

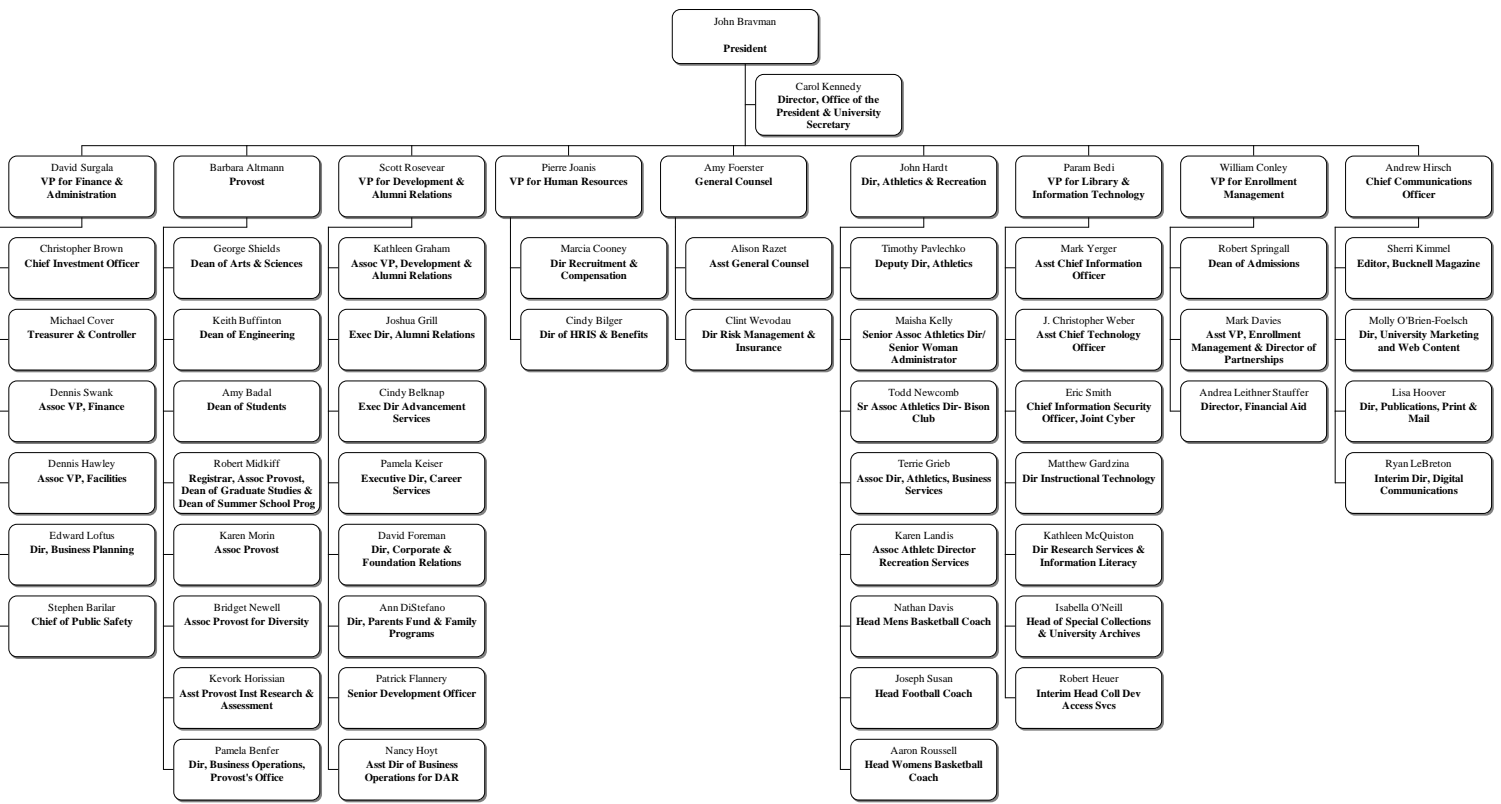
APPENDIX A. BUCKNELL DOCUMENTS

The documents in this appendix are Bucknell University policies and procedures separate from those specified in the *Faculty Handbook*.

Bucknell University Organization Chart, FY04-05
Guidelines for Political and Campaign Activity (2004)
Bucknell Policy and Procedures on Sexual Harassment (2000)
Bucknell University's Commitment to Academic Excellence through Equal Opportunity and Affirmative Action (1997)
Committee on Staff Planning Report to the Faculty on Affirmative Action Policy (4/98)
Conflict of Interest and Commitment
Related Persons as Students (2002)
University Review Committee's Reviews for Retention and Tenure (revised 4/04)
Accountable Plan Guidelines (2000)
Advisory Concerning Alcohol Policy (revised 8/02)
Faculty Emeriti and Emeritae (revised 5/04)
Human Subjects Research and the Institutional Review Board (2005)
Ownership and Disposition of Computer Equipment (1990)
Bucknell University Public Art Placement on Campus Grounds (2001)
Students' Rights

Other policies

- AIDS/HIV
- ANIMALS ON CAMPUS AND IN BUILDINGS
- APPROPRIATE COMPUTER USAGE POLICY
- BIAS-RELATED HARASSMENT AND VIOLENCE
- BLOODBORNE PATHOGENS
- CHILDREN AT THE WORKPLACE
- COPYRIGHT AND INTELLECTUAL PROPERTY
- DRUG-FREE WORKPLACE/CAMPUS COMMUNITY/ALCOHOL POLICY
- GUIDELINES FOR THE RECRUITMENT, SELECTION, AND APPOINTMENT OF FACULTY AND ADMINISTRATIVE/ PROFESSIONAL STAFF
- SMOKING
- SNOW/SEVERE WEATHER CANCELLATIONS
- SOLICITATION
- TRAVEL ADVANCE AND EXPENSE REIMBURSEMENT POLICY
- WORKPLACE VIOLENCE, STALKING, HARASSMENT



**GUIDELINES FOR POLITICAL AND CAMPAIGN ACTIVITY
BUCKNELL UNIVERSITY**

Effective 9/20/2004

BACKGROUND:

Bucknell University is a private non-profit educational institution governed by Section 501(c)(3) of the Internal Revenue Code, which prohibits “participation in, or intervention in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.” Within that restriction, Bucknell University provides an academic environment which encourages free expression and civic discourse in order to enrich and invigorate the educational experience for all members of the campus community. In order to insure compliance with the restrictions on political activity, Bucknell University has traditionally enforced a policy which insures compliance with the strictest interpretation of the Internal Revenue Code.

Requests to re-examine that policy have been forthcoming and advanced by President Mitchell. As a result of those re-examinations and after review by the President’s Staff, the President has approved a one-year trial period during which the policy will still require strict compliance with IRS regulations for those incidents of political activity which relate to **university sponsorship or resources** but will be less restrictive of those incidents of political activity which are sponsored by recognized **student groups**. The policy will be reviewed at the end of the academic year to determine the need for revision, continuation or termination.

POLICY:

Students, Faculty and Staff:

Administrative officers, faculty, students and staff of the University are free to express their individual and collective political views provided they understand and make clear they are not speaking for or in the name of Bucknell University.

Neither the University name nor that of any University entity, supported in part or whole by University funds, nor University insignia may appear on stationery or any other material used or intended for partisan political purposes.

University facilities or resources (including mail distribution services and mailing lists; facsimile, duplicating or photocopying services; communications infrastructure) may not be used by or on behalf of an outside organization or outside individual whose purpose is to further the cause of a candidate or political party. To the extent such services are available for purchase by non-Bucknell customers, they may be purchased at the

prevailing rates by candidates or parties. No University office should be used as a return mailing address for partisan political mailings.

Funds or contributions for political candidates may not, under any circumstances, be solicited in the name of Bucknell University or on Bucknell's campus, and University resources may not be used in soliciting such funds.

University Sponsored Political Forums or Debates:

The Internal Revenue Code permits tax-exempt organizations to sponsor political forums or debates provided they are sufficiently non-partisan in nature and are conducted for the purpose of educating voters. Where recognized University organizations sponsor and/or University facilities are used to hold political forums or debates, the following guidelines apply:

1. The agenda for the forum or debate should address a wide range of issues and be of significant interest to members of the University community.
2. A non-partisan individual should serve as moderator and ensure that all ground rules are followed.
3. The moderator should state, at the beginning and the conclusion of the program, that the views expressed by the participants are their own and not those of the University, and that sponsorship of the forum is not intended as an endorsement of any particular candidate.
4. Participants should be allotted equal time in which to present their views and ideas. Selection criteria for participation should be non-partisan.
5. Political forums or debates need not include every group, party, or individual seeking election.
6. Requests for space for such forums or debates should be made sufficiently timely to allow a meaningful invitation to all prospective participants.

Candidates and Campaigning:

An appearance of a candidate for public office on campus must be for an educational or informational talk to the University community and must be sponsored by a recognized University organization. All such organizations must secure approval at least two weeks in advance, through the Office of Reservations, Information and Conferences Services and the Office of the General Counsel. Such appearances shall be limited to speeches, question-and-answer sessions or similar communications in an academic setting and are not to be conducted as campaign rallies or events. Media coverage may not be directly controlled by the candidate or party or any other organization not affiliated with the University.

University Sponsored Events:

University-sponsored invitations and allowances to individual candidates will be rarely approved. The same criteria for invitation and speaking shall be imposed serially as set forth above, including the necessity to allow all approved candidates a similar invitation.

Student Organizations:

University-related or recognized student organizations may use available University space for speeches by political candidates, subject to approval by the Office of Reservations, Information and Conference Services (and subordinate to educational use of the facility or facilities), provided that such organizations pay the normal costs, if any, for such use (including any increased security costs necessitated by the invitation). Ticket sales may not be sold nor may admission be charged. Any such usage will require that all announcements and advertisements of the appearance clearly indicate:

- That the University does not support or oppose candidates for public office;
- That the opinions expressed are not those of the University;
- The sponsoring organization.

Such announcement shall also be made at the beginning and end of the appearance.

Non-university Organizations:

Organizations without affiliation with the University are ineligible to use University space to host partisan political activities.

BUCKNELL POLICY AND PROCEDURES ON SEXUAL HARASSMENT

Policy

Bucknell University is committed to maintaining an academic environment in which members of its community can pursue their academic and professional activities of teaching, learning, and research. This environment cannot thrive unless each member is accepted as a discrete individual and is treated civilly, without regard to his or her sex or sexual orientation or any other factor irrelevant to participation in the life of the University.

The University is committed to providing such an environment, free from all forms of harassment and illegal discrimination, including sexual harassment. Sexual harassment compromises the integrity of the University, its tradition of academic freedom and learning, and the trust placed in its members. Bucknell will work to eliminate sexual harassment on campus, and the University intends to take all necessary actions to prevent, correct, and, where appropriate, discipline sexual harassment.

Sexual harassment, whether between people of different sexes or the same sex, includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in an academic program;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting that individual, including, for example, grades, pay, promotions and transfers; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or educational environment and has no legitimate relationship to the subject matter of a course or academic research.

As an academic community committed both to the elimination of sexual harassment and the free and open exchange of ideas, this policy is intended to foster an environment permitting full participation by all of its members, while not inhibiting the robust and open pursuit of ideas and freedom of speech. Nonetheless, members of the community should understand that a standard of respect, civility and tolerance should shape our interactions, regardless of whether particular conduct constitutes "sexual harassment" or not. Certain types of behavior may be inappropriate even though not illegal; speech can be offensive even though allowed.

Sexual harassment may take many forms. Some are overt and unambiguous, while others may be more subtle and indirect. Direct forms of sexual harassment include sexual advances accompanied by an offer of reward or a threat of reprisal. Such behavior constitutes serious misconduct, and a single incident establishes grounds for disciplinary action. Other forms of sexual harassment may include sexual advances, physical or verbal, or other severe or repeated conduct of a sexual nature that the harasser knows is unwanted (such as stalking). Sexual harassment between peers is also prohibited by this policy.

The University encourages the reporting of all perceived incidents of sexual harassment. Supervisors, department chairs, and deans who may receive complaints alleging sexual harassment are expected to consult with the Director of Personnel Services or the Affirmative Action Officer to insure that the University's response is prompt, effective and consistent with this policy. Complainants are assured that their reports will be handled with discretion and in a manner

intended to preserve their privacy as much as possible, subject to the University's obligation to respond promptly and effectively to all instances of sexual harassment. The University also prohibits threats or acts of reprisal against anyone who initiates a report or complaint of sexual harassment in good faith.

Procedure

Without feeling constrained by specific definitions, individuals who believe that they have experienced sexual harassment in their educational or work environment should discuss the problem and options for resolution with a dean, supervisor, Director of Personnel Services, Director of the Women's Resource Center, one of the University Chaplains or the Affirmative Action Officer.

For example, one option the individual could pursue would be to ask one of these persons to assist in speaking to the individual complained about in an informal way. In many instances, informing the person whose behavior is objectionable about the particular conduct and why it is unwelcome effectively stops the behavior and aids in educating the person about the University's policy and its application.

If such informal consultation does not resolve the matter, or if the individual complaining prefers, he or she may make use of any of the following three internal avenues for resolution: mediation, informal investigation and resolution or a formal hearing. (Of course, an individual is also free at any time to file a complaint with a governmental agency with jurisdiction over the alleged misconduct.) While there is no strict time limit for bringing an internal charge of sexual harassment forward, it is expected that the aggrieved person will bring such a charge as soon as possible and, ordinarily, within one year of the conduct. The University has an obligation to take prompt and effective action in response to sexual harassment, and therefore the University reserves the right to investigate and take action independently in particularly serious matters, regardless of the private wishes of the parties. The University may also take appropriate action pending the outcome of any of these processes to protect any of the parties or witnesses, to preserve evidence or to protect the safety, security and other interests of the University and the University community more broadly.

A. Mediation

The aggrieved person, or the respondent after he or she receives notice of the aggrieved person's complaint, may request a mediated resolution between the aggrieved person and the respondent. Participation of both the aggrieved person and the respondent is voluntary. The goal of the mediation procedure is to provide a forum where the aggrieved person and the respondent can, with the aid of a third party, come to a mutually agreed upon resolution. If such a mutually agreed resolution is not reached, either of the parties may decide to use one of the other avenues for resolution below. (At the same time, if the parties are pursuing one of the other avenues for resolution, they may also opt at any time to seek mediation to resolve the matter.) The mediator will be a dean, the Director of Personnel Services, one of the University Chaplains, the Affirmative Action Officer or any other member of the faculty or administrative/professional staff agreed to by the parties. If the University and the parties agree, an external mediator may also be used. The mediator, in consultation with the parties, will establish the timetable for seeking resolution and the process to be followed. The mediator will report any resolution of the matter to the Affirmative Action Officer.

