). Appointment as a TA serves three main purposes: financial support for graduate study, instructional support for large undergraduate courses, and training and practice in teaching sociology.

The financial support is in the form of the stipend, tuition and fees remission, and other work-related benefits (such as health insurance) a TA receives as an employee of the University of Pittsburgh. The instructional support comes in the form of running weekly, 50-minute discussion sessions (known as "recitations" - more on these below), grading, and performing routine administrative and clerical tasks for the instructor in a lecture course. This is the job for which the financial support is the economic reward. The training and practice in teaching sociology comes from closely observing, working with, and receiving feedback from different instructors, and from running recitations.

Each course is different, and each instructor organizes lecture courses differently. It is hard to make generalizations about your precise duties, responsibilities, and opportunities as a TA. In some courses, you will be the only T A. In other courses, there will be two of you (in sociology, there is usually one TA for every 100 students enrolled in a course, and most lecture courses are capped at 100 or 200 students). This memo is intended to give you a general idea of the instructional purpose, general organization, and broad expectations characteristic of TA positions in the sociology department. It is a supplement to the TA training run by the Faculty of Arts and Sciences (FAS). You are encouraged to contact the instructor in the course to which you have been assigned as soon as possible to acquire the syllabus and reading materials for the course and to discuss the instructor's vision of recitations and your role in the course.

Recitations are discussion and problem-solving sessions that meet once a week as a supplement to lectures. They are designed with several instructional purposes in mind. Recitations are an opportunity for students to work in a smaller, more interactive setting than the lecture hall. In recitations, students can reasonably be expected and encouraged to ask questions and also to demonstrate their leaming by explaining new concepts or ideas in their own words (hence "recite"). Recitations are a place where the combination of more individualized attention and small group interactions ideally make teaching and learning more effective and enjoyable for both teacher and student. TAs are there to make this process possible. TAs lead 4 recitation sections each week, with 25 students in each session.

TA appointments are typically for 20 hours/week. All instructional employees at the University of Pittsburgh have to fill out a time sheet every semester. This is easier if you use the spreadsheet (in an Excel file) available from the office of the Director of Graduate Studies. Use this for your own records (you're not expected to hand it in to anyone). If you find you are working grossly over 20 hours a week *on average,* talk with the instructor or the Director of Graduate Studies, who will try to help you find a balance of time devoted to teaching, research, and your own coursework. Expectations vary, but in general

- **TAs attend lectures**. Lectures are 50 minutes, twice weekly. You need to know what the instructor is presenting, and have a sense of the content and tenor of any in-class discussions or questions, which you can best do through direct observation. It is a good idea to bring a legal-size yellow pad to use as a sign-in sheet, if the instructor has an attendance policy. If there is any conflict with your schedule (say, you have a seminar scheduled at the same time as one of the two weekly lectures), let the instructor know as soon as possible. The instructor may ask you to sit somewhere in particular to help with "crowd control" in larger lectures. Show the same respect for the classroom enterprise that you would like the students to show: Arrive on time (early if you need to help the instructor set up a microphone, computer display, or handouts). Appear attentive for the entire 50 minutes. Don't sleep, eat, read the newspaper or materials for another class, or start to gather up your belonging to leave five minutes before the end of lecture. Take notes so you can help students develop their note-taking skills, maintain an accurate record of materials covered in class, and prepare yourself to lecture in a similar course in the future.

•**TAs complete all reading assignments**. Preferably, you should keep a week ahead of the students, but you should at least be on the same schedule as the syllabus. Be prepared to discuss any questions or issues you want to raise about the readings during meetings with the instructor. Especially when you are serving as TA in a new course, or for a new instructor, it is important that you be as familiar as possible with the reading materials and with the way the instructor would like you to help students to leam specific concepts and skills.

•**TAs run recitation sections**. These are weekly discussion or problem-solving session, 50 minutes each, with groups of approximately 25 students. Details on activities in recitations vary a great deal. You should meet as soon as possible with the instructor in your course to find out exactly what you will be doing for what amounts to one-third of the students' instructional time. Find out if recitations will be meeting the first week of classes! In some courses, attendance at recitations is mandatory; in others, it is not (this is at the discretion of the instructor). Check the syllabus and ask the instructor about policies for attendance and class participation as well as substantive content for recitation sections. The FAS training materials for TAs cover much of this ground very effectively.

•**TAs practice principles of equity and openness in the classroom.** Many of the issues raised in sociology classes are new, challenging, or even distressing to students. TAs help promote discussion and learning. Provide ample opportunities for *everyone* to participate. Call on and recognize both men and women, white students and students of color, sociology majors and students who are meeting Gen Ed or distribution requirements. Model respectful and scholarly practices for listening to and contesting the views of others. Don't be intimidated by - or rely exclusively on! - extremely talkative, opinionated students who may tend to dominate the discussion. Politely redirect their questions, swiftly counter any disparaging comments they make about the materials or their peers, and talk with the instructor about strategies for dealing with problems in discussion. Take advantage of the TA training materials from FAS, which discuss these issues extensively.

•**TAs grade student work**. Homework assignments, problem sets, presentations, papers, and essay examinations may all be part of the materials you are expected to evaluate. The "how-to" materials on grading student work from the FAS TA orientation and training are excellent, but are no substitute for communicating clearly and frequently with the instructor about standards, expectations, and the like. Return materials promptly. In some weeks, the time you spend grading may push your hours over the usual 20 hours/week; show some flexibility, and be prepared for some "rush" periods if the instructor has organized the course to have you grading 100 items at once.

•**TAs hold office hours**. Schedule *at least* 2 hours per week for office hours. Demand and need are likely to vary over the course of the term. Expect a relative flood of students just before and just after exams or big assignments, for instance. Coordinate with the instructor so that your office hours do not entirely overlap (although a partial overlap is not a bad idea, for consulting on questions you feel you can't answer thoroughly yourself). Be prepared to meet with students by appointment if necessary, as well. Feel free to use your office hours to read for class, grade, or meet your other TA obligations. But be sure to set aside time when students know you will be available to them for asking questions, discussing materials, explaining comments or grades on assignments, helping with homework (preferably in small groups meeting during office hours), preparing for exams, etc.

•**TAs keep administrative records**. Usually, you will create a spreadsheet for this purpose. Each row is a student, and the various columns record scores on homework assignments, exams, attendance, recitation participation, and other requirements. Use the syllabus and discussion with the instructor to identify all the course requirements and set the categories for materials that will be evaluated/graded and need to be recorded in this type of format, Sometimes, you can ask more experienced TAs for a "shell" spreadsheet and help in setting it up. Don't hesitate to ask for help from the instructor, but also don't be afraid to experiment and come up with your own best system. Be sure to keep multiple copies of computer files (back it up!) and hard copies of printout. TAs also help out with routine administrative tasks, such as placing orders from Media Services, making deliveries to Student Services for students with disabilities who take their exams separately, and filling out the paperwork that goes to the Athletic Department for student-athletes.

