

**Agnes Scott College  
Graduate Faculty  
Handbook**

**2024-2025**

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# I. THE COLLEGE

## BYLAWS OF AGNES SCOTT COLLEGE

The current (2006) Articles of Incorporation and the current (2012) Bylaws of the college are available in the library.

## Mission and Foundations of Agnes Scott College

### MISSION OF AGNES SCOTT COLLEGE

Agnes Scott College educates women to think deeply, live honorably and engage the intellectual and social challenges of their times.

- Agnes Scott College provides a dynamic liberal arts and sciences curriculum of the highest standards so that students and faculty can realize their full creative and intellectual potential.
- Agnes Scott College fosters an environment in which women can develop high expectations for themselves as individuals, scholars, professionals and citizens of the world.
- Agnes Scott College strives to be a just and inclusive community that expects honorable behavior, encourages spiritual inquiry and promotes respectful dialogue across differences.
- Agnes Scott College prepares students of all genders for success in their professions through graduate programs that emphasize dynamic learning in a diverse community.

*Adopted by the Board of Trustees, August 2002; reaffirmed, May 2012; revised, May 2024.*

## Agnes Scott Values

### A COMMITMENT TO WOMEN

- To a holistic approach to education for women, acknowledging the primacy of intellectual development, with integrating opportunities for physical, social, cultural, and spiritual development.
- To perspectives within the liberal arts tradition that are particularly significant to women.

### A COMMITMENT TO TEACHING AND LEARNING

- To academic excellence, rigor and creativity that engender the joy of learning.
- To personal interaction between students and faculty with an emphasis on independent study and mentoring.
- To the utilization of wide ranging pedagogical techniques and technologies.
- To an emphasis on collaborative learning.

### A COMMITMENT TO LIBERAL ARTS

- To the experience of a broad range of liberal studies disciplines, including the humanities, fine arts, natural and social sciences with significant depth in a disciplinary or interdisciplinary major.
- To the liberal arts as the indispensable foundation for professional life.

### A COMMITMENT TO AN APPRECIATION OF DIVERSE CULTURES

- To curricula reflecting a wide range of original sources and scholarly critiques.
- To a student body and a faculty who bring to Agnes Scott the diverse perspectives of their circumstances, cultures and backgrounds.
- To respectful engagement with divergent ideas, philosophies and perspectives from all

<sup>1</sup> Charter, Decatur Female Seminary, August 27, 1889

<sup>2</sup> Agnes Scott Ideal, Frank H. Gaines, 1889

members of the college community.

- To applied learning opportunities in local and international communities.

### **A COMMITMENT TO A COMMUNITY THAT VALUES JUSTICE, COURAGE AND INTEGRITY**

- To encourage the development of a spiritual commitment and a set of values that can serve as sources of vitality, meaning and guidance in the lives of students.
- To support the development of leadership skills and community service experiences needed to become effective contributors to one's family, profession and to society and world citizenship.

*Endorsed by the Faculty, April 1995; Affirmed by the Board of Trustees, August 2002*

## **Organization of the College**

President, Leocadia I. Zak, BA, JD

### **President's Cabinet**

Chief of Staff and Secretary of the Board, TBA

General Counsel and Title IX Coordinator, Marti J. Fessenden, BA, MEd, JD

Interim Vice President for College Advancement, Jake B. Schrum, BA, MDiv

Vice President for Academic Affairs and Dean of the College, Rachel Bowser, BA, MA, PhD

Vice President for Enrollment and Dean of Admission and Financial Aid, Alexa Wood Gaeta '98, BA

Vice President for Equity and Inclusion, Yves-Rose Porcena, BA, MA, DBA

Vice President for Finance and Administration, Nicole Long, BS, MBA

Vice President for Student Affairs and Dean of Students, Chicora Martin, BS, MS, PhD

## **President's Division**

The president's division includes the following:

### **Chief of Staff and Secretary of the Board**

The chief of staff supervises the work of the Office of the President including institutional research and effectiveness, coordinates strategic planning efforts, assists the president in implementing projects of strategic importance to the college, serves as SACSCOC liaison, provides support for the president's senior staff and coordinates the work of the Board of Trustees.

### **Executive Director of the Center for Sustainability**

The executive director of the Center for Sustainability has overall responsibility for the college's sustainability and conservation initiatives.

### **General Counsel and Title IX Coordinator**

The special counsel to the president advises the president on matters of law, compliance and risk management while serving as the college's Title IX Coordinator.

### **Senior Director of Institutional Research and Effectiveness**

The senior director is responsible for collecting, analyzing and disseminating accurate and consistent data regarding the college to external audiences and to internal audiences in support of institutional planning and decision-making; coordinating and/or completing all institutional survey responses; and coordinating all surveys of Agnes Scott College constituencies.

## Academic Affairs

### **Associate Vice President for Academic Affairs and Dean for Graduate Studies**

The associate vice president and dean for graduate studies is responsible for the leadership and administration of the college's graduate and post-baccalaureate programs. The associate vice president oversees the graduate faculty and graduate program directors, as well as staff in the offices of graduate enrollment and admission, graduate studies, and graduate advising.

### **Senior Director of Graduate Enrollment**

The senior director of graduate enrollment is responsible for the recruitment, admission, and enrollment of graduate and post-baccalaureate students. The senior director oversees graduate enrollment marketing, awards financial aid, and administers the policies and processes concerning graduate and post-baccalaureate admission and enrollment.

### **Director of Library Services**

The director of library services is responsible for the McCain Library collection, library policies, activities, and library staffing to meet the information needs of the academic community of the college.

### **Director of Accessible Education**

The director of accessible education ensures students are fully supported in receiving all reasonable accommodations necessary to complete their program of study.

## Student Affairs

### **Associate Vice President for Student Affairs and Associate Dean of Student**

The AVP for student affairs provides direction in the development of an integrated care and wellness model for student success. This model ensure the divisional goals increase retention and persistence through the advocacy of students' overall wellbeing. The associate vice president also works collaboratively with Wellness Center staff, medical and counseling personnel, faculty, staff, students, student health insurance carriers, and community partners to provide a wide range of integrated services and support to ASC students' physical and emotional wellness, academic success, and personal growth.

### **Julia Thompson Smith Chaplain**

The Julia Thompson Smith Chaplain, an ordained Presbyterian minister, provides spiritual guidance to a diverse faith community of students, faculty, and staff—providing connection, comfort, and counsel where needed in times of both celebration and challenge. The chaplain works with the campus community to offer a variety of programs, which emphasize the vitality of faith and learning, address challenging ethical and social issues, and foster greater knowledge and understanding of all religions.

### **Director of Athletics, Physical Education, and Recreation**

The director of athletics oversees a competitive NCAA Division III athletics program, which includes the following six intercollegiate sports: basketball, cross-country, soccer, softball, tennis, and volleyball, as well as Campus Recreation. The director of athletics integrates and engages student-athletes, staff, and coaches into the programs and activities of the college community.

### **Senior Director of the Gué Pardue Hudson Center for Leadership, Engagement and Service**

The senior director of the Gué Pardue Hudson Center for Leadership, Engagement and Service is



responsible for the shared implementation and supervision of a comprehensive educationally purposeful co-curricular experience while providing leadership and direction for all functions of the Hudson Center. The senior director also oversees the design and implementation of a comprehensive orientation experience for first-year and transfer students.

### **Director of Student Integrity and Community Standards**

The Office of Student Integrity and Community Standards (OSICS) upholds the Honor System and community code of conduct. The director advises the student-led undergraduate and graduate Honor Court and seeks to engage students on issues of community membership and responsible decision-making. The director leads peer-to-peer risk reduction, ethical decision-making, and intellectual resilience programming. The office aims to foster community resolution pathways, create transformative spaces for discourse, and other intersections of academic and social equity and inclusion.

### **Director of the Wellness Center**

The director of the Wellness Center provides clinical and administrative oversight for health services delivered by the Wellness Center. Additionally, the director develops and supervises the implementation of educational programs based on community and campus assessment of health risks as well the needs and interests of students to ensure alignment of integrated physical, emotional, and mental well-being.

## **Finance and Administration**

### **Controller**

The controller manages the accounting office, including purchase of college goods, payment of college vendors, and billing of receivables including student accounts, receipt of all college monies and reporting of financial information and coordinates the annual financial audit.

### **Senior Financial Analyst**

The senior financial analyst works closely with the vice president for business and finance in planning strategy for the college's financial and business affairs and works within the area to assure close coordination among the several functional units to assure service effectiveness and efficiency.

### **Director of Facilities**

The director of facilities is responsible for maintenance of the physical facilities of the college campus, overseeing carpentry and paint, electrical and mechanical, landscaping, custodial services, as well as rental properties.

### **Director of Public Safety**

The director of public safety supervises the provision of safety and security services designed to provide for and maintain a safe learning, working and living environment for the campus community, including police services, traffic and parking, environmental and occupational safety, fire safety, key control and the motor pool and serves as the chief of police directing all law enforcement matters concerning violations of state law in the college community.

## **College Advancement**

### **Associate Vice President of Communications & Marketing**

The associate vice president of communications and marketing provides leadership to clearly convey messages that the college shares with its key stakeholders, promotes the college's priorities

and initiatives, fosters positive public perceptions of the institution, and drives a variety of strategic marketing campaigns.

### **Senior Director of Development**

The senior director of development provides leadership for the overall fundraising operation, including the Fund for Agnes Scott (annual fund), corporate and foundation relations, leadership gift, legacy giving, donor relations, and prospect research.

### **Senior Director of Strategic Partnerships**

The senior director of strategic partnerships leads the college's efforts to develop external engagement and strategic partnerships that support the college's mission and strategic goals, drive awareness and inclusion of Agnes Scott in relevant thought-leadership for the city and region, and support alignment of internal and external efforts.

### **Senior Director of Alumnae Relations**

The senior director of alumnae relations provides leadership for the overall alumnae engagement operation with a focus on alumnae to alumnae engagement and alumnae to college engagement.

### **Senior Director of Corporate and Foundation Relations**

The senior director of corporate and foundation relations provides leadership for the acquisition and renewal of corporate and foundation (CFR) support for the college, and serves as the development liaison to faculty and academic departments for funding proposals and reports.

### **Director of Donor Relations and Engagement**

The director of donor relations and engagement produces experiences and materials that recognize and steward donors' philanthropy, including development and donor relations events and activities, building/space dedications, donor plaques and reports to donors of scholarship, award, research and program funds. This position serves as a resource for budget managers, faculty and staff regarding donor-created endowed and expendable funds.

## **Enrollment**

### **Director of Financial Aid**

The director of financial aid manages the college's financial aid program, utilizing college resources to maximize enrollment while maintaining full compliance with all federal, state, and college regulations, and develops and recommends policies designed to accomplish institutional goals.

## **Equity and Inclusion**

### **Director of People and Culture**

The director of people and culture directs and manages the operation and administration of the Office of People and Culture (P&C) within the guidelines of federal and state laws, local laws, and Agnes Scott College's strategic plan, office/departmental, division and college policies and procedures. Reporting to the vice president of equity and inclusion, the director works with co-workers, faculty and staff, students, job applicants, consultants, vendors and the public to facilitate a workforce engaged and focused on the college's mission, and becoming the place employees would choose to work over any other.

### **Equity and Inclusion Program Director**

The equity and inclusion program director provides education on a wide range of diversity and inclusion efforts as a core team member of the campus-wide Gay Johnson McDougall Center for

Global Diversity and Inclusion, in alignment with the Agnes Scott College strategic plan and within the guidelines the guidelines of federal, state and local laws.

## Graduate Program Directors

### **A Statement on the Duties and Responsibilities of Program Directors and Department Chairs**

Graduate program directors are appointed by the vice president for academic affairs and dean of the college at the recommendation of the associate vice president and dean for graduate studies. Program directors may rotate pending program needs. Only faculty who have distinguished themselves in their fields are appointed to lead graduate programs.

Academic leadership is the primary focus of the duties and responsibilities of the program director. Program directors are responsible for developing their programs and faculty in service of their students and their disciplinary fields. Program directors work with the AVPGS to maintain high professional standards and morale, follow clear and equitable procedures and policies, and ensure appropriate faculty participation in program decisions. Program directors may engage their faculty colleagues in the consideration of program matters, however it is the responsibility of the program director to make decisions about the direction of the graduate program/s they lead, and as appropriate, to make recommendations to the associate vice president and dean for graduate studies.

It is the responsibility of each program director to follow the Agnes Scott College Graduate Catalog, as well as the Federal Education Rights and Privacy Act (FERPA). In addition, program directors and department chairs are responsible for the following duties:

1. the oversight of the program's curriculum and policies, including responsibility for ensuring the program's coherence and alignment with the mission of Agnes Scott;
2. the continuing evaluation of the program's curriculum and annual assessment of its outcomes in alignment with program standards, college standards, and professional accreditation standards;
3. the recommendation to the Graduate Committee on Policy, Curriculum and Academic Planning of new courses, new/revised policies, new/revised degree requirements, and the appropriate amount of course credit for the program's courses;
4. the preparation of the annual course schedule and teaching assignments of program faculty;
5. the hiring, supervision, and support of full-time and part-time faculty, including chairing faculty reviews in accordance with the review and promotion policies, faculty orientation, and development;
6. the effective supervision and support of program staff, including performance reviews and staff development;
7. the assurance that all program faculty follow required academic and administrative processes and policies;
8. the representation of the program on appropriate occasions, such as official college events, admission events, etc.;
9. the review of applicants for graduate study, as requested by the senior director of graduate enrollment, and/or as required by professional accreditation standards;
10. the oversight of effective academic advising for all students enrolled in their programs, including the assignment of advisees to full-time faculty;
11. the collaboration with campus staff on academic and student support resources such as, the library, the learning centers, information technology, the wellness center, accessible education, and career development; and
12. the careful monitoring of the program's budget and the care of the program's equipment

and facilities.

Program directors are academic leaders and administrators of their respective programs, reporting to the associate vice president and dean for graduate studies and collaborating effectively with the elected and appointed leadership of the graduate programs, as well as the elected and appointed leadership of the faculty. When a program director is absent from the college during a year or a portion of a year, an acting director is appointed.

### Leadership of the Graduate Programs

| <b>Department/Program</b>         | <b>Faculty</b>                | <b>Role</b>          |
|-----------------------------------|-------------------------------|----------------------|
| Clinical Mental Health Counseling | Jennifer Fulling-Smith ('25)  | program director     |
|                                   | Mary Huffstead ('25)          | clinical coordinator |
| Strategic Communication           | Mina Ivanova ('25)            | program director     |
| Medical Sciences                  | Shoshana Katzman ('25)        | department chair     |
| Physician Assistant Studies       | LeAnne Martinelli ('26)       | program director     |
| Post-Baccalaureate Programs       | Mary Nell Higley Summey ('25) | program director     |

#### **Description of Roles**

Department Chairs and Program Directors are appointed by the vice president for academic affairs and associate vice president for each master's degree program, and post-baccalaureate program over 30 credit hours. Program Coordinators are appointed to support specific needs of graduate program administration.

## College Committees

### 403(b) Investment Committee

#### Membership

Vice president for business and finance and administration, director of people and culture and at least one member from all employee constituencies on campus: faculty (2 members), administrative staff (2 members) and hourly staff (1 member) who each serve two- or three- year terms of appointment.

#### Duties

The 403(b) Investment Committee is responsible for the prudent management of the college's 403 (b) retirement plan, acting as fiduciaries. It is required by law to comply with all applicable fiduciary, prudence and due diligence requirements experienced investment professionals would utilize and with all applicable laws, rules and regulations from various local, state, federal and international political entities that may impact the portfolio. This committee is also responsible for providing a range of investment options within the 403(b) portfolio, which may include funds available through vendors other than TIAA.

### College Committee on Faith and Learning

#### Membership

The Julia Thompson Smith Chaplain serves as chair, three faculty members, one of whom is a member of the Campus Life Committee, recommended by the FEC officers and appointed by the president for three-year terms, three student representatives and a college advancement staff member appointed by the president for two-year terms. The vice president for student affairs and dean of students serves as an ex officio member.

#### Duties

The College Committee on Faith and Learning is charged with encouraging and maintaining an ongoing dialogue on the campus concerning issues of faith and learning with a particular focus on Christianity, including relations with other world religions. The committee oversees chapel programming, works with the Chaplain's roundtable and assumes primary responsibility for the James Ross McCain Faith and Learning Lecture, recommending a pool of potential speakers to the president.

### Crisis Management Team

#### Membership

The president, who serves as chair, officers of the college and key administrators appointed by the president.

#### Duties

The Crisis Management Team is responsible for overall administrative decisions and the direction of the college's response in a crisis situation, for setting crisis and emergency policy and for ensuring the college conducts simulation exercises.

### Film Shoot Advisory Committee

#### Membership

Senior director of special events and community relations who serves as chair; members are appointed by the president and include faculty, staff and student representatives.

#### Duties

The Film Shoot Advisory Committee reviews scripts and promotions for any movie and television projects requesting to use Agnes Scott as a location and makes a recommendation to the president regarding the appropriateness of the project. The committee also identifies ways to enhance the film shoot experience for the campus community, especially its educational value to students interested in the film industry.

## Honorary Degree Committee

### Membership

The president, who serves as chair; vice president for academic affairs and dean of the college; vice president for college advancement; an FEC representative; the presidents of the senior, junior and sophomore classes; and the secretary of the board.

### Duties

The Honorary Degree Committee advises the president on the selection of honorary degree recipients. The committee manages the pool of individuals by soliciting nominations, qualifying and prioritizing nominees and periodically submitting names to faculty and trustees for comment. The committee works with student class presidents, as appropriate, to recommend commencement speakers. All honorary degrees are granted by the Board of Trustees.

## Graduate Judicial Review Committee

Graduate Judicial Review Committee members:

- President of the College, Chair
- Vice President for Academic Affairs and Dean of the College
- Vice President for Student Affairs and Dean of Students
- Associate Vice President and Dean for Graduate Studies
- President of Graduate Honor Council
- Vice President of Graduate Honor Council
- Secretary of Graduate Honor Council
- Director of Student Integrity and Community Standards (non-voting member)
- Three Graduate Faculty Members
- **Ex officio members (as provided in the Student Complaint Procedures)**

The chair of the Graduate Committee and the director of people and culture, when a faculty or staff member is the subject of a formal written student complaint referred to the Judicial Review Committee in accordance with the Student Complaint Procedure.

Each committee member may have a designee in the event the member is not available to attend a meeting. These designees will be identified at the start of each academic year and will participate in the committee's annual orientation and training. In the event the chair is not available for a meeting, the VPAA will chair the meeting.

The college's Graduate Judicial Review Committee is given these responsibilities:

- 1) Reviewing and acting on recommendations of the Student Government Association (SGA) that affect the powers and philosophy of student government or pertain to major regulations concerning graduate student welfare.
- 2) Recommending to the vice president for academic affairs and dean of the college (VPAA) that a student who has not met academic standards of the college be dismissed at the end of the semester. In these cases, student members are not present at the meetings and the quorum is reduced to five out of eight members.
- 3) Acting upon the recommendation of the Graduate Honor Council that a student be placed on disciplinary probation for violation of academic regulations.
- 4) Acting upon the recommendation of the Honor Court/Graduate Honor Council that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.
- 5) Acting as the court of final appeal for Honor Court/Graduate Honor Council decisions and/or sanctions; or, when a student appeals an Honor Court/Graduate Honor Council decision and/or sanctions to the student body, acting as the court of final review of the case, its appeal, and the student body's judgment.
- 6) Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community, or imposing the sanction of administrative probation, suspension, or dismissal in situations involving a student's failure to meet the standards or expectations of the college community.
- 7) Assuming original jurisdiction in a disciplinary action upon the recommendation of the vice

president of student affairs and dean of students (VPSA) or the director of student conduct and community standards.

- 8) Assuming original jurisdiction in a disciplinary action at a time when neither a quorum of Honor Court/Graduate Honor Council nor the president of SGA nor the president of Honor Court/Graduate Honor Council is readily available. (Note: When the college is not in session and/or no quorum of Honor Court or the Judicial Review Committee is present, the president of the college will consult with the VPAA and/or VPSA to form a subcommittee of Judicial Review to assume original jurisdiction for an alleged violation of the Honor Code. The president of the college or VPAA or VPSA will appoint to the subcommittee in equal numbers students, faculty and administrators who presently serve on Judicial Review or who have previously served on Judicial Review.
- 9) Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided in the Student Complaint Policy.
- 10) Acting upon a formal written report from the VPAA to hear cases involving disruptive classroom behavior.
- 11) To act upon the recommendation of a faculty member that a student not receive Latin honors despite having met the minimum GPA requirement.

The Judicial Review Committee will convene annually, following student leader and faculty elections, to orient new members and review its policies and processes, updating them as appropriate.

## Planning Team

### Membership

The president of the college, who serves as chair, and all members of the president's cabinet, the associate vice president and dean for graduate studies, the senior director of institutional research and effectiveness, and two members of the faculty.

### Duties

The Planning Team is responsible for monitoring implementation of the college's strategic plan, *Pathway to Success*, recommending revisions as necessary in the plan, and tracking progress toward the plan's key performance indicators (KPIs).

## Committees Appointed by the Vice President for Academic Affairs

### Animal Care and Use Committee

Doug Fantz, chair  
Jennifer Kovacs  
Tom Reed  
Karen Strait

### Assessment Committee

Doug Fantz, chair  
Austen Krill  
Mary Chase Mize  
Scarlett Kingsley

### Institutional Review Board

Jennifer Kovacs, chair  
Corey Dunn  
Carmen Carrion  
Jennifer Hill  
Amanda Owens



## II. THE FACULTY—GOVERNANCE

A list of all full-time faculty of the College is published in the Agnes Scott College Faculty Handbook.