B. Informal Investigation and Resolution

The aggrieved person may also request that an informal investigation be performed under the direction of the Affirmative Action Officer or Director of Personnel Services. (If either of these individuals is not able to perform such an investigation for whatever reason or if the President decides that additional resources or expertise are needed for a particular investigation, the President may designate another individual or other individuals to perform or aid in such an investigation.)

The purpose of the informal investigation is for the University to attempt to learn the facts surrounding the complaint as promptly and effectively as is reasonable under the circumstances, and, utilizing those findings and conclusions, to take action that the University believes appropriate.

Ordinarily, after a preliminary discussion between the complainant and the investigator, the complainant will be requested to put his or her complaint in writing and to supply all material or evidence he or she may have in support of his or her complaint. A summary of the complaint will be shared with the respondent, who ordinarily will also be asked to respond in writing with all material and evidence to support his or her position. A summary of the response will be shared with the complainant, who will have an opportunity to provide a reply, again ordinarily in writing. The investigator may interview the parties or other witnesses as part of the investigation. Since there is no one way to do an investigation, the investigator may vary or add to this process as he or she sees fit in order to achieve an outcome that he or she believes is reasonably prompt, fair and effective.

After the investigation is concluded, the investigator will advise the complainant and respondent of the investigator's conclusions. If the investigator believes that disciplinary or remedial action should be taken as a result of the investigation, he or she will report the results of the investigation and the proposed action to the Vice President for Academic Affairs (for faculty), to the Vice President for Finance and Administration (for administrative, professional or support staff) and/or to the Dean of Students (for students). The particular Vice President or Dean of Students will decide upon the appropriate sanction or action in light of the investigator's findings and conclusions. (For instance, in lieu of acting unilaterally, the Dean of Students may refer the matter to a formal disciplinary hearing under the student disciplinary process.) The decision of the Vice President or Dean of Students shall be final, except that decisions to terminate employment or suspend or expel a student may be reviewed by the President, and, in the case of faculty, must be reviewed by the President.

Either the complainant or the respondent may opt for a formal hearing, as provided below, but such a request for a hearing must be made prior to the final action of the Vice President or Dean of Students.

C. Formal Hearing

Either the complainant or the respondent may seek resolution through a formal hearing process. If the respondent is a student, the hearing process to be followed will be either that for *Sexual Assault Adjudication* or that for *Student Code of Conduct* violations, depending upon whether the conduct alleged may also constitute sexual assault within the meaning of the sexual assault policy. If the respondent is a non-faculty employee, the Office of Personnel Services will utilize its employee hearing protocol.

If the respondent is a faculty member, the President and Chair of the Faculty shall confer and discuss which faculty members might be appointed to serve on a hearing panel. After such discussion, the President shall designate three faculty members and one alternate to constitute a hearing panel. The Affirmative Action Officer shall sit with the panel to assist it in its functions, but will not vote. The panel shall be provided with the complainant's written complaint and attachments, the respondent's written response and attachments, the complainant's written reply (if any) and attachments, and any other documents or materials submitted by the parties or by the investigator under (B) above if an informal investigation occurred in whole or part. The panel shall interview the complainant, the respondent, and any other witnesses with knowledge about the matter whom it believes will aid it in coming to a decision on the complaint (including, if it wishes, the investigator), and shall also review relevant documents. Ordinarily, both the complainant and the respondent shall be allowed to be present when the panel is interviewing witnesses, and each may propose questions to the panel to be asked of witnesses (including each other), in the panel's discretion. The complainant and respondent may also be accompanied by an advisor selected from

the University community, provided, however, that the advisor shall not be an attorney. The proceedings will be kept confidential. The panel shall be free to supplement this process as it believes appropriate in order to assist it in determining the facts reasonably promptly, fairly and effectively.

The hearing panel shall determine the facts surrounding the complaint, including whether there is merit to the complaint, and forward its findings and recommendations to the President for review and action. The President, after reviewing the record before the panel and the panel's report and recommendations, may accept, reject, add to or modify the panel's recommended action and sanctions, if any.

Should the President conclude that termination of the faculty member's appointment may be an appropriate sanction after an informal investigation and resolution under (B) above or under the circumstances found by the panel after a formal hearing under (C) above, the process provided in Section III (M) of the Faculty Handbook shall be followed, but without the need for an informal inquiry by the Faculty Council. The Faculty Hearing Committee shall proceed under Section III (M) of the Faculty Handbook, but ordinarily it will not rehear or reopen the factual determinations made earlier in the process, but shall consider whether, in light of the facts found by the investigator or the panel, it would recommend termination as an appropriate sanction. The Faculty Hearing Committee will submit its report and recommendation to the President, who shall make the final determination according to the University's bylaws.

For any questions concerning this policy and the procedures, please contact the Affirmative Action Officer, the Director or Personnel Services, the Dean of Students or the Director of the Women's Resource Center.

(9/00)

**Bucknell University's Commitment to
Academic Excellence through
Equal Opportunity and Affirmative Action.**

Equal Opportunity Policy

Bucknell University provides equal opportunity without regard to race, color, gender, sexual orientation, age, religion, national or ethnic origin, marital status, veteran status, or disability in admissions, employment, and in all of its educational programs and activities.

It is the policy of Bucknell University that in the process of recruitment of faculty and staff regular procedures are to be followed which ensure that qualified candidates have been fully considered. The policy of equal employment opportunity applies in all employment relationships. All University personnel policies, procedures, and practices must subscribe to the intent of this employment policy.

Under University policy, equal opportunity is provided to all persons in the delivery of educational programs and services, in the sponsorship and conduct of any student activities, including athletic opportunities, and in the offering of other University services.

Affirmative Action Policy

Affirmative action is designed to ameliorate the present effects of prior discrimination as a result of which certain legally protected job groups are underrepresented in the University working community. Underrepresentation is an imbalance between those in the labor force who possess the relevant qualifications and their representation within the specific job category in the University. Simply put, underrepresentation must be shown by demonstrating the existence of an imbalance between the numbers of qualified women or minority candidates in the potential pool of applicants for a position and their presence in the hiring department. To that end, the University embraces an affirmative action policy that encourages vigorous activities and procedures for the recruitment, hiring, retention, and promotion of certain protected groups that are underrepresented in the Bucknell University working community.

Administrative Responsibilities

The **President** is responsible for planning how Bucknell can further the principles of equal opportunity and affirmative action to meet legal requirements and for determining appropriate plans, policies and procedures.

The **Affirmative Action Officer (AAO)** is responsible for implementation of the equal opportunity and affirmative action policy for the campus and reports directly to the President.

A **Committee on Equal Employment Opportunity (EEOC)** is appointed by the President annually; it shall have a maximum of twelve members, no more than half of whom shall be men, and shall include a representative of the personnel office, and members of both the faculty and the administration. The Affirmative Action Officer will be an ex officio non-voting member. The Committee shall receive periodic reports from the AAO. The responsibilities of the EEOC are stated below under section (f) of the Recruitment Process.

Each administrative and academic department shall maintain a complete record of each recruitment search, including copies of recruitment plans, advertisements, notifications of vacancies, dossiers, correspondence with applicants and agencies for referrals of prospective employees, unsolicited applications, and reports on employment policies and actions for a minimum of two years after the selection of a candidate. These records are confidential and will be made available for examination and review upon approval of the General Counsel only when it can be demonstrated that such examination serves a legitimate University interest.

Periodically, the Affirmative Action Officer will prepare a progress report on affirmative action hiring.

Recruitment Process

When a position has been authorized:

Faculty and Administrative/Professional Staff

- a) A job description and advertisement for review and approval of the Dean/Vice President, and the Affirmative Action Officer.
- b) A plan for recruiting, including advertising in media appropriate for the discipline, shall be discussed by the department chairperson with the Dean/Vice President, and the AAO. A list of advertising placements must be sent to the AAO. The search committee shall involve at least one person without appointment to the department conducting the search and at least one woman and/or member of a minority group as voting members of the search committee.
- c) The initial step undertaken must ascertain whether the composition of a given department is the present result of prior discrimination by the institution. An inference that the prior discrimination prerequisite is met can be obtained by comparing the departmental demographics with the national figures on qualified individuals who are potential applicants for the position. If the analysis demonstrates that the ratio of any designated protected class within the department is substantially less than that which might have been expected from the composition of the national group of qualified potential applicants, we may declare this a potential affirmative action search as to the imbalanced protected class and proceed to step two.

If step one is satisfied, step two is the comparison between the imbalanced protected class in the department and in the pool of qualified applicants. The department must provide information to the AAO which indicates whether members of certain legally protected and recognized job groups represented in the applicant pool of qualified candidates are underrepresented in the department. At this juncture, the numerical imbalance between the group already employed and the qualified group seeking employment may be compared. If an imbalance is present with respect to an protected class already identified in step one, the search may be designated an affirmative action search for members of that group.

- d) When dossiers have been obtained in numbers adequate to establish a significant pool of applicants, they are to be reviewed by the search committee, and a ranked short list of candidates for campus interviews developed. The Dean/Vice President

and AAO shall review the "short list," and may ask the EEOC to examine the search process.

If the search has been designated as an affirmative action search dossiers of all women and members of minority groups underrepresented in the department are to accompany the presentation of the "short list" to the AAO.

The interviews shall be conducted with as many candidates as seem appropriate for each vacancy.

- e) The search committee's recommendation for appointment shall be presented to the appropriate administrator and the AAO. In advance of an offer, if appropriate, the AAO will forward the recommendation to the EEOC, which shall have the following responsibilities:

To assure that the procedures set forth in this policy have been followed, the EEOC shall review each recommendation for appointment in an affirmative action search. In addition, any candidate may request a review of the search process by the EEOC.

When cases are brought to the EEOC under the Affirmative Action Policy, the EEOC in its deliberations may recommend that special consideration be given to members of protected classes in the search process.

- f) The recommendation(s) of the EEOC and the reasons for the recommendation shall be presented to the appropriate administrator before an offer is made.

Support Staff

The employment of Support Staff shall be the responsibility of the Office of Personnel Services. The following procedures will apply:

1. All position openings must be referred to the Office of Personnel Services for verification of classification before they are posted or advertised.
2. The Office of Personnel Services will post the position through Notes and Notices or other campus publication and, in some instances, advertise through local job agencies and newspapers.
3. The Office of Personnel Services will work with the hiring department or search committee in the selection of qualified internal and external applicants for interviews.
4. In all selection processes, as appropriate, the criteria for equal opportunity and affirmative action will be taken into account to meet Bucknell's policy.

Unless otherwise specified by the advertising outlet or prohibited by cost, it is expected that advertisements carry the following statement:

Bucknell University encourages applications from women and members of minority groups. (EEO/AA).

Committee on Staff Planning Report to the Faculty on Affirmative Action Policy

Background

What is the Taxman case? What is its relevance to the development of a viable affirmative action policy?

Beginning in 1975, the Board of Education of Piscataway, NJ developed an affirmative action policy applicable to all employment decisions. Its stated purposes were to ensure equal employment opportunity to all prospective employees regardless of race, gender or national origin and to prevent discrimination in employment on the basis of the same factors. It was intended to function as a tie breaker: When candidates for hiring, promotion or retention were equal in qualification, any candidate belonging to a protected class would be advantaged.

In early 1989, the Board set out to reduce by one the teaching staff of the Business Department of Piscataway High School. This was interpreted as requiring the layoff of either Sharon Taxman or Debra Williams, the latter being the only minority member of the relevant department. Since these individuals seemed equal in all other respects, the Board invoked the affirmative action policy, retaining Williams as a way of maintaining the cultural diversity of the teaching staff.

This action prompted a charge of employment discrimination by Taxman, eventually resulting in a suit by Taxman against the Board that was argued before the United States Court of Appeals, Third Circuit, in late 1995 and early 1996. It was decided on August 8, 1996 in favor of Taxman. A planned appeal to the United States Supreme Court was canceled by a recent, widely reported, out-of-court settlement. Hence, the decision in the Taxman case seems to represent an important statement on legally acceptable and unacceptable approaches to affirmative action policy, perhaps especially to institutions such as Bucknell, that are within the jurisdiction of the Third Circuit court.

The answers to subsequent questions posed in this report should clarify some of the reasoning and many of the requirements advanced in the Taxman opinion. To begin, it may be worth noting that the framers of the Taxman verdict relied primarily upon three earlier sources. The first is Title VII of the Civil Rights Act of 1964, which seeks to (a) end discrimination based on race, color, religion, sex or national origin, and (b) remedy the segregation and under-representation that past discrimination has caused. The second is a case decided by the Supreme Court in 1979 (*United Steelworkers v. Weber*), in which a nonminority worker disputed a plan that reserved half of the openings in an industrial training program for blacks until the representation of black craft-workers at the plant became comparable to that in the local work force. This case appears to have played a critical role in the Taxman verdict by defining 2 criteria that, in the circuit court's opinion, must be met by any viable affirmative action plan. The first of these requires that any action under such a plan be justified by a "manifest imbalance" reflecting the underrepresentation of members of some protected class in "traditionally segregated job categories." The second requires that these actions not—"unnecessarily trammel" the rights of nonminority candidates or employees. The third of the sources that are liberally quoted in the Taxman opinion is a case decided by the Supreme Court in 1987 (*Johnson v. Transportation Agency, Santa Clara County*) that affirmed the legality of an affirmative action plan developed by the Santa Clara County Transit District Board of Supervisors.

Among the factors that seem to have entered into this decision are: (a) the fact that the plan aimed at the attainment, not maintenance, of a balanced work force; (b) clear evidence for a manifest imbalance between the proportion of minorities at different levels within the agency and in the relevant pool of prospective workers; and, (c) the fact that the plan authorized the consideration of affirmative action concerns without unnecessarily trammeling the rights of nonminority candidates or employees. In connection with the last point, the Taxman opinion notes with approval the use of gender (the relevant factor in the Johnson case) as a "plus" factor, a criterion that advantaged the affirmative action candidate while being only one of several variables considered in the employment decision.

General questions on affirmative action

Is affirmative action policy the only policy that affects diversity?