- **TAs may link students and instructors**. Some undergraduate students, especially in large lecture courses, find the size of the class and the distance from the instructor.
- **TAs must be evaluated using the OMET student survey of teaching**. Be sure to sign up for this service, and to request a meeting with the instructor when you get the results so you can discuss areas of strength and improvement. Submit a copy of your OMET score sheet, and a summary of the written comments from your students, to the office of the DGS after you get the results. You also may arrange to have your recitation videotaped for evaluation purposes. Some instructors make frequent or occasional visits to recitations, which can be nerve-wracking but helpful opportunities for observation and feedback.
- **TAs *do not* establish social, romantic, or sexual relationships with students**. The University has a clear policy on sexual harassment and consensual relationships: they are disallowed between TAs and their students. A pamphlet describing the policy is available from FAS and from the office of the Director of Graduate Studies. Avoid any appearance of impropriety (favoritism, *quid pro quo,* or hostile learning/working environment) by refraining from social, romantic, or sexual relationships with your students while they are in your classes.
- **Some TAs also**: Write questions for examinations and assignments, design their own discussion materials and recitation curriculum (this is for more experienced TAs who have taught the same course with the same instructor before), help with syllabus revisions, and compile teaching portfolios (more on this from FAS and CIDDE).

Teaching for the first time can be quite scary. Try to convert nervousness into excitement and enthusiasm. The TA training run by FAS is excellent. Know that it's OK to be nervous, and it's OK to make mistakes, as long as you (and the students and perhaps the instructor!) learn from them. You aren't expected to know everything, but you are expected to help students have a good learning experience. This is much easier if you show them how to be comfortable asking questions and doing new things. You will get the most out of your TA experience if you communicate a lot with the instructor, take time to connect with the students and the course material, and get very comfortable saying "I don't know, but let's find out!" If you are having problems you and the instructor can't solve, or having conflicts with the instructor, see the Director of Graduate Studies or the department chair, who are there to help in such cases.

Travel Policy

Process of distribution of Travel Funds

1. Faculty with funding designated for disseminating results by presenting at specific professional or disciplinary conferences are lower on the priority list of requests for funding for those particular conferences than faculty without such funding.

2. International, national, and regional conference activities consistent with priority for departmental support include:

- Presentations or commentary on refereed panels or roundtables;
- Presentations or commentary on invited panels or plenary sessions;
- Appointed or elected service on committees, councils, or editorial boards; elected officer and "section" positions.

Chairing, organizing, or moderating a session does not meet the threshold for funding priority.

3. The department chair shall make travel fund allocations.

4. **Graduate students will be supported to make presentations at appropriate professional conferences as funds permit. Presentations may include giving a paper, functioning as discussant, or participating in a round-table. Requests for travel funds will be solicited annually by the Chair. Any student requesting travel funds from the department's extremely scarce resources is expected to also apply for other appropriate university funds in support of student conference travel. Students: please see the Graduate Secretary for a list of such sources OR visit the Graduate Office website for Financial Assistance/Travel Grants available.** The purpose of this funding is to encourage students to present research results. It is not in support of research expenses as such. Students must utilize the other available funds in addition to applying to the department for travel reimbursements. See Administrative Assistant for travel reimbursement paperwork.

Due to a number of reasons, the Payment Processing offices are no longer being as lenient with Travel & Business Expense Reporting. Please remember to:

a. **Turn in original receipts only – no photocopies will be accepted. If you pay for an item personally by check, copies of the front and back of the check are required.**

b. The University limits meals to $60/person but the department has its own rules for meal costs. **The departmental limits are: $25 for breakfasts (except a groups of students taking candidates/speakers to breakfasts); $30 for lunches; and $50/person for dinners). This ruling could change per the Chair's discretion. Meal receipts must include a total bill and an itemized list of purchases**.

c. No alcohol purchases will be reimbursed without an itemized receipt. The only alcohol reimbursed is for group business meetings, no individual alcohol receipts will be permitted. **As per the memo provided for FY13, a 20% cap on alcoholic beverages will be imposed for business meals processed as reimbursable travel and business expenses.**

d. **Turn in all boarding passes for flights**.

e. You can turn in baggage charges but if they are excessive, they could be rejected in payment processing. You must turn in a receipt for these charges also.

f. **NO travel expenses will be reimbursed before an event occurs** (registration, hotel accommodations, conference fees). If you know that you will be attending a conference and want to register beforehand, you must provide the Registration form and a second type of form (Disbursement Request) will be processed to pay the registration fee from a University check. Please do this in plenty of time (at least 4 weeks before the conference as it could take that long for a University check to be cut to pay for the registration.) If you pay for your own registration, you will have to wait until you return to be reimbursed as proof of attendance.

g. If you are presenting at a conference, **you must provide a copy of the program with the section indicating your presentation title**.

h. **If you share a hotel room with someone (a lot of the students do this), only one person will be reimbursed for the hotel. DO NOT split the costs personally with the**

individual who reserved the room. As 2nd and/or 3rd parties to a room, you are not entitled to hotel reimbursement. Only the individual who booked the room will be reimbursed. Another reason this is not a good idea is because hotels will sometimes only provide one original bill.

i. **DO NOT book flight reservations for another person on your personal credit card.** Even though this seems reasonable, it is not permitted. Individuals must book their own flight reservations so each individual is reimbursed (when permitted) for the travel.

j. **Make sure you provide your flight itinerary** – a lot of times on it or the boarding passes is your Ticket Number which is now a necessity for the T&B's.

k. The dollar conversion rate for the timeframe you were out of the country is required. But because of the new system this can now be looked up on the Oanda website which provide the ability to get past and current conversion rates. But just in case, if it's not obvious, please indicate what country's money you are using or converting. It makes it easier to use the correct conversion rates. Conversion rates are used for the days of the travel time, not for days preceding or after the conference dates.

l. **Mileage calculations are from OAKLAND to the airport** or wherever you are going, not from homes.

m. **Per diem rates are for FULL days in a location**. Pro-rated rates will be used for partial days (late flights to a location, early flights from a location) will all require pro-rating. The general rule in Payment Processing that I will configure is: 15% breakfast rates of a full-day per diem; 35% for lunches, and 50% for dinners.

n. After you turn in receipts, the Prism paperwork will be prepared. You will receive an email telling you that you are going to receive an email from PRISM WORKFLOW. At the bottom of the Prism Workflow email are instructions to respond. This is where you review the T&B created. If you approve the paperwork, a finalized version will be submitted to Payment Processing. If you dispute the paperwork, hit the REJECT button and explain why you are rejecting it. The paperwork will come back and will be corrected for resubmission to you. Again, you review, approve/reject, and final paperwork will be submitted. Once Payment Processing receives the paperwork, your payment will be processed and you should receive your reimbursement by Direct Deposit into your checking account within 5-7 days (unless of course something complicates the situation, and until problems get resolved, it could take longer). Individuals that need an account number other than the departmental account number could also take a couple of days longer to be reimbursed due to other offices having to sign off on the reimbursements.

o. Students are still required to apply to other funding available to them. All of these individualized forms must be turned in for compilation into ONE T&B. Multiple T&Bs cannot be submitted for one trip – that's why everything gets coordinated through the departmental administrator for you. If you are not applying to a particular fund, you must provide a reason as to why you are not applying or are not eligible. **If you receiving funding from the GPSA, you must provide a copy of their email to you for submission with the paperwork.**

p. **Do not purchase airline tickets with your accrued frequent flyer miles** – these are not reimbursable as it does not prove a ticket was purchased.