### Full-time Members of the Agnes Scott College Graduate Faculty

| <b>Name</b>             | <b>Title</b>   |
|-------------------------|--|
| Abrahão, Thalita        | Assistant Professor of Medical Sciences                  |
| Bishop, Carlee          | Professor of Physics                                     |
| Carrion, Carmen         | Assistant Professor of Medical Sciences                  |
| Dunkley, Danielle       | Assistant Professor of Clinical Mental Health Counseling |
| Finan, Regina           | Assistant Professor of Clinical Mental Health Counseling |
| Fulling-Smith, Jennifer | Associate Professor of Clinical Mental Health Counseling |
| Harris, Erica           | Assistant Professor of Biology                           |
| Higley, Mary Nell '01   | Senior Instructor in Chemistry                           |
| Hill, Jennifer          | Assistant Professor of Chemistry                         |
| Huffstead, Mary         | Assistant Professor of Clinical Mental Health Counseling |
| Hurst-Kennedy, Jennifer | Associate Professor of Medical Sciences                  |
| Hyun, Jung (June)       | Associate Professor of Clinical Mental Health Counseling |
| Ivanova, Mina           | Assistant Professor of Communication, Data and Society   |
| Jones, Janelle          | Assistant Professor of Clinical Mental Health Counseling |
| Katzman, Shoshana       | Associate Professor of Medical Sciences                  |
| Kim, Mi-Sun             | Assistant Professor of Chemistry                         |
| Kwag, Daun              | Assistant Professor of Clinical Mental Health Counseling |
| Martinelli, LeAnne      | Professor of Physician Assistant Studies                 |
| Mize, Mary Chase        | Assistant Professor of Clinical Mental Health Counseling |
| Montgomery, Malatrice   | Assistant Professor of Physician Assistant Studies       |
| Norman, Amber           | Assistant Professor of Clinical Mental Health Counseling |
| Timpone, Megan          | Assistant Professor of Physician Assistant Studies       |
| Wallace, Paul           | Associate Professor of Physics and Astronomy             |

### Affiliate Members of the Graduate Faculty

| <b>Name</b>                 | <b>Title</b>   |
|-----------------------------|--|
| Bagley, Elizabeth           | Director of Library Services   |
| Ball, Kelly H.              | Associate Professor of Women's, Gender, and Sexuality Studies and Philosophy and Associate Vice President for Academic Affairs and Dean for Graduate Studies |
| Bowser, Rachel A.           | Vice President for Academic Affairs and Dean of the College, Professor of English  |
| Green, Melissa Faye         | Distinguished Writer in Residence  |
| Larimore, Jennifer L.       | Associate Professor of Biology   |
| Marine, Hannah '07          | Instructor in Physics and Astronomy  |
| McDonald, Christen (Peeper) | Assistant Professor of Psychology  |
| Meis, Gail                  | Registrar  |
| Perdue, Bonnie M.           | Associate Professor of Cognitive Neuroscience  |
| Riter, Ruth E.              | Professor of Chemistry   |
| Robic, Srebrenka            | Charles A. Dana Professor of Biology   |

Ruby, Nell J.  
Thomas, Joel  
Will, Thomas E.  
Zak, Leocadia I.

Professor of Art  
Assistant Professor of Psychology  
Professor of Economics and Organizational Management  
President of the College

## Bylaws

### AGNES SCOTT COLLEGE FACULTY

#### Article One: Composition and Function

##### 1.0 Definitions

VPAA. Vice President for Academic Affairs and Dean of the College.

Dean of Students. Vice President for Student Affairs and Dean of Students.

Faculty. Employees whose work is directly related to the academic program of the college. Teaching faculty are employees holding the ranks of professor, associate professor, assistant professor, senior lecturer, or instructor. Certain administrative staff members have faculty status ex officio: the president, the VPAA, the dean of students, the director of library services, the associate dean of the college, and the registrar. Others may be appointed to faculty status by the president. Suffrage is extended to all full-time faculty members except non-tenure-track faculty in the first year of appointment (section 5.1). Access to faculty grievance procedures is extended to all full- and part-time faculty, artist affiliates, laboratory instructors, resident language assistants, and administrators and staff who teach (section 3.9).

Faculty bylaws. The basic rules of faculty governance, contained in Articles 1-7 here and below. Bylaws changes are made by faculty vote and approved by the board. A faculty vote follows the reading of proposed changes in at least two faculty meetings. The Appendix following Article 7 contains interpretations of the bylaws and of faculty legislation and a record of standing invitations to faculty meetings. Items in the Appendix are policies and procedures generated under the bylaws; they are not themselves bylaws.

Faculty legislation. Rules enacted to administer the faculty bylaws (for example, RPT policies). Faculty legislation may be voted on after one reading in a faculty meeting.

- 1.1 The faculty consists of the president, the VPAA, the dean of students, the director of library services, the registrar, and members of the academic departments holding the rank of professor, associate professor, assistant professor, or instructor. Other members of the teaching and administrative staff of the college whose work is directly related to the academic program of the college may be appointed to the faculty by the president. On faculty suffrage, see 5.1. Faculty members with access to grievance procedures include all full and part time faculty, artist affiliates, laboratory instructors, and resident language assistants. Administrators and staff who teach may also use the grievance procedure for issues which arise from their teaching-related duties.
- 1.2 Under the authority of the board of trustees and the president, the faculty determines the academic policy of the college, establishes standards of admission, fixes requirements for the degree, approves the courses of instruction offered by the various departments, and administers the curriculum. The faculty has general charge of instruction, curricular planning, attendance of students, examinations, and the academic discipline of the college. The faculty may make rules for its organization and conduct of business and may organize councils and committees for the proper discharge of its responsibilities.
- 1.3 The faculty is concerned with the college as a whole and advises in the appointment, reappointment, promotion and tenure of faculty members; programs of faculty welfare, including policies regarding workload, compensation, leaves, and retirement; the planning for the future of the college; the budgeting of funds for purposes of instruction and research; the

operation of the college library; the location, function and design of college buildings; the appointment of committees; the selection of major college officers; the social and religious life of the college; and other matters.

### **Article Two: Officers**

- 2.1 The vice president for academic affairs and dean of the college appoints a member of the staff to serve as secretary to the faculty. The secretary records the proceedings of each faculty meeting. After review by the president of the Faculty Executive Committee, the minutes are made available to the faculty for approval.
- 2.2 The vice president of the faculty executive committee acts a parliamentarian and is responsible for quorum counts, for rules governing the eligibility of nominees for committee service, and for rules governing the conduct of faculty meetings, including exceptions to Robert's Rules (see Appendix B).
- 2.3 The vice president and second vice president of the faculty executive committee shall serve as tellers.
- 2.4 Each year, the president of the college appoints two members of the faculty to serve as college marshals. There is no limitation upon the number of consecutive terms a person may serve.

### **Article Three: Committees**

- 3.1 In order to reduce the time required for the discussion of its affairs without sacrificing the principle of representation, the faculty assigns certain of its functions to committees.
- 3.2 Faculty committees are responsible to the faculty. Faculty members of college committees are responsible to both the faculty and the president. Faculty ad hoc committees shall be established as appropriate by the officers of the faculty executive committee; college ad hoc committees shall be established as appropriate by the president of the college. Ad hoc committees may exist for as long as eighteen months. Faculty members on all standing faculty and college committees and all faculty ad hoc committees shall be elected by the faculty. See also 3.8. b.4. Faculty members on college ad hoc committees may be appointed by the president or elected by the faculty. A faculty member may not serve on more than one standing faculty committee, but members of standing committees may serve on college committees or ad hoc faculty committees.
- 3.3 Regulations for Committees:
  - a) Administrators who serve ex officio on committees shall have suffrage.
  - b) Faculty committees shall elect their own chairs.
  - c) The responsibilities of a committee chair are as follows:
    - To ensure that the committee fulfils the responsibilities assigned to it in the bylaws;
    - To provide committee members with a written agenda at least a day in advance of each meeting;
    - To see that minutes are kept and filed as appropriate;
    - To keep a written record of internal committee procedures and to make them available to new committee members and to the faculty;
    - To ensure that meetings begin and end on time;
    - To give the annual report of the committee;
    - To act as a member of the faculty executive committee
  - d) Terms of committee membership are three years, and the expiration of terms shall be staggered.

- e) No faculty member shall serve more than two consecutive full terms on any one committee. Eligibility for membership shall be re-established after one year.
- f) Eligibility for committee membership shall be in accord with Article 6, Elections.
- g) The faculty shall elect replacements for members of the faculty committee who are on a semester or year's leave. A full-year or fall semester replacement term begins at the same time as a regular term; a spring semester replacement term begins at the end of fall semester exam period (see section 6.18).
- h) The president and the vice president for academic affairs and dean of the college may address committees and may attend committee meetings at the request of either party.
- i) All faculty committees shall give at least one annual report of their activities at faculty meetings. A schedule of these reports, and of faculty meetings, shall be prepared by the officers of the faculty executive committee. In addition, a copy of the minutes shall be filed in the central reference file of the faculty.
- j) Faculty committee actions include legislation proposed to the faculty, recommendations made to the faculty, decisions made on behalf of the faculty by the faculty executive committee, procedures written within a committee's charge, and other decisions made within a committee's charge. All faculty committee actions are subject to review by the faculty, including actions not presented for a vote. These are reviewable upon request and may be reversed by faculty vote.
- k) After six consecutive years of service on faculty committees, a faculty member may choose to be excused from all committee responsibilities for a year.
- l) In the course of their work, certain committees must have access to confidential materials such as the records of current or prospective students. Student liaisons of faculty committees will be excluded from all deliberations involving confidential materials about students unless the student has given permission.

Revised by the faculty May 10, 2002. Adopted by the board of trustees October 31, 2003.

Revised by the faculty May 2, 2008. Adopted by the board of trustees October 2008.

Revised by the faculty April 9, 2010.

### **Faculty Committees**

#### **3.4 Committee on Academic Standards and Admission (CASA)**

- a) Membership: Five members of the faculty. The VPAA and the Dean of Students or a representative of each of their offices will serve as an ex officio member of the committee.
- b) Duties:
  - 1) The committee recommends to the faculty the academic regulations of the college and the standards for academic honors. After their adoption by the faculty, these regulations and standards shall be administered by the vice president for academic affairs and dean of the college, who is authorized to make exceptions.
  - 2) The committee monitors the administration of academic regulations and standards, considers cases referred to it by the vice president for academic affairs and dean of the college, and serves as an appeals body in contested cases.
  - 3) The committee serves as a resource to scholarship advisors and advisory committees.
  - 4) The committee receives reports on the status of the admissions, enrollment, and retention efforts of the college each semester.
  - 5) The committee recommends to the faculty policies and standards for undergraduate admission to the college.
  - 6) The committee provides feedback to the admission office on the academic

performance of identifiable groups.

- 7) The committee advises on enrollment and retention strategies.
- 8) The committee represents the faculty's interest in the intellectual climate of the campus in matters concerning academic advising, certain campus events, and functions of the Office of the Dean of Students related to the academic program.
- 9) The committee presents faculty perspective and interests in initiatives and activities administered by the Office of the Dean of Students that affect students' academic success.
- 10) The committee receives reports from and consults with, as needed or requested, Administrators and students about aspects of campus life affecting the academic program or intellectual atmosphere of the college.

### 3.5 Curriculum Committee

- a) Membership: Six members of the faculty. The VPAA and the Registrar or a representative of each of their offices will serve as an ex officio member of the committee.
- b) Duties:
  - 1) Under the faculty, the Curriculum Committee has the responsibility for the planning, development, administration, and coherence of the undergraduate curriculum.
  - 2) The committee receives and evaluates proposals for undergraduate curricular changes and student-designed majors. Departments and programs submit proposals for curricular changes. The chair may, in consultation with the VPAA and registrar, approve those proposed changes deemed insufficiently significant to require the approval of the committee. The committee determines whether the proposed changes it approves are whether the proposed changes it approves are significant enough to require the approval of the faculty.
    - i. The chair determines whether proposed changes are
      - a.) nominal changes, requiring approval of only the Curriculum Committee
      - b.) standard changes, requiring the approval of the Curriculum Committee and the full faculty or
      - c.) substantive changes, requiring approval of the Curriculum Committee, the full faculty, and the SACS-COC<sup>[1]</sup> liaison
    - ii. For changes to take effect in Spring semester, curricular change forms must be submitted by Tuesday immediately following Labor Day in September. For changes to take effect in Fall semester, curricular change forms must be submitted by February 1.
  - 3) The Committee receives and evaluates proposals for student-designed majors. The first draft of such proposals must be submitted by the midpoint of the student's sophomore year or equivalent.
  - 4) The committee makes recommendations to the VPAA concerning tenure-track positions, in accordance with Guidelines for Faculty Recruitment policies outlined elsewhere in the Agnes Scott Faculty Handbook. The committee makes recommendations to the VPAA concerning the creation or abolition of non-tenure-track positions in accordance with policy on full-time non-tenure-track faculty. To assist them in their deliberations, the committee requests an update from the VPAA on the number of current part- and full-time non-tenure track faculty by November 1st of each year.
  - 5) The committee keeps informed of curricular trends, conducts discussions with departments about their curricula as needed, directs questions and proposals for

curriculum change to the departments and programs, and, as appropriate, generates initiatives in new and developing areas.

- 6) The committee may recommend modifications in the daily schedule of classes to the vice president for academic affairs and dean of the college and the president.
- 7) The committee determines eligibility standards and policies for special academic programs including, but not limited to, global study tours, study abroad, internships, special study, and independent study. These policies are administered by the academic departments and the vice president for academic affairs and dean of the college, who, together, are authorized to make exceptions.
- 8) The committee reviews the application of the standards and policies to all special academic programs (see #6) as needed and serves as an appeals body in contested cases.
- 9) The committee monitors the credit-granting interdisciplinary academic programs (such as SUMMIT) and oversees curricular components of initiatives (such as Professional Success).

<sup>(1)</sup> SACS-COC stands for Southern Association of Colleges and Schools- Commission on Colleges. As of this printing, the SACS-COC liaison for Agnes Scott College is Lea Ann Hudson.

### 3.6 Committee on Professional Development (PDC committee)

- a) Membership: Four members of the faculty.
- b) Duties.
  - 1) The committee proposes internal policies concerning research, sabbatical leaves, attendance at professional meetings and other activities that contribute to the professional development of the faculty.
  - 2) The committee makes recommendations to the vice president for academic affairs and dean of the college concerning the awarding of internal professional development grants and of sabbatical leaves.
  - 3) The committee may communicate to the Office of Sponsored Programs funding needs for general faculty development.
  - 4) The committee serves as an advisory group for the Center for Teaching and Learning.
  - 5) The committee identifies emerging needs to support the academic program and works to advise the provision of the resources to meet these needs.
  - 6) The committee represents the faculty in technology issues and advises on the provision of technology resources to the academic program, advises on library resources and policies and represents the faculty on issues regarding buildings and grounds.

### 3.7 Committee on Reappointment, Promotion and Tenure (RPT Committee)

- a) Membership: Five tenured faculty members three of whom must be full professors. In any year in which the anticipated number of midterm and tenure reviews is unusually large, the chair of the RPT committee may request that the FEC officers conduct elections for additional members to serve a one-year term.
- b) Duties:
  - 1) Members of the RPT Committee serve as the faculty-wide component of all faculty review committees.
  - 2) All members constitute the RPT Committee in matters involving the appointment process, reappointment reviews and other items outside the activities of individual review committees.

- 3) Members of the RPT Committee help select members of a search committee if there are not at least three eligible department members and may help select the chair of a search committee if the department chair cannot serve or if another person would be more appropriate.
- 4) In the cases of reappointment reviews, at the request of the department(s), the VPAA, or the president, the RPT Committee, meets with these three parties to discuss any departmental recommendation about which either the president or the VPAA has serious concerns.
- 5) The RPT Committee and the vice president for academic affairs and dean of the college rule by mutual agreement on whether special major reviews requested by the candidate, the department, or the vice president for academic affairs and dean of the college should be held.
- 6) The RPT Committee and the vice president for academic affairs and dean of the college by mutual agreement devise the actual timetable for reviews during the coming academic year and make decisions about exceptions to the normal review schedule timetable.
- 7) RPT Committee members ensure that all review processes are handled consistently and that they conform to the procedures in the Faculty Handbook.
- 8) The RPT Committee monitors and assesses the administration of student evaluations of teaching.

### 3.8 Faculty Executive Committee (FEC)

- a) Membership: The FEC consists of three officers who must hold appointments exclusively as full-time tenured members of the faculty (the president, the first vice-president, and the second vice-president, elected by the faculty for staggered three-year terms, with officers serving as second vice-president in the first year after election, as first vice-president in the second year, and as president in the third year) and the chairs of faculty standing committees. The VPAA or a representative of this office and the associate vice president and dean for graduate studies will serve as ex officio members of the committee.
- b) Officer Duties:
  - 1) The president of the FEC presides at faculty meetings, the first vice president of the FEC acts as parliamentarian, and both vice presidents serve as tellers.
  - 2) The officers of the FEC monitor and expedite the democratic and efficient transaction of faculty governance, including the effective functioning of all faculty committees and the timely and informative reporting of committee activities to the full faculty.
  - 3) The officers of the FEC set the schedule of faculty meetings for each session and the agenda for each meeting. In preparing the agenda, the FEC president asks the President of the College to indicate any action items to be introduced at the meeting. The officers of the FEC or the president of the college may invite persons other than members of the faculty to attend a specific faculty meeting. Standing or continuous invitations may be extended only by vote of the faculty itself and are recorded in the Appendix below. (See also section 4.5.)
  - 4) The officers of the FEC act for the faculty when immediate action is necessary and a special meeting of the faculty is inexpedient. Such action is regarded as an action of the faculty but must be submitted to the faculty for confirmation at the next regularly scheduled meeting.
  - 5) The officers of the FEC, after soliciting faculty interest in assignments, nominate



- faculty to committee posts with the exclusion of the FEC officer positions.
- 6) The officers of the FEC consult with the president and VPAA about faculty representation on administrative and college committees and task forces.
  - 7) The officers of the FEC may establish faculty ad hoc committees, specify their composition and duties, and designate a time by which their work is to be completed.
  - 8) The FEC Officers constitute the informal grievance resolution body and appoint ad hoc grievance panels as necessary to resolve formal grievances, as described in the Faculty Grievance Procedures.
- c) FEC Duties:
- 1) The FEC interprets faculty bylaws and legislation, upon request or on its own initiative. Interpretations of the bylaws and of faculty legislation are recorded in the Appendix to these bylaws. When a request for interpretation suggests a need to clarify a bylaw or a piece of faculty legislation, the committee should bring a clarifying amendment to the faculty. A recorded interpretation disappears when its substance is approved as an amendment to the bylaws or to the relevant faculty legislation.
  - 2) The FEC determines how the faculty gives advice in the appointment and subsequent reviews of the president, VPAA, dean of students, and director of admissions.
  - 3) The FEC provides liaison with the Board of Trustees.
  - 4) The FEC addresses faculty issues that transcend the duties of faculty committees.
  - 5) The FEC addresses faculty issues that relate to diversity, equity, inclusion and justice.

### 3.9 Finance & Strategic Planning Committee

- a) Membership
1. The committee will consist of six members of the faculty.
  2. At least two of the members will be tenured. The chair will be a tenured faculty member.
- b) Duties
- 1) The committee advocates for long-term faculty interests and priorities, including compensation, workload, retirement issues in the context of the broader goals and needs of the College.
  - 2) The committee identifies issues of strategic significance for the college and communicates with other committees through the Faculty Executive Committee when further consideration or action seems appropriate.
  - 3) The committee analyses and keeps faculty informed of trends and innovations in higher education, including budgetary and financial trends and issues at regionally and nationally comparable institutions.
  - 4) The committee coordinates with liaisons, represents the faculty in matters related to the endowment, capital campaigns, and the college-wide strategic planning process.
  - 5) The committee monitors the implementation of strategic plans, and represents the faculty at each stage of the budgetary process, including but not limited to reviewing the initial proposed academic budget; reviewing the initial proposed college budget; checking that the proposed budget aligns with the college mission; and monitoring the academic and college budget throughout the fiscal year.
  - 6) The committee periodically solicits faculty opinion about the state of the college, pressing issues, and suggested innovations.
  - 7) Due to the nature of innovation work, additional duties for the committee are unspecified. This committee will function as an incubator for faculty- and college-wide innovation and will report to the faculty on its efforts at least once a semester.



## 3.10 Committee on Graduate and Post-Baccalaureate Policy, Curriculum and Academic Planning

## a) Membership:

- 1) No fewer than three faculty, and no more than five faculty who teach regularly in graduate and post-baccalaureate programs. The associate vice president and dean of graduate studies will serve as an ex officio member of the committee.

## b) Policy:

- 1) The committee recommends to the faculty policies and standards for admission to graduate and post-baccalaureate programs.
- 2) The committee recommends to the faculty the academic regulations and standards of the college for graduate and post-baccalaureate programs. After their adoption by the faculty, these regulations and standards shall be administered by the associate vice president and dean for graduate studies, who is authorized to make exceptions.

## c) Curriculum:

- 1) The committee is responsible for planning, developing, and administering the curriculum, as well as achieving coherence in the curriculum.
- 2) The committee receives and evaluates proposals for curricular changes and new course and program proposals.
  - a) Department chairs and program directors submit proposals for curricular changes to the chair of the Graduate Curriculum, Policy and Planning Committee. The chair determines whether the proposed changes are sufficiently substantive to require the approval of the committee. The chair may, in consultation with the associate vice president and dean for graduate studies, approve those proposed changes deemed insufficiently substantive require the approval of the committee. The committee determines whether the proposed changes it approves are sufficiently substantive to require approval of the faculty.
- 3) The committee keeps informed of curricular trends, conducts discussions with programs about their curricula as needed, directs questions and proposals for curriculum change to the departments and programs, and, as appropriate, generates initiatives in new and developing ideas.

## d) Academic Planning:

- 1) The committee analyses and keeps faculty informed of trends and innovations in graduate and post-baccalaureate education.
- 2) The committee advises on enrollment and retention strategies, and provides feedback to the graduate enrollment office on the academic performance of identifiable groups.
- 3) The committee steers academic planning and program assessment process to inform decisions related to curriculum, program planning and resource allocation.
- 4) The committee makes recommendations on the allocation of academic resources to the associate vice president and dean for graduate studies.
- 5) The committee presents graduate faculty perspective and graduate faculty interests in initiatives and activities administered by areas of the college that affect graduate and post-baccalaureate students' academic success.

## 3.12 Faculty SUMMIT Committee

## a) Membership:

- 1) Three elected faculty.
- 2) A Faculty Coordinator for Global Learning, a Faculty Coordinator for Leadership

Development, a Faculty Coordinator for Advising and Professional Success, all three appointed with staggered terms by the VPAA and ex officio. A replacement will be appointed at the end of each Coordinator's second year of service.

- 3) SUMMIT Director (Associate Vice President for Curriculum and Strategic Initiatives) ex officio.

b) Duties:

- 1) Oversee the creation and implementation of all the curricular aspects of SUMMIT, including developing, assessing, and refining foundational SUMMIT courses and its overall cohesion. Advise on the recruitment process for staffing SUMMIT courses.
- 2) Consult on relevant academic policy issues related to the general education experiences of students, as requested by other faculty committees or campus offices.
- 3) Support and review faculty development opportunities to build and sustain capacity related to the SUMMIT curriculum, as well as global and leadership courses.
- 4) Participate in the selection of the future faculty SUMMIT coordinators.
- 5) Establish and monitor policies related to SUMMIT faculty-led travel, student exceptions, faculty expectations, vetting faculty proposals, etc.
- 6) Oversee the infusion of digital proficiencies throughout the SUMMIT curriculum.

Committees revised by the faculty Dec. 1, 2017, April 6, 2018, April 3, 2020, November 2022.