By definition, an affirmative action policy advantages the members of a protected (under-represented) class. Accordingly, such a policy increases diversity, even though an increase in diversity cannot be its goal. Rather, a viable affirmative action policy must seek to eliminate the effects of past or present discrimination on the members of a protected class. As noted above, however, an affirmative action policy achieves these goals through a form of discrimination. Presumably, it is precisely this tension that has led courts to limit affirmative action policies with respect to their methods, goals, and the circumstances under which may be applied. On the last of these, the Taxman opinion is very clear in prohibiting the use of affirmative action policies to increase diversity, in the absence of evidence of present or past discrimination.

Does this prohibition prevent Bucknell from setting and seeking diversity goals? Here, it is important to realize that diversity in hiring also is promoted by efforts to (a) bring positions to the attention of the broadest possible audience and (b) ensure that searches are conducted without discrimination against the members of protected classes. As pursued at Bucknell, such attempts to ensure equal employment opportunity (EEO) include at least three specific elements. First, the Affirmative Action Officer (AAO) requires that positions be advertised in publications likely to be consulted by all prospective candidates. In addition, search committees are encouraged, though not required, to send letters inviting applications from (i) advanced students in leading graduate programs in the field, (ii) graduating students at historically black colleges and universities, and (iii) individual female or minority graduate students listed in directories available from the AAO. Second, search committees, in consultation with the AAO, are required to provide national data describing the proportions of women and members of other protected classes among recent PhD recipients in the relevant field. In addition, committees are expected to provide similar data describing the pool of candidates applying for the advertised position. These breakdowns are examined by both the AAO and relevant Dean. When corresponding figures differ substantially (e.g., the proportion of women in the local pool is far lower than that in the national pool), either the AAO or Dean may delay the search while an explanation is sought. In an extreme case (in which the disparity is thought to reflect some aspect of the advertisement or its distribution), a search can be suspended or terminated until appropriate corrective action is taken. Third, the AAO or Dean also can suspend or terminate a search if it appears that discrimination has occurred at any stage in the evaluation of candidates.

Under what circumstances is an affirmative action policy legal?

As indicated by the decision in the Johnson case and the discussion of this verdict in the Taxman opinion, it seems clear that affirmative action plans can be justified. However, there are several criteria that, based on the Taxman opinion, must be satisfied for their justification. First, a viable plan must be justified by evidence for a manifest imbalance, itself reflecting the underrepresentation of members of a protected class in one or more traditionally segregated job category. Second, it must have a remedial purpose, aimed at the eradication of the consequences of earlier employment decisions that are themselves consistent with a pattern of present or past discrimination by the employer in question. Third, it must be a temporary measure, directed at the attainment, not maintenance, of a balanced work force. Fourth, it cannot unnecessarily trammel the rights of nonaffirmative action employees or candidates. For instance, a viable plan cannot create an "absolute bar to the advancement" of such individuals. Fifth, an acceptable plan must incorporate clear objectives, as well as criteria that can be used to assess progress, guide specific employment decisions, and assure the consistency of any preferences granted with the plan's goals. Finally, consistent with the fourth of these points, the Taxman opinion implies that an affirmative action plan could not be used to justify an employment decision leading to the dismissal of an existing nonminority employee. Beyond this, however, there seems to be little or no connection between these criteria and the nature of the relevant employment decision (to hire, promote or layoff). In particular, there is no suggestion that these requirements apply only to decisions with the potential to terminate employment.

Are there other characteristics that might be shared by any viable affirmative action policy?

We believe that the appropriate unit in the analysis and implementation of affirmative action procedures is the department (e.g., not a larger unit such as the division, faculty or university). This focus seems justified on the basis of (a) significant differences in the composition of the applicant pools potentially available in different disciplines, and (b) the fact that most of the critical decisions in faculty hiring are made at the departmental level. While there may be an argument for considering a unit smaller than a department (a subdiscipline), we view this as an impractical strategy that often would deny the national data required to judge the adequacy of an applicant pool and the appropriateness of affirmative action procedures.

We also believe that any distinction between affirmative action and nonaffirmative action searches (or situations in which affirmative action procedures are and are not justified) ultimately will hinge on statistical evidence for the existence of a substantial imbalance in the compositions of a department and pool. This seems consistent, first, with the successful use of such evidence to justify earlier affirmative action plans (Johnson and Weber cases). Second, there is the simple fact that the data required for such judgments are readily and consistently available. Third, there may be an important advantage in the use of data that can reveal trends consistent with possible discrimination without either alleging or proving intentional discrimination. At the same time, one can imagine other statistical or nonstatistical evidence that could be advanced to support or refute a pattern of past discrimination by a program or department. Such evidence can be considered.

Current affirmative action policy at Bucknell

What are the critical elements in the affirmative action policy recently adopted by the university?

The current policy begins by distinguishing between nonaffirmative action and affirmative action searches- Within the latter category, it also distinguishes between searches that are affirmative action with respect to gender as opposed to ethnicity (relevant protected class includes citizens and permanent residents in the following groups: African Americans, Asian Americans, Native Americans, Spanish Americans, Pacific Islanders). To make these distinctions, the proportions of women and ethnic minorities in the hiring department or program are compared with those in each of the relevant national pool (of recent recipients of the relevant terminal degree) and local pool (of applicants for the position). Only if the proportion of protected class members in the department is substantially lower than those in both pools will an affirmative action search (with respect to gender, ethnicity or both) be declared.

An affirmative action search differs from a nonaffirmative action search in two major respects. First, search committees conducting affirmative action searches are permitted, though not required, to confer small advantages ("plus factors" in the Taxman opinion) upon candidates from the relevant protected class(es). Second, the procedures used in an affirmative action search are reviewed by the Committee on Equal Employment Opportunity (EEOC) before an offer is issued, regardless of the affirmative action status of the favored candidate.

How does this policy differ from its predecessor?

In the recent past, all searches were treated as we now treat affirmative action searches, though procedural reviews by the EEOC were reserved for those resulting in recommendations to hire nonaffirmative action candidates. Past policy also collapsed women and ethnic minorities into a single category of affirmative action candidate. Because of its separate consideration of data on the two protected classes, the current policy makes it possible to conduct an affirmative action search with respect to one protected category even if the data would not permit such a search with respect to the other.

Could this policy be improved? If so, how?

The brief description provided above probably does not do justice to the current policy. Nevertheless, it is clear that considerable confusion surrounds several aspects of this policy, suggesting a need for greater clarity in its description and justification. In addition, we believe that the current policy can be improved by several changes. First, we think that the comparisons most relevant to the identification of affirmative action searches are those involving the compositions of the department and national pool: we do not think that such searches require justification by the pair of comparisons incorporated in the current procedures. Second, we think that the criteria that trigger affirmative action searches can be defined much more clearly and consistently than in the past with reference to simple concepts in statistics or probability theory. Third, we think that much greater clarity and consistency can be achieved on the issue of when, and how often, a "plus factor" is to be applied during an affirmative action search. While there may be limits on the extent of clarity or consistency that can be achieved in the definition of the plus factor, we also think that it is possible to achieve some reduction in the confusion attending this issue. Each of these areas of possible improvement is explored at greater length below.

One or two triggers

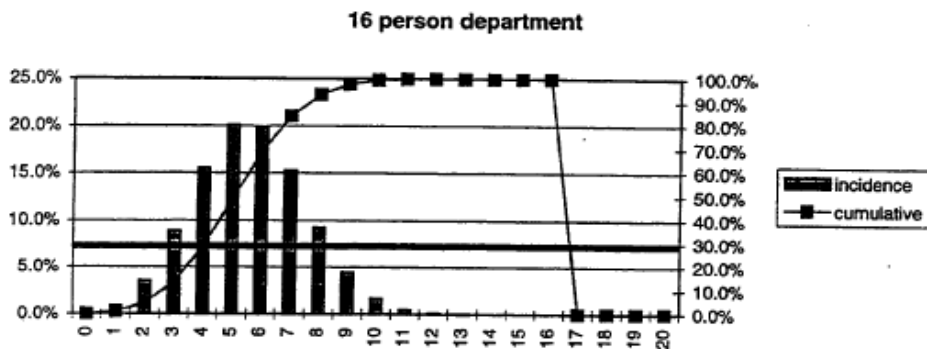
The current process incorporates a two-stage test, beginning with a comparison of the incidences of protected class members in the department and national pool, and then turning to the comparison of their incidences in the department and actual pool. In reviewing the general issue of such comparisons as ways of recognizing employment imbalances, we have come to think that this two-stage test is illogical. The first stage (including national statistics, perhaps even adjusted to reflect the pool of degree recipients seeking academic employment) seems logical, in that it provides a reasonable way of judging whether a given departmental composition is likely or unlikely as the result of an unbiased series of appointments. However, we believe that the composition of the applicant pool is not as relevant to this question and should not excuse a department from the use of affirmative action procedures in an effort to bring departmental composition more in line with the national statistics. Therefore, it seems reasonable to drop the second stage: we should identify a search as an affirmative action search on the basis of national statistics alone, and should authorize the application of a plus factor to members of the relevant protected class(es) in instances where there are protected class candidates in the applicant pool, whether or not they represent a significant percentage of that pool.

Toward a statistical definition of "manifest imbalance"

It seems highly likely that our affirmative action policy will continue to distinguish between affirmative action and nonaffirmative action searches. As indicated above, the test that we suggest for the identification of departments with a history of possible discrimination involves determining whether there is a significant discrepancy between the current composition of a hiring department and the national availability of female or minority PhDs in the discipline. How can we use these two pieces of statistical information to determine whether a given instance (i.e., a specific difference in representation between department and discipline) constitutes a significant discrepancy?

We propose a specification of this criterion that follows logically from analysis of the likelihood that a given department composition results from an "unbiased" series of draws from a population of a certain composition. In a world in which 50% of PhDs are female, how likely is it that a department of 10 will have 4 women? In a population in which 30% of PhDs are ethnic minorities, how likely is it that a department of 8 will have 2 minority faculty members? These are questions that have simple answers within probability theory. It seems reasonable, then, to adopt the following specification: A department's current composition displays a history of possible discrimination if there is a probability of less than 30% that a series of "unbiased" draws from the relevant background population would yield a department with a proportion of members of the relevant protected class that is no higher than the current level.

To illustrate, the following graph represents the calculated distribution of department compositions for a department of 16 and a background frequency of protected class candidates of 35%. The graph shows that 50% of the departments have a composition of 5/16 or less (<31%); 70% have a composition of 6/16 or less (<38%); 14% have a composition of 3/16 or less (<19%); and so forth. In this model the "threshold composition" would be 3 protected class members: if the department composition was 3/16 or less, then the search would be declared an affirmative action search.



16 person department

One of the advantages of this approach is its flexibility. For instance, it can be modified by pushing upward or downward the likelihood criterion that constitutes the zone of "moderately unlikely" outcomes. We have chosen 30% as the salient point in the belief that this reflects a reasonable compromise between more stringent standards of scientific proof and more liberal standards that might fall short of documenting the "manifest imbalance" emphasized in the relevant legal cases. Second, this approach can be embodied in a simple spreadsheet model, which generates a threshold proportion on the basis of department size, department composition, and discipline composition. The table below summarizes the required computations for a range of department sizes and discipline frequencies.

This approach seems appropriate for several reasons. First, it establishes an objective way of specifying the relationship between the statistics of the current situation and the possibility of prior discrimination: if a given outcome is unlikely to have resulted from a series of unbiased choices, this amounts to the conclusion that it is possible that the current composition derives from some form of discrimination. Bias and discrimination are thus logically related in this approach. Second, the criterion is simple to apply and requires no subjective judgment about how large a discrepancy between current composition and background frequency is needed to trigger the affirmative action criterion. In fact, the approach shows that there is no fixed relationship between the two percentages; rather, department size affects the threshold value.

In connection with the last point, it should be noted that that this approach entails that for small departments and rare protected classes, even a zero-presence composition is not sufficient to trigger an affirmative action search. This is because, in these circumstances, the zero-presence composition is more than 30% likely to emerge through an unbiased selection process. These are the cells containing "n/a" in the table (e.g., for a department of 6 and a protected class frequency of 15%, 37% of departments will have no protected class member.)

Threshold # of protected class triggering AA search based on 30.0% likelihood									
size	10%	15%	20%	25%	30%	35%	40%	45%	50%
5	n/a	n/a	n/a	0	0	0	0	1	1
6	n/a	n/a	0	0	0	0	1	1	1
7	n/a	n/a	0	0	0	1	1	1	2
8	n/a	0	0	0	1	1	1	2	2
9	n/a	0	0	0	1	1	2	2	3
10	n/a	0	0	1	1	2	2	3	3
11	n/a	0	0	1	1	2	3	3	4
12	0	0	1	1	2	2	3	3	4
13	0	0	1	1	2	3	3	4	5
14	0	0	1	2	2	3	4	4	5
15	0	0	1	2	3	3	4	5	5
16	0	1	1	2	3	4	4	5	6
17	0	1	1	2	3	4	5	6	6
18	0	1	2	2	3	4	5	6	7
19	0	1	2	3	4	5	5	6	7
20	0	1	2	3	4	5	6	7	8

Defining the plus factor

We envision the plus factor as affecting just two stages in the hiring process. First, it should be applied in the determination of an interview list. At this point, the plus factor might move affirmative action candidates up within or across clusters of otherwise similarly qualified applicants. While it is impossible to set a definite limit on the extent of such adjustments, we envision them as small, comparable in magnitude to the margin of error that most would recognize as intrinsic to the necessarily subjective process of comparing candidates. We do not view plus factors as having the power to eliminate the requirement for qualifications consistent with those specified in the relevant job description. Second, the plus factor also might be applied near the end of a search, as the University decides how to direct an offer of employment. At this point, it would serve as a tie breaker, tipping the balance toward one of two (or more) otherwise very similarly qualified candidates. Even here, it should be understood that the plus factor cannot operate in isolation, but acts as one of several variables considered in the employment decision, as required in the Taxman opinion.

Would such a policy meet the requirements and implications of the Taxman case?

An earlier section detailed many of the characteristics that, based on the Taxman opinion, should be exhibited by a viable affirmative action policy. Briefly, such plans must be temporary measures, aimed at the remediation of possible past discrimination that is supported by evidence for the existence of a manifest imbalance in the current work force. They must be appropriate in structure, with criteria and methods that are clear and consistent with their goals. They also must be appropriate in scope, conferring advantages that reduce discrimination and its effects, while not unnecessarily trammeling the rights of nonaffirmative action individuals.