IV. Arts and Sciences General Information

Arts and Science Bylaws
A copy of the most recent A&S Bylaws can be obtained from the Arts and Sciences Website (http://www.as.pitt.edu). You must navigate into the Faculty section of the website, click on "Policies and Procedures", and scroll down to "School's Bylaws". The most recent version will appear.

Arts and Sciences Development Office
The Arts and Sciences Development Office is available to work with you and your faculty to try to obtain funding from non-governmental sources: individuals, corporations and foundations. University policy requires that all proposals to corporations and foundations have University approval prior to submission. To ensure that your proposals receive approval, reach the right people, are not jeopardized by other proposals to the same office, and get the added support that the University can provide, it is imperative that you talk with members of the A&S Development Staff, before your proposals are developed. The A&S Development staff will be happy to help you in any way they can to get the proper consideration and external evaluation for proposals which have been approved by the appropriate Department Chair and the A&S Deans. The Deans will set the priorities according to which staff of the A&S Development Office will divide its time among the many requests for assistance. Proposals that will benefit the overall goals of the Arts and Sciences will receive the highest priority. Requests to restricted foundations or corporations will require additional review and are subject to institutional priorities as established by the Chancellor and Provost.

In addition, the Development staff are responsible for the Arts and Sciences Annual Giving Fund. They are available for consultation concerning solicitations for special purposes such as commemorative and memorial funds, and the general cultivation of a department's or program's alumni.

Arts and Sciences General Space Guidelines
Space is a vital resource which is scarce and costly. Hence it must be allocated dynamically according to changing needs and overall priorities. You should first bring any space-related problems directly to the attention of the departmental chair, who will work directly with the Associate Dean for Administration. The Provost's Office expects A&S space priorities to be established by the Dean's Office and therefore they will forward back to the Dean's Office all contacts which they receive directly from A&S units.

Arts and Sciences Policy on Low Enrollment Courses
Careful consideration should be given to the preparation of Time Schedules so that each department makes efficient use of its teaching resources and ends up with as few "low enrollment" courses as possible ("low enrollment" is defined as fewer than fourteen students in a three-credit course at the Undergraduate level, fewer than eight students in a three-credit course at the Graduate level). Because the registration period for the spring term is much shorter than that for the fall term, it is especially important that hard decisions about course offerings be made prior to the submission of the Time Schedule.

Decisions about course offerings in any academic year must be consistent with balanced programs for both graduate and undergraduate students. At the same time, however, they must take into account the constraints on the resources which are available to teach these courses: regular faculty, TA/TFs, and part-time faculty/visitors. Hence it is essential that chairs do the following:

a. Undertake careful curriculum reviews with an eye to reducing the total number and/or the variety of courses offered and maintaining reasonable enrollment maxima on non-introductory courses.
b. Review enrollments in each course during the preceding year or two: it may be sufficient to offer certain courses only in one term each year rather than in both Fall and Spring Terms or once every two years instead of every year.

c. Reduce the number of multiple sections when enrollments in one or more of them are considerably below the authorized capacity; if feasible, schedule multiple sections with time overlaps so that low enrollment sections can be collapsed; and utilize rooms with a seating capacity of at least ten above authorized capacity to allow for absorption of a few additional students as necessary.
d. Make all commitments to part-time faculty or other non-tenure stream faculty conditional on the requirement of meeting minimum enrollments and inform these individual that they may be replaced by full-time faculty or TA/TFs whose own courses might be cancelled because of low enrollments. A statement about this must be included in the contract letter to every part-time faculty member.
e. When a course to be taught by a full-time faculty member is cancelled due to low enrollment, he/she must either be given another course assignment; be given an equivalent administrative assignment; or make up the cancelled course in another term. The arrangements involved should be documented in a letter from the department chair to the faculty member, and the Associate Dean for Faculty Affairs should be copied on this correspondence.
f. Monitor enrollments carefully throughout each registration period so that course cancellations and reassignments of faculty can be made as early as possible.
g. Cancel any course that is not a required part of a departmental program and does not have an enrollment of fourteen students at the undergraduate level or eight at the graduate level. The earlier it is decided to cancel a course, the more time is available for you to reassign your faculty and for the students to find another course.
h. A faculty member may occasionally choose to teach several low enrolled courses in the same term, in which case the combined enrollments may be counted as one course toward an appropriate teaching load.

CAS Hotline

The CAS Hotline is a number you call when you spot a student in trouble. The helpline is for concerned advisors, professors, and parents to address student problems, questions, and concerns. The following information is requested when you call the hotline number: your name, the student's name, student's social security number, the course, a brief account of the problem. Some reasons as when to call the hotline are: a student is missing class regularly; a student misses several homework assignments; a student appears on the roster but never attends the class; a student exhibits troubling behavior (i.e., withdrawn, isolated, constantly upset, disruptive in class). The CAS Hotline number answers 24 hours a day/7 days a week. If someone is not there to take your call, leave a message and the Freshmen Intervention Coordinator will return your call. The number is 412-624-2052.

Computer Purchases

All new faculty to A&S are permitted the purchase of a desktop or laptop for their office use. The A&S IT team usually keeps the website for Faculty Computing up to date but there are times that is impossible. A new faculty member is requested to view the equipment available for purchase by the Dean's Office as part of the A&S Faculty Computing Program (see specifications on the Arts and Sciences Web site, http://www.as.pitt.edu/faculty/policy/computing.html). As soon as you have made your choice of a computer, please contact the departmental administrator to indicate your choice so that a unit can be procured via the A&S Dean's Office. The machine will be delivered to the Dean's Office IT team to be built. When it is ready, it will be delivered to the individual faculty member's office.

For all Faculty Computing ***Apple iMacs individuals:***
All computers will continue to be placed by the Dean's Office and delivered to 917 CL. When the machine is received the department administrator will be contacted by email. The department administrator will then submit a help ticket with CSSD. A CSSD rep will set up and deliver the iMac to the department. The system is different because no one on the A&S IT Team is familiar with Macs. Going through CSSD will ensure the machine is set up properly and on time for the faculty member. MacBooks do not cause as much grief as the iMacs, so help tickets won't need to be submitted. If you have any questions or concerns please contact the departmental administrator.

Technology-Related Purchases

The A&S IT team must be consulted before any technology-related purchases (computers, monitors, printers, etc.) are made that will require installation or set-up assistance from the Arts and Sciences IT person. There have been many purchase made without any consultation and the outcome has resulted in many wasted hours, and sometimes days, trying to get everything to work correctly. Most of these situations could be avoided if the proper item had been purchased originally. The IT team tries to keep current active quotes on Pitt/Dell's website (Pantherbuy) for desktops and laptop purchases, and they are usually labeled "A&S desktop", "A&S laptop" or something similar. If you notice the quote has expired, please let your departmental administrator know and a proper quote will be prepared for you. Also if the quote does not fit within your budget or the specs do not meet the special requirements that you have, please let your departmental administrator know and a specific quote for your needs will be created by the IT team. Any Dell quotes that are created can be used for purchasing, but any other needs/orders should be approved by someone the IT team before purchasing. If faculty or staff have questions about a hardware purchase or faculty computing hardware, please do not hesitate to contact the departmental administrator who will get in touch with the IT team.