#### **Article Four: Meetings**

- 4.1 Regular meetings of the faculty are normally held each month during the academic year. The proposed meeting dates and times are published at the beginning of each session.
- 4.2 All faculty members, as defined in 1.1, are welcome to participate in faculty meetings. In addition, all part-time faculty members, artist affiliates, laboratory instructors, teaching assistants with faculty status, and administrators and staff who teach are welcome to participate in the meetings. Such individuals may attend as well as speak at faculty meetings when recognized. See also Article 5 on suffrage and voting.
- 4.3 If there is no business to come before the faculty by the time the agenda is to be circulated, the officers of the faculty executive committee, with the concurrence of the president of the college, may cancel the meeting.
- 4.4 The officers of the faculty executive committee prepare the agenda for each faculty meeting and make it available to members of the faculty on or before the Wednesday before the meeting. Any member of the faculty who wishes to place a matter on the agenda should submit it in writing to the president of the faculty executive committee at least one week and a day before the meeting.
- 4.5 Special meetings may be convened by the officers of the faculty executive committee or the president of the college on not less than twenty-four hours' notice. Any member of the faculty may request a special meeting; a request in writing by at least twenty percent of the voting faculty is always acceded to. Special meetings are held, insofar as is feasible, on the same day of the week and at the same hour as regular meetings. Notice of a special meeting is accompanied by a statement of the business to be considered.
- 4.6 As specified in 3.8.b.3, the officers of the faculty executive committee or the president of the college may invite persons other than members of the faculty to attend a specific faculty

meeting. Standing or continuous invitations may be extended only by vote of the faculty itself; they are recorded in Appendix B below.

- 4.7 A quorum for faculty meetings consists of sixty percent of the faculty eligible to vote and in residence. The parliamentarian verifies the quorum, and reports to the presiding officer when there is not a quorum.
- 4.8 The president of the faculty executive committee presides over the faculty meetings.
- 4.9 The regular order of business at faculty meetings shall be:
  - 1) Approval of the minutes
  - 2) Old business
  - 3) New business
  - 4) The president of the college
  - 5) The vice president for academic affairs and dean of the college
  - 6) Reports of standing committees
  - 7) Reports of other committees
  - 8) Communications
  - 9) Discussion of special item(s)
  - 10) Announcements
- 4.10 The procedure in faculty meetings is governed by the latest edition of Robert's Rules of Order except as specified in the bylaws. See Appendix C for standing exceptions to Robert's Rules.

Revised by the faculty December 5, 2008. Revised by the faculty December 4, 2009, adopted by the board of trustees February 12, 2010. Revised by the faculty April 9, 2010, revised by the faculty May 2, 2014, adopted by the board of trustees May 9, 2014.

#### **Article Five: Suffrage and Voting**

- 5.1 All members of the academic community holding faculty status under section 1.1, except non-tenure-track faculty in the first year of their appointments at Agnes Scott College and part-time faculty, have voting privileges in regular and called meetings of the faculty.
- 5.2 There may be no proxy or absentee voting at any meeting of the faculty. Members of the faculty on leave are not eligible to vote.
- 5.3 Except for elections, voting in faculty meetings is by voice vote or by show of hands. However, the presiding officer may prescribe a secret ballot if it seems appropriate, and must accede to a request for a secret ballot.

Revised by the faculty September 10, 2000. Adopted by the faculty October 31, 2003.

#### **Article Six: Elections**

The following principles and procedures govern all faculty elections:

- 6.1 Faculty elections [are] conducted by the officers of the faculty executive committee during a regularly scheduled or called meeting.
- 6.2 The officers of the faculty executive committee solicit from the faculty, in written form, their individual preferences and qualifications for committee assignments.
- 6.3 Faculty members on leave for a full year are not eligible for election to offices or to committee memberships whose terms begin during the leave.
- 6.4 The officers of the faculty executive committee prepare a slate of nominees to be distributed to the faculty at least ten days before the election.

- 6.5 At the time of the election, additional nominations from the floor shall be accepted, in accordance with Robert's Rules of Order. If no additional nominations are made, the slate of nominees is declared elected.
- 6.6 Elections are by secret ballot.
- 6.7 The tellers provide the necessary ballots for elections and are responsible for counting votes and for reporting the results to the presiding officer.
- 6.8 A faculty member may be nominated for a position when election would violate a provision of the bylaws, but upon election, the faculty member must resign other positions as necessary to comply with the bylaws.
- 6.9 In filling vacancies created by resignation or faculty leave, the officers of the faculty executive committee determine in each case whether the replacement is to be elected for the unexpired term or for the period of the vacancy.
- 6.10 No one may be elected to an office or committee without receiving the vote of more than one-third of the faculty present and voting.
- 6.11 The majority electoral system is used for selecting one of two candidates to fill one position.
- 6.12 The plurality electoral system is used for selecting among three or more candidates to fill a vacancy.
- 6.13 The plurality electoral system shall be used for selecting among candidates where the number of candidates exceeds the number of positions and the number of positions to be filled is more than one.
- 6.14 A member of the faculty may cast as many votes as the number of committee positions to be filled but need not vote for all positions to be filled.
- 6.15 If a tie vote occurs and if it precludes the election of a nominee, a runoff election is held immediately among those nominees involved in the tie vote. If no one is elected by a runoff, the outcome is determined by lot from among those tied in the second vote.
- 6.16 If Article 6.10 prevents the filling of an office or a committee positions, a runoff election is held immediately among a number of nominees equal to one more than the number of positions to be filled. These nominees shall be those who have received the most votes.
- 6.17 A member of the faculty may not vote the same name for more than one position to be filled on a committee.
- 6.18 Normally, terms of office or committee membership begin on the Monday following the end of exams of the semester in which election occurs. A term of office normally ends on the Monday following the end of exams of the final semester of the term.

Revised by the faculty May 13, 2005

Revised by the faculty May 2, 2008

Revised by the faculty April 9, 2010

Revised by the faculty October 7, 2011

### **Article Seven: Amendment of the Bylaws**

- 7.1 An amendment of these bylaws may be proposed by any voting member of the faculty or by any faculty committee.
- 7.2 The proposed amendment is submitted in writing to the president of the faculty executive committee and placed on the agenda of the next faculty meeting. A copy of the proposed amendment is sent to all faculty members at least two days before the meeting is to be held.

- 7.3 The proposer presents the amendment for reading and discussion. After its initial reading, and any discussion, the proposed amendment is read a second time at the next regular meeting of the faculty, held no sooner than seven days after the first reading. At this final meeting, the affirmative vote of two-thirds of the faculty present and eligible to vote is required for the adoption of the amendment.

Originally adopted by the faculty April 11, 1975; includes amendments made through the end of the 2001-2002 academic session.

Revised May 2, 2008. Revised April 9, 2010

Need dates bylaws last approved by the faculty and the Board of Trustees

**Appendices:** Interpretations of Faculty Bylaws; List of Standing Invitations to Faculty Meeting; List of Standing Exceptions to Robert's Rules

### **Appendix A. Interpretations of Faculty Bylaws**

See section 3.8b.12 for rules governing the interpretation of bylaws and for rules governing the conversion of such interpretations to amendments of the bylaws.

#### 1) Voting Members of the Agnes Scott Faculty

According to Article 1.1 of the Agnes Scott Faculty Bylaws, the Agnes Scott faculty consists of administrative officials specifically listed; other administrative officials who, because their work is directly related to the academic program, have been appointed to the faculty by the president of the college; and members of the academic departments holding rank of professor, associate professor, assistant professor, or instructor.

This definition is understood to exclude administrative officials who have not been appointed to the faculty by the president of the college and members of academic departments holding ranks not specifically named in the bylaws (i.e., lecturer and other ranks qualified by the term Visiting who are in their first year of appointment).

Article 5.1 and Article 5.2 of the Faculty Bylaws provide that all members of the faculty except instructors in the first year of appointment and faculty on leave are eligible to vote in faculty elections.

Proposed by the Executive Committee of the Faculty October 3, 1975.

Adopted by the faculty October 3, 1975. Revised July 2000. Revised May 2, 2008

#### 2) The Relationship Between Eligibility for Faculty Voting and Eligibility for Holding Position on Faculty Committees

Those eligible to vote are also eligible to serve on faculty committees. By further interpretation, this means that persons on leave of absence neither vote nor serve on committees during that period.

Reported to the faculty by the Executive Committee April 2, 1976.

#### 3) Clarification of the Issue of Committee Autonomy

Faculty committees have the power to act within the bylaws and legislation approved by the faculty, and these committees should be allowed to act autonomously on any matter which does not constitute a change of policy. The committee itself must be sensitive to which of its decisions do constitute such a change in policy, and shall bring these to the faculty for vote. In case the committee does not make such an interpretation of its actions but some faculty member questions the committee's interpretation, the faculty member may call for faculty review.

Reported to the faculty by the Executive Committee April 2, 1976.

**Appendix B: List of Standing Invitations to Faculty Meeting**

- 1) The faculty welcome up to ten students at faculty meetings as observers. The Student Government Association determines how these ten places are allocated for each meeting. As observers, the students may participate in the discussion during the meeting only if they are asked to do so. Students may request permission from the officers of the faculty executive committee to address the faculty on a particular issue (Resolution adopted by the faculty October 4, 1991).
- 2) The faculty welcome up to four members of staff at faculty meetings as observers. The Staff Council determines how these four places are allocated for each meeting. As observers, the staff may participate in the discussion during the meeting only if they are asked to do so. Staff may request permission from the officers of the faculty executive committee to address the faculty on a particular issue (Resolution adopted by the faculty, February 5, 2016).

**Appendix C: Standing Exceptions to Robert's Rules**

Adopted by the faculty May 2, 2008, revised April 9, 2010, February 5, 2016



## Voting Members of the Agnes Scott College Faculty 2024-2025

President of the College, Leocadia I. Zak

Vice President for Academic Affairs and Dean of the College, Rachel Bowser

Associate Vice President for Academic Affairs and Associate Dean of the College, Doug Fantz

Associate Vice President for Academic Affairs and Dean for Graduate Studies, Kelly Ball

Associate Dean for Undergraduate Studies, Seretha Williams

Vice President for Student Affairs and Dean of Students, Chicora Martin

Director of Library Services, Elizabeth Bagley

Registrar, Gail Meis

Professors: Artese, Bishop, Denis, Emert, Falen, Hughes, Khwaja, Knowlton, Koch, Laird, Manes, Martinelli, Meyer-Lee, Newsome, Ojo, Pippin, Qi, Riter, Robic, Roosa, Ruby, Schlig, Schneider, Smith, Solomon Q., Stamant N., Thorsrud, Wallace, Will, Winget, Wiseman

Associate Professors: Bailony, Bradley, Cain, Dunkley, Dutton, Fulling-Smith, Grostephan, Hurst-Kennedy, Hyun, Iqbal, Katzman, Kingsley, Kovacs, Larimore, Mitchell, Morris E., Morris R., Oyelere, Patterson, Paul, Perdue, Rogers, Solomon J., Wu, Zablocki

Assistant Professors: Abrahão, Arellano, Brandy, Breidenthal, Carrion, El-Amin, Faye Taylor, Finan, Gutierrez, Harris, Hill-Lumm, Hubbard-James, Huffstead, Ivanova, James, Jones, Kim M., Kwag, McDonald, Mize, Montgomery, Norman, Pozo, Quezada, Thomas, Timpone, Tobin, Villacorta, Whitworth, Wolfe

Visiting Faculty and Instructors: Andino, Blaich, Drescher, Gillespie\*, Greene, Higley, Kim H.\*, King\*, Marine, Nguyen, Roy\*, Stamant J., Stern, Yep

\*Faculty in the first year of full-time non-tenure track visiting appointments are not eligible to vote at faculty meetings.

### Faculty on leave are not eligible to vote during the leave (See II.5.2).

On leave Fall Semester only: Manes, Robic, Roosa, Thomas

On leave Spring Semester only: Ruby, Stamant N.

On leave for 2024-2025: Kingsley, Qi, Zablocki

|                |         |           |
|----------------|---------|-----------|
| Voting Members | fall 88 | spring 91 |
| Quorum (60%)   | fall 53 | spring 55 |

### Faculty Meetings 2024-2025

|                           |  |
|---------------------------|--|
| August 23-Faculty Retreat | 10 am-1 pm (lower Evans)                                     |
| September 6               | 2 pm-3:30 pm   |
| October 4                 | 2 pm-3:30 pm   |
| November 1                | 2 pm-3:30 pm   |
| December 6                | 2 pm-3:30 pm   |
| February 7                | 2 pm-3:30 pm   |
| March 7                   | 2 pm-3:30 pm   |
| April 4                   | 3:15 pm-4:45 pm (time change due to Writer's Festival Event) |

|        |              |
|--------|--------------|
| May 2  | 2 pm-3:30 pm |
| May 16 | 1:30 pm-3 pm |

Meetings will take place in-person in the Frannie/Campbell 128

## Faculty Committee Members, 2023-2024

### CASA

Lauran Whitworth (24) **chair**  
 Erin Bradley (26)  
 Lock Rogers (25)  
 Katherine Smith (24)  
 Qiao Solomon (26)

### Committee on Graduate Policy, Curriculum and Academic Planning

Jennifer Fulling-Smith (25) **chair**  
 Danielle Dunkley (26)  
 Erica Harris (25)  
 Mary Nell Higley Summey (25)

### Curriculum Committee

Mary Cain (25) **chair**  
 Yael Manes (sp 24)  
 Ruth Oyelere (26)  
 Ruth Riter (24)  
 Mike Schlig (25)  
 Jason Solomon (24)  
 Joel Thomas (24)

### Faculty Summit Committee

Amy Breidenthal (24)  
 Amy Lovell (25)  
 Eleanor Morris 3-semester term (beginning  
 spring 24)  
 Jing Paul (26)

### Finance/Strategic Planning Committee

Jennifer Larimore (25) **chair**  
 Hal Thorsrud (24)  
 Roshan Iqbal (25)

Scarlett Kingsley (26)  
 Li Qi (26)  
 Jim Wiseman (26)

### Professional Development Committee

Lara Denis (26)  
 Toby Emert (25)  
 Peeper McDonald (26)  
 Patricia Schneider (24)

### RPT Committee

Nell Ruby (23) **chair**  
 Jenny Hughes (26)  
 Bobby Meyer-Lee (24)  
 Srebrenka Robic (26)  
 Nicole Stamant (24)  
 Sarah Winget (26)

### Faculty Executive Committee

Bonnie Perdue, President (24)  
 Tom Will, 1st VP (25)  
 Robin Morris, 2nd VP (26)  
 Lauran Whitworth-CASA  
 Jennifer Fulling-Smith-CGPCAP  
 Mary Cain-CC  
 -FSC  
 Jennifer Larimore-FSP  
 -PDC  
 Nell Ruby-RPT  
 Kelly Ball (Graduate Studies)  
 Rachel Bowser (VPAA/DOC)

**Academic Procession List for 2023-2024**

|   |  |  |  |
|---|--|--|--|
| Zak<br>Bowser<br>Fantz<br>Ball<br>Martin<br>Williams<br>Pippin<br>Denis<br>Knowlton<br>Khwaja<br>Koch- <i>Marshall</i><br>Hughes<br>Laird<br>Riter<br>Schlig<br>Wiseman<br>Newsome<br>Ruby-(b)<br>Artese<br>Emert<br>Ojo<br>Thorsrud<br>Falen<br>Qi-(c)<br>Robic-(a)<br>Smith<br>Winget<br>Roosa-(a)<br>Meyer-Lee, R.<br>Bishop<br>Will<br>Martinelli<br>Manes-(a)<br>Schneider<br>Solomon, Q.<br>Stamant N.-(b)<br>Wallace | Cain<br>Zablocki-(c)<br>Wu<br>Morris, E.<br>Rogers<br>Solomon J.<br>Larimore<br>Morris, R.<br>Oyelere<br>Perdue<br>Patterson<br>Kovacs<br>Dutton<br>Grostephan<br>Iqbal- <i>Marshall</i><br>Paul<br>Fulling-Smith<br>Katzman- <i>Marshall</i><br>Kingsley-(c)<br>Bailony<br>Hurst-Kennedy<br>Bradley<br>Hyun<br>Mitchell | Breidenthal<br>Whitworth<br>Ivanova<br>Brandy<br>Kim M.<br>Thomas-(a)<br>Harris<br>Hill<br>Huffstead<br>McDonald<br>Carrion<br>Abrahão<br>Dunkley<br>El-Amin<br>Faye Taylor<br>Finan<br>Hubbard-James<br>James<br>Mize<br>Norman<br>Quezada<br>Tobin<br>Villacorta<br>Arellano<br>Gutierrez<br>Pozo<br>Wolfe<br>Montgomery<br>Timpone<br>Jones<br>Kwag | Bagley<br>Meis<br>Higley Summey<br>Drescher<br>Stamant, J.<br>Andino<br>Marine<br>Greene<br>Blaich<br>Yep<br>Nguyen<br>Stern<br>Gillespie<br>Kim H.<br>King<br>Roy |
|---|--|--|--|

- (a) On leave fall semester 2023
- (b) On leave spring semester 2024
- (c) On leave academic year 2023-2024

Note: The procession list is arranged on the basis of rank as follows: (1) the president, vice president for academic affairs and dean of the college, associate vice president and associate dean of the college, associate vice president and dean for graduate studies, and vice president for student life/dean of students followed by full professors, (2) associate professors, (3) assistant professors and (4) instructors and visiting full-time faculty (with at least a one-year contract) and other administrative staff with faculty status. Within the rank, the line is arranged according to the

year of appointment to the rank. If several professors were appointed to the same rank during the same year, they are listed in that rank alphabetically.

*Faculty Marshalls: Roshan Iqbal, Alan Koch, Shoshana Katzman*

### **Academic Procession Dates 2024-2025**

Saturday, May 17, 2025      Commencement, 9:30 a.m.

## Appointment, Review and Promotion Policies for Graduate Faculty

The policies included here are applicable to graduate faculty, and are subject to revision.

### 1. Appointment Policies and Procedures

#### a. **Application**

Appointments to the faculty, reappointments, and promotions are made by the president, with the advice of the VPAA, AVPGS, and the faculty. Policies and procedures set forth in the document summarized here apply to all such decisions for members of the teaching faculty and are binding on all parties to the process.

#### b. **Approval of Graduate Faculty Positions**

Graduate Program Directors are responsible for proposing new full-time faculty lines to the associate vice president and dean for graduate studies (AVPDGS) to ensure the program's curricular needs are met. The AVPDGS approves position requests in consultation with the VPAA, taking college needs, program needs and enrollment into account.

Discussion of appointment needs may be initiated at any point by academic departments/programs, the VPAA, AVPGS or the Committee on Graduate Policy, Curriculum and Academic Planning. Search committees operate in consultation with the AVPGS, upon whose approval the most promising candidates are interviewed on campus. After such interviews, the search committee makes recommendations to the AVPGS. Upon approval of a candidate by the VPAA and the president, the AVPGS offers terms of appointment, subject to approval by the president. The normal appointment process may be varied if necessary by agreement of the VPAA, AVPGS, and the relevant program director.

Once a position request is approved, the graduate program director may begin the search process by following the steps below.

#### c. **Graduate Faculty Searches**

These searches will normally be national, and will include the intentional recruitment of a diverse applicant pool. Administrative support will be provided by Faculty Services. Support includes arranging travel and accommodations, room reservations, organizing candidate materials, submitting receipts for reimbursement, and other clerical tasks.

#### d. **Position Description**

Following the approval of the position request, the second step in the search process is to receive approval of the position description by the associate vice president and dean for graduate studies. The position description must include the rank/s, contract length, whether it is renewable, teaching load, and other expectations. The position description must also include the equal employment opportunity statement and information about the college. Once the position description is approved, the program director should post the position publicly, and arrange for it to be shared widely to attract diverse applicants.

#### e. **Search Committee**

Search committees for full-time graduate faculty shall be constituted by the program director and the associate vice president and dean for graduate studies. The program director recommends the search committee members, including the chair. The AVPGS appoints the committee and chair.

Search committees shall conduct formal, public searches. The search committee chair should

coordinate anti-bias training for the committee.

The search committee will review all qualified applicants and consider reports from preliminary interviews, if applicable. After the pool of candidates is compiled, it is the responsibility of the program director, and chair of the search committee, if needed, to determine the adequacy of the applicant pool for affirmative action purposes and to direct that a search be reopened or continued until she judges the pool to be adequate.

f. **Interviews**

The search committee will proceed, if appropriate, to online interviews. It then will recommend usually no more than three candidates to the associate vice president and dean for graduate studies for campus interviews. The search committee chair prepares a recommendation to the associate vice president of the candidates the search committee wishes to invite to campus accompanied by each candidate's letter of application, curriculum vitae, and other materials relevant to the search.

The next step is the bringing of candidates to campus for interviews. The associate vice president and dean for graduate studies must approve candidates before they are invited to campus as finalists.

The finalists will be interviewed by the search committee, other faculty in the program, by faculty in related programs, by the associate vice president and dean for graduate studies, and by the vice president for academic affairs and dean of the college. Staff and students are to meet the candidates. Feedback on each finalist should be received by the search committee from those who meet with the candidate.

Search committee chairs are urged to move forward in as timely a way as possible throughout the search process and the associate vice president and dean for graduate studies is expected to respond to requests to search and bring candidates to campus as quickly as possible.

g. **Recommendation for Appointment**

After the campus interviews are completed, the search committee chair makes a recommendation for appointment to the associate vice president and dean for graduate studies. Upon consultation with the program director (if relevant) and the vice president for academic affairs, the associate vice president makes an offer to a specific candidate. If the candidate accepts the authorized verbal offer, the associate vice president and dean for graduate studies prepares a letter of appointment for the vice president of academic affairs' review. The VPAA makes official offers for appointments of one year. Only the president can make an official offer in writing for appointments of two or more years in length.

h. **Initial Appointment of Graduate Faculty**

Initial appointment of a faculty member is the first step toward consideration for reappointment, and the college chooses the candidate who gives the best promise of meeting college standards for reappointment and promotion, and who gives best promise for contributing to the academic needs of the program.

## 2. Dismissal Policies and Procedures

a. Application

Policies and procedures set forth in the document summarized here apply to the termination of faculty appointments for reasons of cause, financial exigency, curricular exigency, or medical condition. The final authority to dismiss a faculty

member during the course of a contract rests with the president.

b. Dismissal for Cause

Dismissal for cause may occur only for reasons of incompetence, dereliction of duty (such as failure to attend classes without appropriate arrangement or communication), unethical professional behavior, or conviction of a serious crime. Additionally, dismissal for cause may occur due to a serious threat to the well-being of students, the academic program, or the College.

Dismissal for cause during a three-year or longer contract may also occur following sustained poor performance in teaching, such that student learning and the well-being of the program is affected. Such dismissal for cause can only occur after two annual reviews documenting serious concern.