We believe that the affirmative action policy that we propose would meet these requirements. First, the designation of an affirmative action search would be based on statistical evidence for the underrepresentation of a protected category of applicant (women or ethnic minority) in the relevant job category at Bucknell. The policy would remain in effect as long as such disparities continued to exist. Second, the proposed policy incorporates guidelines for the identification of affirmative action searches and to determine when affirmative action candidates should be advantaged within such a search. We also have tried to clarify the magnitude of the advantage (plus factor) that a minority candidate should receive at each of the relevant points in an affirmative action search. In the process, we have tried to balance the needs for clarity and flexibility. Like many of the decisions made in the hiring process, plus factors inevitably will vary across searches using different methods for the comparison of candidates. Third, the rights

of nonaffirmative action candidates are protected by (a) the restriction of plus factors to affirmative action searches, and (b) the fact that these factors are small and constitute just a fraction of the information considered in an employment decision.

Could it be implemented consistently?

We believe that the policy that we propose could be applied with reasonable consistency across departments and time. Consistency of application should be substantially enhanced by the changes noted above, which increase the clarity and objectivity of the criteria that would trigger and guide affirmative action searches.

How would it affect faculty diversity?

Recent legal opinions suggest that affirmative action policies cannot pursue diversity as a goal. The only acceptable justification for an affirmative action search is evidence consistent with present or past discrimination. Given such evidence, an affirmative action policy will advantage the members of protected classes and thereby increase diversity. On the other hand, the impact of an affirmative action policy would be expected to depend on the frequency of its application: a policy that is applied selectively, as seems to be required by current law, will have less of an impact than one that is applied to every search.

Beyond these obvious points, we find it difficult to predict the impact of the policy we propose on future levels of faculty diversity at Bucknell. An affirmative action policy cannot guarantee that a position will be filled by a member of a protected group, since this would constitute an illegal bar to the advancement of nonminority candidates. Accordingly, even affirmative action searches will not always end in the hiring of an affirmative action candidate. Conversely, nonaffirmative action searches may end in the hiring of such a candidate. For these and other reasons, we believe that the issue raised here is too complex to be answered now, and should be deferred for at least the year required to apply the proposed policy to a sufficient number of faculty searches.

Finally, we must reemphasize the dependence of faculty diversity on EEO policies and procedures quite separate from those advanced in the name of affirmative action. With faculty support, the AAO could revise recruitment and other EEO procedures with the potential to increase faculty diversity. Even without such revisions, departments and search committees can increase diversity by advertising positions as broadly as possible, by inviting applications from affirmative action candidates, and by taking appropriate measures to address any special concerns of such candidates during interviews or at other stages in the process of recruitment and hiring.

CONFLICT OF INTEREST AND COMMITMENT

Article I - Introduction

Trustees, senior administrative officers, deans, faculty and staff all serve the educational and public purposes to which the University is dedicated. Accordingly, all such members of the University community (hereinafter "members") have a clear obligation to conduct the affairs of the University in a manner consistent with those purposes and to make all decisions solely on the basis of a desire to promote the best interests of the institution.

This statement recognizes and affirms the settled tradition and expectation that members will conduct their relationships with each other and the University with candor and integrity.

These policies and procedures will permit members of the faculty, staff, administration and trustees to identify, evaluate and correct or remove real, apparent and potential conflicts of interest and commitment. The appearance that a conflict may be present may be as important as the reality. Accordingly, the first essential step in all of the procedures set forth below is disclosure and discussion.

A. All Members

A member is considered to have a conflict of interest when he or she or any of his or her family or associates (to his or her present knowledge) either (1) has an existing or potential financial or other material interest (including but not limited to, an investment, ownership or compensation interest or arrangement) which impairs or might appear to impair the individual's independence and objectivity of judgment in the discharge of responsibilities to the University, or (2) may receive a financial or other material benefit from knowledge of information confidential to the University.

The family of an individual includes his or her spouse, parents, siblings, children and any other blood relative if the latter resides in the same household. An associate of an individual includes any person, trust, organization or enterprise (of a business nature or otherwise) with respect to which the individual or any member of his or her family (1) is a director, officer, employee, member, partner, or trustee, or (2) has a significant financial interest or any other interest which enables him or her to exercise control or significantly influence policy.

B. Faculty

Faculty who accept full-time appointments have a primary commitment which includes meeting classes, being available to students and colleagues outside the classroom, serving departmental, college, and University committees, conducting research,

publishing scholarly works, and otherwise meeting the changing needs of the University.

Although a specific work week is not defined for faculty members, it is expected that such membership constitutes a full-time obligation and that, with the exceptions explicitly permitted by University policies on consulting and other related professional activities, they will not engage in other employment.

C. Staff

In the case of staff members, commitments of time and the expectations attached to such positions are more explicitly defined. The University expects that staff members also will recognize the possibility that their external activities, commitments and interests may have adverse effects on the performance of their University obligations.

D. Part-Time Appointees

Faculty and staff members who hold part-time appointments commonly will have major obligations and commitments, not only to the University, but to one or more outside agencies. The potential for conflict may be significant. Accordingly, part-time employees are expected to exercise special care in disclosing and fulfilling their multiple obligations.

E. Trustees and Senior Administrative Officers

Trustees and senior administrative officers of the University are fiduciaries and owe special duties of care and loyalty to the institution and must keep the University's interests paramount to all others.

Article II - Categories of Conflicts

The University thrives when its trustees, faculty and staff pursue their individual responsibilities with vigor. Their activities must include interactions with many external agencies. Predictably, some external interactions will have the potential to create conflicts of interest or commitment, or the appearance thereof. In many situations these conflicts will be apparent only and can be resolved by disclosure. Actual conflicts fall into two categories.

A. Conflict of Interest

Typically, a conflict of interest may arise when a member has the opportunity to influence the University's business, administrative, academic or other decisions in ways that could lead to personal gain or advantage of any kind.

B. Conflict of Commitment

A conflict of commitment arises when a member undertakes external commitments which burden or interfere with the member's primary obligations and commitments to Bucknell.

C. Examples of Conflicts

It is difficult to specify precisely what constitutes a conflict in all situations. Illustrative examples are presented in Appendix A to this document to assist members in understanding where and how such conflicts may arise.

Article III - Conflict Disclosure and Avoidance

Members are expected to evaluate and arrange their external interests and commitments in order to avoid compromising their ability to carry out their primary obligations to the University. In the first instance, conflicts should be avoided or resolved through the exercise of individual judgment or discretion.

Full disclosure of the circumstances surrounding a real or potential conflict should be made prior to making the commitment or initiating the activity which poses the possible conflict.

A. Disclosure Statements for Trustees and Officers of the University

The University's General Counsel shall obtain annual written disclosure statements (in the form attached to this policy as Appendix B) regarding external commitments and interests from all members of the Board of Trustees and all senior administrative officers of the University, and shall advise the Audit Committee of the Board of Trustees regarding all issues of conflict of interest.

B. Disclosure Statements for Faculty and Administrative and Professional Staff

All faculty and administrative and professional staff members must make disclosure to their dean or administrative unit head, both annually and ad hoc at any time during the year, regarding any potential or actual conflict of interest arising under the policy on conflict of interest set forth herein, using the form attached to this policy (Appendix B).

Article IV - Resolution of Conflicts Involving:

A. Trustees and Senior Administrative Officers.

The University's General Counsel shall advise on matters involving external commitments or interests of trustees and senior administrative officers and, where appropriate, shall consult with the chair of the Board, the vice-chair, if any, the chair of

the Audit Committee and the President of the University, who shall resolve the matter or, where appropriate or necessary, refer it to the Board of Trustees for resolution consistent with law, University policy and the best interests of the University.

B. Faculty and Administrative and Professional Staff.

The dean or administrative unit head will review the disclosure information, determine whether an actual or potential conflict of interest exists, and determine what conditions or restrictions, if any, should be imposed by the institution to manage, reduce, or eliminate such conflict of interest. An actual or potential conflict of interest exists when the reviewer reasonably determines that a significant financial interest could affect the design, conduct, or reporting of the research or educational or professional activities in question.

Examples of conditions or restrictions that might be imposed to manage, reduce, or eliminate actual or potential conflicts of interest include:

- a. public disclosure of significant financial interests;
- b. modification of the research plan;
- c. disqualification from participation in that portion of the research or activity that would be affected by the significant financial interests;
- d. divestiture of the significant financial interests; or
- e. severance of relationships that create actual or potential conflicts.

Following review and approval of any proposed arrangements by the dean or the administrative unit head, the staff member's disclosure and the findings and recommendations shall be submitted to the Vice President for Administration for his or her review and approval.

C. Records of all financial disclosures and of all actions taken to resolve actual or potential conflicts of interest will be maintained in the appropriate dean's or administrative unit head's office until at least three years after the later of the termination or completion of the project to which they relate.

General Considerations

Members involved in business ventures as owner, operator, consultant or major investor must be alert to the possibility that a conflict may arise. If the enterprise does no business with the University, only the area of conflict of commitment is likely to be involved.

If the enterprise does business with the University, or might do business with the University, the member is expected to disclose that fact. Generally, there will be no conflict if the member is not in a position to influence the University with respect to the business of the enterprise in which the member holds an interest or may receive a financial or material benefit because of the transaction.

A member may not review, approve, or administratively control contracts when the contract is between the University and a company in which the member has a substantial financial interest or when the contract is with a member of the employee's immediate family or when a member of the employee's immediate family is an employee of the contractor and directly involved with activities included under the contract or has a substantial interest in the contractor.

No gifts or accommodations of any nature may be accepted by members when to do so could possibly place them or the University in a prejudicial or embarrassing position, interfere in any way with the impartial discharge of their duties to the University or reflect adversely on their integrity or that of the University. Subject to this restriction, members may accept modest gifts, meals, entertainment and other normal social amenities so long as such amenities are not extravagant under the circumstances.

Upon full disclosure, the University may approve a transaction or affiliation, provided no conflict of interest is involved and further provided that the member furnishes an annual statement indicating compliance with the University's Conflict of Interest and Commitment Policy. The University shall disapprove the transaction of affiliation, if a conflict of interest is involved with cannot be resolved or removed.

In appropriate cases the University may approve the use of a delegation of authority in order to separate conflicting interests. The form supporting an approved delegation would read as follows:

In those business relationships noted above, I will institute the following delegation of authority. In all matters with the (name of conflicting entity) corporation involving any business relating to Bucknell University, (name and title) will act in my stead should the occasion for action by me arise. I understand and acknowledge that, in my role as a (state position) of Bucknell University, I will not participate in committee or general debate, discussion or decisions connected in any manner to the (name of conflicting entity) corporation, its subsidiaries, assigns or related business entities.

Appendix A

Apparent Conflicts Requiring Prior Disclosure and Resolution

The following activities have the potential to create conflicts of interest of commitment and should be reviewed and disclosed prior to being undertaken.

Example 1. A member may not directly or indirectly lease, rent, trade or sell real or personal property to the University without full disclosure of the relevant facts.

Example 2. A member may not possess a substantial interest in or participate in the profits of any organization that deals or seeks to deal with the University without full disclosure of the relevant facts. Participation through stockholdings, mutual funds and similar vehicles is not a conflict unless the stocks of the organization held by the individual constitute a substantial holding.

Example 3. A member may not accept appointment as an officer, director, serve in any management capacity in or have a compensation arrangement with an external commercial, industrial, business or financial organization or profit-making enterprise which deals or seeks to deal with the University without full disclosure of the relevant facts.

Possible Conflicts

Conflict is possible, even if unlikely, in situations such as those listed in the following examples, and members should give careful consideration to that potential. In many cases the potential for conflict can be removed by disclosure.

Example 1. Relationships that might enable members to influence Bucknell's interactions with outside organizations in ways that may lead to personal gain, to the taking of improper advantage by anyone, or the improper diversion of University assets from the primary missions of the University, including the time and talents of its faculty and staff.

Example 2. Situations in which a member, while serving as a consultant to an external organization has access to unpublished, privileged information from a colleague that has potential commercial value and wishes to provide that information to the external organization.

Example 3. Situations where a member directs students into a research area or other activity from which the member intends to realize personal financial gain.

Example 4. Situations where the member is asked to assume executive or managerial positions with outside organizations that might seriously divert the member's attention from University duties, or create other conflicts of loyalty.

Example 5. Disclosure or use for personal profit of unpublished information coming from University research or other confidential University sources, or assisting outside organizations by giving them access to such information except as may be authorized by official University policies.

Example 6. Situations where a member is offered research support from an organization in which the member holds an equity position.

Example 7. Situations where the member occupies a position in an enterprise doing business in the area of the member's University responsibility of which is related to that field.

Example 8. Situations in which an individual can require others to purchase a product in which the individual has a proprietary interest and from which the individual will receive income.

Conflicts of Commitment

Assessment of a conflict of commitment is more difficult than assessment of a conflict of interest. Generally, such conflicts will be apparent in the failure of individuals to discharge fully the role and duties expected of them.

1. Commitments that involve frequent or prolonged absence from the University on non-University business.
2. Commitments that engage a substantial portion of the time a member is expected to spend in University related activities and which thereby dilutes the amount or quality of participation in the instructional, scholarly or administrative work of the University.

Appendix B

DISCLOSURE STATEMENT

I have read and fully understood the Conflict of Interest and Commitment Policy of Bucknell University as adopted at the November 15, 1997, meeting of the Board (copy attached). With the exception of the information noted below, neither I nor any member of my immediate family (1) has an existing or potential financial or other material interest which impairs or might appear to impair my independence and objectivity of judgment in the discharge of responsibilities to the University, (2) may receive a financial or other material benefit from knowledge or information confidential to the University, or (3) has any other actual or potential conflict within the meaning of the policy that should be disclosed.

Name and
University title
of individual

Name of
Business

Position or
Relationship with
Business

Nature of Related
Transaction with
Bucknell

Print Name _____

Signature

Date _____

Please return this form to your dean or administrative unit head.

Related Persons as Students

In order to protect both faculty and students from the reality and appearance of a conflict of interest, the following policy outlines a mechanism to ensure the maintenance of academic integrity in cases where faculty members become responsible for the academic evaluation of related persons, including spouses, domestic partners, children, or other relatives.

Students should avoid enrolling in classes taught by their spouse, domestic partner, parent, or relative wherever possible. In small departments and programs or in highly specialized courses, avoidance of related persons as faculty in course selection may not be possible. In those cases in which a faculty member teaches a class in which a related person is enrolled, the faculty member should request another member of the department or program to oversee the evaluation process of that student. Such oversight includes reviewing the work of the student being evaluated and comparable work by one or more other students in the class. Only in rare exceptions will faculty be permitted to work one-on-one with students who are related on honors theses, mater's theses, independent study, and award selections. Faculty are not permitted to serve as the main academic adviser to a student who is a relative. Exceptions to this policy must be approved by the Dean of the college.