V. University General Information

Academic Calendar
The University of Pittsburgh Academic Calendar is distributed annually to the faculty; additional copies are available in the Office of the Provost, 801 Cathedral of Learning, telephone 412-624-0790. The current year, as well as the extended calendar are also available online at http://www.pitt.edu/~provost/calendar.html. Specific dates affecting the first professional programs in the schools of Dental Medicine, Law, and Medicine, as well as the Joseph M. Katz Graduate School of Business, may be obtained from the appropriate dean's office.

Academic Integrity Code
These guidelines pertain to academic integrity issues related to student-faculty interactions in the classroom and other academic contexts. Guidelines for handling situations involving sexual harassment can be found in the *University Sexual Harassment Policy* (http://www.pitt.edu/HOME/PP/policies /07/07-06-04.html) and in the *Guidelines and Responsibilities for University Administrators: Handling Sexual Harassment Complaints* (http://www.pitt.edu/~provost/harguide.html). For situations involving research integrity consult the *University Research Integrity Policy* (http://www.pitt.edu/HOME/PP/policies/11/11-01-01.html).

Alert Line
1-866-858-4456
All University of Pittsburgh employees have access to AlertLine, a unique, toll-free telephone line that makes it comfortable and convenient for employees to report irregular or troublesome workplace issues so that these issues can be investigated and resolved. All full- and part-time faculty, staff, and research associates at all campuses and other off-campus work locations can use AlertLine. Callers are given the option to remain anonymous. AlertLine calls are answered by trained independent communications specialists who are not employees of the University. These individuals record information that callers provide, and then turn the information over to the appropriate University of Pittsburgh entity – usually the Office of Human Resources, Department of Internal Audit, Office of Research Conduct and Compliance, or Office of the General Counsel – for follow-up, investigation, and resolution. AlertLine is answered 24 hours a day, seven days a week. It can be accessed from any telephone in North America, including pay telephones.

Types of issues that can be reported to AlertLine:

- Financial improprieties, including fraud, theft, falsification of records, and improper use of University assets.
- Human resource matters, including perceived harassment, discrimination, misconduct, and other workplace issues.
- Research Compliance concerns, including conflict of interest, improper charging of grants, violation of human subjects research regulations, and violation of other research compliance rules.
- Other legal/regulatory matters, such as those pertaining to environmental health and safety.

If you have further questions, call AlertLine directly or contact the Department of Internal Audit at 412-624-4246.

Anti-Harassment Policy Statement
No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically or verbally) with the purpose or effect of unreasonably interfering with such person's work or academic performance, or of creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy Statement, this Anti-Harassment Policy includes cases where the conduct is based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or veteran status. This policy will be applied with due

respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom.

Attorneys
University Policy 01-05-01, Legal Services, spells out the circumstances under which faculty and staff should consult the Office of General Counsel or the UPMC Health System attorneys in connection with University business.

Bus Transportation
All University personnel may utilize the Pittsburgh Authority Transit System (PAT Busses) for free. As long as you have a current ID card you will not be charged to ride the bus.

Rack-n-Roll
With more park acreage per capita than any other U.S. city, Pittsburgh has miles of trains that are linked to a growing Rails-To-Trails network that includes the Great Allegheny Passage from Pittsburgh to Washington, D.C. According to Bicycling magazine, Pittsburgh was rated the fifth best city for mountain biking in the country. The Rack 'n' Roll Bikes on Buses Program helps provide access to state parklands, community parks and extensive biking trails. Simply put your bike on the bus, relax and arrive energized to ride. Bikes are permitted on Port Authority's light rail system, the T, seven days a week except during weekday peak hours (8am to 9am and 4pm to 6:30pm).

Call Boxes/Security
The University of Pittsburgh prides itself on maintaining a safe campus. There are more than 280 call boxes on campus; over 70 of them are in outside locations and there is one in every elevator. Most outside call boxes are designated by a blue light, and all of them are painted bright yellow. The University has an 80-person police force, making it the fourth-largest police agency in Allegheny County. Pitt's police patrol the area on foot, non-bicycles, in cruisers, and on motorcycles. In addition, the University built a new satellite police station in the busiest part of the campus on Forbes Avenue. The Pittsburgh Campus is also frequently patrolled by the City of Pittsburgh police.

Carnegie Complex
Just across the street from the University of Pittsburgh campus, the Carnegie Complex contains the region's main public library, a music hall, a fine arts museum, and a natural history museum (which contains the world's largest collection of dinosaur fossils and skeletons). University of Pittsburgh students may show their valid Pitt ID cards and visit the museums free of charge. *Trivia tidbit: The closing scene of the movie Flashdance was filmed on the steps of the Carnegie Museum.*

Copyright Laws
The Copyright Clearance and Custom Course Packet Services Office, a division of Copier Administration, located in the Book Center, was established to relieve faculty and staff of the time-consuming task of obtaining copyright permissions to duplicate copyrighted materials. Materials requiring authorization for duplication which are submitted by faculty and staff are forwarded to the Copyright Clearance Office where an online permission process is completed. Permissions can be secured instantaneously or may take up to three weeks depending on the publisher. The Copyright Clearance Office charges a preset, nominal search fee however, royalty fees are determined at publishers' discretion. A simple form is necessary to complete the process. If you have any questions, please see the Undergraduate Secretary for clarification who will contact the Book Center representative.

Drug-Free Workplace
This establishes the University's policy on maintaining a drug-free workplace and drug-free school in accordance with federal law, and includes the sanctions that may be imposed upon employees and students for drug abuse violations occurring at the University.

The University of Pittsburgh prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on University property or as part of any University activity. Faculty, staff, and students of the University must also comply with the laws of the Commonwealth of Pennsylvania on the possession and consumption of alcohol. Violation of this policy will result in disciplinary action, including but not limited to a warning, written reprimand, suspension (with or without pay), dismissal, expulsion, and/or mandatory participation and successful completion of a drug abuse assistance or rehabilitation program approved by an appropriate health or law enforcement agency.

Any University employee paid from federally funded grants or contracts, or any student participating in any federally funded or guaranteed Student Loan Program, must notify the University of any criminal drug statute conviction for a violation occurring at the University or while engaged in University activities.

Under the drug-free awareness program, the University will distribute literature informing employees and students of the dangers of drug abuse, and provide information on available drug counseling, rehabilitation, and employee assistance programs, and penalties that may be imposed for violation of this policy.

All University employees and students will be given a copy of the Drug-Free Workplace/Drug-Free Schools Policy annually.

A biennial review of the University's program will be conducted to determine the program's effectiveness and to ensure that the sanctions against those who violate the policy are consistently enforced.