A serious complaint is investigated first by the associate vice president and dean for graduate studies, and then in turn, if necessary, by the vice president for academic affairs and an ad hoc committee consisting of the AVPGS, the program director, and two faculty representatives appointed by the chair of the graduate committee. If the complaint concerns a program director, the chair of the Graduate Committee shall serve in their place. The committee conveys its decision to the president, who either chooses to review the case herself or permits the decision transmitted to it to stand. In either event, the decision of the president is final.

c. Dismissal for Financial Sustainability

Dismissal may occur when a graduate program cannot sustain itself financially for two or more fiscal years. Lack of financial sustainability may be driven by continued decreases in enrollment, costs to administer the program, or both. Dismissal of faculty contract/s may occur when there is sufficient reason to believe the financial conditions of the program will not change, and when the lack of financial sustainability cannot be alleviated by less drastic means. Before dismissal occurs, every effort must be made to reassign the faculty member's teaching to another graduate program or to the undergraduate program where there is need for the faculty member's expertise. In the event dismissal is necessary, notice to the faculty member of at least six months, and ideally twelve months, must be provided.

It is the responsibility of the associate vice president and dean of graduate studies to communicate with the program director if one or more of their programs is financially unsustainable. Following the second consecutive year of unsustainability, the associate vice president and dean for graduate studies convenes an ad hoc committee made up of the AVPGS, the program director (if there are at least two full-time faculty employed through the program), and two faculty representatives appointed by the chair of the graduate committee. If the only full-time faculty member is the program director, the chair of the Graduate Committee shall serve in their place. This committee proposes to the VPAA a plan for making the program financially sustainable, and a VPAA-approved plan stands as a recommendation to the president. If no plan is approved in good time, the president and VPAA proceed without faculty advice.

d. Dismissal for Medical Reasons

Medical dismissal, based on clear evidence of incapacity, may occur when no other solution is practical. Dismissal proceedings are conducted in a manner parallel to that

described in section C, however instead of two faculty representatives, the ad hoc committee includes the VPAA, AVPGS, the program director, and the VP for Diversity, Equity and Inclusion or her designate.

*Approved by the faculty and Board of Trustees, April 2022. Revised by the faculty and approved by the Board of Trustees, April 2023.*

### 3. Procedures for the Reappointment, Review and Promotion of Graduate Faculty

#### I. Overview.

Agnes Scott College relies on continuing full-time non-tenure-track graduate faculty members to advance its graduate and post-baccalaureate programs. Graduate faculty are experts in their field of study and have experience in the most up-to-date methods and techniques of their disciplines. Graduate faculty must therefore show a commitment to continuing scholarship. This modeling of sustained scholarship and practice is the cornerstone of quality graduate education.

For full-time non-tenure-track graduate faculty to thrive at Agnes Scott College, and for the graduate programs and students to thrive, the Graduate Committee authored the following framework to guide the terms and conditions of graduate appointments and to encourage the fair and consistent treatment of graduate faculty. In general, the criteria outlined in this framework are meant to establish standard expectations in the areas of teaching, service, and scholarship. Thus, while individual graduate programs may require additional criteria beyond those established here, all graduate faculty will be required to meet these standards. This framework builds upon the existing policies in the Agnes Scott College Faculty Handbook and is intended to be read as a supplement to the Faculty Handbook's policies.

The purpose of these policies is to state the procedures governing the status of non-tenure-track graduate faculty members at Agnes Scott College, including reappointment, review, and promotion. Because no set of employment procedures can address every issue that may arise in making employment decisions, any gaps in these procedures ought to follow the graduate faculty's common sense clause:

#### I.A Common Sense Clause.

If anything in the following policies requires interpretation, or if the question of an exception arises, the review committee chair, the AVPGS, and the VPAA discuss the matter and work out a solution by consensus. If consensus is impossible, the matter is referred to the faculty executive committee for a ruling.

#### II. Definitions.

**A. Graduate Faculty.** Graduate faculty are full-time, non-tenure-track faculty and are not subject to the six-year AAUP limit for appointments that Agnes Scott maintains for full-time faculty teaching undergraduate courses. The standard teaching load for graduate faculty is six courses annually. Graduate faculty are eligible for course release for significant administrative responsibilities. The following ranks and titles apply for graduate faculty:

1. The ranks for full-time non-tenure-track graduate faculty with an appointment lasting at least one year are Professor, Associate Professor, Assistant Professor, Senior Instructor, and Instructor.



2. The titles of Distinguished Scholar in Residence, Distinguished Writer, Distinguished Visiting Professor, or other variations may be awarded instead of the standard ranks listed above, at the discretion of the Vice President for Academic Affairs.

**B. Adjunct Graduate Faculty:** Adjunct graduate faculty hold part-time appointments, teaching five or fewer courses over two consecutive semesters, or three or fewer courses when hired for one semester only. The title for these positions is Adjunct Graduate Faculty. Adjunct Faculty who hold an M.D., P.A., or comparable degree may be appointed as Adjunct Clinical Faculty.

**C. Tenured and Tenure-Track Faculty:** Faculty holding tenured or tenure-track appointments may be credentialed as affiliate graduate faculty, and may teach graduate-level courses following approval of the AVPGS and the program director. These faculty are held to the existing RPT policies for tenured and tenure-track positions.

**D. Review Committee:** The Review Committee as outlined in this section is used in the process of determining contract renewal or reappointment for three and six-year contracts and/or promotion for graduate faculty. Reappointment reviews for one and two-year contracts of full-time graduate faculty members will be conducted by the program director only. The chair of the Review Committee is appointed by the dean for graduate studies. Review Committees shall consist of at least three members of the graduate faculty with relevant subject expertise, who all hold a rank commensurate to or more senior to the faculty being reviewed. In the case of faculty who regularly teach courses for interdisciplinary programs, the Review Committee should include the director/chair of those interdisciplinary programs or their designate. Should a scenario arise where the faculty under review for promotion is more senior than the program director, an exception will be made to the above-stated policy in order to allow the program director to serve on the Review Committee. Unless there is a conflict of interest or there is an exception as outlined above, the program director will chair the Review Committee for reappointment.

If there are fewer than three graduate faculty eligible to serve on the Review Committee, the dean of the college will designate additional members from the tenured faculty with relevant expertise to form part of the Review Committee. However, graduate faculty must represent greater than half of the Review Committee. Potential or actual Review Committee members shall recuse themselves or accept recusal from committee colleagues under the following circumstances: (1) the member has, or has had, a sexual and/or romantic relationship with the person under review; (2) the member is aware of any prejudice, pro or con, that seems likely to impair their judgment of the person under review, or (3) the member has a familial relation to the person under review.

**E. Review Outcomes:** In alignment with the RPT policies and in keeping with liberal arts tradition, teaching is the first concern in any faculty review. Scholarship and service are also essential to the mission of the college and to the evaluation of faculty performance, both for their intrinsic worth and for their roles in providing contexts for transformative teaching.

Reviews for reappointment are considered successful if the graduate faculty member under review demonstrates excellence in teaching and also shows that they meet expectations in service and scholarship. In the case of appointments of three years or longer, the reappointment review will be carried out by the Review Committee. In the case of appointments of one or two years, the reappointment review will be carried out by the program director. The Review Committee or the program director provides their scores and recommendation for reappointment to the dean for

graduate studies and to the dean of the college. A successful review is one of several necessary conditions for reappointment as a full-time member of the faculty.

If a faculty member under review for reappointment does not demonstrate excellence in teaching or does not meet expectations in service and scholarship, the review will be regarded as “unsuccessful.” An unsuccessful reappointment review for graduate faculty on one and two-year contracts may result in the contract being terminal. For unsuccessful third and sixth-year reappointment reviews, the faculty may receive a one-year contract, pending other necessary conditions for reappointment are met.

Reviews for promotion to the rank of associate professor or to the rank of full professor are considered successful if the graduate faculty member under review demonstrates excellence in teaching and also demonstrates excellence in either scholarship or service. The remaining area of scholarship or service must meet expectations for a successful review and promotion. Reviews for promotion to the rank of senior instructor are considered successful if the graduate faculty member under review demonstrates excellence in teaching and excellence in service for a period of six years. There is no scholarship requirement for promotion to senior instructor. An unsuccessful promotion review carries no penalty, and the faculty member may reapply for a promotion review as early as the next year.

### **III. Criteria for Evaluation of Graduate Faculty.**

A successful reappointment or promotion review requires a positive assessment of the faculty member’s demonstrated professional excellence in the area of teaching effectiveness. Assessment should include an evaluation of the member’s service to the academic community, potential for future contribution to the academic community, and commitment to the college and its values of justice, equity, diversity, and inclusion. The following standard criteria are used in the review of graduate faculty members.

#### **A. Teaching.**

Excellence in teaching requires, among other things, a thorough knowledge of the subject being taught, a genuine commitment to a continuing investigation of that subject, and an imaginative approach to the presentation of that subject in the classroom. A good teacher fosters an inclusive learning environment of mutual respect and is also perceptive about possible student problems in learning and is willing to respond to students' questions inside and outside of class. Professors are also expected to model for students effective methods and habits of original inquiry. Effective teaching requires that faculty members give close attention to students' written work or other work produced for grading and that they return such work promptly, that they adhere to the standards commonly observed in evaluating students' academic performance, and that they have regular office hours during which they are available to students for consultation. Faculty members are also expected to observe any written academic regulations and procedures of the College, including punctual observance of classroom obligations. Excellence in teaching is required in all faculty positions, whether full or part-time. Peer-teaching observations, course evaluations, syllabi, and other evidence are used to assess teaching effectiveness.

#### **B. Scholarship.**

Research and scholarship foster intellectual growth and vitality, provide knowledge and understanding, engage contemporary issues, ground the scholar in the discipline, and

inspire teaching and learning. Graduate faculty are expected to be active scholars. The College takes a broad view of scholarship, recognizing the value of discipline-based and interdisciplinary research, creative effort, professional and pedagogical inquiry, and applied research. Scholarship is a cooperative enterprise, engaging the scholar in interaction with the wider community. Scholarship is most valuable when it is shared, especially in a public forum, is subject to validation by fellow academics or other editors or critics, and demonstrates the principles of discovery, integration with existing knowledge, or application to questions of relevance to the classroom or the world. Given the college's primary value on teaching, this area requires faculty to, at a minimum, meet expectations as described above to achieve successful review and reappointment.

C. Service.

The success of the graduate programs depends on the engagement of full-time graduate faculty. Graduate faculty members are expected to participate constructively in the discussions of goals for the academic program and in the implementation of those goals and to exhibit collegiality among colleagues and respect for differing opinions. Graduate faculty are expected to serve on relevant faculty committees and/or to demonstrate service through contributing to campus committees, special initiatives, or other opportunities. Successful review in this area requires a minimum of "Meets Expectations."

D. Program Defined Requirements.

Graduate programs may have additional requirements for scholarship, professional licensure, clinical practice, professional development, and/or other criteria that may be evaluated as part of the review if the criteria are communicated in writing at the beginning of the appointment period, or in program-specific handbooks. Some of these program-specific requirements may also overlap with the above-described areas of teaching, scholarship, and service.

E. Workload Percentages.

The Annual Review Rubric, Reappointment Scoresheet, and Promotion Scoresheet require faculty under review to self-evaluate areas of teaching, scholarship, and service. Additionally, faculty are required to identify workload percentages in each respective area. Workload percentages are identified on rubrics and scoresheets by the faculty who self-evaluates in consultation with the program director. If the faculty under review is a program director, workload percentages are determined by the faculty self-evaluating in consultation with the review committee chair for reappointment or promotion review.

Minimum workload percentages for assistant, associate, and full professors are as follows: Teaching must be at least 60%; scholarship must be at least 10%; service must be at least 10%. Minimum workload percentages for lecturers and senior lecturers are as follows: Teaching must be at least 70%; service must be at least 10%; scholarship is not required, and if the lecturer or senior lecturer under review chooses to include scholarship in consultation with the program director, they may do so. The total workload distribution must equal 100% for all graduate faculty and no area under review may be greater than 80%.

#### **IV. Evaluation Process for Graduate Faculty in Three-Year or Longer Renewable Appointments.**

A. Full-time non-tenure-track graduate faculty members who have a three-year renewable appointment will be evaluated in the first semester of the third year of employment. Full-time non-tenure-track graduate faculty members who have a six-year renewable appointment will be evaluated in the first semester of the sixth year of employment. These reviews will be directed by the Review Committee Chair. See section II.D. Review Committee for details on committee composition.

B. Full-time graduate faculty are eligible for promotion in rank and/or a six-year appointment after completing six years of full-time employment in a rank, either after two successful three-year reviews or after a successful six-year review. In general, six-year appointments recognize graduate faculty excellence and are possible pending the projected enrollment needs of the college.

1. The promotion Review Committee is set as described above in section II.D. The Review Committee may serve the function of reviewing for both reappointment and promotion if the timeline overlaps. Graduate faculty must represent greater than half of the Review Committee as described in section II.D. For promotion, all members of the Review Committee must individually make their recommendation on promotion to the Review Committee chair. The Review Committee seeks consensus and confidentiality throughout the process. The chair compiles all members' recommendations and includes them in the letter to the dean for graduate studies. The dean for graduate studies makes an independent recommendation and is responsible for taking all recommendations to the dean of the college and the president.
2. In alignment with the college's RPT policies, promotion to full professor requires six years of full-time employment at the rank of associate professor. Promotion to associate professor requires six years of full-time employment at the rank of assistant professor. Exceptions to this requirement based on time served in rank at other institutions must be outlined in the faculty's appointment letter. A promotion review may be conducted as early as the fall of the candidate's sixth year in rank. The candidate submits evidence of teaching, scholarship, and service to the review committee, and submits a portfolio of scholarship for evaluation by external reviewers. In alignment with the current RPT policy, persons under review for promotion will submit a list of 10 possible external reviewers to the Review Committee chair. The Review Committee chair will select 3 external reviewers from the list provided, who will be asked to review the faculty member's scholarship. The external reviewers are only responsible for reviewing this area. The scholarship portfolio may be designed with the help of the program director and the review committee. It must contain a current CV, a statement about the candidate's scholarship, and tangible evidence of the candidate's work as a scholar. External reviewers will provide a letter to the Review Committee chair to address the faculty member's contributions to their field in the area of scholarship. This letter will be used by the Review Committee to assist in their scoring of the faculty under review. A successful review brings promotion to full professor if associate, or associate professor if assistant, effective the academic year following the review. The period under review is the time spent in rank.
3. For promotion to senior instructor from instructor, the faculty under review must consistently demonstrate excellence in teaching and service for a period of six years. External reviewers are not required for instructors.

4. Materials required for promotion review are outlined below in section IV.C.2.b.

C. The process for the evaluation of non-tenure-track graduate faculty shall include the following unless otherwise specified in the appointment letter:

1. By May 15 of the second year of a three-year appointment, the dean for graduate studies will meet with the graduate faculty undergoing review and their Review Committee Chair to clarify the procedures, answer questions, and discuss the composition of the Review Committee. Persons being evaluated are welcome, but not required, to submit to their Review Committee Chair the name of an undergraduate faculty member with relevant expertise who has a rank superior to or commensurate to the faculty member under review to serve on the Review Committee. The dean of the college and the dean for graduate studies will appoint the Review Committee.

2. By September 15, the faculty member being evaluated will submit the following to the dean for graduate studies and the Review Committee based on if the review is a reappointment-only review or a promotion review:

- a. Reappointment-only review: Graduate faculty under review for a three-year or six-year reappointment will submit a cover letter, current curriculum vitae, [Annual Review Rubrics](#) or PARs for the period under review, [Reappointment Review Scoresheet](#), and any teaching materials that provide pertinent evidence of performance.
- b. Promotion Review: Graduate faculty undergoing a review that involves a promotion will submit a cover letter, current curriculum vitae, [Annual Review Rubrics](#) or PARs for the period under review, [Promotion Review Scoresheet](#), and a dossier that provides a summary of and supporting evidence in the areas of teaching, scholarship, and service. The dossier prepared will follow guidelines as suggested by RPT in the [Guidelines for Preparing Review Materials](#). For external review, see Section IV.B.2.

3. The chair and one or more members of the Review Committee designated by the chair will each make at least one pre-arranged in-class visit to observe the faculty member's teaching. These class visits should be made at least two weeks prior to the last day of classes. The comments of the observers will be recorded and made available to the faculty member. The faculty member may request another visitation by a member of the Review Committee in addition to the ones arranged by the chair.

4. Because teaching excellence is the primary criterion in all faculty performance reviews, peer-teaching observations, syllabi, assessment outcomes, student course evaluations, and other evidence of teaching effectiveness from the review period will be considered in combination with the other materials in the faculty member's dossier.

5. The Review Committee will meet to evaluate the faculty member's materials by November 15th, and the chair will write a composite letter summarizing the results of this evaluation on behalf of the Review Committee. Copies will be given to the dean of the college, the dean for graduate studies, and the faculty member being evaluated.

6. The chair will meet with the faculty member and discuss the results of the evaluation and

the letter. The chair will discuss the strengths and areas for growth of the performance to date, and where appropriate, suggest ways to improve. The signed letter should then be placed in the faculty member's file. The faculty member may, in addition, submit a separate letter discussing the results of the meeting and the evaluation to the dean of the college, the dean for graduate studies, and the review committee chair. The chair's report on a graduate faculty member's review is due by December 15.

7. By January 30, the dean of the college and the dean for graduate studies will meet to discuss the outcome of the review and to draft a recommendation for reappointment and/or promotion to the President. The faculty member will receive a letter from the President either renewing the appointment or not, and/or the promotion or not. Following a successful review, reappointment may be for one year, two years, three years, or up to six years, depending on the results of the review and the needs of the college. Following a negative review, the recommendation may result in a probationary one-year reappointment to provide the faculty member time to address issues identified during the review, or the recommendation may result in non-reappointment.

## **V. Evaluation Process for One or Two-Year Graduate Faculty**

A. Reappointment reviews for one and two-year contracts of full-time graduate faculty members will be conducted by the program director. Review materials include completed [Annual Review Rubric\(s\)](#), at least one peer-teaching observation per year under evaluation, course evaluations for the review period, syllabi, and any other evidence of teaching effectiveness the faculty member elects to provide.

B. Full-time graduate faculty with one-year contracts will have a Peer Teaching Evaluation during the fall semester, which is the first semester of the teaching contract. Full-time graduate faculty with two-year contracts will receive Peer Teaching Evaluations during their first and third semesters. Faculty under review for reappointment of one and two-year contracts will submit materials as outlined above in section V.A. by January 10th. Program directors will review materials submitted by the faculty member under review and submit a recommendation for reappointment by February 1st.

C. The program director will complete the review and meet with the faculty member to discuss the results. The program director will submit a recommendation for reappointment to the dean for graduate studies. The faculty member will receive a letter from the President either renewing the appointment or not. Reappointment may be for one year, two years, or three years, depending on the results of the review and the needs of the college. Following a negative review, the recommendation may result in a probationary one-year reappointment to provide the faculty member time to address issues identified during the review, or the recommendation may result in non-reappointment.

## **VI. Evaluation Process for Adjunct Graduate Faculty.**

A. Adjunct graduate faculty will be reviewed each semester of employment by means of peer-teaching observations and/or course evaluation review. Adjunct graduate faculty are welcome to submit syllabi and other evidence of teaching effectiveness but are neither required nor expected to do so.

- B. The program director will complete the review and meet with the adjunct faculty member to discuss the results. The program director will submit a positive review outcome as documentation for rehiring when submitting a part-time request for an adjunct instructor.
- C. For adjunct graduate faculty who teach at least two courses annually in the graduate program, the program director may elect to review the faculty member once per year.

#### **VII. PAR/Annual Review for All Graduate Faculty.**

- A. All graduate faculty are expected to complete the college's Professional Activities Reports (PAR) on an annual basis. The PAR covers the period of time between May 31st and June 1st. PAR reminders are disseminated by the dean of the college via email with the link to a SmartSheet provided. The PAR submission deadline is June 15th.
- B. In addition to and in alignment with the college's PAR annual review, full-time graduate faculty are expected to complete the [Annual Review Rubric](#). This rubric allows graduate faculty to reflect on their annual contributions in the areas of teaching, scholarship, and service. This rubric is due to the program director on May 1st of each year. The document provides graduate faculty guidance on what is expected as they prepare to submit the PAR. Additionally, the rubric allows a self-evaluation that is expected to be integrated in mentorship and feedback from the program director with the graduate faculty under review. Mentorship and feedback may be conducted on an ongoing basis, but at least one meeting must be held between May 1st and June 1st between the graduate faculty under review and the program director. The program director will share relevant information from the review with the dean for graduate studies.

*Approved by the faculty and Board of Trustees May, 2022.*

*Revised and approved by the faculty and Board of Trustees March 3, 2023.*

## III. FACULTY AFFAIRS

### Facilities and Resources for Faculty

Please refer to Faculty Handbook for comprehensive information on all Benefits, Services and Facilities. The abridged list of benefits and services contains specific content relevant to graduate faculty.

- A) Facilities: The College will ensure that full-time graduate faculty are provided with facilities and support, e.g. offices, phones, computers, printers, research facilities, etc., to conduct their work.
- B) Office and teaching supplies may be requested through the Program Director. No funds for supplies will be reimbursed without the prior approval of the program director.
- C) Research and professional development funds: Full-time graduate faculty are eligible to apply for faculty development support in their first year of appointment, and in following years of continuous employment at the college.
- D) Faculty are encouraged to seek grant-funding to support their work, and are supported by the Office of Sponsored Programs. All faculty are required to submit the "Intent to Submit" form prior to submitting an application for an external grant. This ensures the college can support budget preparation, coordinate grant applications for program development, and ensure compliance and reporting requirements are met.

### Graduate Faculty Credentialing Policy

The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), which grants Agnes Scott its institutional accreditation, sets minimum standards for faculty qualifications for teaching at the graduate level. The associate vice president and dean for graduate studies oversees the graduate faculty credentialing process and relies on the disciplinary expertise of graduate program directors and department chairs to make recommendations for faculty credentialing in their programs.

Agnes Scott's policy on Graduate Faculty Credentialing reflects the college's minimum expectations that faculty assigned to teach graduate courses hold the "doctorate/terminal degree in the teaching discipline or a related discipline" [Faculty Credentials Guidelines, SACS-COC]. Individual graduate programs may adopt additional criteria based on the standards of their discipline and professional accreditation requirements. Additional criteria must be applied equitably across faculty.

#### Alternative Credentialing

All full-time and part-time faculty who do not meet the minimum degree requirements, but who the program director or department chair believes is qualified to teach one or more courses, must be alternatively credentialed before the course is assigned.