Faculty members are encouraged to avail themselves of this mechanism in other instances of real or perceived conflict of interest, involving students who are close personal friends or persons with whom the faculty member is in conflict. The purpose of having the mechanism of another faculty member oversee the evaluation process of any student is to protect the faculty member and student from the appearance of bias and to maintain the integrity of the academic experience.

UNIVERSITY REVIEW COMMITTEE REVIEWS FOR RETENTION AND TENURE

Bucknell University

Revision history:*Accepted by the Faculty, 3/3/87**Revised March, 1998 to incorporate accepted recommendations of the Task Force on Retention, Tenure and Promotion**Revised April, 2004 to incorporate accepted recommendations of the University Review Committee**Revised March, 2011 to incorporate accepted recommendations of the Committee for the Review of the Evaluation of Teaching, to update timeline and procedure practices, and to make other procedural improvements.**Revised April 2013 to incorporate Handbook language changes related to the criteria for Promotion to Full Professor and to make other editorial improvements.*

The members of the University Review Committee (URC) offer this description of the faculty review process to assist untenured faculty members and departments, schools, or programs preparing for reviews. The statement reflects the Committee's expectations on how best to accomplish its task as prescribed in the Faculty Handbook. We have attempted to make this description as complete and informative as a general statement can be, and have devised several ways for concerned faculty members to obtain more particular information. We refer candidates to "Information for Candidates for Retention and Tenure" (Spring 1998) for additional information.

Early in the academic year, the Provost and the college deans include discussion of the evaluation process in their orientation of new faculty. On or before May 15 of each year, the URC and deans schedule a meeting with the upcoming year's group of candidates for retention and tenure and their department/school/ program chair/directors. The meeting serves to clarify and amplify points contained herein; it also provides an opportunity for candidates to ask questions and to talk informally with each other and the members of the URC. Faculty members who have further questions regarding the review process are urged to contact their chairperson, the appropriate college dean or the chairperson of the URC.

The following pages refer to the typical case of a faculty member whose employment at Bucknell begins in the September following completion or near-completion of the Ph.D. Faculty who come to Bucknell under other circumstances are reviewed according to the same procedures but the schedule of reviews is a matter normally negotiated at the time of appointment, or soon thereafter, in accordance with the provisions of the Faculty Handbook. Other exceptions to the usual schedule are sometimes arranged through the college deans, in consultation with the URC.

I. DRC Structure and Criteria

Department, School, or Program Review Committees (henceforth, „DRCs“) consist of at least four tenured members of the full-time instructional faculty. Departments, schools or programs that lack a sufficient number of tenured members shall consult with the appropriate dean to constitute a DRC from tenured faculty within the relevant academic division. Untenured members of the faculty are not eligible to participate in or observe the deliberations of a DRC.

Departmental/school/program expectations in the areas of teaching, scholarship, and service shall be clearly stated in the DRC statements of procedures and criteria, which shall also specify the expected content, length and format of the candidate's self-evaluation statement, as well as the supportive materials to be provided. DRC statements must include a schedule for any intermediate/internal dates for reviews including all submittal dates and differences between requirements/dates for different reviews (2, 4, and 6 year and promotion reviews). DRC review documents shall clearly indicate the criteria and procedures to be used for the selection of external reviewers for tenure and promotion reviews. The external reviewers will be informed of the details regarding their selection and the use of their letters. No prospective external reviewer shall be contacted prior to consultation with the appropriate dean.

DRC statements of procedures and criteria must be reviewed every five years by the department/school/program, the Committee on Academic Freedom and Tenure, and the Provost in that

order. The office of the Provost will notify departments, schools, and programs by September 1st of a given academic year that their documents are scheduled for review. Once reviewed, department/school/program statements showing planned changes will be forwarded to CAFT no later than September 1st of the following academic year. Reviews by CAFT and the Provost, and responses by the department/school/program, if necessary, normally will be concluded prior to May 1st so that updated documents may be distributed on that date to faculty anticipating reviews for reappointment, tenure, or promotion during the subsequent academic year. A cover sheet will provide signatures and dates to document the actions of each of the three parties. Should either CAFT or the Provost ask the department/school/program for changes, the new text will next be forwarded to CAFT for approval before it is forwarded to the Provost. The above procedures will also apply when review of DRC statements is initiated by or motivated by purposes other than the five-year review cycle. DRC statements should display prominently the date on which they received final approval. The department/school/program chairperson/director will provide each member of the department/school/program faculty, upon their appointment, with a copy of the current, approved DRC statement. In all matters except timeline, candidates shall adopt the URC and DRC statements of procedures and criteria defined at their time of appointment, unless they choose to adopt the current guidelines by notifying the DRC chair in writing prior to the URC's candidate meeting in May.

II. The URC Criteria

The University Review Committee seeks to confirm that each faculty member under review is progressing suitably in an evolving personal plan of professional development; that this plan is appropriate to the individual, legitimate to the discipline, and of value to the department, school, or program in question; and that the faculty members' record signifies present and future levels of achievement commensurate with the University's expectations of fine teaching, estimable scholarly or artistic accomplishment, and active commitment to the well-being of the University community.

Because it respects and supports diversity in the professional aims and accomplishments of faculty members, the University Review Committee does not attempt to measure individuals against a particular set of narrowly defined requirements but attempts to assure that department/school/program standards and judgments, that may have a particular disciplinary orientation, are of a consistent quality throughout the University. When reviewing DRC evaluations, the URC attempts to recognize teacher-scholars of various descriptions whose excellence is affirmed by students, by colleagues, and by members of a larger academic community.

The following are guidelines for each stage in the progression toward tenure.

Second-year: retention. A candidate retained beyond the second year has successfully completed all requirements for the Ph.D. or other appropriate terminal degree, and has otherwise inspired department/school/program confidence in the likelihood of future satisfactory progress toward tenure. The candidate has proved a capable and effective teacher. Efforts to ameliorate any early-career teaching problems are so encouraging as to justify further commitment on the part of the University. The candidate has initiated projects beyond the dissertation that give promise of a long-term program of scholarship.

Fourth-year: retention. A successful candidate at this stage has consistently demonstrated highly competent and committed teaching indicative of further development toward excellence, has produced publications or other appropriate scholarly work of high quality, and has begun to assume a share of responsibility for the affairs of the University.

Sixth-year: tenure and promotion. A candidate recommended for tenure has sustained a record of fine teaching which appears to assure long-term excellence. The candidate's scholarly or artistic work has matured, earning the esteem of department/school/program colleagues and experts outside the University. Finally, the candidate has contributed significantly to department, inter-department, or University affairs.

Promotion to Full Professor: Promotion to professor requires a record of high-quality teaching, continued scholarly productivity indicative of intellectual growth, and significant service, including contributions to the university or a combination of contributions to the university and the academic profession. An expectation of future achievement in these categories must be assured.

If there are any third-year or fifth-year candidates, their criteria for consideration are interpolated

between those defined for the other groups.

Review Materials

The University Review Committee bases its deliberations exclusively on data contained in materials submitted by DRCs, on previous official communications involving retention decisions, and on any additional materials solicited in consultation with DRCs and candidates. Furthermore, the DRC shall base its deliberations exclusively on data contained in materials submitted by the candidate and outside evaluators. The candidate will have the right to review and respond to all materials considered by the DRC in its deliberations.

All persons contributing material to an evaluation – be they students, members of a candidate's department/school/program and/or DRC, other members of the University, or outside reviewers – must do so by reporting or submitting their information directly to the DRC for its consideration. With the exception of Student Evaluation of Teaching forms, all statements must be signed by the contributor. Statements from those not on the DRC are kept confidential in order to assure independent and candid judgments. The DRC chairs must provide candidates and DRC committee members with anonymous copies of communications received from all sources, including outside evaluators, students, alumni, and colleagues. The candidate receives a copy of the DRC review and of any minority reports that may accompany it.

Once a DRC has submitted its documented recommendation, moreover, no additions of either fact or opinion may be made without the URC's prior approval. Should members of a DRC determine that unavoidably late material is of sufficient importance – a letter from a dilatory outside reviewer, for example, or acceptance of a manuscript for publication, or a major misunderstanding which somehow has survived the review process – they may contact the college dean to request permission to submit the material after subjecting it to the usual provisions for evaluation, disclosure, and candidate response.

The URC may secure, after consultation with the candidate, additional evidence concerning the quality of a candidate's teaching and scholarship. Since such a request usually entails an extension of the review period beyond February 1, the URC in practice makes these requests only in those rare instances when it finds itself unable to reach a decision because of insufficient evaluative material or poor documentation; in such instances the Committee specifies the additional material required and requests the DRC to evaluate it.

It is of great importance that DRC reviews be as carefully evaluative and well documented as possible. Although content and organization vary somewhat according to disciplinary preference, the University Review Committee normally expects to receive all items listed on the attached check-list.

The following comments on certain of these items are intended to assist individuals and departments/schools/programs in the preparation of reviews.

Curriculum vitae. In addition to the usual summary of education and professional experience, the vita includes a list of scholarly or artistic accomplishments, grouped by type. (For example, a list of written scholarship might be separated into books, articles published in referred journals, conference papers, unpublished manuscripts, etc.) See “Information for Candidates for Retention and Tenure” (Spring 1998) for additional suggestions regarding the description of materials at various stages of completion. If a list of courses taught during the review period is not part of the curriculum vitae, it should be added separately to the dossier.

Candidate's statement. Statements prepared by candidates interpreting their ongoing professional expectations and aims are extremely helpful to Committee members. They serve to orient the Committee, to suggest the standards of evaluation the candidates themselves believe to be appropriate, and to inform the Committee of each person's assessment of his or her own position in the University with respect to teaching, scholarship, and service to the University community. For suggestions on the content and format of these statements, see individual DRC documents and “Information for Candidates for Retention and Tenure” (Spring 1998).

DRC evaluation of the candidate. This statement summarizes the information that the DRC has collected, carefully evaluates this information in light of the individual's own goals and the needs and criteria of the department/school/program and University, discusses possible alternative interpretations of the data available, and points out where (and why) disciplinary considerations are particularly important to the proper evaluation of materials. If necessary, DRC reviews are prefaced with a statement that informs the URC of unique disciplinary contexts and how they may pertain to a candidate being reviewed. DRC reviews shall indicate the bases for the recommendations and, in so doing, provide the URC with a statement that clearly presents an evaluation as well as an analysis of the candidate in each of the review areas.

Evaluation of teaching includes discussion of strengths and weaknesses, based on evidence described below. DRC reviews should provide a critical evaluation of faculty teaching by considering at least three sources of information: (1) Peer input on classroom instruction – by examination of course materials and the candidate's self-statement, (2) Student input including both student evaluation of teaching forms and, for a tenure review, student and alumni letters collected in a systematic fashion, and (3) Peer input on broader contributions to the educational program as a whole that go beyond classroom instruction. Each of these three areas must be given substantial emphasis (as defined in the department/school/program's approved statement of review procedures and criteria) in the evaluation of a faculty member's teaching. Peer input on classroom instruction should be given the most emphasis, followed by student input, followed by peer input on the candidate's broader contributions. Departments/schools/programs may develop additional means for gathering peer input on teaching, such as classroom observations and student input on teaching, such as focus groups, interviews, and exit surveys.

Each course taught by the faculty member under review will solicit feedback from the students using the approved Student Evaluation of Teaching (SET) form. Forms will be administered using the approved protocols and students will be informed of the import and purposes of the SETs. For a tenure review, each department, school, or program will also solicit letters evaluating teaching from students and alumni using the approved process and templates. Each department, school, or program may additionally employ a method of involving students and/or faculty in the DRC evaluation of teaching (including advising) beyond the completion of written course evaluations and student letters.

For substantive matters, candidates shall adopt the URC and DRC statements of procedures and criteria defined at their time of appointment, unless they choose to adopt the current guidelines by notifying the DRC chair in writing prior to the URC's candidate meeting in May.

Evaluation of scholarship includes an assessment of the quality and significance of the candidate's published or creative work and of the reputation of the journals, presses, professional meetings, etc., where the candidate's work has appeared.

Evaluation of service addresses the candidate's quality as a colleague and effectiveness as a participant in campus life.

Contributions from colleagues. Faculty members who have special knowledge of a candidate, acquired perhaps through shared teaching or scholarly projects, may contribute individual written statements for consideration in the DRC review. Such contributions are limited to the purposes of the review.

Minority report. DRC members may submit separate reports if they disagree with the majority recommendation or find their views inadequately presented in their committee's review statement. Such reports are submitted to the DRC and disclosed to the candidate. Minority reports are subject to the same limitations with regard to content as the DRC report.

Department/program/school chairperson's recommendation. In accordance with the Faculty Handbook, III.K.1, "Should the chairperson and the department committee not concur, both the committee's and the chairperson's recommendations are conveyed." Department/program/school chair/director's recommendations are subject to the same limitations with regard to content as the DRC

report.

Candidate's response. A candidate may respond in writing to a DRC's final evaluation document, which shall include any minority reports, department/program/school chair/director's recommendations, and other contributions from colleagues. The candidate should present his or her response directly to the DRC for inclusion along with all other review materials in the package submitted to the URC.

Letters from outside evaluators. Tenure decisions require letters from at least three outside evaluators. The DRC will solicit letters from outside reviewers selected by the DRC following the concurrence of the candidate and the appropriate college dean. DRCs should provide a two- or three-sentence biography of each outside evaluator, including the candidate's personal and/or professional relationship to the evaluator.

Additional documentation. Additional documentation may include, but is not limited to, letters from colleagues, unsolicited materials, results of student interviews, and referees' reports or published reviews of scholarly work. The content of such contributions is limited to the purposes of the review. In all cases, this documentation must be received by the DRC, with redacted versions forwarded to the candidate in a reasonable amount of time prior to the date that the candidate's materials are due to the DRC.

III. The URC's review

During October, the college deans present to the URC their lists of candidates for retention and tenure. They apprise the Committee of all special contractual provisions or other formal agreements between the administration and individual candidates. All conflicts of interest shall be disclosed and resolved at the beginning of this process. A link to the URC Conflict of Interest Statement can be found [here](#).