Upon request, the Associate Vice Chancellor for Human Resources must provide to the Secretary of Education and members of the general public a copy of this policy and the results of the biennial review. Reference: [Procedure 06-02-01, Drug-Free Workplace/Drug-Free Schools]

Email Accounts

When an individual is placed on the payroll system in the University, an email account will be established for that individual. For all Arts and Sciences departments, the A&S Dean's Office takes care of this for the department. Once the account is established, an initial password is used for the account which can then be changed by the individual after logging in for the first time.

Email Policy in Connection to Course Syllabus

A&S Undergraduate Council elected to recommend inclusion of the University's email policy **in** course syllabi. The statement should include the link to the policy and instructions on forwarding email to another account.

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address

The link to this policy is located at: http://www.bc.pitt.edu/policies/policy/09/09-10-01.html. Instructions on how to forward e-mail messages are at: http://www.technology.pitt.edu/email-accounts/email/imap/imap-forward.html.

Extreme Weather Condition Policy

This policy establishes guidelines for all campuses of the University concerning operations during periods of extreme weather conditions or other emergency circumstances. This policy applies to all University employees and students. (The UPMC Health System policy on this issue is separate and distinct from the University of Pittsburgh policy.)

Policy: Only by authorization of the Chancellor shall the University be officially closed. The presidents of the regional campuses are authorized to officially close their respective campuses. Given the range of institutional programs, the number of essential services provided, and the continuing needs of resident students, the University will remain open in all but the most extreme circumstances. However, all University employees and students are urged to use their own discretion in deciding whether they can safely commute to class or to work. If personal health or safety is at issue in that decision, responsible judgment should be used.

Student/Class Announcements
Cancellation of classes does not imply that the University is closed. Instructors who are unable to meet a scheduled class should contact their school or department to inform them that the class is cancelled because of the instructor's inability to arrive on campus. Students who have questions regarding a specific class should contact the school or department that offers the course to determine whether a class is being held as regularly scheduled. In situations where the University holds classes off campus, students and instructors should contact the department that sponsors the course to determine the status of that class. Decisions on opening or closing off-campus facilities may be made independently of the University of Pittsburgh.

All Employees
In the event that an employee is unable to report to work at the appointed time, he/she should contact his/her supervisor, within the first hour of the workday, directly.

Essential Personnel
In the event that the University is officially closed, essential functions must be maintained and essential personnel may be required to report to work. Essential personnel at the Pittsburgh Campus will be designated by the Chancellor in consultation with the Provost, the Senior Vice Chancellor for Health Sciences, and the Executive Vice Chancellor. A listing of essential personnel will be maintained by each responsibility center head for his/her respective areas. Essential personnel at the regional campuses will be designated by the respective regional campus president.

For guidelines on the compensation of staff employees during periods of extreme weather conditions and a listing of radio and television stations that will announce modifications to normal University operations during extreme weather conditions, consult University Policy 07-04-02, Extreme Weather Conditions.

Faculty-Student Relationships
The University's educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student. The University prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty mentor to remove him/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action. Transgressions of this policy may result in the forfeiture of the legal and monetary protections of the University's indemnification policy.

Faculty member refers to anyone appointed by the University as a teacher, researcher, or academic administrator including graduate and undergraduate students so appointed.

Intimate: meaning sexual and/or romantic.

Falk Clinic
Located on Fifth Avenue, this facility permits faculty, staff and students to obtain prescription drugs and over-the-counter drugs for a cheaper cost. It is also a medical facility open to UMPC healthcare providers. For no fee, the Falk Pharmacy will also deliver medications to your office. This is arranged when you phone in your prescriptions.

Falk School
The Falk School is a laboratory school operated by the School of Education. It consists of non-graded classes for children in kindergarten through middle school (eighth grade). Scholarships covering one-quarter tuition are available to dependent children of full-time faculty members and

faculty librarians who are full time. The children are admitted through regular procedures of Falk School. For more information, call 412-624-8020. For additional information, refer to University Policy 09-05-16, Falk School: Tuition and Fees.

Freshman Programs, Office of

The Office of Freshman Programs helps ease the transition from high school to college by offering events that encourage first-year students to interact with their peers and share experiences available on- and off-campus. These activities include social gatherings, cultural outings, writing seminars, and talks by noted artists, educators, and researchers. Please visit www.as.pitt.edu/fp for more information.

- Introduction to the Arts and Sciences is a one-credit academic orientation course that is at the core of the Arts and Sciences freshman experience. The course introduces students to the Unviersity's extensive library system, academic resources, academic integrity guidelines, and planning for their future. Students register at their PittStart session.
- Freshman Seminar is a four-credit course that combines Introduction to Arts and Sciences with the required writing course entitled Seminar in Composition. Students choose a Freshman Seminar based on a theme of interest. Students register at their PittStart session.
- Learning Communities are a fantastic opportunity to enroll in thematic blocks of freshman-level courses with a peer group. Each Learning Community includes Introduction to Arts and Sciences and other courses that fulfill general education requirements, no matter what your major. Trips to cultural events in the city, special lectures, study group options and social events give students great opportunities to connect with peers and faculty, succeed in school, and find out what's happening in Pittsburgh. Look for registration information in the mail, usually in May. More information is at www.as.pitt.edu/fp.
- Freshman Common Reader: Freshmen enrolled in Freshman Programs courses participate in the Common Reading Program designed to welcome students into the University' intellectual community through a common academic experience. Through discussions with instructors and peers, students develop a greater sense of community and respect for reading as an integral part of a liberal arts education. For more information, see www.as.pitt.edu/fp.
- Freshman Events are free social programs for freshmen. Fun and educational, students get out into the city on structured outings led by faculty members, attending the theater or a film with dinner included. Students find out about Freshment Events at www.as.pitt.edu/fp or through their faculty.

Graduate Faculty Status

Qualifications for Membership in the Graduate Faculty: According to the 1971 reorganization of graduate study at the University of Pittsburgh, "membership in the Graduate Faculty shall be of two classes, 'Regular' and 'Adjunct'." *Regular membership* shall be recommended for full-time or part-time tenured/tenure-stream members of the University faculty or academic staff with faculty status who are approved to direct graduate study and research at all levels. *Adjunct membership* shall be recommended for persons whose primary responsibility is outside the University but who hold a part-time faculty or adjunct appointment and are approved to direct graduate study and research at all levels.

The competence to direct graduate study and research at all levels is the primary qualification for membership in the Graduate Faculty. Hence, each nomination for membership should include documentation of the candidate's experience in research, in the teaching of graduate-level courses, in the supervision of graduate research, as well as scholarly publications and professional employment. The completion of a doctoral dissertation, while highly desirable, is not in itself sufficient evidence of qualification for membership in the Graduate Faculty. At the same time, faculty members without an earned doctorate are not automatically excluded and may be designated if they have exceptional qualifications by virtue of experience and accomplishment.