Alternative credentialing begins with the program director reviewing the faculty member's graduate transcripts and academic CV to determine qualification. The program director then sends their determination to the associate vice president and dean for graduate studies, who reviews the relevant materials and approves the recommendation for alternative credentialing. Faculty who are



not credentialed to teach a certain course may request a subsequent review for qualification following the conferral of a graduate degree, a significant professional achievement, or other relevant change in their experience.

| Level                      | Minimum Degree   | Examples of Alternative Credentials  |
|----------------------------|--|--|
| 500 level Graduate Courses | a) Doctorate in the teaching discipline or related discipline<br><br>b) Terminal degree in the teaching discipline or related discipline | A) Master’s degree in the teaching discipline and relevant professional expertise and/or scholarship in teaching discipline<br><br>B) Exceptional record of scholarship and/or professional accomplishment in the teaching discipline  |
| 600 level Graduate Courses | a) Doctorate in the teaching discipline or related discipline<br><br>b) Terminal degree in the teaching discipline or related discipline | A) Master’s degree in the teaching discipline and significant record of scholarly publication in the teaching discipline<br><br>B) Master’s degree in the teaching discipline and 10+ years of professional experience in the teaching discipline<br><br>C) Exceptional record of scholarship and/or professional accomplishment in the teaching discipline. |

## Faculty Professional Development

Faculty professional development at Agnes Scott encourages growth toward excellence in teaching, scholarship, and service for individuals and for the academic program as a whole. The administration works to facilitate achievement of these goals by making available a number of opportunities for professional development and by defining professional development in terms that embrace the faculty’s broad range of interests and expertise and that address the individual faculty member’s holistic career development within the context of the college and the academic program.

A list of opportunities for professional development follows. These are guidelines. The Committee on Professional Development (PDC) and the Graduate Committee each welcomes faculty members to propose other possibilities for their individual professional development.

### Internal Grant Awards

Each spring semester the PDC reviews applications and makes recommendations to the vice president for academic affairs and dean of the college for many internal grant awards. These internal grant awards are not for the purpose of attaining a higher degree, and have a deadline of February 1. A full description of these awards, as well as other awards for which faculty may apply through other processes, along with procedures for applying, may be found on the Office of Sponsored Programs website.

### Graduate Innovation Grants

Graduate Innovation Grants are an internal award created to support full-time graduate faculty who are not eligible for the internal grant awards restricted to tenure-track faculty. The deadline is

February 1 for funds to be disbursed in the next fiscal year. A committee of graduate faculty is appointed by the Graduate Committee to review grant proposals and render decisions alongside the associate vice president and dean for graduate studies.

## Travel Grant Policies and Procedures

### Faculty Travel Grants

These grants apply to expenses incurred by attendance at professional meetings, conferences, symposia, and workshops, and to other activities that support faculty professional development. They are awarded throughout the academic year and during the summer, and are administered by the vice president for academic affairs and dean of the college in accordance with guidelines established with the advice of the Committee on Professional Development. (See "Faculty Travel Grants" below.) Applications should be submitted to the director of accounts in the office of the vice president for academic affairs and dean of the college well in advance of proposed travel.

Faculty travel grants apply to expenses incurred by attendance at professional meetings, conferences, symposia, and workshops, and other activities that support professional development. They are awarded throughout the academic year and during the summer or until all budgeted funds for this category of faculty professional development are fully expended. Faculty travel grants are administered by the vice president for academic affairs and dean of the college in accordance with guidelines established with the advice of the Committee on Professional Development. Applications should be submitted to the senior budget manager in the office of the vice president for academic affairs and dean of the college well in advance of the meeting. The authorization form is available on DOC budget portal, <https://myagnes.agnesscott.edu/pages/academic-affairs-budget>. Each department chair should consult with members of the department at intervals during the year to learn which meetings the various members wish to attend. So that there may be an equitable distribution of funds, faculty members should generally plan to attend only one meeting a year at college expense unless they plan to present a paper or perform other significant professional duties at both the first and second meetings attended. It is anticipated that available funding may not cover all costs incurred for attending a meeting.

#### I) Financial Arrangements

Original receipts must be presented with travel reimbursement forms for all expenses, including all forms of travel for which reimbursement is requested and all prepaid airline tickets, registration, and all food, lodging, and miscellaneous expenditures. An original receipt detailing food and beverage purchases is required for all meals including those charged to the hotel.

#### II) Procedures

When faculty members plan to attend professional meetings, they should file a travel authorization request form with the director of accounts in the office of the vice president for academic affairs and dean of the college; even if they are not sure that funding will be available from the college. The authorization form is available on DOC budget portal, <https://myagnes.agnesscott.edu/pages/academic-affairs-budget> and must be approved by the VPAA **in advance of travel**. Faculty members are encouraged to make plans well in advance in order to take advantage of special airline rates which might be available and to ensure the availability of funding. Reimbursement cannot be guaranteed unless a trip is authorized in advance by the vice president for academic affairs and dean of the college.

After the form is approved by the vice president for academic affairs and dean of the college, a confirmation email will be sent to faculty member including the maximum amount that can be

spent. If, for some reason, the travel is not approved, an email stating the reason for none approval will be sent to the faculty member.

A Payment Request Form, available on the DOC budget portal, <https://myagnes.agnesscott.edu/pages/academic-affairs-budget>, should be submitted as soon as possible after the meeting. Receipts are submitted through the online form, and the reimbursement is approved by the Director of Academic Budgets and Sponsored Programs. The faculty member is reimbursed by ACH. A fiscal year-end deadline for faculty travel reimbursements will be set annually by the director of accounts via email.

Questions concerning additional meetings, and other situations not covered by these statements, should be directed to the vice president for academic affairs and dean of the college.

Approved by the Committee on Professional Development April 1987, for implementation July 1, 1987.

Amended November 1989. Revised July 1991, August 1992, July 1995, July 1996, October 2000, August 2002, September 2013.

September 26, 1994, Revised September 20, 2013, August 2015, July 2022

## Outside Funding Opportunities

Faculty members are encouraged to seek funding from outside sources for projects and research, particularly if they have already received funding from the college for previous professional activities.

A faculty member interested in submitting a grant proposal must contact the Office of Sponsored Programs (OSP) to discuss the proposed project and to identify possible sources of external funding. The first step is to complete an Intent to Submit form, which can be found on the OSP website.

The faculty member then obtains the appropriate grant forms and determines the requirements of the granting agency. If cost share (cash or in-kind) is required, the faculty member must consult with her/his program director and the associate vice president before beginning preparation of the proposal to determine that the project is a high priority and appropriate for institutional support. The Intent to Submit form will identify any capital expenses, cost-sharing, or course reassignment details and may require various signatures. OSP staff can assist in completing this form. Proposals that include purchase of equipment must account for purchase, installation, maintenance, shipping, space renovation and set-up charges if needed.

Once cost-share funding is in place (or if no cost-share is required), the faculty member prepares the grant according to the application procedures. OSP staff are available to assist faculty in preparing the proposal, and can offer narrative, budget and compliance expertise. A draft of the document is to be submitted to the OSP, the associate vice president, and the vice president for academic affairs and dean of the college for administrative editing and review in time for revisions to take place in a timely fashion, in accordance with the Proposal Submission Policy and Routing Form. If necessary, the proposal may need to be reviewed by the other officers and the president.

The time required to prepare a grant proposal, have the proposal reviewed and secure all necessary approvals can be several weeks, and more complex federal proposals may take much longer. It is mandatory that an adequate amount of time be planned for when projects are first proposed. In addition, a courtesy copy of requests for outside funding which do not require institutional approval should be given to the Office of Sponsored Programs and the associate vice president and dean for graduate studies.

(Revised July 2011, revised September 2013.)

## Graduate Faculty Percent Effort Policy

### Overview

This policy establishes guidelines for graduate faculty regarding percent effort and teaching load in compliance with federal regulations. This policy outlines permissible additional work during the academic year, annual teaching load expectations, and the use of grant funds to support research activity.

Adherence to this policy is essential to maintain transparency, accountability, and compliance with federal guidelines for faculty percent effort and teaching load. The policy will be reviewed annually to ensure compliance with federal guidelines. Non-compliance with the policy may result in appropriate corrective actions, as determined by the associate vice president and dean for graduate studies.

### Institutional Base Salary

All full-time graduate faculty members of Agnes Scott College are appointed on 12-month contracts, and their institutional base salary is earned at 75% effort. The annual teaching load for full-time graduate faculty members is six courses and comprises 50% of their possible 100% effort. Scholarship comprises 12.5% and service comprises another 12.5% of the base salary. The remaining 25% of their maximum percent effort is unallocated and thus uncompensated.

|   |                 |
|---|-----------------|
| <b>Annual Appointment Length</b>                          | <b>12 month</b> |
| <b>Maximum effort</b>                                     | <b>100%</b>     |
| Potential Additional Work: Grant funding, overloads, etc. | 25%             |
| <b>Standard effort to earn institutional base salary</b>  | <b>75%</b>      |
| Teaching (6 courses)                                      | 50%             |
| Scholarship   | 12.5%           |
| Service   | 12.5%           |

### Additional Work

Faculty may receive compensation for additional work at the College during the academic year (July 1- June 30), subject to federal guidelines. Additional work may include teaching overloads, attending compensated workshops, and funding from internal or external grants.

A faculty member's total effort, including the base salary and additional work, must not exceed 100% during the 12 months of appointment. To calculate a faculty member's maximum amount of additional earnings, use the following formula:

$$[ \text{Current Salary} ] * 100 / 75 = \text{Maximum salary for 100\% effort}$$

$$\text{Example: } [ \$60,000 ] * 100 / 75 = \$80,000$$

In this example, the faculty member earning \$60,000 may take on overloads and/or funded grant research to an additional \$20,000, up to a maximum of \$80,000 earned at Agnes Scott in the fiscal year.

### Course Reassignments

Graduate faculty may use grant funds to reassign up to two courses per academic year, pending approval from their program director. The course reassignment must account for the faculty member's prorated salary and the cost of hiring an adjunct whenever possible. For the purpose of this policy, one course is defined as either a three or four credit hour course or two lab courses of one or two credit hours. The summer term is considered one academic term.

1. Restrictions:
  - a. Faculty may take one course reassignment during a single semester or term.
  - b. Faculty are expected to teach at least one course per semester or term.
  - c. Faculty who take a course reassignment may not teach an overload course for compensation in the same semester or term.
  - d. Graduate faculty with administrative appointments who have a contractual course reduction of two or more courses as part of their contracts are limited to one course reassignment per year.
2. Prior Approval and Reporting:
  - a. Faculty members must communicate with their program director their intent to submit a grant that includes a course reassignment.
    - i. Faculty must receive prior, written approval from their program director at least one semester before taking on additional, compensated work at Agnes Scott during the academic year or using grant funds for a course reassignment. (Though not addressed in this policy, compensated work outside of Agnes Scott must be approved by the AVPGS.)
    - ii. The course reassignment must be planned with the program director for a semester that causes the least disruption to the program.
  - b. The program director maintains documentation of additional work and use of grant funding for each faculty member, to ensure no faculty member earns more than 100% of their total compensation from Agnes Scott in a single fiscal year.
  - c. Faculty are required to report any changes to the program director.
3. Federal Compliance:
  - a. The college is committed to complying with federal regulations governing faculty percent effort.
  - b. Faculty members are responsible for ensuring that their total effort, including base salary, teaching load, additional work, and course buyout, remains within the permissible limits set by federal guidelines.
4. Compensation:
  - a. Total annual compensation (from July 1 - June 30) for additional work must not exceed 100% of the faculty member's institutional base salary.

### Policy on Faculty Salaries from Grant Funds

Earnings paid to faculty members from grant funds will conform to the Code of Federal Regulations as published in 2 CFR, Part 220, OMB Circular A-21, Cost Principles for Educational Institutions.

## Compensation for Overload Teaching

A teaching overload occurs when a full-time faculty member teaches more than her/their/his annual teaching load as documented in the appointment letter. Teaching overloads must be approved by the program director and the AVPGS.

Directors should submit a request for an overload for themselves or another full-time faculty member in their program by submitting the [Payment Memo form](#). These requests will be approved by the AVPDGS. Requests must be received in August for the fall semester, January for the spring semester, and April for the summer semester to ensure timely payment. Overload compensation is disbursed in October (fall), March (spring), and July (summer) of each year. Overload compensation is set at \$5,000 per 3 or 4 credit courses that meet enrollment minimums, and \$2,500 for laboratory courses. Lecture courses with fewer than 5 students enrolled will be compensated on a pro-rated basis of \$1,000 per student, up to a maximum of \$5,000.

**Medical Sciences:** The Medical Sciences program maintains an alternative pay schedule for its Clinical Practicum course, which has fewer hours of direct instruction than typical 3-4 credit hour courses. These courses are compensated as labs (1 or 2 credit hours).

**Clinical Mental Health Counseling:** The Clinical Mental Health Counseling Program maintains an alternative pay schedule for overloads of CMC-660 (Counseling Practicum). CMC 660 is a course that is limited to a maximum of 6 students to meet CACREP accreditation requirements (see CACREP Section 4. Y.). CACREP requires a low enrollment cap for this course because of the additional individual or triadic supervision required weekly between enrolled students and faculty supervisors.

At times, enrollment in this course may be below 6. If this occurs before classes start, sections may combine, provided no section exceeds 6 students. In cases where all other sections of CMC-660 are at full enrollment of 6 students, an additional partially enrolled course may still be held, with overload compensation at \$2,500 for 2 or fewer students, and \$5,000 for 3 or more students. Full-time faculty base salaries will not be affected. Courses with full enrollment will be prioritized to faculty teaching sections of CMC-660 as part of their contracted in-load course assignments.

## Course Releases

Course releases are a temporary reduction of a full-time faculty member's standard teaching load. Course releases may be approved for several reasons by the associate vice president and dean for graduate studies. Additional rationales for course releases will be considered by the Graduate Committee. Course releases may be approved for the following reasons:

1. An approved administrative project equivalent to at least 150 hours of work. Examples include but are not limited to: leading a professional accreditation process; the coordination and academic oversight of clinical practicum sites, etc.
2. A funded grant or other award that accounts for the prorated portion of the faculty salary for a course. *See Graduate Faculty Percent Effort Policy.*
3. Extenuating circumstances such as major illness or other personal tragedy, and include reduced compensation per federal, state and college policy. *In these cases, a decision will be made by the program director, the associate vice president, and the vice president for academic affairs, with consultation from the Office of People and Culture as needed.*

## Policy Concerning Off-Campus Employment

The Executive Committee of the board of trustees, by action on Thursday, September 7, 1972, has directed that beginning with the 1972-73 college session, the faculty be advised as follows:

"Any member of the Agnes Scott College faculty who is under contract for a full-time position will be expected to inform the vice president for academic affairs and dean of the college each year concerning employment other than and in addition to the position held at Agnes Scott. It is the responsibility of the vice president for academic affairs and dean of the college to counsel with a faculty member who is accepting work outside the college, determining that the duties of that faculty member having to do with teaching assignments, office hours, committee responsibilities, etc., are being satisfactorily fulfilled before giving approval to such work." (See V., "Conflicts of Interest," Faculty Handbook for additional information.)

Full-time members of the faculty may be permitted to engage in private off-campus consulting work not to exceed the equivalent of one day per week during the academic session. Before accepting external work for compensation, graduate faculty must receive the endorsement of their program director, and the formal, written approval of the associate vice president and dean for graduate studies, on behalf of the vice president for academic affairs.

If approved, external work must not impede the faculty member's ability to successfully perform all duties of their role as full-time faculty at Agnes Scott College.

Given the importance of clinical and/or other professional work for many of the graduate faculty, and given the importance of this work for continued progress in relevant academic disciplines, graduate faculty may be approved to provide up to eight hours per week of additional paid employment (i.e. clinical practice) outside of their work at Agnes Scott College. This provision does not excuse a faculty member from the expectations of their faculty role and may be revised if satisfactory performance in the areas of teaching and service is not achieved. For full-time graduate faculty, it is college policy that you must receive the approval of the vice president for academic affairs prior to undertaking any additional paid employment. These requests may be approved in the appointment letter, or may be approved for a defined time period by the associate vice president and dean for graduate studies, on behalf of the VPAA.

## Relocation and Moving Expense Guidelines

Agnes Scott College recognizes that new employees selected, as the result of a national or regional search may need assistance with moving and relocation. In this case, the following guidelines apply:

- Relocation assistance will be paid as a hiring bonus and will be considered taxable income to the employee under revised IRS guidelines;
- The specifics of the relocation agreement will be detailed in the appointment letter;
- The new hire must live at least 50 miles from Decatur, GA to be eligible for this benefit and the total miles determines the amount;
- All relocation expenses must be billed directly to and paid by the employee, not Agnes Scott College.

Schedule of total miles and relocation bonus amounts:

- Between 50 and 300 miles - \$1,000



- Over 300 but less than 1,000 miles - \$2,000
- Over 1,000 miles but less than 2,000 miles - \$3,000
- Over 2,000 miles - \$4,000

## Faculty Grievance Procedure

### (I) Scope

#### A) Definitions

Faculty member: any full-time or adjunct faculty or administrator holding faculty status.

Grievance: a reasonably based belief that an action has unjustly affected a faculty member's rights, violated an employment-related law or college policy, or resulted in unjust or discriminatory treatment in an employment-related matter.

Actions: One or more actions that may lead to grievances, including speech or conduct, decisions, or applications of policies.

Grievant: the faculty member or members bringing a grievance.

Respondent: The person, persons, or entity against whom a grievance is brought.

Mediation: non-binding attempts made to resolve grievances. Mediation generally focuses on process, attempting to foster communication between the parties that facilitates resolution. Mediation can involve the mediator suggesting one or more potential resolutions, but these are merely suggestions or recommendations and are not binding on the parties (that is, they do not have to be accepted by either party and cannot be put into effect without the mutual consent of both parties).

Arbitration: resolution of a grievance by a neutral third party decision-maker. Participating in the process of arbitration is voluntary, depending on the mutual consent of both parties, but once the arbitration process is accepted by both, the decision of the arbitrator is binding, that is, can be imposed to resolve the grievance. The decision of the arbitrator will be imposed by the college unless the Board of Trustees determines that it contravenes college policy.

Parties: the grievant and the respondent.

Advisor: both the grievant and the respondent have the right to have advice during the entire grievance process. During the formal resolution process, both parties may have an advisor of their choice (including an attorney) present when information is presented during investigations by the Grievance Panel into the basis of the grievance and during the hearing on the grievance. The role of the advisor, however, is limited to giving advice and support. Advisors may not directly represent, advocate, or speak for the parties, who must represent, advocate, and speak for themselves during all Grievance Panel proceedings.

Findings: Findings are included in the report of the Grievance Panel and explain the basis of that panel's determination about the merits of the grievance – whether its nature and evidentiary basis are worthy of a resolution or whether the grievance should be dismissed. The findings will also state the panel's determination on the issues that support its recommended resolution.

Recommendation: The report of the Grievance Panel shall also recommend actions that it believes would lead to a just resolution of the grievance.

Report: The report of the Grievance Panel shall contain both its findings and its recommendations and shall be in writing.

Day: For the purpose of determining deadlines and time guidelines, day means a calendar day.



### B) Eligibility

Any member of the Agnes Scott College faculty may use the faculty grievance procedures to seek a resolution for an appropriate grievance.

### C) Jurisdiction: Issues that can be grieved under Faculty Grievance Procedures

Faculty grievance procedures are available for faculty members who reasonably believe that their rights as faculty members have been violated, that employment-related laws or college policies have not been followed or correctly applied in cases involving them, or that they have otherwise been subjected to discrimination or been treated unfairly in an employment-related action by another faculty member[s] or administrator[s], an academic or administrative department[s], a committee[s], or the college [administration].

A grievance cannot be used to attempt to reverse an unfavorable action merely because the faculty member disagrees with the action. Grievances involve allegations of rights violations, the use of illegitimate considerations or failure to adhere to or properly apply policies, or unfair or discriminatory treatment that harms members of the faculty in their employment. The grievance procedure is not limited to merely procedural issues narrowly conceived, but neither is it intended to provide a forum for reversing actions unless a valid grievance results from the challenged actions.

### D) Alternative procedures

Faculty members' complaints about actions by students should be pursued under the separate appropriate policies and procedures, e.g., the disruptive student policy, the Honor Code, or with the Dean of Students.

Faculty members' complaints about sexual misconduct, including gender-based discrimination, harassment, or misconduct, should be brought using sexual misconduct policies and procedures.

Faculty grievance procedures are not designed to provide an avenue for contesting or dissenting from policy. Nor are they intended to provide an occasion to reverse unfavorable decisions. For complaints of this nature, the normal channels for discussion and deliberation should be used.

### E) Confidentiality

Confidentiality is essential in resolving grievances equitably and effectively and in protecting the rights of all of the parties involved as well as the integrity of the process itself. All persons involved in the grievance process must maintain the strictest confidentiality about the existence of a grievance, its content, and the parties involved.

Confidentiality does not guarantee anonymity to the grievant, however. The identity of the grievant must be revealed to the respondent, against whom the grievance is brought, to the persons involved in attempts to resolve or adjudicate the grievance, and possibly to persons asked to provide evidence about the grievance. All of these persons, however, must keep the matter strictly confidential. Failure to maintain confidentiality can itself lead to legitimate grievances.

Records of all grievances and grievance proceedings and resolutions will be kept in confidential files maintained by the Office of People and Culture. These records shall remain confidential unless access is ordered by legal administrative agencies or judicial bodies, or except insofar as the resolution of a grievance specifies that information about the grievance or its resolution shall be appropriately filed elsewhere or used for other purposes, or unless the President of the College determines that a previous grievance(s) is relevant to the current grievance or suggests a pattern of conduct that should be considered in resolving the current grievance.

## F) Deadlines

Time is of the essence in resolving grievances, and all those involved in the grievance process should strive to ensure that deadlines are adhered to strictly. On the other hand, in recognition that grievances can raise complex issues and that those involved may encounter legitimate problems meeting deadlines, including official college breaks, many deadlines are stated in terms that leave some discretion in decision-making bodies. Every effort should be made to secure agreement when deadlines cannot be met, and when deadlines are absolutely fixed, they may be extended by mutual agreement of the parties.

## G) Findings

The Grievance Panel's report shall include findings about the merits of the grievance - whether it is of a proper nature and whether it is supported by sufficient evidence to constitute a valid grievance.

## H) Recommendations

The Grievance Panel's report shall include a recommended resolution - what actions, if any, should be taken in light of the panel's findings to effect a just resolution of the grievance.

## I) Reports

A report is a written document produced by the Grievance Panel that clearly states its findings about the merits of the grievance based on its assessment of the nature and evidentiary basis of the grievance and its recommendations for actions to be taken, if any, to effect a just resolution of the grievance. A minority of members of the Grievance Panel may also produce a minority report.

## J) Non-retaliation

Parties who file grievances and all persons who participate in grievance processes shall not be subject to any retaliatory actions in any form. Any retaliation may itself be a basis of a grievance.

**(II) Filing a grievance**

## A) Direct attempts to resolve

Typically, before filing a grievance, aggrieved faculty members should initiate direct attempts to resolve the grievance. Ordinarily direct attempts at resolution involve discussions with the person or entity who undertook the actions that occasioned the complaint. Examples include speaking directly about objections to the actions or requesting reconsiderations or reversals of those actions. Such direct attempts at resolution should be undertaken as expeditiously as possible.

## B) Grievance form

## 1) Form:

If efforts at direct resolution are inappropriate, unavailable, or unavailing, faculty members may initiate a grievance by filing a grievance form, available online at <https://docs.google.com/document/d/11nuUShpw5EdGoJVAkqz5Am9bJHhhlZUw/edit>, or from the Office of People and Culture or Faculty Services.