At all three levels of review (second/third-, fourth/fifth-, and sixth-year), each candidate's materials will be reviewed by a subcommittee of three URC members. Each such subcommittee will consist of two faculty members of the URC and one administrator (either a dean or the provost). The entire URC will read the short files for every review candidate. Each subcommittee will present its findings to the entire URC for discussion, deliberation, and decision. All non-recused URC members will read and review the full review file for all cases that a subcommittee or any URC member deems problematic (e.g., cases that might have a negative decision).

Typically the URC deliberates from October through January (for candidates in years 2-tenure), considering separately each of several groups of candidates: early-career (typically second year), pretenure (typically fourth year) and tenure (typically sixth year). URC deliberations for promotions to full occur between February and March. Committee members complete their discussion of all candidates in a given group, then considering each candidate in turn, formally voice individual yes or no votes; the Committee may elect to postpone its vote pending more information from a candidate or a DRC. Seven of the eight Committee members vote; the officially designated alternate votes only to replace a member who belongs to the candidate's DRC, department/school/program, has a conflict of interest, or is incapacitated. The chair (and all others who wish) records the vote (which is confidential, as are all parts of the Committee's deliberation), and the chair coordinates advice on the content of the official letter of notification.

The entire Committee, upon completing its work, meets with the president to transmit the results of its deliberations, in compliance with the Faculty Handbook, II.C.5 ("In individual instances, the President may request the Committee to extend its review and/or reconsider its judgment").

For each candidate under review, a URC member composes the body of a letter of notification. The URC reviews and revises each letter and the college deans format and sign the letters. The letters to second and fourth year candidates highlight important elements of the Committee's reaction to each set of review materials, and may offer specific suggestions for improvement. Prior to sending out the letters, the college deans apprise each individual, department/school/program chairperson, and DRC chairperson involved of any forthcoming negative decision. On or before December 15 college deans, on behalf of the URC, send out the letters of notification in second through fifth year review cases. Candidates under review for tenure will be notified no later than February 1.

IV. Appeals

Careful attention to the foregoing procedures on the part of individuals under review, their departments, school, or programs, and members of the University Review Committee should serve to eliminate mistaken decisions caused by incomplete or misunderstood information. However, if a faculty member has reason to believe that the Committee's decision to terminate his or her contract has resulted from uncorrected erroneous or from misleading or missing information not attributable to an omission on the part of the candidate, he or she may present to the Committee, no later than January 15 in second through fifth year review cases and no later than February 15 for cases under review for tenure, a written request for reconsideration, specifying the substantive grounds on which it is based. (Requests for reconsideration based on procedural grounds normally are made to CAFT, not the URC.) If the Committee decides to grant the request, it will so inform the individual promptly. Requests for reconsideration based on substantive issues shall be directed to the URC before any appeal based on procedural issues is made to CAFT. An appeal to CAFT will foreclose the right of the candidate to appeal to the URC for reconsideration.

CHECK-LIST OF CONTENTS

Review of:

By (list of members of DRC):

Date:

Materials Provided by the Candidate:

- _____ 1. Current curriculum vitae
- _____ 2. List of all courses taught during review period, with syllabi
- _____ 3. Candidate's statement
- _____ 4. All written scholarship and (where relevant) documentation of artistic work
- _____ 5. Other documents or data; please specify

- _____ 6. Candidate's response (if any) to the DRC evaluation

Materials Provided by the Department/Program/School:

- _____ 7. Copy of CAFT- and Provost-approved statement of procedures and criteria
- _____ 8. DRC's recommendation to the URC
- _____ 9. DRC's evaluation of the candidate
- _____ 10. Summary of all teaching evaluation results using the appropriate template*.
- _____ 11. A compilation of SET results for each course using the appropriate template*, one copy for each course.
- _____ 12. A complete transcription of all student comments from the SETs
- _____ 13. Any teaching evaluation letters solicited from students and alumni
- _____ 14. Additional evidence of student and/or faculty evaluation of teaching and advising, as specified by the DRC statement of procedures and criteria, and a statement explaining how this evidence was obtained
- _____ 15. Three or more letters from outside evaluators (required for promotion and tenure and secured with the concurrence of the candidate and the dean)
- _____ 16. Minority report, if submitted, or other department/school/program statements considered
- _____ 17. Other documents that were considered in accordance with faculty policy; please specify:

*Templates may be found at <http://my.bucknell.edu/x56852.html>

Bucknell

FINANCE OFFICE

PHONE 577-3336

MEMORANDUM

TO: <Recipient>
<Department>

FROM: Peggy Troxell, Finance Office

DATE: September 27, 2000

SUBJECT: Accountable Plan Guidelines

CC: <Originating Department>

BANNER fund 826XXX has been established in the amount of \$X,XXX.XX. This is your accountable plan account for "<Account Title>". For these funds to be considered non-taxable, all expenditures must be directly related to this program or project and should be expended within the period for which funds were granted (ending xx-xx-xx). Unused funds will be returned to the granting source at that time. Should this fund be over-expended, you will be personally responsible to reimburse the University for the amount of the over-expenditure.

If your accountable plan was approved for a very specific purpose, be sure the expend the funds accordingly. Otherwise, please see the attached guidelines for additional information regarding allowable expenses.

Please follow normal University procedures when spending the funds from this account. For example, use a Bucknell Purchase Order when buying goods or services, and use a Travel Expense Report to account for travel expenses. Special note - in accordance with University guidelines you cannot reimburse yourself without the written approval of your department chair, or your Dean, or the Vice President of Academic Affairs.

All payments to individuals must follow University personnel and payroll procedures. For instance, if you hire a Bucknell student to assist you with your research that student must be paid through the Bucknell payroll system.

As with other University accounts, you will receive a monthly printout showing transactions which occurred during the month. Please review this report closely each month, and contact the Finance Office immediately if you find any errors.

If you or your departmental support person have on-line budget query access, the FOAPAL security has been updated to include this new fund. If you do not have on-line access and would like it, contact Pam Noone at X1136 or noone@bucknell.edu.

If you have any questions feel free to contact the Finance Office.

Bucknell University
Accountable Plans -- Allowable Expenses

In order for accountable plan expenses to be considered non-taxable to the holder of the plan, the expenses must meet the Internal Revenue Service (IRS) definition of accountable plan expenses. Generally, these expenses must be:

- directly related to the approved program or project;
- accounted for within a reasonable period of time (60 days maximum), and;
- documented with original receipts.

In addition to the above general requirements, the IRS has issued many specific guidelines regarding what expenses can, and cannot, be charged to accountable plans. Essentially, these guidelines assume that if an expense can be deducted as a business expense on your personal tax return, it can be charged to an accountable plan. Specific examples of allowable and not allowable expenses include:

Allowable Expenses (Must be Directly Related to the Program or Project)	Not Allowable Expenses
<ul style="list-style-type: none"> ▪ Purchase of Supplies and Services ▪ Purchase of Research Materials ▪ Books, Periodicals, etc. ▪ Business/Professional Travel (if expended within the University Travel Guidelines) ▪ Professional Development Expenses ▪ Professional Association Dues ▪ Workshop Fees ▪ Tools & Lab Equipment (except computers) ▪ Safety Cloths and Equipment ▪ Payments to other individuals (provided they follow University personnel and payroll procedures) 	<ul style="list-style-type: none"> ▪ Computers (unless approved in advance by your Dean or the Vice President of Academic Affairs) ▪ Commuting Expenses ▪ Lunches With Co-Workers ▪ Meals While Working Late ▪ Day Care Expenses ▪ Moving Expenses

IMPORTANT NOTE: If there is any question about the allowability of an expense, please contact the Finance Office for clarification before making a financial commitment. You will be personally responsible for any expenses that are not allowable under an accountable plan



Bucknell

Office of the Vice President
for Finance and Administration
Bucknell University
Lewisburg, Pennsylvania 17837

Phone: 570-577-3811
Fax: 570-577-3369

TO: University Faculty and Staff
FROM: Jo-Anne S. Lema, Vice President for Finance and Administration
DATE: August 30, 2002
RE: Advisory Concerning Alcohol Policy

The determination of whether alcoholic beverages may be made available during events held on the University campus or elsewhere under the sponsorship of the University is based on the nature of the event. Summarized below is Bucknell's alcohol policy for University-sponsored or sanctioned events.

University Open Invitation Scheduled Events: These are University-sponsored events which are open to the entire University community and, frequently, to non-University personnel as well. Such University-sponsored events must be alcohol free, without exception.

University Closed Invitation Scheduled Events: These are campus-sponsored events which are restricted to "invited guests only." Alcohol may be made available in accordance with the University policy. Major requirements include: the event must be approved by and registered with the Dean of Students; signs about the legal age for consumption must be posted; alcohol must be dispensed by a trained, professional bartender – not an undergraduate; alcoholic beverages must not be served to anyone intoxicated or under 21. For scheduling details, contact Deb Parrish, 265 Langone Center. Questions concerning the alcohol policy should be directed to the Dean of Students, ELC 211 or by telephone x71601.

Summer Conferences, Workshops, and Meetings; Non-Bucknell Events in Contracted University Facilities at Which Underage Persons May Be Present: Contact Judy Mickanis, 265 ELC, for statement of policy and procedures.

Parties Hosted by Faculty or Staff: Social events at faculty and staff homes and in similar settings are a tradition of long standing and are a means through which faculty, staff and students can widen the context in which they know each other. University policy still precludes the serving of alcoholic beverages to anyone under 21 years of age. Hosts who furnish alcohol that is consumed by underage students incur personal criminal risks, University judicial sanctions, and personal civil liability exposure (for injuries to the minors themselves or any persons injured by the minors' subsequent activities).

DATE: May 1, 2004
TO: Retirees
FROM: Stephen Bowen
RE: Faculty *Emeriti* and *Emeritae*

Retired faculty members are valued members of the Bucknell community. This is signified by the granting of *emerita and emeritus* status and the continuation of certain benefits and courtesies. But retirement from the University does necessarily involve an end to the employment relationship and to the specific professional support an active member of the faculty receives (travel funds, secretary, office, office computer, access to the department budget). As you near retirement, it is important to clarify the University's policy regarding benefits and courtesies to faculty *emeritae* and *emeriti*.

Concerning benefits, you will receive a letter from the Office of Human Resources with information on retirement benefits. It is important to schedule an appointment with Human Resources to discuss your retirement benefits prior to your departure. Where the University can provide other courtesy services to the retiree without reducing the resources required by teaching faculty, it wishes to do so.

Normally, secretarial services will no longer be available to the retiree, but the University will provide a modest amount of department stationery for professional use and, when possible, some access to space (not necessarily an office) on campus where retired faculty members can work.

Office space on campus is not currently available. Upon request, *emeritae* and *emeriti* may be assigned space in the "Emeritae and Emeriti Suite" (Rooke 8), if available. For information concerning the emeritus suite, please contact Beth Cunningham, Associate Dean for the Faculty.

In like manner, database search, FAX, duplicating, long-distance telephone, postage, and Federal Express usage by retirees may not be charged against department budgets, which are allocated for the use of active full-time faculty. When such charges are related to current work in collaboration with the active faculty, these items may be charged to department budgets with the permission of the department chair. However, if retirees would like to use these Bucknell services and they are not related to collaborative work, personal accommodation accounts in the Finance Office may be set up for the convenience of individuals in paying these charges.

Campus resources like the Tech Desk in the library and our Technology Support hotline (x77777) will be available to you for limited computer support (obviously, the needs of current, active faculty and staff must take priority). Prior to your official retirement, you may request to continue to use your computer account, including email and dial-in access, on an annual renewal basis for professional, non-commercial activities. The Bucknell dial-in service is a limited, shared resource and must be used appropriately. For personal Internet use, you must subscribe to a local Internet Service Provider. In order to use some library services requiring a Bucknell IP address such as specific databases, you should use the Bucknell dial-in service or be on campus.

Human Subjects Research and the Institutional Review Board

1. Faculty Research and Scholarship

Federal regulations require that the Institutional Review Board (IRB) provide prior approval of all **research with human subjects** conducted by faculty, staff or students, whether the research is funded or un-funded, and whether it is conducted on-campus or off-campus.

Research with human subjects is commonly conducted in psychology, sociology/anthropology, education, and the biological sciences, but it may also include other disciplines such as history, as recognized by the American Historical Association. If you have any question about the applicability of human subjects regulations to a research project that you are contemplating, please discuss the research in advance with your departmental representative to the IRB, or, if your department does not have a representative, with the Chair of the IRB.

Institutional policies, procedures, forms and resource material dealing with human subjects research are available to the faculty in two ways:

- (1) in the Public Folder of the Institutional Research Office:
On a PC: My Computer/departments on 'netspace' (R:)/inst_research/public/Human Subjects Research
- (2) on the Web site of the Institutional Research Office
www.bucknell.edu/About_Bucknell/Offices_Resources/Institutional_Review_Board.html

2. Classroom Exercises with Human Subjects

Although **non-research activities** such as classroom exercises with human subjects are not covered by the federal mandate, institutional policy requires the same standards of protection that one would observe in actual research projects. There are two reasons for extending human subjects policies into the classroom: (1) the University's position should be ethically consistent across all kinds of institutional activity with human subjects; and (2) in training future generations of researchers, it is the University's obligation to begin as early as possible in their academic careers to instill the principles of responsible research design.

The role of the IRB with regard to classroom exercises that involve human subjects is advisory and consultative. It is the responsibility of each individual faculty member in disciplines that use human subjects to design classroom exercises that are consistent with best practice in human subjects research, and to provide consistent oversight of student projects with human subjects. The Institutional Review Board can serve as a resource for

those interested in learning more about methods that ensure the protection of human subjects of research.

The IRB has prepared “A Guide to Best Practice in Classroom Exercises Involving Human Subjects,” which is available on the Web site of the Institutional Research Office. www.bucknell.edu/About_Bucknell/Offices_Resources/Institutional_Research/Institutional_Review_Board.html

For additional information, contact the IRB Chair.