Appropriately qualified faculty members who are not either Regular or Adjunct members of the Graduate Faculty may be assigned by their department chairs (if approved by the Graduate Faculty of the department) the responsibility for the teaching of graduate courses and the direction of master's level research. In addition, they may serve on doctoral dissertation committees, provided that a majority (three or more) of the committee are Regular or Adjunct Graduate Faculty members. These responsibilities provide some of the experience required for later appointment to membership in the Graduate Faculty. Individuals who are candidates for advanced degrees, and especially those seeking a degree from the University of Pittsburgh, do not normally qualify for membership on doctoral dissertation committees, and, except in a few professional areas, they should not normally be assigned the responsibility for the teaching of *graduate* courses.

The Graduate Offices require that faculty serve on a pre-ABD committee (like comps or masters) before being admitted to graduate faculty status. They can do so as an additional member if needed.

University Holidays and Religious Observances:
As stated in the Faculty Handbook the University has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and department meetings should not be scheduled. Examples of such occasions are Yom Kippur and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make every effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Students should be encouraged to alert faculty to the potential for such conflicts as early in the term as possible.

University offices are closed in observance of these holidays:

New Year's Day
Martin Luther King's Birthday
Spring Holiday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
The day after Thanksgiving
The day before Christmas
Christmas Day

I-9 Documentation – An electronic process has been instituted where new hire appointments are required to complete the I9 paperwork. This information is now provided in appointment letters.

This policy establishes that all individuals hired by the University on or after November 6, 1986 provide documentation of authorization to work in the United States, as required by the Immigration Reform and Control Act of 1986 under the jurisdiction of the United States Department of Justice, Immigration and Naturalization Service.

Each prospective new hire must demonstrate to the University of Pittsburgh, authorization to work in the United States. Documentation for the candidate's authorization is provided by the U.S. Department of Justice FORM I-9, Employment Eligibility Verification. (See Procedure 07-01-04, Employment Eligibility Verification: Immigration Reform and Control Act).

All discussions about offers of employment must include the stipulation that any offer is contingent upon the presentation of appropriate documentation. Confirmation of employment offers will contain a statement which requires the employee to provide documentation mandated by the Act.

Start dates for candidates can be established in advance of the first day of work. However, the new employee must present verification of authorization to work in the United States within the first three working days. Failure to produce appropriate documentation will result in immediate termination.

The University is <u>not</u> required to verify the employment eligibility of a former employee rehired within one year of the original verification which indicated U.S. citizenship. The University is required to reverify employment eligibility when:

- The individual is an alien authorized by the Immigration and Naturalization Service to work in the United States but has an expiration of employment authorization date
- The individual applies for rehire after separation from the University for more than one year

When an employee is determined to be unauthorized, or has become unauthorized, employment will be terminated.

Under the Act there are no exceptions, and penalties or fines and/or imprisonment can be assessed against individuals as well as institutions for violating the Act, including record keeping requirements.

REFERENCE:Procedure 07-01-04, Employment Eligibility Verification: Immigration Reform and Control Act

ID Cards

University Identification Cards can be obtained at the Panther Central Offices located in the Litchfield Towers Lobby (3990 Fifth Avenue). New cards went into effect January 2, 2001. The IDs included employee photos from the old card system. New photos may be taken at the ID Center at the option of the employee but a fee is charged for this service. The IDs include free travel on Port Authority buses and light rails throughout Allegheny County. Cardholders also may enroll in Pitt's Campus Funds program, which allows users who establish an account to charge items at participating restaurants and stores. In addition, as part of a deal between Pitt and PNC Bank, University employees are eligible for the banks' WorkPlace Banking program. Faculty and staff may open a checking account with no monthly service charge and no average monthly balance requirement. The ID cards can be used by participants as a PNC Bank/ATM debit card. In addition to the new design, which features a backdrop of the Cathedral of Learning, the ID cards have an expiration date which is customized based on an individual's date of hire at the University. Cards are valid for at least one year and then renewable in four- or five-year cycles. Expiration dates are attached to minimize abuse by former employees. New ID cards are free, but there is a replacement charge for cards lost, stolen, or damaged. Visiting faculty and employee's spouses and registered partners are eligible for special IDs that carry limited benefits such as library privileges. These so-called "gold cards" continue to be valid and will not be replaced.

As of the summer 2004, the Arts and Sciences Dean's office introduced a program in agreement with the ID Center and the Library System that faculty on yearly contracts (NTS) with an agreement in their department receiving a renewed contract in the following year, are able to retain their ID card privileges. A letter should be submitted to the Dean's Office along with an Employee Record for the benefits and privileges to continue. See the administrator of your department for proper paperwork completion.

Leaves

Sabbatical Leaves

Sabbatical leaves are available to tenured members of the faculty who submit convincing evidence of conducting scholarly or other appropriate endeavors on released time which will advance their own professional standing and, upon their return to the University, enrich their teaching and research. Eligibility is limited to tenured associate professors or professors with at least 12 terms of full-time service. Part-time service, such as summer teaching which is not part of the basic contractual responsibility, is not counted in determining eligibility. Leaves of absence do not count as credit toward sabbatical eligibility. Periods of time that a tenured faculty member might work on a reduced effort basis will be prorated.

For additional information, refer to University Policy 02-05-01, Sabbatical Leave.

Faculty Leave for Professional Enhancement
The University provides a leave of absence without pay of up to one year for the purpose of professional enhancement. Special consideration for such leaves will be given to junior faculty members who obtain nationally recognized fellowships or prestigious temporary appointments at places such as other institutions, government, or industry.

For additional information, refer to University Policy 02-11-03, Faculty Leave for Professional Enhancement

Junior Faculty Research Leaves
While there is nothing official in the A&S Faculty Handbook nor in the University Faculty Handbook, this is an agreement the A&S Dean's Office has provided to the **Social Science and Humanities Division faculty only.**

With the approval of the A&S Dean, a one-time research leave of one term at full salary, free of teaching and other University obligations, for Assistant Professors who are making satisfactory progress toward tenure can be provided. Normally, faculty eligible for such a leave should have been in the tenure stream for three years and have received their department's recommendation for the final three-year contract. This leave is not a prerequisite or entitlement; it must be applied for, and it may be awarded depending on the quality of the proposal. To apply for this leave, you must discuss this first with the chair. If awarded a letter explaining the need for the leave must be submitted to the chair who, in turn, forwards the request onto the A&S Dean.

Unpaid Leave of Absence
A faculty member applying for leave without pay shall submit a written request and obtain the endorsements of the department chair and the dean. Such a request shall specify the period of time and the reason for such request. Leaves of absence are approved by the Provost and the request should be forwarded to the Provost before December 1 of the academic year preceding the desired period of leave.

During unpaid leaves of absence other than medical or family leaves, the University's contributions toward medical, life, and disability insurances are suspended, although the faculty member may elect to continue the insurances by paying the full premium costs. Upon return from the leave, it is the responsibility of the faculty member to reactivate participation, if necessary, by submitting the appropriate forms to the Benefits Section of the Office of Human Resources. During unpaid leaves of absence, all University contributions toward retirement are suspended. Upon return from the leave, participation will be activated in the same plan, unless the faculty member makes other arrangements, subject to the provisions of the plan.