This form must be submitted to the president of the Faculty Executive Committee (FEC).

## 2) Filing

The grievance should be filed as soon as possible after the occurrence of the actions that give rise to the grievance or after the grievant becomes aware of the actions. Ordinarily, the grievant should not allow more than 30 days to elapse before filing the grievance. If the grievant delays submission

for more than 30 days, this delay will not automatically preclude consideration of the grievance, but it could be a factor in judging its reasonableness or validity. Delay may also jeopardize pursuing legal remedies by making it difficult to comply with statutes of limitations associated with legal claims.

### 3) Required elements

A valid grievance must identify the individual bringing the grievance and the respondent against whom the grievance is brought, state with reasonable specificity the nature of and basis of the grievance, and request a reasonable remedy sought by the grievant to resolve the grievance.

## **(III) Informal procedures**

### A) Faculty Executive Committee Officers (FEC-O)

Upon the filing of a grievance with the FEC president, the FEC officers shall undertake efforts to resolve the grievance informally.

#### 1) Conflict of interest

The FEC-O will discuss and determine whether any member of the FEC-O has a conflict of interest involved in the resolution of the grievance. If the FEC-O cannot arrive at a consensus as to whether a conflict of interest exists, the FEC shall decide if there is a conflict of interest.

#### 2) Additional members

If it is determined that a conflict of interest exists, that officer shall not be involved in informal or formal attempts to resolve the grievance. The FEC officers who do not have a conflict of interest will recruit another member of the faculty without a conflict of interest in the grievance to assist in the grievance process. If the president of the FEC must relinquish this role because of conflict of interest, the other FEC officers plus any additional members recruited to replace officers with conflicts shall elect one of their members to serve as president of the FEC for the implementation of these procedures in this particular grievance (and further references to the president of the FEC will be to this acting FEC president). For purposes of acting on this particular grievance, this reconstituted FEC-O, consisting of the FEC officers without a conflict of interest and the additional members recruited, shall constitute the FEC-O (and references to the FEC-O in these procedures shall refer to this reconstituted FEC-O).

### B) Consultation with Dean of the College

The president of the FEC will notify the Dean of the College (DOC) when a grievance has been filed. The FEC-O will keep the DOC informed about efforts to resolve the grievance and depending on the circumstances, generally will consult closely with the Dean of the College in its efforts to informally resolve grievances or guide the initial process.

### C) Initial inquiries

The FEC-O shall undertake informal initial inquiries promptly and fairly to clarify the nature and basis of the grievance. This initial inquiry does not have to be rigorously guided by formal principles of due process, but considerations of equity and accuracy should guide the inquiry. For example, the FEC-O might reasonably want to meet with the parties and additional witnesses without both parties being present, but every reasonable and diligent effort should be made to hear all sides, to discover sufficient pertinent information and perspectives, and to keep both parties apprised of the information discovered and to present them with opportunities to respond to that information.

### D) Mediation

The FEC-O may make attempts to mediate the grievance by attempting to facilitate communication, directly or indirectly, between the grievant and the respondent. The FEC-O may also attempt to mediate by suggesting possible alternative resolutions or even recommending potential resolutions that they believe could reasonably resolve the grievance. These suggestions or recommendations shall not be considered binding on either party.

If the FEC-O believes that more expert mediation is warranted, it may suggest the use of such mediators chosen from people on or off campus. Any mediation must be voluntary and undertaken with consent of both parties. No mediation efforts may be imposed on either party, and failure to agree to mediation shall not have any bearing on the merit of the grievance.

#### E) Initiation of formal resolution

Ordinarily, efforts at informal resolution should not last more than 30 days after the filing of the grievance. At the end of this period, unless a decision is made by the FEC-O to extend efforts at informal resolution, the FEC-O shall make a determination of whether to initiate formal resolution procedures.

At any time before the conclusion of the 30-day period of informal resolution attempts, the grievant or the respondent may request that the FEC-O initiate formal resolution procedures.

#### F) Decision to initiate formal resolution

Upon either party's request or upon failure to achieve informal resolution within a reasonable time period, normally 30 days, the FEC-O shall determine if initiating the formal grievance procedures is warranted. To determine that formal procedures are warranted, the FEC-O must decide, by majority vote, that the grievance is one that can be appropriately brought and resolved under the faculty grievance procedures and that there is sufficient evidence that the grievance has a legitimate basis to justify a formal process. In initiating the formal resolution procedures, the FEC-O will not decide the merits of the grievance. Instead, the FEC-O merely determines that the grievance is of appropriate nature and of sufficient seriousness and that there is enough evidence supporting the grievance that the Grievance Panel could reasonably decide that the grievance is possibly valid and worthy of a remedy. A decision to initiate formal proceedings does not constitute a final decision that a grievance has been proved or that a remedy is required.

Upon initiation of formal resolution proceedings, the FEC president shall inform both parties in writing within five days.

If the FEC-O determines by majority vote that the grievance should not advance to formal resolution, within 5 days of the decision the president of the FEC-O shall write a letter to the grievant, signed by at least a majority of the FEC-O, stating the basis for this decision. A copy of the letter shall be provided for the respondent as well.

#### G) Appeal of dismissal

If the FEC-O votes to dismiss the grievance, the grievant shall have the right to appeal that decision to the Dean of the College. The request to reinstate the grievance must be filed with the Dean within 10 days of receipt of notification of the dismissal. Within 15 days of receiving the appeal, the Dean shall decide either to affirm the dismissal or to reinstitute the grievance and initiate formal resolution procedures, and the decision of the Dean to dismiss the grievance or reinstate the grievance process shall be final.

#### H) Termination of informal resolution efforts

Once formal resolution procedures are initiated, efforts to informally resolve the grievance by the

FEC-O or other persons or entities shall be suspended. If during the course of the formal resolution process the prospects for informal resolution improve, renewed efforts to resolve the grievance informally must be approved and directed by the Grievance Panel.

#### **(IV) Formal resolution procedures**

##### A) Constitution and composition of Grievance Panel

Upon determination that formal procedures should be initiated to resolve the grievance, the FEC-O shall as soon as practicable appoint a Grievance Panel consisting of three tenured faculty members. In extraordinary circumstances, if the FEC-O believes that resolution of the grievance would be better effectuated by a committee with more members, the FEC-O may appoint five tenured members to constitute the Grievance Panel.

In appointing faculty members to the Grievance Panel, the FEC-O should seek to appoint faculty members without conflicts of interest who can assess all perspectives openly and fairly, who can exercise sound judgment in attempting to resolve the grievance, and who can effectively represent the various diversities in the faculty.

The FEC-O should consult with the parties about potential members of the Grievance Panel in an attempt to appoint a panel acceptable to both parties. Each party shall have the right to veto one potential appointee without providing a reason for the objection. If the party objects to further potential Grievance Panel appointees, the party may submit the objection giving reasons in writing to the president of the FEC, but the FEC-O has final determination of the appointees.

##### B) Functioning of the Grievance Panel

The Grievance Panel members shall elect its own chair. Decisions and determinations of the panel shall be by majority vote after deliberation. In assessing grievances, the burden of proof shall be on the grievant to establish the basis of their grievances. The level of proof required for determining disputed claims shall be the preponderance of evidence standard, that is, to determine validity the committee will conclude that the claim is more likely than not valid. In making its assessments and determinations, the committee shall not be bound by legal evidentiary standards but should make its own judgments about what information would help it reach fair and accurate judgments, being careful in the process to respect the rights of all parties and participants in the process.

If either party or any person with information relevant to the grievance at any point refuses to cooperate with the Grievance Panel in resolving the grievance, the panel shall proceed to try to resolve the grievance, but that refusal to cooperate will be subject to reasonable assessment by the panel as to whether and to what extent the failure has a bearing on the merits of the grievance.

##### C) Preliminary investigation

The Grievance Panel shall determine for itself how to investigate the nature and basis of the grievance sufficiently to frame the issues and contentions to be resolved. Investigations can be begun on an informal basis, but the panel should be ever mindful of fairness, the integrity of the process and the rights of parties and other participants. At a minimum, this requirement means that if the panel meets with parties or persons with information about the grievance without both parties being present, the panel shall inform both parties of the substance of the information that is presented to the panel and any allegations made in the course of the investigation and shall hear objections or evidence offered in rebuttal.

The preliminary investigation typically should not last over 45 days, and every effort should be made to develop the necessary information sooner, if possible.

## D) Hearings

Having developed sufficient information to frame the issues relevant to the grievance, the Grievance Panel shall convene a hearing to which both parties are invited. Both parties have the right to be present during the entire hearing, to give statements to the panel, to respond to questions, and to attempt to rebut evidence. Neither the parties nor their advisors shall directly question parties or persons offering information, but the parties can suggest to the chair of the Grievance Panel questions that they wish asked. The Grievance Panel shall take these suggestions into account but decide for itself what questions should be asked. All questions shall be asked by the Grievance Panel. If parties wish to suggest questions anonymously, they may submit suggested questions before the hearing, and the source of these suggestions shall not be revealed. Parties may also suggest questions during the hearing, but the panel retains discretion as to whether or not to ask them, and the source of the question is likely to be obvious to all.

The Grievance Panel must conduct at least one hearing and may hold as many additional hearings as it deems necessary to resolve the grievance. At all hearings, both parties have the right to be present and to have an opportunity to present their arguments, claims, and evidence, and they shall be subject to questioning by members of the Grievance Panel. The Grievance Panel shall schedule and conduct all hearings as expeditiously as possible.

## E) Advisors

Each party has the right to have an advisor present during the hearing, but this advisor is limited to advising and supporting the party. The advisor may not speak to the Grievance Panel, but may advise the party about how to best represent and advocate for that party's position. If the advisor fails to adhere to this provision, or is disruptive to the process in any way, the chair of the Grievance Panel may remove the advisor from the hearing.

## F) Persons offering information

The Grievance Panel may invite persons having information relevant to the grievance to present that information at a hearing. Such persons should be present at the hearing only while they are presenting information and answering questions. Parties may suggest persons to be invited to offer information, and the Grievance Panel should take care to ensure that both sides have fair opportunities to present information and that sufficient information is presented to allow the panel to arrive at a full and accurate assessment of the grievance. The Grievance Panel, however, has full authority over hearings and decides who can present information and what information is relevant.

## G) Deliberation and determination

The Grievance Panel shall meet in private to deliberate as soon as possible after the hearing(s). It shall determine the findings on the merits of the grievance - whether its nature and evidentiary basis are worthy of a resolution or whether it should be dismissed - as well as a statement of the panel's determinations on the issues that support the panel's recommended resolution. If the panel believes a resolution is required, it shall recommend actions that would lead to a just resolution of the grievance.

## H) Preliminary resolution, preliminary report, and party responses

The Grievance Panel's findings and recommendations shall be reported in writing by the chair, signed by a majority of the panel, to both parties as a preliminary report within 15 days of the last hearing. If the panel fails to reach unanimity, the dissenting member[s] may report to both parties in writing preliminary minority findings and recommendations.

Each party may respond in writing to the preliminary report within 10 days, stating its response to

the Grievance Panel's reported findings or recommendations and providing reasons for that position.

#### I) Final report

The Grievance Panel, having received and reviewed any responses from the parties, will within 7 days meet to formulate its final report of its findings and recommendations, which it will then submit in writing to the President of the College, providing copies to both parties. The panel's report is an advisory opinion and should be accompanied by the original grievance form and the final minority report, if one has been written. The panel's recommendations shall be accorded great weight and would be expected to be adopted by the President unless the President reasonably believes that the panel has failed to suggest a just and effective resolution to the grievance.

### **(V) Final Resolution**

#### A) Resolution by the President

Within 15 days of receiving the report of the Grievance Panel, the President of the College, with the advice of the Dean of the College, and if the President so chooses, after consulting with appropriate college officials, shall inform the Grievance Panel of the proposed final resolution that the President deems most just for the grievance.

If the Grievance Panel believes that the President's proposed resolution is substantially different and less just than their recommendations, they may request a meeting with the President to discuss the divergences. The President shall meet with the Grievance Panel to discuss and try to narrow the divergences and devise a more appropriate resolution. If a consensus cannot be reached, the President shall provide a written statement explaining why the panel's findings and recommendations are not persuasive.

#### B) Implementation

The President of the College shall inform both parties and the Grievance Panel of the final resolution of the grievance to be implemented. The President should take steps and order actions by college officials to implement the adopted resolution.

#### C) Remedies

Resolution of the grievance may range from a finding that the grievance lacks merit to reconsideration of the actions taken that gave rise to the grievance to reversal or cessation of such actions. Resolution may also result in discipline for the parties involved. Possible discipline may range from warnings to dismissal from the college. If dismissal of a faculty member is proposed (either tenured members of the faculty or a tenure-track or adjunct faculty during the course of their contracts), the President of the College will initiate dismissal procedures in accordance with the Dismissal Procedures in the Faculty Handbook.

### **(VI) Appeal**

#### A) Request for appeal

Within 10 days of being notified of the President's decision, either party may file a written request for appeal from the President's decision with the FEC president stating the reasons for the appeal. The FEC president will inform the opposing party of the request for an appeal, and the opposing party may file a written objection to the appeal with the president of the FEC stating reasons to oppose the appeal within 10 days of this notification.

#### B) Granting an appeal

Within 10 days of receiving the request for appeal and any objection, the FEC-O shall decide whether an appeal from the President of the College’s decision is warranted. If by majority vote the FEC-O finds that an appeal is warranted, the FEC-O will inform the parties and the President of the College in writing of its decision. If the FEC-O decides a basis for appeal is not warranted, the FEC-O may deny the appeal. The FEC-O’s decision will be final. The FEC-O likewise will inform the parties and the President of the College in writing of its decision.

C) Hearing of appeal

If the appeal is granted by the FEC-O, the President of the College shall request that the Executive Committee of the Board of Trustees hear the appeal at its next meeting. The President shall present the proposed resolution and the findings on which that resolution is based to the Executive Committee. The President will also present the original grievance form filed by the grievant and the written report[s] of the Grievance Panel. Both parties and the Grievance Panel shall have the right to submit statements in writing to the Executive Committee and to be present at the meeting of the Executive Committee and to make such statements as the Executive Committee shall invite.

D) Final determination of the appeal

The decision of the Executive Committee shall be the final resolution of the grievance.

**FACULTY GRIEVANCE FORM**

Please complete the entire form and submit it electronically to the President of the Faculty Executive Committee (or to Faculty Services).

All faculty grievance materials are strictly confidential.

**(I) Grievant’s information:**

Name:

Position or job title:

Department or program:

Office address:

Office phone:

Office email:

**(II) Type of grievance:**

\_\_\_\_\_ Violation, misinterpretation, or inequitable application of provisions of the Faculty Handbook or other policies or procedures of Agnes Scott College (please specify pertinent policies or procedures)

\_\_\_\_\_ Other unfair or inequitable employment-related treatment that violates grievant’s rights as a member of the faculty of Agnes Scott College.

**(III) Actions that give rise to this grievance:**

Please describe, as fully and specifically as possible, the action(s) (including speech or conduct, decisions, or applications of policies) that occasioned this grievance, including the date(s) of the action(s) or decision(s), the name(s) and positions/job titles of the person(s) involved, and the date on which you first became aware of the action(s) or decision(s).

**(IV) Basis of the grievance:**

Please explain how the action(s) or decision(s) described in Section III constitute the type(s) of grievances claimed in Section II.

**(V) Direct attempts to resolve the grievance:**

Please list any steps that you have already taken to attempt to resolve this grievance.



**(VI) Resolution sought:**

Please specify the action(s) or decision(s) that you are requesting to resolve this grievance.

Grievant's signature \_\_\_\_\_

Date \_\_\_\_\_

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Revised/approved by the faculty, Dec. 1, 2017.

### **Faculty Office and Telephone Assignments**

Office assignments to new faculty are made by the vice president for academic affairs and dean of the college. Every effort is made to provide adequate and comfortable office space to all faculty; however, due to space limitations, it may be necessary for faculty to share office space. When a member of the faculty is on leave, his or her office is typically occupied by replacement or part-time faculty members.

Each full-time faculty member is assigned a personal telephone extension with full voice mail capabilities. If on leave or sabbatical, the faculty member's extension remains active and available for use.

August 1989. Revised July 1994, July 1995, August 2016.

## IV. ACADEMIC POLICIES and PROCESSES

### Statement of Academic Rights and Responsibilities

All members of the academic community at Agnes Scott College have a responsibility to promote an environment conducive to learning based on principles of respect, open communication, freedom of inquiry and nondiscrimination. These principles and practices are affirmed by the students, faculty and administrators of the college in the Statement on Academic Freedom and Responsibilities (SAFR) and Academic Regulations (AR).

#### Principles

- 1) All members of the Agnes Scott College community have the responsibility to treat each other with respect and to be fair and even handed in their treatment of others (SAFR).
- 2) The students and faculty of Agnes Scott College are entitled to an atmosphere conducive to learning (SAFR).
- 3) Students, faculty and administrators have the right to express divergent opinions, interpretations and beliefs without fear of reprisal. Variety of interpretation includes, but is not limited to, interpretations based on race, gender, class, age, national origin, sexual orientation, religion and disability (SAFR).
- 4) Students and faculty should strive to create a classroom environment free of discrimination on the basis of race, gender, class, age, national origin, sexual orientation, religion or disability (Statement Against Discrimination and Harassment).
- 5) Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards (SAFR).
- 6) Information about student views, beliefs, practices and associations which administrators and professors acquire in the course of their work should be protected against improper disclosure.

#### Practices

- 1) Students and faculty have a responsibility to be present and prepared for all class meetings. Faculty are responsible for managing class time to maximize learning (AR).
- 2) Faculty are responsible for providing a clear syllabus that sets forth course policies and goals. The syllabus must also include faculty office hours, absence policy and procedures, and an explanation of the grading system. Faculty are also responsible for giving timely notice to students of any substantial deviation from the syllabus during the course of the semester (AR).
- 3) Students are responsible for completing assignments on time, and faculty are responsible for returning written work in a timely manner. Professors have the responsibility to read work carefully and to be available to discuss a student's work and its evaluation (AR).
- 4) Students may see their final examinations upon request and review them with their professors through the end of the next academic semester.
- 5) Students shall have an opportunity to evaluate their courses.
- 6) Students have the responsibility to follow the Honor Code in all academic endeavors, including take-home tests, examinations and collaborative and pledged work. Faculty have the responsibility to refer cases of academic dishonesty, including plagiarism and cheating, to Honor Court (AR).

Adopted by the faculty November 12, 1993

<sup>1</sup> Charter, Decatur Female Seminary, August 27, 1889

<sup>2</sup> Agnes Scott Ideal, Frank H. Gaines, 1889

## Statement on Academic Freedom and Responsibility

Agnes Scott College is dedicated to the fostering and preservation of the free search for truth and of its free exposition. Academic freedom is essential to this purpose: freedom in research is necessary to the advancement of truth; freedom in teaching is fundamental to the protection of the rights of the faculty in teaching and of the students in learning. The free search for truth and its free expression carries with them responsibilities correlative with rights.

All members of the Agnes Scott community have the responsibility to exemplify, support, and preserve the intellectual freedom of teaching, learning, research, expression and debate in the interest of reasoned inquiry. This responsibility imposes on the students, the faculty, administrative officials, and the Board of Trustees the obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry, and instruction and free expression by faculty and students both on and off campus.

Every member of the Agnes Scott faculty, whether full-time or part-time, is entitled to full freedom in research and scholarship and in the publication of the results. Research for pecuniary return, however, should be undertaken only with the consent of the President and the dean of the college. Every member of the Agnes Scott College faculty, whether full-time or part-time, is entitled to full freedom in the classroom to discuss responsibly any matter relevant to the subject of the course being taught. It is the expertise in the subject which entitles the instructor to this freedom of presentation, and it is improper and, in extreme cases may be a denial of the students' freedom to learn, for an instructor persistently to introduce material into the course which has no relevance to the subject or to fail to present the subject matter of the course as it has been approved by the faculty in its collective responsibility for the curriculum. It is the responsibility of the instructor in the classroom and in conference to encourage free discussion, inquiry, and expression. Evaluation of a student's work and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance. Every member of the Agnes Scott faculty, whether tenured or on temporary appointment, has the rights and obligations of any citizen, and there shall be no institutional censorship or discipline of a faculty member who speaks or writes as a citizen. However, as members of the academic profession and as officers of Agnes Scott College, the faculty members hold a special position of influence in the community and should make every effort at all times to be accurate, to show respect for the opinions of others, and make clear that they are not a spokesperson for the college.

The students of Agnes Scott College are entitled to an atmosphere conducive to learning and to fair and equitable treatment in all aspects of faculty-student and administrator-student relationships. A student must be free to take reasoned exception to the data or views offered in any course of study, but the student is responsible for learning the content of any course for which they are enrolled and for maintaining standards of academic performance established for that course.

The student shall be protected against prejudiced or capricious academic evaluations or disciplinary measures and against any exploitation by faculty and administrative officials for personal advantage. As a citizen, the student has the same rights and obligations of any citizen, and there shall be no institutional censorship or discipline of a student who speaks or writes as a citizen. However, it is the responsibility of the student to make clear to the academic community and to the larger community that they are not a spokesperson for the college.

In determining the administrative policies and procedures of the college it is the responsibility of administrative officials and the board of trustees to foster and preserve the academic freedom of

faculty, students, and administrative officers with faculty status. For many years, the board of trustees has endorsed the policy of granting permanent or continuous tenure to full-time teaching faculty who have satisfactorily completed a probationary period of teaching. Tenure, which gives a degree of economic and professional security to the individual faculty member and stability to the faculty as a whole, is one of the most effective means of fostering and protecting academic freedom. The policy of granting tenure also creates a climate of free inquiry and expression in which students and non-tenured faculty may share academic freedom equally with tenured faculty. The board of trustees and the administrative officials of the college, together with the faculty, support the continued policy of tenure as a means of protecting academic freedom.

The board of trustees and administrative officials have a particular responsibility to foster and preserve the freedom of expression and debate outside the classroom. The right of duly authorized committees and academic departments to invite to the campus guest lecturers, performers, or exhibitors of their choice shall be preserved, and guest speakers shall be given the opportunity to be heard and their freedom of speech shall be protected. The student press shall be free of censorship and advance approval of copy and its editors and managers free to develop their own editorial policies and news coverage, so long as student editors and managers fully accept the responsibility to be governed by the canons of responsible journalism, such as the avoidance of libel, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. While the charter of the college states that the program of the college shall be carried out "under auspices distinctly favorable" to the Christian faith, no limitations of academic freedom are thereby intended.

Agnes Scott College can successfully foster and preserve the free search for truth and its free exposition by the affirmation and exercise of academic freedom and responsibilities by all members of the college community.