2/4/05

BUCKNELL

Office of the Vice President
for Administration

Bucknell University
Lewisburg, Pennsylvania 17837
Phone (717) 524-3811

February 13, 1990

MEMORANDUM

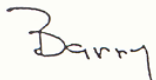
TO: Faculty and Administrative/Professional Staff

SUBJECT: Ownership and Disposition of Computer Equipment

In response to questions on the matter, I would like to establish a procedure to implement Bucknell's policy concerning computer equipment purchased with Bucknell funds. "Bucknell funds" include funds from operating budgets, capital budgets, outside grants, start-up funds and special budgets. Specifically, the procedure is:

1. Computing equipment purchased with Bucknell funds belongs to Bucknell, not to the individual for whose use the equipment was purchased. In the case of the University's computer subsidy program or when the staff member purchases equipment with personal funds, this policy does not apply.
2. Most computer equipment is intended for use on campus and may not be removed from campus. Exceptions are portable equipment purchased for use in the field. Other exceptions, including in support of sabbatical/administrative leaves, may be requested from the appropriate academic dean, in the case of faculty, or vice president, in the case of administrative/professional staff. Faculty and staff are responsible for the equipment while it is off campus. Questions about procedures to be followed in the event of loss/damage should be referred to the Vice President for Administration before the equipment is removed from campus.
3. When computer equipment is no longer needed by the department or is replaced, the equipment should be returned to the University Computer Center for reassignment. Through this process, the Computer Center will place used equipment where the greatest need exists. If the computer equipment was acquired primarily through an outside grant, the department, in consultation with the appropriate academic dean, should control the disposition of the equipment.

If you have any questions concerning this policy, please feel free to call Jon Eschinger, Ruth Drozin, or me.



Barry R. Maxwell
Vice President for Administration

Bucknell University
Public Art Placement on Campus Grounds

Introduction

Inasmuch as universities help to create new knowledge and to protect and disseminate what is known, it is necessary for Bucknell University to embrace a discourse in ideas that recognize the range of experiences and inventions of the mind. Such inclusiveness must extend to and embody many creative processes including those of visual expression. Bucknell is committed to facilitating, nurturing, and protecting visual art as one manifestation of such broad and openly shared discourse, especially in connection with its instructional programs of study and when the display of works of art on campus can be an integral part of the educational mission of the university. Like written texts, the visual arts express ideas that foster intellectual exchange. Works of art, especially those that are publicly displayed in outdoor areas and are subject to a large audience, prompt expressions of divergent points of view and thus opportunities for our students to learn to discuss their opinions and reactions in a respectful manner informed by aesthetic sensibilities.

The interest in finding ways to implement and mediate these principles and commitments through University policy may be found as early as 1970, in the convening of "The Committee on Works of Art." The Administrative Council, convened by the President, maintains current oversight in this area and has delegated the normal procedures to assess art placement in outside, public areas owned by the University *as outlined below*. This policy document serves to establish guidelines for this assessment and implementation of policy.

I. Temporary Display of Art on Campus Grounds

A. Student Artwork

The following officers and bodies are responsible for oversight of procedures and temporary placement of student art on campus: the Vice President of Finance and Administration; the Dean of Arts and Sciences; the Department of Art and Art History; and the Director of the Samek Art Gallery. This committee may be called *The Student Temporary Art Review Team (START)*.

The College's Deans are invited to work with the Director of the Physical Plant and in consultation with the Department of Art and Art History and the Director of the Bucknell Art Gallery to find appropriate locations for concrete "pads" or other appropriate venues to install outdoor works of art produced by students when they are developed from coursework and recognized University programs. The purpose of this initiative is to provide our students opportunities *to temporarily* display their work on campus. The anticipated duration of the installation will be approximately six weeks with the goal of maximizing the availability of display space for students.

Procedure:

The procedure for the temporary installation of student art involves three levels of approval: Faculty Sponsor; departmental, and institutional.

Step One: the student will solicit the support of a faculty member in the Art Department as sponsor. The student will submit a proposal to the faculty Sponsor. The proposal will include a statement on the proposed project, drawings, diagrams and/or photographs; information including size, materials, and proposed location. Faculty sponsor will evaluate proposal, and will approve, recommend changes, or reject the proposal. Changes will be resubmitted to the Faculty Sponsor for approval. Step Two: if approved by the Faculty Sponsor, the student will present the proposal to the Art and Art History Department. Step Three: if approved by the department, finally, the Faculty Sponsor and student will call a meeting and present the proposal to the Vice President of Finance and Administration, the Dean of Arts and Sciences, and the Director of the Samek Art Gallery.

Concerns and problems with this student-oriented temporary installation system or with the content of the artwork will be adjudicated first at the department of origin and then, if not resolved, involve the Director of the Samek Art Gallery and the appropriate College Dean. The University cannot be held responsible for displayed objects on the pads, but will make appropriate attempts, through communications with Physical Plant and Public Safety, to allow the objects to be recognized as protected objects. The University retains the right to take into account safety issues in evaluating the appropriateness of any temporary student artwork installation. Students are responsible for reclaiming or dismantling their artwork when the display period has expired. With the exception of the art barn studio courtyard--which has been used for many years as exterior instructional space for developing work in progress, and more recently has been utilized for temporary mural presentation--and the "display pads" described above, student artwork will not normally be displayed on other parts of campus.

Exceptions: the sponsoring faculty member must review exceptions to this policy with the Dean of his/her College. The Dean will bring such proposals to START for final deliberation. Considerations such as materials involved, proposed location, aesthetic relationship of the artwork with its location, impact on the maintenance of the landscape of the campus in the proposed area, funding for any cost of upkeep or maintenance, possible liability issues either to the piece of art or to the community, and length of display will be of importance in this review.

B. Professional Artwork

The Director of the Samek Art Gallery is responsible for evaluating proposals of artwork, oversight of procedures and temporary placement of art on campus. The Director will consult with officers and bodies as outlined below. The Director will make recommendations to the Campus Art Advisory Committee.*

Members of the campus community interested in proposing a temporary display of art on the campus grounds should submit a proposal to the Director of the Samek Art Gallery. The proposal should include background information on the artist(s), and images of prior public art. The proposal for Bucknell University should include a description of the proposed work

(drawings, written, etc.) including materials, fabrication, campus location, budget and funding sources, and length of display. The director will consider the proposal using similar criteria to those used when considering temporary exhibitions for the Samek Art Gallery, including but not limited to: Is the work of high quality? Does the artist(s) have experience working with public art? With these materials? Does the proposal consider the aesthetic relationship with the proposed site and campus grounds? Will the students and campus community benefit from the work? Does the proposed work merit the possible allocation of university resources? Is the work a risk to the physical safety of community members? How long will the work be on display?

If the proposal seems viable, the Samek Art Gallery Director will consult with the Director of Physical Plant regarding placement, maintenance, potential expenses and safety. The Samek Art Gallery Director will then consult with the VP for Academic Affairs. If the proposal is supported, the director will then seek approval from the Campus Art Advisory Committee. If approved, the director, in consultation with the appropriate university offices, will write a contract for signature by the university and the artist. The contract will address the issues cited above, the length of display, and any other issues raised by VPAA and Campus Art Advisory Committee.

II. Permanent and Long-Term Placement of Public Art on Campus

The permanent display of Public Art at Bucknell University is addressed in the forthcoming Collections Management Policy. Issues including acquisition procedure for gift or purchase, installation, related public interpretive programming, placement, and maintenance are addressed in this document.

** The Campus Art Advisory Committee will consist of The Vice President of Academic Affairs, Dean of Arts and Sciences, Vice President of Finance and Administration, and Director of the Samek Art Gallery. The committee will be chaired by the Samek Art Gallery Director, and will meet on an "as needed" basis.*

STUDENTS' RIGHTS

Privacy of Student Records

Faculty should be aware that federal law (the Family Educational Rights and Privacy Act of 1974, as amended "Privacy Act") limits the information concerning students which the University can make available to third parties, including parents, unless the student's consent has been obtained and/or prior arrangements have been made (e.g., mailing grades or bills to parents). While the University is always interested in addressing parent concerns regarding student welfare, it must be guided in its actions by the provisions of the Privacy Act, also known as the Buckley amendment. We have included below a summary of the University's official policy statement on the release of the student information to parents and others and the reasons for this policy. Please read it carefully:

1. Bucknell University communicates with the student directly and releases information about a student to others, including parents, only with the student's consent. If a faculty member receives an inquiry directly from a parent about a student, the faculty member should not provide any information to the parent unless they have a signed release from the student consenting to the release of such information. The faculty member should ask the parent to contact the appropriate associate dean of the student's college (Karen Marosi in the College of Engineering; Elaine Garrett or Robert Midkiff in the College of Arts and Sciences) for assistance with their request.
2. The University transmits bills and academic status reports (grade reports and official letters concerning academic standing) as directed in advance by the student.
3. The release to University personnel and third parties of other information, including communications to parents from academic deans, individual faculty members, the student's faculty adviser and staff members of the Office of the Dean of Students, requires the consent of the student.
4. Exceptions to the above, as permitted by the Family Educational Rights Privacy Act of 1974, are:
 - (a) Directory information
 - (b) Release of information in an emergency where such information is necessary for the protection of health or safety.
 - (c) Release of information to Bucknell staff or faculty who have a legitimate educational need for the information.
 - (d) In connection with financial aid for which the student has applied.
 - (e) To comply with a judicial order, a lawfully issued subpoena, or a Patriot Act request.
 - (f) Release of information to parents of a "dependent" student in those instances where notice of "dependency" status has been provided in writing in advance to the Registrar's Office. Such notice is effective for one academic year and must be renewed annually. For the purpose of the Act, a student is a "dependent" (as defined in Section 152 of the Internal Revenue Code of 1954) if over half of the support of the student is received from the parent. The Registrar's Office will furnish a copy of the notification to the student together with a written statement indicating that "dependency" status authorizes the University to release academic status reports to parents and to communicate with parents directly about financial matters, conduct, and student life issues without the student's consent.

Academic Freedom, Freedom of Speech and Freedom of Association

Faculty should be aware that students also are entitled to academic freedom, freedom of speech, freedom of association, confidentiality and due process. Thus, faculty should encourage students to engage freely with both course content and process, evaluating students on the merits of their arguments and performances, not on their opinions or conduct in matters irrelevant to the academic mission of the university or the course content.

Students should be free to express reasoned opinions that differ from those of faculty or the majority of other students. However, students must also understand that they are responsible for learning the content of any course in which they are enrolled, even if they object to that content.

Students may not be subjected to arbitrary or capricious evaluations of their work. At the same time, students are responsible for meeting the standards of performance established by faculty.

Students' Rights (continued)

Finally, information about students is confidential, including their views, beliefs, political affiliations, and other personal information, even if that information is disclosed in the classroom. Faculty assessments of character and ability may be provided to others with the knowledge or consent of the student.

Students have a right to an environment free from sexual harassment. Legal cases against other institutions under Title IX involving students, or Title VII involving employees, have described several types of prohibited sexual harassment. The following are offered as examples:

(1) Quid Pro Quo Harassment: Where some benefit is offered or conferred in exchange for participation in sexual activity. In such cases the power of authority of the faculty member is used to coerce unwilling conduct.

(2) Offensive Environment Harassment: Where the student's right to "An atmosphere conducive to learning" is abridged by an offensive course of conduct which may include sexist language, sexual advances, touching, ridicule, discrimination, etc. Faculty members should not to make it a habit to touch their students, even in what they perceive to be an innocent or a friendly fashion.

Finally, it should be noted that sexual harassment may be perceived to occur between members of the same sex as well as between members of the opposite sex.

Advisors who become aware that a student's rights have been abridged in any of these areas, or that a student perceives his or her rights to be in jeopardy, should immediately consult with the Dean in confidence.

AIDS/HIV

Staff members who handle blood and body fluids in the course of their workday should follow safety guidelines established for their department. Other staff members concerned about exposure to AIDS on the job should consult their supervisor and, if necessary, the director of the Student Health Service.

No current or prospective staff member is required to be screened for or to respond to questions about the existence of AIDS or a positive HIV antibody test. Should a staff member learn that they have AIDS or a positive HIV antibody test, and such information is relevant to the performance of the staff member's duties, he/she should inform the director of the Student Health Service so that the University can provide proper medical care and education. This, like all other medical information, will be handled in a strictly confidential manner.

If it becomes known that a member of the Bucknell faculty, staff or student body has contracted AIDS, the University will respond on a case-by-case basis, under the direction of the director of the Student Health Service. Legal obligations, the civil rights of people with HIV/AIDS and others and the maintenance of the health and safety of all Bucknell community members will be considered if such a circumstance arises.

For more information on the University's position regarding AIDS, please consult the AIDS Policy, available from the Office of Personnel Services or the Student Health Service.

ANIMALS ON CAMPUS AND IN BUILDINGS

With the exception of Seeing Eye and Hearing dogs and animals specifically approved for the educational purposes of the University, the presence of animals in buildings is prohibited, except in University rental housing. Dogs and other animals are permitted on campus roads, walks, and grounds, as they are in the local community, when they are on a leash and controlled by the owner. It is the owner's responsibility to clean up after the animal. The complete Revised Policy on Animals on Campus and in Buildings is available from the Office of Personnel Services (or at www.departments.bucknell.edu/personnel).

APPROPRIATE COMPUTER USAGE POLICY

Bucknell University provides a wide variety of computing and networking facilities in order to promote and support academic pursuits. Information Services and Resources (ISR) establishes,

maintains, and supports campus computing and networking resources and services.

The purpose of the policy is to promote the use of Bucknell's computing resources in an efficient, ethical and lawful manner. Most of the guidelines follow the general rules of common sense and common courtesy. It provides an overview of uses of University computing resources without exhaustively enumerating all such uses and misuses. By using the University computing facilities, resources and accounts, users agree to abide by the Appropriate Usage Policy.

ISR shall have the authority to examine files, passwords, and account information on central servers to protect the security of University computing resources and its users. Violations of these regulations may result in sanctions. Reports of problems of violations can be made through Public Safety and/or ISR. More information about the policy is available through ISR or at www.isr.bucknell.edu.

BIAS-RELATED HARASSMENT AND VIOLENCE

As a community that values and respects human diversity, Bucknell stands for openness and freedom of inquiry. At the same time, a climate of mutual respect, civility and common courtesy is a necessary part of any community that seeks to promote intellectual and personal growth. Bucknell strongly condemns bias-related harassment and acts of violence.

Some bias-related harassment and acts of violence are illegal, while others are not. However, the University will respond to all behaviors that create a hostile atmosphere. The community intends to protect all its members, in all their varieties of customs, religions, racial and ethnic identities and sexual orientations, and to defend the right of every person to a harassment-free atmosphere in which to learn and work.

For more information about bias-related harassment and violence, consult the Bucknell Guide About Bias-Related Harassment and Violence available from Personnel Services or at www.departments.bucknell.edu/dean_students/Bias-RelatedHarassment.shtm.