Type A — Temporary Transfer Out of the Tenure Stream
A faculty member in the tenure stream with not more than two years remaining before the mandatory review for tenure may request to be temporarily transferred to non-tenure-stream status. Such transfer requires mutual agreement among the faculty member, the faculty committee responsible for recommending tenure in the department or equivalent unit, and the dean of the school. All of the concerned parties must agree that a reasonable expectation of fulfilling tenure criteria exists, given the time extension.

This transfer can be done only when exceptional circumstances prevail. Exceptional circumstances that prevent normal progress in the tenure stream must be beyond the control of the individual. Examples of such circumstances might include long-term serious illness of the faculty member or spouse; expanded teaching, administrative, or clinical duties to meet explicitly-defined department, school, or University needs; or an individual's scholarly activity that clearly requires additional time to judge its outcome.

The suspension of the tenure-stream clock shall be for a period of no longer than 24 months, but normally shall be for 12 months, after which period the individual will automatically revert to the tenure-stream status. The length of time shall be determined at the time of the suspension and justified by a designated plan for the necessary effort to remove the burdens that prevented progress.

The normal process of review for promotion shall take place 12-24 months later than would have been the case in the absence of the time extension (12-36 months in the other Health Sciences schools). All of the rights and privileges of a tenure-stream faculty member shall apply during the entire period, including the added months resulting from the suspension of the tenure-stream clock.

<u>Type B — Permanent Transfer Out of the Tenure Stream</u>
An academic unit may decide to transfer a faculty member from a tenure-stream appointment to a non-tenure-stream appointment, in which case the language in the Provost's letter of notification and appointment must explicitly indicate that the transfer is intended to be permanent. The University's expectation of activities must be stated in the letter as substantially different from its faculty who are in the tenure stream. The transfer of an individual to non-tenure-stream status shall be made after consultation with the faculty committee concerned with recommending tenure, promotion, and hiring within the department, and the dean of the school. Such transfer to the non-tenure stream shall not be used with the intent of substituting for a tenure-stream appointment or otherwise subverting the University's Appointment and Tenure Policies.

<u>Family and medical leave policies [Provost's Office FMFL FAQ published January 2003]</u>
University policies concerning faculty leaves caused by medical or family circumstances are explained in the Faculty Handbook, and faculty members should be directed to this source of information immediately whenever related issues arise. The causes underlying such leaves may be as joyful as the birth or adoption of a child or they may be very serious. In all cases, Department Chairs should protect the privacy of the faculty member, and treat related information as confidentially as possible.

<u>Office of Measurement and Evaluation of Teaching</u>
The Office of Measurement and Evaluation of Teaching provides services to the University community related to the evaluation of teaching by students, the computer-based and paper-and-pencil administration of national admission and certification examinations, the scoring of objective examinations given by University instructors and the scanning of NCS answer sheets used in survey research. In addition, consultation with respect to research design, statistical analysis and the construction of tests and questionnaires is available. Effective September 2009, the requesting of student opinion of teaching surveys has gone online. To request a survey you may either log onto my.pitt.edu, click on My Communities, then click on OMET Survey Request OR log onto www.omet.pitt.edu, click on the direct link, log onto my.pitt.edu and you are at the site. Survey results will be sent to you electronically. Even though OMET will be using a new program, you can still have your tests scanned and scored and an item analysis will be produced. Faculty will receive notification of the deadline date each term for requesting class evaluations. Copies of these evaluations are required departmentally with annual evaluations.

<u>Military Leave</u>
Contact the Employee Relations Department of Human Resources (412-624-4645) immediately to discuss proper procedures and terms of leave and continued employment. It is important that you obtain relevant documentation, such as copies of military orders, and that you follow payroll and other procedures, including submission of an appropriate Employee Record to document any status change.

<u>Panther Buy</u>
Panther-Buy is the most promising of the recent purchasing options available to departments allowing buyers to move through purchasing tasks in a fraction of the time needed to use paper forms. And the turnaround time is much quicker since it is submitted to the vendor almost immediately.

<u>Parking, Transportation and Services</u>
The Parking Services Office is responsible for establishing parking regulations, assigning parking permits, citing violators, and arranging special event parking. Detailed information is available online at http://www.pits.pitt.edu. In addition, the office offers a Motorist Assistance Program to unlock and jump-start vehicles free of charge when parked on or near campus locations. Assignment of spaces to faculty members is made through a University waiting list. Applications for parking permits can be made by completing the Parking Agreement Form (Form 0048) or submitting an application online at http://www.pts.pitt.edu/parking/apply.html. Up to three parking

locations may be listed on the agreement. Rates for day or night and indoor or outdoor parking may be obtained by calling the Parking Office of checking the website. No fee is charged for the registration of additional vehicles, including motorcycles, once a permit is assigned. Registered bicycles are issued permits annually without charge. However, these vehicles must be parked in designated areas or they will be cited and/or removed. Brochures are available to describe the parking programs in the Parking Office located at 204 Brackenridge Hall. For further information, call the appropriate telephone number below or consult the University of Pittsburgh Traffic and Parking Ordinance available on the website.

Parking Services	412-624-4034	http://www.parking@bc.pitt.edu
Special Events Parking	412-624-8877	http://www.event@bc.pitt.edu
Appeals	412-624-8899	http://www.parkappeals@bc.pitt.edu

Validation Stickers are parking stickers for guests of the University or a department for a special event. These stickers are usable in three University lots

Soldiers and Sailors Parking Lot (SS Lot) located on Fifth and Bigelow)
O'Hara Garage (OH Lot) located on O'Hara Street
OC Lot located on Alliquippa Street

Validation Stickers do not guarantee a space is available in any one of these particular lots so it is possible that all three lots may have to be checked for a parking space. These stickers also can not be used when a lot is restricted to permit parkers only or restricted for special events.

Physical Recreation Facilities

The athletic and recreational facilities of the Bellefield Hall, Trees Hall, and Fitzgerald Field House have been designed to accommodate faculty and staff during designated hours. During the academic year, the Athletic Facilities Scheduling Office posts available times for swimming, squash, racquetball, tennis, exercise rooms, indoor track, and other sports areas. A valid University ID card is necessary for admission. Lockers are available in Trees Hall on a day-to-day basis without charge; however, for these transient lockers, a lock must be provided by the user. For those wishing to rent a locker from September 1 through July 31 of the following year, a limited number of lockers are available at a nominal fee. The fee includes the locker, a lock, and certain items of basic clothing needed for recreational purposes. Equipment such as racquets, balls, etc. is not included in the rental fee. For additional information, refer to University Policy 04-01-04, Use of University Athletic Facilities. The Department of Health, Physical and Recreation Education in the School of Education usually conducts a summer program of instruction in a variety of sports and games for children of faculty and staff members. A small fee helps cover necessary instructional costs.

Response to Student Injury

These guidelines are intended to provide faculty and staff with a standardized process to evaluate, document, and report incidents that involve student injury. It is the University's goal to prevent student injuries and to provide a campus that is free from recognized hazards, but in the event of student injuries that may occur during academic endeavors or University-related events, a swift and effective response by faculty and staff is expected.