Adopted by the faculty of March 5, 1976

Approved by the board of trustees May 4, 1976, Amended by the faculty September 17, 1976

Revised by CASA, February 2024

## Academic Information Systems

### **AscAgnes**

AscAgnes is the system that allows students and faculty to view academic information via the internet. Faculty can view their class schedules and rosters, as well as demographic and academic information about advisees. It includes a live, searchable class schedule, and up-to-date degree audits and transcripts, and allows faculty to enter midterm and final grades. Contact the registrar's office for more information.

### **COMPASS**

COMPASS is a retention and advising software tool. All instructors will receive two "Progress Surveys" by email during each semester. Progress Surveys allow instructors a quick and easy way to provide feedback on student progress to both the student and their advisors. At any time in the semester that an instructor has a concern about attendance, engagement or performance, a "flag" should be raised in COMPASS to alert the student and their advisors. In most cases, instructors will also lower the flags they raise after the student responds. Faculty advisors are asked to provide appropriate outreach to their advisees based on feedback and to summarize advising meetings in COMPASS. Additional features of COMPASS, such as scheduling appointments are available as desired. COMPASS training is provided annually by the Office of Graduate Advising.

## Academic Technology Support

If you need assistance with the campus learning management system, Canvas, or with the many technology-enhanced classrooms and meeting rooms around campus, reach out to the Personal Support Center, extension 5468 or email [asc@personalsupportcenter.com](mailto:asc@personalsupportcenter.com).

IT-related support services include:

- managing all aspects of Canvas, the campus' learning management system
- supporting technology-enhanced classrooms, meeting and event spaces
- consulting and training on various audio and video production equipment
- filming approved campus events in accordance to the Video Recording Policy
- designing, purchasing and upgrading technology in teaching and conference spaces around campus

Additional detail can be found on the ITS [MyAgnes web page](#).

## Class Information

**Schedule of Classes:** Each spring program directors are required to submit their class schedules for the following academic year to the Office of Graduate Advising, and the associate vice president for academic affairs and dean for graduate studies for review, approval, and scheduling. Classes must follow a faculty-approved meeting schedule, which is available from the Registrar's office. Requests to change a published meeting time after course selection has started for the term must be submitted to the senior director of graduate studies and approved by the AVPGS.

**Course Registration:** Students in non cohort-based programs or in programs with electives select their fall courses in early April of the previous spring, and their spring courses in early November of the previous fall. The Registrar prepares and maintains the schedule of classes that resides on AscAgnes and maintains and distributes registration schedules. Students are encouraged to meet with their academic advisors in advance of course selection, and then select their classes on-line via AscAgnes. Students in cohort-based programs will be registered by the Office of Graduate Advising.

**Class Rosters.** Rosters are available online via AscAgnes as soon as students are registered. They reflect student changes immediately.

**Classrooms.** Classrooms are assigned by the registrar and may not be changed without authorization of the business and administrative manager. Classes may not meet in rooms in non-academic areas of the campus, such as building lobbies or reception areas. Faculty may hold classes outside, so long as all students can still participate fully.

**Film Rooms.** Special rooms for showing films Buttrick G-4 located on the ground floor of Buttrick Hall, and Campbell 128 (Graves Auditorium). These rooms may be reserved through the office of Special Events and Conferences ([emsevents@agnesscott.edu](mailto:emsevents@agnesscott.edu)).

**Add Policy.** Students may add courses on-line through the fourth business day of the semester, and after that, with instructor's approval, through the tenth calendar day of the semester. Requests to add after this date require the written approval of the instructor of the class and the senior director of graduate studies.

**Drop Policy.** Students may drop courses on-line through the fourth business day of the semester. Requests to drop after this date must be done in writing to the senior director of graduate studies.

The last day to drop a course without a W is three weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W is 10 calendar days after the mid-semester break. No one may withdraw from a course after this date. Withdrawals from the college after this date will result in grades of "WF." Grades of "WF" factor into the GPA the same as grades of "F." Exceptions due to a serious hardship or medical problem require documentation and require the approval of the associate vice president and dean for graduate studies.

If a student misses two or more consecutive class meetings during the first ten calendar days of the semester, they must justify those absences to the satisfaction of the faculty member prior to the second absence; otherwise, the faculty member may drop them from the course. It is not, however, faculty members' responsibility to drop non-attending students from their courses. The responsibility to drop a course belongs to the student.

Waiting Lists. Once a course reaches its capacity, the registrar maintains a waiting list, which is updated nightly during the add/drop period and biweekly during summer months. If a course is waitlisted, AscAgnes displays this status and indicates the # of students waitlisted. The instructor of the course may view the names of waitlisted students in priority order on the AscAgnes class roster. In very special circumstances, an instructor may authorize adding a student not on the waitlist to a waitlisted class via signature permission on the student's paper add form along with a written statement on that form that the instructor intends for the student to be registered as an override to waitlist.

Pass/Fail (P/F) Policy. Students may not elect to take graduate courses Pass/Fail, unless specifically approved by their program. See the Graduate Catalog for details.

Auditing. Admitted graduate students may audit courses with written permission of the instructor, which must be submitted to the registrar's office by the end of the tenth calendar day of the semester. Graduate students are charged the standard tuition rate for auditing courses, and are expected to meet the instructor's expectations for class participation. Students earn the grade of AU, and will not be eligible to take the course for credit after the Add period has passed.

## Organization of Classes

Absences. Absences should be reported in accordance with faculty regulations governing class attendance. Each instructor must inform students in writing at the beginning of the semester of the attendance policy for the class. Students whose class attendance is required should inform their instructors of the reasons for their absence by the first meeting of the class the student attends after the absence. Instructors may require that students provide documentation for absences.

Make-up Tests. Make-up tests are scheduled at the convenience of the instructor.

Class Dismissal. Classes should not be dismissed before the appropriate time except in unusual circumstances. No adjustments in class schedules (i.e., beginning the class early in order to dismiss it early) are permitted.

Absence of Instructor. Instructors should notify the program director in advance if they are unable to meet classes. Instructors should email all students in the class as soon as possible about a cancellation. See also "Severe Weather Policy" In section V of the Faculty Handbook.

Syllabi. At the beginning of a semester, each instructor shall provide in electronic format copies of the syllabi for every course she/he is teaching to the office of faculty services. Faculty services and the Office of Graduate Advising will maintain an electronic inventory of all syllabi.

Mid-semester Reports. Faculty members must submit mid-semester grades on AscAges for all students at a time to be announced each semester.

Honor System. It is assumed that all academic work is done under an honor system. For this reason, tests and examinations do not need to be proctored. See Agnes Scott College Student Handbook for details of the honor system.

Textbooks and Supplementary Reading Materials. All textbooks and supplementary reading materials may be ordered through the Agnes Scott campus bookstore. The AVPAA contacts faculty members via mass email to request orders and to discuss needs.

Policy on Absences During Severe Weather. In case of weather-related class cancellations, faculty members may schedule times to make up the work at their discretion. (For additional information see V. College Policies, "Severe Weather Policy.")

## **Class Attendance, Tests, and Papers**

Class Attendance. Academic work is the heart of the college experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student's overall responsibility and performance in a given course; excessive absenteeism will interfere with the student's ability to learn and may result in a lower final grade. Faculty shall provide students with a written statement of policies regarding absences at the beginning of the semester.

Individual faculty shall set their own attendance policies, with specific exceptions.

Policies must not penalize students for absences from class prior to their registration for the course.

Policies must make reasonable accommodations for students who miss classes due to serious illness, death of an immediate family member, or observance of religious holidays or participation in events or activities sponsored by the college. Faculty should indicate in their syllabi if they require advance notification of anticipated absences.

Instructors must list any required course activities or events to take place outside of scheduled class time on the syllabus at the beginning of the semester. Any course activities or events added to the syllabus after classes begin may be optional or recommended, but may not be required.

In addition, extra-curricular or extra-classroom activities that conflict with regularly scheduled classes may be optional or recommended, but may not be required.

It is the student's responsibility to assess obligations for the semester as indicated on the course syllabi and determine the student's ability to meet course attendance requirements.

If a student becomes seriously ill or injured or experiences an emergency that will require them to miss academic work, the student should notify the office of the vice president of student affairs and dean of students (x6391) as soon as possible to inform the college of her situation.

A student on academic probation is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance or any other reason deemed excusable by the instructor.

When a student exhibits excessive absenteeism, the instructor is encouraged to document this in COMPASS.

Adopted by the Faculty, May 11, 2007, Updated July 2016

Tests, Labs and Oral Presentations. Tests are announced at least a week in advance. Attendance at these tests is mandatory. No student is required to take more than two tests on one day provided



the student notifies the instructor at the time the third test is announced. If a student, because of unavoidable circumstances, cannot be present for a test, lab, or oral presentation at the appropriate time, permission to make up the test, lab, or oral presentation at another time may be granted by the instructor in the course.

A student who is permitted to take a make-up test should arrange to take the test at the convenience of the instructor.

Take-Home Test and Exam Procedures. Take-home tests and final exams are to be administered with care and consistency. The take-home test/exam must provide all of the pertinent information, such as:

- The time limit to complete the work
- The due date and time
- Whether the work must be completed in one uninterrupted sitting
- Materials permitted such as books, notes, calculator, etc.
- Instructions concerning how to submit the work to the professor.

If desired, take-home tests may be given to students in sealed envelopes; faculty can obtain these from Faculty Services.

Tests and exams must be pledged and may not be discussed with other students in the class until the professor notifies the class that discussion is permitted.

Written Work. An explicit policy concerning late written work should be given, preferably in the syllabus. Additionally, all written work of the semester must be completed by 9:00 a.m. of the reading day of the semester unless an extension is granted by the instructor. It is the responsibility of the student to ensure that all papers are delivered to the faculty member before the appropriate deadline.

Administration of Regulations. Instructors shall provide students at the beginning of the term with a written explanation of class policies regarding absences, grades, late papers, and missed tests, labs, or oral presentations, along with clear instructions on the submission process. Each instructor shall provide a statement of the goals and requirements for each course, the nature of the course content, and the methods of evaluation to be employed.

In unusual cases, where a student feels uncomfortable discussing reasons for absences or requests for extensions with individual faculty members, the student may speak directly to the director or assistant director of academic advising, or to the vice president for student affairs and dean of students, who will then communicate with the student's instructors. Decisions regarding extensions and penalties remain with the individual instructors.

Revised and adopted by the faculty March 7, 1969; amended May 5, 1972, November 14, 1975, May 6, 1977. Revised July 1991. Amended May 1, 1992; May 6, 1994. Revised and adopted by the faculty April 5, 2019.

## **Examinations**

Agnes Scott holds an examination period at the end of each semester.

Each instructor may elect to administer the exams to the entire class at a pre-determined time, or may allow students to self-schedule their examinations at any point during the examination period. Self-scheduled examinations ought to be held online.

At the beginning of each semester, an email is sent by the senior director of graduate studies to



every instructor requesting certain information about examination plans.

The length of time allowed for an examination is three hours. Only authorized calculators are allowed in examination rooms designated for calculator use. Smart phones, iPads, tablets, laptop computers or other communication or unapproved electronic devices are prohibited in all examination rooms. Completed examinations may be picked up in the designated examination room. As completed examinations are received, instructors should check to be sure that each student has returned their copy of the examination questions, that the examination has been taken in an intact blue book, and that the honor pledge has been signed. The senior director of graduate studies should be notified immediately if a student has not followed these regulations.

If a paper is given in lieu of an examination, the student must turn in the paper to the professor.

If a student neglects to take a final examination during the regular period without excuse from the senior director, the student receives an F (zero) on that examination. Since the instructor has the responsibility for determining the relative value of the final examination to other work of the course, the instructor determines whether to average the F (zero) with other grades in the course or to require the student to take the final examination before giving a final grade.

Additional information concerning examination procedures is in the Student Handbook.

August 1977. Revised June 1992, August 2001, August 2005. Revised 2023.

### **Policy on the Cancellation of Courses**

Students may plan their academic programs with the understanding that every course in the schedule of courses published by the registrar on AscAgnes for an academic session will be offered unless:

- 1) There is an unexpected change in faculty personnel which would necessitate course changes,
- 2) There is enrollment of fewer than ten students in a didactic course at the end of course registration. The decision to cancel a course due to lack of sufficient enrollment will be made by the appropriate program director/s in consultation with the AVPGS as soon as feasible.

Following a decision to cancel a course, the registrar's office removes the course from the AscAgnes schedule and notifies persons or groups affected or impacted by the decision (i.e. student/s, faculty, Canvas manager, etc.).

Adopted by the faculty June 6, 1981. Revised July 1991. Revised for Graduate Studies, May 2024.

### **Grade Change Procedure**

If a faculty member discovers that they made an error when calculating a student's grade, it may be changed by completing a Grade Change Form in the registrar's office. If the change is approved, the registrar will process the grade adjustment, update the student's transcript, and inform the student.

### **Guidelines for Surveys of Student Opinion of Teaching**

- 1) The main purpose of student surveys is to provide faculty with information about the students' opinions of teaching and to assist faculty in maintaining and improving the quality of teaching.
- 2) The faculty must approve procedures to be used in obtaining student surveys as well as the content of the survey form.

3) The on-line form for the survey of teaching includes a set of questions related to the course and a set of questions related to the instructor. Each question offers an opportunity for written comments. Departments and individual faculty members may also add additional questions by contacting the course evaluation manager before the surveys open.

4) The course evaluation surveys are conducted through an on-line confidential survey site (CoursEval). Faculty are notified before the survey opens indicating the date it will open and provided names of students who are expected to complete the evaluation.

5) While stressing the importance of these surveys, the instructions should make it clear to students that they are free not to complete the survey in whole or in part. It is up to the students, particularly those in small classes, to decide between maintaining their anonymity and having their opinions heard.

6) The office of faculty services administers the surveys. After grades have been submitted for the semester, the results are released to instructors, program directors, and the associate vice president and dean of graduate studies.

7) Individual departments set up procedures for using these surveys and other information on teaching effectiveness to assess instructors' needs. These procedures do not necessarily involve departmental efforts but could, for example, describe the participation of department members in different peer groups set up for this purpose.

8) In addition to their role in maintaining and improving the quality of teaching, these surveys serve as one source of information about teaching effectiveness for the purpose of faculty review. The instructor who wishes to provide written comments to accompany the surveys may do so as part of their Annual Review.

9) The Graduate Committee determines policies concerning the number of years evaluations of graduate faculty should be kept on file.

10) Interpretation of the outcome of these surveys takes into account class size and the many factors apart from the input of the instructor that influence a student's assessment of a course, including anticipated grade, whether the course is required, percentage of returns, the degree of difficulty of the course, and the implementation of new materials and methods.

A copy of the survey form may be obtained from the office of faculty services.

Adopted by the faculty March 3, 1995, Revised Fall 2008, Spring 2022. Revised for Graduate Studies Spring 2023.

## **Graduate Course Syllabus Guide**

This guide includes standards, recommendations, and sample statements for your course syllabi. This guide includes updated information that will be useful as you construct your syllabi. Please ensure your syllabus is accurate.

To offer a cohesive learning experience for all graduate and post-baccalaureate students at Agnes Scott, the graduate directors have approved a graduate syllabus template, which is available in the Canvas Commons.

**Each Canvas course must be published with the syllabus (course policies, important deadlines, and any required course materials) available for students to view no later than one week before the first day of classes for each semester or session.** If needed, you can “hide” content from student view that is not yet ready, such as modules, course schedule, etc.

When developing course-specific policies, faculty should consult the Graduate Catalog for existing policies, and develop their courses within these parameters.

### The Syllabus

A syllabus informs students of requirements and outcomes expected of them in a course, and it expresses an agreement between professor and student. Students will ordinarily hold professors to the content of the syllabus throughout the course, and professors can hold students to the policies and standards established in the syllabus. In addition, college policy and procedure on important issues like compliance with Title IX and ADA are key pieces of information to include on a syllabus. A syllabus also informs other universities of the content of a course so that they may determine if it is equivalent to a similar one offered at their university. For Agnes Scott policies, please refer to the [Graduate Catalog](#).

At the beginning of a semester, each instructor will provide an electronic syllabus for every course she/they/he is teaching to the Office of Faculty Services and the Office of Graduate Advising.

The following information is organized into Required Content and Recommended Content.

### Required Content

#### Course Information.

- Course number, title, section and credit hours; semester and year; location, days and hours of class meeting, course co-requisites and prerequisites;
- Instructor's name, office location, office hours, telephone number and email;
- Instructions on scheduling appointments and how you should be contacted.

#### Course description and student learning objectives.

- Course description, as published in Catalog. Directors may approve additions.
- Student learning objectives, as published in Catalog. Directors may approve additions.

#### Workload Statement.

A workload statement indicating hours in and outside of class. For each credit hour, there should be 3 hours (150 minutes) of work per week, inclusive of in and outside of class hours.

Sample Workload Statements for Common Courses.

“This course is 3 credit hours. The course meets in person for 150 minutes weekly. Additional instruction of 300 minutes will occur through reading, online assessments, projects, and other modes of learning to equal a total of 9 hours (450 minutes) of

instruction weekly.”

“This course is 3 credit hours. The course meets in person for 75 minutes weekly. Additional instruction of 375 minutes will occur through reading, videos, projects, group collaboration, and other modes of learning to equal a total of 9 hours (450 minutes) of instruction weekly.”

“This course is 1 credit hour. The course meets weekly for 150 minutes, with no outside work.”

“This course is 4 credit hours. The course meets in person for 150 minutes weekly. Additional instruction of 300 minutes will occur through reading, projects, group collaboration, and other modes of learning to equal a total of 12 hours (600 minutes) of instruction weekly.”

**Required books and other course materials.**

List all required books and materials on the syllabus. Ensure your textbook adoptions are submitted to Follett, the college’s online textbook store. Check the Follett site for accuracy.

- [Agnes Scott Online Bookstore](#)
- [Textbook Adoption Instructional Video](#)
- [Follett Textbook Adoption Sign-in](#)
  - go to "Online Adoptions" under "Faculty Services" at the bottom of the page
  - if your sign-in doesn't work, use the "New Register Here" button for the updated Virtual Bookstore site.
  - for new registrations, use 2049 as the "Bookstore Supplied Password"
  - for new registrations, select "approver" as your role

**The grading/evaluation system.**

- Grading scale and grading policies
- Grading areas (projects, exams, papers, etc) and weight (percentage or points) of each.

Faculty determine grading policies for their courses, as noted in the Graduate Catalog and Faculty Handbook. Grading policies must be made available to students at the beginning of each semester. In the absence of any other scale announced by an instructor or department, the grading scale given below will apply for converting numerical grades into final letter grades.

|                       |                       |
|-----------------------|-----------------------|
| 93 to 100 A           | 73 to less than 77C   |
| 90 to less than 93 A- | 70 to less than 73 C- |
| 87 to less than 90 B+ | 67 to less than 70 D+ |
| 83 to less than 87 B  | 63 to less than 67 D  |
| 80 to less than 83 B- | 60 to less than 63 D- |
| 77 to less than 80 C+ | Less than 60 F        |

**Course outline and schedule.**

- Sequence of topics and dates each topic will be covered;
- Test dates and due dates for written work, readings, projects, and presentations;
- Holidays and dates when class will not meet (See [Academic Calendar](#));
- Add and Drop dates are posted on the Academic Calendar

**Title IX statement.**

Please include the following, or a similar, statement:

**Title IX.** *Agnes Scott is here to help you if you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking. Please talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members want to support you and have been trained to help. They will also inform the Title IX office so that you learn about options available to you. If you do not want college administrators to know what you have experienced, you may talk to the chaplain, as well as nurses or counselors in the Wellness Center with complete confidentiality. They will not tell anyone what you share with them unless you give your express permission. You may contact the Title IX Coordinator directly at [T9Coordinator@agnesscott.edu](mailto:T9Coordinator@agnesscott.edu).*

**Diversity and inclusion statement.**

Please include the following, or a similar, statement:

**Diversity and Inclusion.** *As one of the most diverse colleges in the nation, Agnes Scott is a model of a diverse and inclusive community. Such diversity raises the intellectual quality of the classroom experience, creating a unique environment for learning to understand and navigate the challenges of our times. This course adheres to the principles of diversity and inclusion as integral to the Agnes Scott community and respects people from all backgrounds.*

**Accessibility statement.**

Please include the following, or a similar, statement:

**Course Accessibility and Academic Accommodations.** *Agnes Scott College views disabilities as an integral part of the diversity of our community and strives to make all learning experiences as accessible as possible. If you are a student who receives academic accommodations through the Office of Accessible Education, please schedule a meeting with me within the first two weeks of classes to discuss how your accommodations will be implemented for this course. During this meeting, you are not expected to disclose any details concerning your disability. If you are a student with a disability—physical, medical, psychological, or learning-specific, and have not connected with Accessible Education to discuss your accessibility needs, please visit their [website](#) to learn more about accommodations, helpful resources, and support available.*

**Academic honesty statement.**

Please include the following, or a similar, statement:

**Honor Code.** *The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. As the instructor, I am required to adhere to the Honor Code and to report any instances of academic dishonesty or misconduct, as are all members of this class. Please understand that penalties resulting from dishonest conduct range from failure of the assignment to expulsion from the college. Please meet with me if you need clarification about what counts as academic misconduct or dishonesty.*

**Recommended Content**

**Course Policies.**

Policies must comply with those published in the Graduate Catalog. In the absence of course policies, the policies of the Graduate Catalog are assumed.

- Attendance policy, including tardiness, and specifying any grade penalties.
- Test policies, including final exam, make-up and take-home tests.
- Guidelines for submitting work. Deadlines for assignments and policy for late work.

- Extra credit policies, if applicable.
- Laboratory requirements, if applicable.
- Acceptable and unacceptable classroom behavior (i.e., eating, phones, etc.).

**Course evaluation statement.**

Please include the following, or a similar, statement:

**Course evaluations are completed online.** *You will receive an email at the end of the semester that will provide a link to follow in order to complete the evaluation online, outside of class. Student evaluations provide feedback that is valuable to me, to the program, and to the college. I hope that all members of the class will complete this form.*

## V. STUDENT POLICIES

### Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to educational records. As defined by FERPA, a student is any individual who is or has been in attendance at an educational institution. As defined by Agnes Scott, FERPA rights will apply to Agnes Scott students once they are in attendance at the college. A student will be considered "in attendance" from the date they first attend a class as an enrolled student. FERPA rights include:

- 1) The right to inspect and review the student's education records within 45 days of the day Agnes Scott receives a request for access.

Students should submit to the Office of the Registrar, vice president for academic affairs and dean of the college, associate vice president and dean for graduate studies, or other appropriate official, written requests that identify the record(s) they wish to inspect. The Agnes Scott official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Agnes Scott official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

A student does not have the right to inspect and review these education records:

- Financial records, including any information those records contain, of her or his parents;
  - Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes they were specifically intended; and
  - Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if
    - the student voluntarily signed a waiver of right to inspect and review those letters and statements; and
    - those letters and statements are related to the student's
      - admission to an educational institution;
      - application for employment; or
      - receipt of an honor or honorary recognition.
- 2) The right to request amendment of the student's education records the student believes are inaccurate or misleading.