BLOODBORNE PATHOGENS

The Occupational Safety and Health Administration (OSHA) has issued standards governing occupational exposure to bloodborne pathogens. Staff members who could be reasonably anticipated to come into contact with potentially infectious materials during the performance of their duties are included in the University's exposure control program. The Safety Manager, acting as the institution's Exposure Control Officer, is responsible for overall management and support of the compliance program. Information about the program is available from the Safety Manager or at

www.departments.bucknell.edu/public_safety/bloodborne.shtm.

University staff members are not required to administer hands-on care to injured persons on campus or respond to medical emergencies unless they have been specifically trained to do so. To limit exposure to another person's bodily fluids in an emergency, contact Public Safety for assistance immediately at extension 71111, anytime, day or night. Contact Public Safety immediately to determine whether or not a particular situation or medical emergency requires specialized response or special cleaning procedures beyond the training and instructions staff members have received.

Public safety officers are trained to assess such situations and process them or to advise staff members accordingly.

CHILDREN AT THE WORKPLACE

The presence of children in the workplace on a regular basis can cause difficulty and awkwardness for co-workers and other members of the campus community. While an emergency may arise when a parent would have to bring a child to work for a limited period of time, the University does not expect this to occur on a regular basis, especially given the concern for possible injuries and accidents for the children and possible disruption at the worksite.

COPYRIGHT AND INTELLECTUAL PROPERTY

There are many circumstances in which it is perfectly appropriate to copy, but as we exercise our rights to fair use as individual members of the public, or as educators using materials in the classroom, we need to be sure that we are not violating the rights of authors and/or distributors or the privacy rights of individuals.

Members of the Bucknell community are prohibited from utilizing copyrighted works unless the action is authorized by (a) specific exemptions in the copyright law, (b) the fair-use guidelines including those specifically granted to educators in classroom settings, or (c) licenses or written permission from the copyright owner.

Staff members are reminded that it is unlawful for anyone (e.g., clerical staff and student assistants) to copy material for which necessary written permission to copy has not been obtained or which does not fall under fair use. Both the individual requesting such services and the individual performing them may be liable for copyright infringement.

Members of the Bucknell community who willfully disregard the institution's Copyright Policy do so at their own risk and assume all liability, including the possibility of disciplinary action for

copyright infringements. Violations will be referred to the appropriate academic dean or vice president.

The University also owns the rights to all inventions, developments, discoveries, or written works created by staff members who create them as part of their job responsibilities or through the substantial use of University equipment, services or resources. This includes matters that may be patentable, or considered works for hire, under the copyright laws. For a copy of the University's intellectual property policy (including whether and when royalties for licensing of inventions created by staff members are shared by staff members), contact the Office of the Provost/Vice President for Academic Affairs.

DRUG-FREE WORKPLACE/ CAMPUS COMMUNITY/ALCOHOL POLICY

Bucknell University recognizes substance abuse in the workplace and campus community as a danger to personal health and safety. In addition, the unlawful use of controlled substances by staff members in the workplace is inconsistent with the University's educational mission. As such, it is the policy of Bucknell University that the unlawful manufacture, distribution, dispensing, possession or use of controlled substances in the workplace is prohibited.

In an effort to promote a drug-free workplace and campus community, the University urges its staff members who experience drug-related problems to seek assistance through the drug and alcohol program coordinator, or through the Employee Assistance Program (EAP), www.esinc.com. Referrals can be made for either in-house assessment, professional outpatient counseling or for admission to residential treatment centers located close to or several hours away from the local area. The University supports the use of sick or personal leave for treatment purposes; such leaves are given the same consideration and confidentiality as other medical problems.

Staff members suspected of being under the influence of alcohol while on duty will be asked to submit to testing. For more information, consult the "Procedures to Follow if Staff Members are Suspected of being Under the Influence of Alcohol" available from the Office of Personnel Services (or at www.departments.bucknell.edu/personnel).

The drug and alcohol program coordinator, located in the Student Health Service Office, can also provide information about treatment and support group services for staff members who seek help regarding the substance abuse of a family member.

Staff members who are experiencing performance problems in the workplace may be required to undergo treatment for substance abuse, or be subject to disciplinary action up to and including dismissal. Those individuals who do undergo treatment for substance abuse will be expected to follow the prescribed aftercare program. Those convicted of violating a criminal drug statute while at the workplace will face dismissal from University service. For more information, consult the University's Drug-Free Workplace Policy and the guide Bucknell Working toward a Drug-Free

University Community available from the Office of Personnel Services (or at www.departments.bucknell.edu/personnel).

Guidelines for the Recruitment, Selection, and Appointment of Faculty and Administrative/ Professional Staff

See www.departments.bucknell.edu/vp_academic_affairs/AAGuidelines.shtm

SMOKING

Bucknell University seeks to promote health, safety and concern for members of the faculty and staff in the workplace. In an effort to provide a smoke-free environment for its students, faculty, staff and visitors, the University adopted a Clean Indoor Air Policy that prohibits smoking in all University buildings.

The success of this policy will depend upon the thoughtfulness, consideration and cooperation of smokers and nonsmokers. All faculty, staff and students share in the responsibility of adhering to and enforcing the policy. Any problems should be brought to the attention of the appropriate supervisor.

SNOW/SEVERE WEATHER CANCELLATIONS

When a severe storm occurs at night or in the early morning hours, and it becomes necessary to delay classes and the opening of offices or services, an announcement to that effect will be made as early as possible over the following local radio and television stations:

WKOK/WQKX, 1070 AM/107.3 FM; 94.1 FM

WMLP/WVLY, 1380 AM/100.9 FM

WRAK/WKSB, 1400 AM/102.7 FM

WHLM/WYGL/WWBE/WLGL, 106.5 FM/1240 AM/92.3FM/98.3 FM/100.5FM

WILQ/WZXR/WBZD, 106.5 FM/105.1 FM/103.7 FM/93.3 FM

WNEP (Channel 16), WBRE (Channel 28) and WYOU (Channel 22)

Occasionally, when conditions warrant, the University may also have an early closing. Early closings are communicated through a voice mail distribution to all faculty and administrative offices and through electronic mail.

When the majority of students are in residence, delayed openings and early closings occur for only the most severe conditions, and Bucknell's decisions may be necessarily different from those made by local school districts or local industries.

Snow Day/Emergency Closing

When the majority of students are in residence, snow day or emergency closings (or other severe weather closings) for an entire day will only occur when travel to the campus is extremely difficult. When this occurs, an announcement will be made over the same radio and TV stations noted above.

When the majority of students are in residence, it is the policy of the University to remain open. Snow day closings (or other weather-related closings) will not occur on a regular basis regardless of what is done by local school districts and local industries.

Scheduled Classes

When snow or other weather-related conditions warrant delaying the opening of the University, closing the University early or closing the University for the entire day when classes are in session, classes and laboratories scheduled during the closed hours will not be held at that time. Faculty will have the option of making up canceled classes and laboratories as is necessary and feasible. Such make-up sessions may be scheduled during evening or weekend hours, in consultation with the Office of the Dean of the College.

Essential Services

Several departments on campus provide essential services when a majority of the students are in residence regardless of weather conditions. These departments are expected to provide campus services during delays, early dismissals or snow day closings.

These departments are Dining Services, Facilities, Public Safety, Residential Life, Student Health Service, Information Services and Resources and the Switchboard. Within each of these departments, several positions have been designated as essential. Staff members in such positions are expected to stay on the job during snow or other emergencies; the University will provide food and sleeping quarters if necessary. Staff in essential positions are also expected to get to the campus to assume job responsibilities unless doing so places them or their families in an unreasonably dangerous situation. The Finance Office and Information Services and Resources staff may also be designated as essential when support is required for payroll processing, scheduled events such as Registration or other time-critical needs.

Other Related Information

When the University is open, all staff members whose positions have not been designated as essential are expected to maintain normal schedules or resume a normal schedule by reporting to work as soon as it is possible to do so. The University will not compensate employees for hours not worked. However, individuals in non-essential positions are not required to report to work, or remain at work, if they believe their safety is threatened by weather conditions. Hours missed on such occasions may be charged against "the "floating holiday" or made up during the pay period. If a staff member chooses not to work a half or whole day, a vacation day or the "floating holiday" can be used in

half-day or full-day increments. These options are available at the discretion of the supervisor and may vary by department.

(For example, in some departments the "floating holiday" can only be used as a full day and, therefore, could not be used for a few hours off because of a snow emergency.)

When a snow day closing is declared, those individuals (in both essential and non-essential positions) who report to work will be entitled to take equivalent time off at some later date with approval of the supervisor. Such equivalent time off must be taken at the straight time rate, however, and overtime will not be credited for normal hours worked during the snow day. Vacation time or sick time will not be adjusted because a snow day was declared if an individual is on vacation or off due to illness.

Information about snow/severe weather cancellations can be found at the Office of Personnel Services' web site, www.departments.bucknell.edu/personnel/severe_weather.shtml.

SOLICITATION

No solicitation by a staff member of another staff member may occur during that staff member's working time or while the other person is working. Solicitation, therefore, may take place only during meal periods, scheduled breaks and before and after work times, and in non-public areas.

Distribution of advertising material, handbills or other literature in working areas of the University is not permitted at any time.

TRAVEL ADVANCE AND EXPENSE REIMBURSEMENT POLICY

DATE: September 1, 2003

The following is a restatement of the Travel Advance and Expense Reimbursement Policy that was originally issued February 1969, and revised on several occasions.

Administrative Procedures

To obtain a travel advance, complete the top half of the Travel Advance Request form (attachment). The staff member must obtain the approval of the department or program head to whose budget the expense will be charged. The completed form should be submitted to the Cashier in Marts Hall to obtain the advance in a check or cash. If large amounts of cash or specific denominations of currency are required, two days advance notice should be given to the Cashier so that the request can be handled.

Immediately following the completion of travel, an itemized Travel Expense Report (attachment), including the original receipts for all expenses must be completed by the staff member. Please use the daily log on the reverse side of

the report to document all travel expenses.

Faculty and administrative staff must obtain the approval of the department or program head responsible for the budget where the expense will be charged. Travel Advances and Expense Reports submitted by a budget supervisor should be forwarded to the academic dean of the appropriate college or to the administrator to whom the individual reports. Forms submitted by the vice presidents will be reviewed by the President. Forms submitted by the President will be reviewed by the Vice President for Finance and Administration and will be collected for periodic review by the Audit Committee of the Board.

The approved Travel Expense Report should be promptly forwarded to the Office of Finance in order to clear the Travel Advance from the Cashier's Office. Any Travel Expense Report not submitted to the Office of Finance within two weeks of the completion of the travel will be delinquent, and the advance may be considered personal and deducted from future salary payments.

TRAVEL GUIDELINES

The University recognizes that geographic area and the nature of University business influence the cost of travel. **It is expected that staff members will produce the original receipts for all expenses** and be prepared to justify any costs that appear unusual. In keeping with University policy, receipts must be provided for any individual expense of \$25 or more. *Faculty should review the current guidelines for 'Travel Funds for Faculty' from the V. P. for Academic Affairs and the Academic Deans.* The following guidelines are flexible, but assume prudent and reasonable use of resources.

Air Travel	Tourist, coach or economy class. Plan ahead to take advantage of "super saver" rates when possible.
Privately Owned Automobile	Reimbursement at a "per mile" rate determined annually by the University. Reimbursement for parking and tolls. No reimbursement for gasoline, oil or other car expenses.
University Car	Charged at a "per mile" rate determined annually by the University. Reimbursement for parking and tolls. Reimbursement for gasoline, oil or other car expenses.
Lodging	Moderately priced hotel for the geographic area. Ask for an educational discount if available.
Meals	Moderately priced restaurants. Please obtain receipts and itemize expenses per meal.
Spouse and Family Expenses	All such expenses, other than automobile charges, should be paid by the individual, including any difference in cost between the rate for a double and a single room.
Other Personal Expenses	The individual is expected to pay for personal expenses such as laundry or valet service (except on extended trips), entertainment, personal telephone calls, taxi charges for personal travel, etc.
Bar Charges, Room Service, etc.	Are to be paid by the individual, and are not to be charged to the University.
Tips	The University guideline on this is 15% for routine service in connection with those charges for which tipping is customary.

WORKPLACE VIOLENCE, STALKING, HARASSMENT

Bucknell University is committed to taking all reasonable steps to provide faculty, staff and students with an environment that is as safe and free from threats, intimidation and violence as possible. The University recognizes that violence can manifest itself on a University campus in many ways. To promote an environment that supports the mission of the University and encourages learning and productive employment, the Public Safety Department has developed policies and response procedures to address workplace violence, stalking and harassment. These policies and procedures apply to all faculty, staff, students and visitors to the University and encompass any and all acts of violence, intimidation and inappropriate aggression.

The University will not tolerate any acts of violence, intimidation, threatening behavior, stalking or harassment. Public Safety will respond immediately to any such activity, remove the danger or dangerous person(s) from campus immediately, notify local law enforcement, if appropriate, and conduct an investigation, the results of which include, but are not limited to, banning from University property, termination of a business relationship, suspension or termination of employment, student disciplinary proceeding and/or criminal prosecution.

All Bucknell University staff members are encouraged to notify their supervisor, one of the contact resources listed herein or the Department of Public Safety of any threats that they have witnessed, received or have been told that another person has witnessed or received. Even without an actual threat, staff should report any behavior they have witnessed which they regard as threatening or violent when that behavior is work-related or is connected to the University. Students are also encouraged to report any such activity to the Dean of Students. Individuals who apply for or obtain a protective or restraining order which may list University locations as being protected areas are encouraged to provide their supervisor or Public Safety a copy of any temporary protective or restraining order which is granted and a copy of any protective or restraining order which is made permanent.

Public Safety understands the personal nature associated with some problems that may occur on campus. It will investigate all complaints in a sensitive manner to protect the rights of the victim and the accused. All investigations and sensitive information will be treated as confidentially as appropriate under the circumstances. All supervisors on campus should also report workplace violence, stalking, or harassment problems or activities that come to their attention. Refer to the contact information below. Copies of Public Safety's policies and response procedures for handling such problems are available on the Public Safety web page (www.departments.bucknell.edu/public_safety/workplace.shtm) and, in writing, upon request.

Resources for confidentially reporting such activities include, but are not limited to:
Public Safety (7-3333) Women's Resource Center (7-1375)
the Office of Personnel Services(7-1631) Dean of Students Office (7-1601)
Psychological Services (7-1604) Student Health Services (7-1401)

Employee Assistance Program (1-800-252-4555) Supervisor or Department Head