1. If a student (or any individual on the Pittsburgh campus) is observed by faculty or staff to be in a condition requiring emergency medical attention, immediately call 412-624-2121. Conditions requiring emergency medical attention include but are not limited to loss of consciousness, unexplained shortness of breath, burns, chemical splashes and injuries regarding the eye, profuse bleeding or other severe injury. The faculty or staff member should remain at the site of the individual requiring emergency medical attention in order to provide additional information to emergency responders and Pitt Police.
2. For students injured in academic settings, including classrooms, teaching laboratories and research laboratories, the faculty member or designee should immediately respond to the injured student, regardless of whether emergency medical attention is needed, by approaching the injured student to offer assistance and collect information. Collected information should include the injured student's name and the injured student's description of the incident. Actions taken should include the following:

2a. If emergency medical attention is needed (or if emergency medical assistance is requested by the injured student), immediately call 412-624-2121.
2b. If non-emergency medical attention is needed, escort the injured student to Student Health Services, Medical Arts Building, 3708 Fifth Avenue, Suite 500 (Monday-Friday 8:30 a.m. to 7:00 p.m.).
2c. Any student injury shall be reported to the office of the chair for the department or responsibility center of the class or laboratory before the end of the next business day. If emergency medical attention was required the chairperson's office should promptly notify the responsible dean's office and the Office of the Dean of Students at 412-648-5642.
2d. If hazardous materials are involved in the incident, follow the laboratory safety procedures found in the University of Pittsburgh Safety Manual or at www.ehs.pitt.edu. Provide basic first aid as warranted by the injury, then call 412-624-2121 for emergency medical assistance.
2e. After the student is treated, a faculty or staff member should document the event based on witness accounts or personal observation. Documentation should be factual and should not include opinions as to fault or cause. Documentation should be given to the chair of the department or the director of the laboratory who shall immediately forward it to the Dean of Students, the dean of the school involved, and the Director of Environmental Health and Safety. If requested, this documentation should be provided to the Office of General Counsel, Office of Risk Management, and/or other University responsibility center with a legitimate need to know.
2f. When an incident involves injury to an undergraduate student, the Dean of Students shall be responsible for coordinating responses and communicating with students and parents. When an incident involves a graduate student, communications with the student shall be coordinated by the dean of the school or his/her designee.

3. If a student is injured while performing services for the University of Pittsburgh (and the task or performance of service is under the direction of the University),these injuries shall be treated and documented under Worker's Compensation guidelines. See www.bc.pitt.edu/wc/.
4. Students participating in Athletic Department events are not included in these guidelines. Resources for medical support of student athletes are provided at all Athletic Department events.
5. For students injured in intramural settings and recreational areas within University buildings, a description of the incident and the student's name is documented by the Department of Intramurals and Recreation, and forwarded to the Office of the Dean of Students.
6. If a student is injured while participating on a University-sponsored field trip or study abroad program during programmed time, it is the responsibility of the faculty director or program assistant to ensure that the student receives care. If emergency care is required, the faculty director or program assistant should dial the appropriate local emergency number and/or escort the student to the hospital or care center. If non-emergency care is required, the faculty director or program assistant should stay with the student to ensure his/her safety and, while abroad, function as an interpreter where necessary. The faculty director or program assistant should maintain regular contact with their Study Abroad Office as applicable. If a student is injured during free time, the faculty director or program assistant should proceed to the hospital or medical center where the student is receiving care and ensure communications occur as described above.

Sarbanes-Oxley Act

The University administration working with the Audit Committee of the University's Board of Trustees, has acted to address and implement key provisions of the Sarbanes-Oxley Act of 2002 in the University's own auditing procedures, and it has done so even though non-for-profit institutions such as universities are not by law required to do so. The act details various actions required of federal agencies, public accounting firms, company management, and boards of directors (including audit committees) to improve corporate governance. The most immediately visible action taken by the University as a result of the implementation process is the creation of a hotline for reporting complaints related to suspected improper financial activity. The hotline also will be used for reporting certain Human Resources-related complaints, research compliance concerns, and other compliance issues in areas such as environmental, legal, or regulatory matters. An independent third-party company will operate the hotline, which will allow for anonymous reporting. Every University faculty and staff member was sent a brochure containing information on the new hotline which became operational 2004 called Alertline (1-866-858-4456).

Sexual Harassment
The University is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors, and visitors to the University. It is also a violation of the University's policy against sexual harassment for any employee or student at the University to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any individual who, after thorough investigation, is found to have violated the University's policy against sexual harassment will be subject to appropriate disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. The disciplinary action taken will depend upon the severity of the offense.

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is an explicit or implicit condition of employment or academic success; (2) submission to or rejection of such conduct is used as the basis for an employment or academic decision; or (3) such conduct has the purpose or effect of (1) unreasonably interfering with an individual's work or academic performance or (b) creating an intimidating, hostile, or offensive work or academic environment.

While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status. Sexual harassment can occur on University premises or off campus at University sponsored events. It can occur between members of the same gender as well as between members of different genders.

Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 02-04-03), prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove him/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.

For additional information, refer to University Policy 07-06-04, Sexual Harassment. Copies of this policy and brochures Sexual harassment Policy and Procedures and Combating Sexual Harassment are available from the Office of Affirmative Action located in 901 William Pitt Union, x87860. Guidelines for administrative handling of sexual harassment complaints can be found online at http://www.pitt.edu/`provost/harguide.html.

Smoking Policy
Smoking is prohibited in all University owned and leased facilities, including residence halls and off-campus housing facilities and in all University vehicles, including motor pool vehicles, campus busses, and vans; with explicit limited exceptions. Designated smoking areas can only be established with the approval of the Director of Environmental Health & Safety. Enforcement of the smoking policy is an administrative responsibility. Smoking cessation is encouraged through University-sponsored smoking cessation programs. Cooperation in achievement of a smoke-free environment must be based upon mutual respect for individuals' rights and possible health. Full copies of the Policy and Procedure may be found in the Policy Manual (Document No. 04-05-03) and Procedure Manual (Document No. 04-05-03), as well as *PittInfo*.

We-Pay Card System
A web-based system that enables authorized University of Pittsburgh and UMPC researchers to disburse payments to research study participants. In January 2006, the University partnered with UPMC to develop a customized, state-of-the-art technology system for disbursing payments to research participants using a payment card. WePay is the result of that effort. It is an electronic payment system with a secure payment mechanism that can be used across both organizations and is simple to administer. It is anonymous, instant issue, MasterCard branded, stored-value

debit cards. They are reloadable and have multiple redemption options to make it easy and convenient for the study participant to use. All confidentiality is maintained.

If you are in need of this system please see Nancy Kasper (Account Administrator) and Wynn Maloney (Study Coordinator) who are responsible for account set-up and card distribution.

Zip Cars

"Wheels When You Want Them" You can drive by the hour or day and choose from Minis, hybrids, trucks and more. Every reservation includes gas, insurance and 180 miles per day of driving. Simply join at www.zipcar.com/cmupitt, reserve a car online, unlock with your Zipcard and drive away. The annual fee for joining is $35.