To amend a record they believe is inaccurate or misleading, the student should write the Agnes Scott official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Agnes Scott decides not to amend the record as requested, the college will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

One exception permitted without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Agnes Scott in an administrative, supervisory, academic, research, or support-staff position (including law-enforcement personnel and health staff); a person or company with whom Agnes Scott has

contracted (such as an attorney, auditor, or collection agent); a person serving on the Agnes Scott College Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or their tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill their professional responsibility. Upon request, Agnes Scott discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Agnes Scott to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office  
 Department of Education  
 600 Independence Ave. S.W.  
 Washington, D.C. 20202-4605

Certain information is considered public and is released by Agnes Scott at its discretion. In accordance with FERPA, Agnes Scott has designated the following as "directory information" that may be released without the student's consent:

- Name
- Home or Permanent address
- Campus email address
- Field of Study
- Anticipated Completion Date
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized activities and sports

Students may withhold disclosure of directory information. Written notification must be filed with the Office of the Registrar within 10 days after the first day of classes for each academic year. Request for nondisclosure will be honored by the college for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Failure by a student to specifically request withholding of information indicates approval for disclosure.

### **Student Right-to-Know Act**

In compliance with the Student Right-to-Know Act, graduation rates and other student consumer information for Agnes Scott College are available at <https://www.agnesscott.edu/consumer-information/>. Agnes Scott facts and historical degree and enrollment information can be accessed at [www.agnesscott.edu/institutionalresearch](http://www.agnesscott.edu/institutionalresearch). A copy of graduation rates may be obtained upon written request to: Office of Institutional Research and Effectiveness, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030.

### **Policy on Students with Disabilities**

April 26, 2006

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability. The law applies to all programs that receive federal financial assistance of any kind.

AGNES SCOTT COLLEGE DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL



ORIGIN, RELIGION, SEXUAL ORIENTATION, AGE OR DISABILITY IN THE RECRUITMENT AND ADMISSION OF STUDENTS. THIS NONDISCRIMINATORY POLICY ALSO APPLIES TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS AND ACTIVITIES, GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE COLLEGE, AND TO THE ADMINISTRATION OF EDUCATIONAL POLICIES, SCHOLARSHIP AND LOAN PROGRAMS, STUDENT EMPLOYMENT AND OTHER COLLEGE-ADMINISTERED PROGRAMS.

Agnes Scott College complies with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) effective 2009, with final regulations approved in 2011.

To receive accommodations appropriate to a specific disability, the student must obtain appropriate documentation from a qualified provider and meet with the coordinator of accessible education and request such accommodations. The provider must document a current health, mobility, psychological, hearing, visual and/or learning disability that substantially limits one or more major life activities. The appropriate and reasonable accommodations are determined on a case-by-case base after a review of this documentation by the coordinator of accessible education. Faculty and staff are notified only in those cases in which a specific request from a student has been made.

Faculty are responsible for ensuring equity in their classrooms in a confidential manner. Academic accommodations are determined on an individual basis and may include but are not limited to the use of taped textbooks or readings, a note taker, extended time for examinations, quizzes, written assignments and projects, a distraction-free environment during exams and quizzes, or use of word processing for examinations. The student's request for accommodations and documentation of the disability are maintained on file in the office of the assistant director of the Office of Academic Advising and Accessible Education. The accessible education coordinator provides each student with an accommodation letter. It is the responsibility of the student to present this letter to each instructor.

The Office of Academic Advising and Accessible Education directs each student registered with the office to schedule a meeting with their professor the first week of class to discuss their accommodations. Faculty should accommodate this meeting within the first two weeks of class to prevent a delay in granting the student's accommodations. Both parties are encouraged to continue meeting throughout the semester and to report problems or concerns related to accommodations to the Office of Academic Advising and Accessible Education.

The Office of Academic Advising and Accessible Education is available to assist faculty in administering disability accommodations. The office can help facilitate meetings, identify note takers, reserve classrooms for exams and provide consultation about "reasonable accommodations." According to the USDA Reasonable Accommodations Procedures, reasonable accommodations are "a change in the (academic program) or the application process that would enable a qualified individual with a disability to enjoy equal (academic) opportunities. There are three general categories of reasonable accommodations:

- 1) changes to (an educational) application process to ensure that applicants with disabilities will have an equal opportunity to participate in the application process and to be considered for (enrollment);
- 2) changes to enable (a student) with a disability to perform the essential functions of (academic programs) or gain access to the (campus);
- 3) changes to provide people with disabilities equal access to the benefits and privileges of (academic programs)."

The student must specify for which courses they are making the request for disability accommodations. Under certain circumstances, students may request an exemption to a specific or distributional requirement by consulting with the assistant director of the Office of Academic Advising. Approval of the vice president for academic affairs and dean of the college is required for these exceptions. No accommodations will be granted until appropriate documentation has been submitted to the coordinator of accessible education, a release has been signed, and appropriate personnel have reviewed the documentation.

Assistance can be given for planning traffic routes on campus or any other special circumstances.

## **International Students**

The Center for Global Learning (CGL) has primary responsibility for immigration services. It also provides pre-departure information, coordinates International Student Orientation, assists with cultural adjustment, international student related programming, and welcomes faculty inquiries regarding international student matters.

### **Immigration**

The International Student Advisor are the Designated School Officials (DSOs) responsible for advising the college and international students of immigration regulations and for institutional compliance.

When faculty are advising international students, it is important to be cognizant that this group of students is subject to a variety of U.S. federal immigration and tax regulations as well as some home country restrictions that have implications for you as their academic advisors and professors. Institutions enrolling foreign students are required by law to report the presence of foreign students in the United States and a cadre of information about these students to the U.S. Department of Homeland Security (DHS). The consequences for seemingly routine advising may pose serious, unintended consequences for international students.

The international student activities that are required to be reported to immigration are a change of major, enrollment each semester, academic standing, dismissal, probation, suspension, academic extension, an approved internship, employment authorizations, emergency or planned travel abroad, and a change of address/ dorm room.

### **Academic Difficulties for International Students**

If an international student drops below full-time enrollment, they are considered to be "in violation of their (immigration) status" with the U.S. Department of Homeland Security (DHS) and therefore subject to "voluntary departure" or even deportation. Schools are required to report enrollment every semester. If you think an international student is failing your class or needs to withdraw or wants to register for less than 12 credit hours, please contact the Center for Global Learning (CGL). International students are required to be enrolled in a minimum of 12 credit hours during fall and spring semesters.

If an international student is experiencing academic difficulties, please report these difficulties or frequent absences to the Office of Graduate Advising and to the CGL. If an international student is in danger of academic or disciplinary probation, please contact the CGL immediately as there could be immigration ramifications.

If the CGL is informed early enough that a student is in academic difficulty and might be dismissed, we can advise her of options from an immigration perspective regarding transferring to another

U.S. school or departing the United States.

### **Off-Campus Internships and Employment for International Students**

Off-campus internship and employment must be authorized by the DHS's U.S. Citizen and Immigration Services (USCIS) before an international student can begin an off-campus internship or other employment. International students who engage in unauthorized employment are "in violation of their (immigration) status" with DHS. The CGL provides workshops and individual advising to international students seeking work authorization, which includes off-campus internships.

Revised August 19, 2016 (CGL)

## **Disruptive Classroom Behavior Policy**

Classroom behavior is informed and governed by the Agnes Scott College Honor Code as well as two specific policies adopted by the faculty and appearing in the Student Handbook: the Statement on Academic Freedom & Responsibility and the Statement of Academic Rights & Responsibilities. While these two policies affirm the fundamental principles of freedom of speech, including controversial positions taken in the classroom, all types of speech and behavior must be balanced with principles of appropriate classroom behavior. It is ultimately the professor who controls the classroom, and if a professor believes the class is being disrupted, they have the right to ask a student to leave the class. Resolutions under this policy will be worked out in accordance with the Disruptive Classroom Behavior Procedure provided below.

### **What is Disruptive Behavior?**

Behavior that prevents the professor from conducting the class, or other students from learning is disruptive.

### **Faculty Rights and Responsibilities**

Agnes Scott College respects the right of professors to teach and the right of students to learn. Protection of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the responsibility:

- To establish and implement academic standards;
- To address students regarding problematic behavior, and articulate expectations;
- To involve other appropriate offices when a classroom disruption arises;
- To document any incidents and outcomes.

### **Documentation of Incidents and Outcomes**

If an instructor judges that a student's behavior materially and substantially disrupts the teaching and learning environment in the class, they may:

- Issue a warning
- Require the student to leave class
- Have security remove the student
- Readmit the student after the professor and student have met outside of class and reached a resolution

If the instructor elects not to readmit the student, the instructor will immediately notify the chair of her or his department and the associate vice president and dean for graduate studies, and submit a written report of the incident and reasons for removal. After receipt of this report, and no later than three business days after the incident occurred, the associate vice president and dean for graduate studies will (via email and U.S. mail):

- 1) Provide the student with notice that (a) request for removal has been submitted to chair and associate vice president and (b) student may not return to the classes in question until

issue is resolved.

- 2) Include a written report of disruptive behavior and contact information for the Graduate Judicial Review Committee.
- 3) Call a meeting of the G-JRC to hear the case.
- 4) Inform the student of G-JRC process and her right to appear and appeal removal.
- 5) Make all reasonable efforts to provide access to course materials, content and instruction while the case is being reviewed and heard by the JRC.

In response to this formal notification, the student may meet with the associate vice president within five working days from the date of the written notice to discuss options, and submit a written appeal to the G-JRC.

Upon hearing the case, the G-JRC will decide on a course of action, which may include the following:

- 1) To allow the student to return to course or courses, with or without conditions;
- 2) To allow or require the student to transfer to another course section or sections; or
- 3) To withdraw the student from the involved course or courses.

The decision of the Graduate Judicial Review Board is final.

In response to the G-JRC decision, the associate vice president and dean for graduate studies will notify the student of his/her decision via email and U.S. mail (within 5 working days). If the decision is to withdraw the student, the associate vice president will also:

- 1) Notify the Registrar in writing to withdraw the student from the course.
- 2) Notify the VPAA and Dean of Students of charges and action taken.

(Adopted by the faculty May 6, 2011; Revised for Graduate Studies, May 2023)

## VI. GRADUATE DIRECTOR'S MANUAL

### Academic Program Assessment

Program directors are responsible for leading the assessment of their academic programs. This responsibility may be delegated to a qualified faculty colleague/s, however, the director will assume responsibility for the product and be the point person for communication regarding assessment. In collaboration with the AVPGS and the director of assessment, the graduate program directors will submit an assessment plan for the upcoming academic year on Sept 30th and report on the assessment efforts of the ending year on June 30 of each year. Feedback on these plans/reports will be provided back to directors by mid-fall. The format for plans is available at this [link](#). The format for reports is available at this [link](#). Here is a short guide to developing a focused plan/report ([link](#)).

Each student learning outcome must be assessed by a minimum of two direct measures and assessed at least twice within the five-year assessment cycle to allow for assessment, intervention and reassessment of each SLO during each assessment cycle.

Assessment reports are a list and description of the past academic years' assessment activities at all stages of the assessment cycle (which goals were assessed, what assessment tools were used, what benchmarks were set up, what data was collected, what analysis resulted from the data, and what

changes were made based on the evidence.) Assessment plans contain many of the same elements (which goals will be assessed, what tools will be used, and what benchmarks will be set up) but look forward to the next academic year.

Here is a guide with some hints for directors in order to provide focused assessment plans and reports that promote improvement in student learning outcomes' [link](#).

Programs should include their program description, along with their yearly goals and student learning outcomes, on their assessment plans every year. The plans will describe how these goals and outcomes will be assessed for that year, including proposed assessment tools and benchmarks for those SLOs. (Not every goal needs to be assessed every year! Your assessment plan should follow the 3M's and be measurable, meaningful, and manageable.)

The members of the Academic Assessment Committee realize that sometimes an assessment plan needs to change mid-year due to changing circumstances. In these cases, shift the focus of the assessment plan to another student learning outcome, to a curricular change, etc. The important thing is that you're doing something to determine how well a part of your department or program is working and documenting it.

The Academic Assessment Committee, the AVPGS, and the director of assessment receive and review these yearly reports and plans. The director of assessment, Austen Krill, is the main resource in helping departments and programs create and develop these documents.

### **Assessment Building Blocks**

The mission, learning goals and student learning outcomes are the foundation of a department/program's Assessment Reports and Plans, Self-Study and Action Plan. In order to conduct sound, valuable assessment, departments and programs should periodically review and revise these foundational statements, and include them in their annual Assessment Reports and Plans. The Academic Assessment Committee, the VPAA and Dean of the College receive and review these yearly Reports and Plans. The Assessment Coordinator is the main resource in helping departments and programs create and develop these documents.

#### (I) Mission

Provide a concise 1-3 sentence statement describing the overall purpose and function of the department/ program. In a second paragraph or bulleted list, provide the educational philosophy, values, and/or guiding principles of the department/program. Every mission should be aligned with the college's Liberal Education Goals and General Education Outcomes. Note that this mission statement will derive from the existing mission statement in the academic catalog and all web pages describing the department/program, and note also that these versions should be checked for consistency.

#### (II) Learning Goals and Outcomes

Provide 3-5 primary goals, and as many supporting [learning outcomes](#)<sup>1</sup> as needed under each goal. Goals should reflect the general knowledge, skills, and attitudes that students will develop during, and possess after, the time they are taking the program's courses. Outcomes should clearly state

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<sup>1</sup> Adapted from Office of Institutional Assessment, Center for Teaching and Learning, Texas A&M University.

what students will do or produce to demonstrate their learning within a specific time frame, such as a semester, an academic year, or by the time they complete the program.<sup>2</sup> Keep in mind that both the achievement of goals and the demonstration of outcomes can occur either inside or outside the classroom.

**Learning outcomes typically use the following formula:**

- Students will:
- Action:
- Resulting Evidence:

**Actions** should be associated with the appropriate learning level or cognitive domain (i.e., [Bloom’s Taxonomy, or recent extensions of his theory](#)). Basic knowledge acquisition outcomes, for instance, might use actions like “find,” “describe,” or “list”; comprehension outcomes can use “explain,” “distinguish,” or “compare”; application outcomes can use “illustrate,” “solve,” or “use”; and so on.

**Resulting Evidence** can refer either to products that demonstrate achievement (papers, test scores, presentations, portfolios, lab results, etc.), or to knowledge and skills that support these efforts (writing effective arguments, collecting and analyzing data, etc.).

**For clarity, goals and outcomes should be presented accordingly:**

**Goal 1:**

- Outcome 1.1
- Outcome 1.2
- Etc.

(III) Curriculum Map

The Curriculum Map is a matrix that represents how courses are aligned with goals and learning outcomes. It is understood that student achievement of goals and outcomes is essentially fluid, and not limited to specific courses or specific moments within the curriculum. When goals and outcomes are implemented systematically, however, they can be mapped according to the courses in which they are most explicitly emphasized. The simplest way to represent this complex relationship is to create a table showing which courses highlight which outcomes ([see examples from University of Illinois at Springfield](#)). The variables within the table will show the extent to which the outcome is expected to be achieved. Each department/program can design a table that they determine most useful for this purpose. In the example table below, gradations of the same shade have been used to designate 3 levels of achievement: introductory, developing, and mastery.

EXAMPLE: Curriculum Map stating course-goal/outcome alignment

I = Introductory, D = Developing, M = Mastery

| Courses | G/o 1.1 | G/o 1.2 | G/o 1.3 | G/o 2.1 | G/o 2.2 | G/o 3.1 | G/o 3.2 |
|---------|---------|---------|---------|---------|---------|---------|---------|
| ASC 610 | I       |         |         | I       |         | I       |         |
| ASC 620 | D       | I       | I       | I       |         | D       | I       |
| ASC 630 | D       | I       | D       |         | I       | M       | I       |
| ASC 640 | M       |         | M       |         |         | M       |         |

While a curriculum map is not a required part of Program reporting and planning documents, it is an extremely helpful tool, and the Academic Assessment Committee encourages all departments and programs to use one. The Director of Assessment can offer assistance and support as

<sup>2</sup> Departments and Programs are encouraged to articulate specific outcomes to be achieved upon completion of the degree, using concrete, active verbs. Each verb must be measurable.

programs develop curriculum maps.

**Annual Reports and Plans**

Assessment reports are a list and description of the past academic years’ assessment activities at all stages of the assessment cycle (e.g. which goals were assessed, what assessment tools were used, what benchmarks were set up, what data was collected, what analysis resulted from the data, and what changes were made based on the evidence.) Assessment plans contain many of the same elements (which goals will be assessed, what tools will be used, and what benchmarks will be set up) but look forward to the next academic year.

Departments and programs should include their mission, along with their yearly goals and student learning outcomes, on their assessment plans every year. The plans will describe how these goals and outcomes will be assessed for that year, including proposed assessment tools and benchmarks for those SLOs. (Not every goal needs to be assessed every year! Your assessment plan should follow the 3M’s and be measurable, meaningful, and manageable.)

The Academic Assessment Committee realizes that sometimes an assessment plan needs to change mid-year due to changing circumstances. In these cases, it’s not acceptable to simply not assess anything – it’s okay to change your assessment on the fly and switch to another SLO or even develop new plans, tools, and benchmarks. The important thing is that you’re doing something to determine how well a part of your department or program is working (and documenting it!).

The Academic Assessment Committee, the VPAA and Dean of the College receive and review these yearly reports and plans. The Academic Assessment Coordinator is the main resource in helping departments and programs create and develop these documents.

**Academic Assessment Committee Program Assessment Rubric**

**Program Name and Year:** \_\_\_\_\_

**A published learning outcome was assessed**

|                 |  |
|-----------------|--|
| Yes             |  |
| Partial/Unclear |  |
| No              |  |

**2. Learning outcome is measured quantitatively (rubric)**

|                 |  |
|-----------------|--|
| Yes             |  |
| Partial/Unclear |  |
| No              |  |

**3. Learning outcome is measured directly (not via participation or student feelings)**

|                 |  |
|-----------------|--|
| Yes             |  |
| Partial/Unclear |  |
| No              |  |

**4. Data was used to determine whether an intended outcome was achieved or not**

|                 |  |
|-----------------|--|
| Yes             |  |
| Partial/Unclear |  |
| No              |  |

**5. The data was used to make a specific, thoughtful change in the curriculum**

|                 |  |
|-----------------|--|
| Yes             |  |
| Partial/Unclear |  |
| No              |  |

**6. The learning outcome was reassessed from a previous year to determine the impact of that change**

|     |  |
|-----|--|
| Yes |  |
|-----|--|

|                 |  |
|-----------------|--|
| Partial/Unclear |  |
| No              |  |

### Course Scheduling

Program directors work with the Business and Administrative Manager in Graduate Studies to develop the course schedule for each semester. Annual planning happens in February, with adjustments being made before each advising and registration period.

Program directors work with the full and part-time faculty in their programs, with each other, and with relevant department chairs to create optimal teaching assignments based on faculty expertise and interest. It is the responsibility of program directors to coordinate with undergraduate department chairs about the scheduling of undergraduate faculty. Likewise, it is the responsibility of undergraduate department chairs to coordinate with program directors about the scheduling of graduate faculty.

### Guidelines on Course Enrollment Capacity

Graduate programs are expected to offer a curriculum that challenges and enriches students. Program directors, the associate vice president and dean for graduate studies, and the senior director of graduate studies work together to ensure that programs offer courses that are consistent with those objectives and that support student retention and timely graduation. Each spring, program directors collaborate with the senior director to prepare a schedule of proposed courses, meeting times, and enrollment caps for the next year to the AVPGS and the Registrar in a timely manner.

Course enrollment caps should be set in a consistent manner based on pedagogical, staffing, or technical considerations (limited space or equipment). With the exception of laboratory classes and other classes requiring specific enrollment caps, graduate courses will generally be capped at 30, and may be as high as 60 for some lecture based courses. Program directors may request exceptions from the AVPGS when submitting course schedules. Such requests should be accompanied by a rationale that considers pedagogical, staffing or technical considerations and should indicate how the cap supports student retention and timely graduation.

| Program                           | Type of Course          | Enrollment Capacity |
|-----------------------------------|-------------------------|---------------------|
| Communication                     | Didactic                | 30                  |
|                                   | Writing/Skill Intensive | 15                  |
| Clinical Mental Health Counseling | Didactic                | 28                  |
|                                   | Skills                  | 14                  |
|                                   | Practicum               | 6                   |
|                                   | Internship              | 12                  |
| Medical Sciences                  | Didactic                | 30                  |
|                                   | Laboratory              | 20                  |
| Post-Baccalaureate                | Didactic                | 60                  |
|                                   | Laboratory              | 20                  |



The AVPGS may request changes to the schedule of proposed courses, meeting times, and enrollment caps. Minimum course sizes are governed by the policy on the cancellation of courses.

## Curricular Changes

Program directors are responsible for the curriculum of the programs they lead, including the course offerings, program-specific degree requirements, and program policies. Program directors make changes by submitting them to the Graduate Committee on Policy, Curriculum and Academic Planning (Graduate Committee). Program level changes, such as minor revisions to a course's description, title or learning outcomes, or the designation of electives, may be submitted as a nominal change to the committee. Once approved by either the committee, full faculty, or both, they will be entered into the following year's Graduate Catalog.

To submit a curricular change, including proposals for academic policies, directors should submit the [Graduate Curricular Change Form](#) (GCF). The Graduate Committee reviews GCFs, and either approves the GCF within committee, or submits it to the full faculty for approval as required by the faculty by-laws.

### Guidelines for Changes in Course Offerings

- 1) New courses, new course descriptions, new requirements for department majors, etc., should be thought through in light of normal stability of curriculum and requested with discretion.
- 2) After a program has approved suggested curriculum changes, the program director must fill out the Graduate Curricular Form, available on the Faculty Services website. Once submitted, these forms will be routed through the approval process of the Committee on Graduate Curriculum, Policy and Academic Planning.
- 3) Non-substantive course changes may be approved by the AVPGS.

## Guidelines for Designing/Supervising Internships

The following guidelines apply to independent internships. Internship courses that exist as a core requirement of a program's curriculum may have distinct standards.

### I) PROCEDURES FOR AWARDING CREDIT FOR INTERNSHIPS/OFF-CAMPUS RESEARCH

The following procedures should be followed for awarding academic credit for internships of off-campus research. Note that application for credit must be made before a student actually begins work in an internship or off-campus research.

#### Registration for Academic Credit Associated with an Internship

All internships experiences for academic credit must be vetted, approved and submitted to the program director and associate vice president and dean for graduate studies. The course paperwork is signed by Graduate Studies and turned into the registrar for inclusion on a student's schedule. The Career Exploration Center confirms internship details and compliance with international status (for international students).

#### Application deadlines are:

December 15 for spring internships  
 April 15 for summer internships  
 August 15 for fall internships

**Grading.** Academic credit for internships or off-campus research are graded by the Agnes Scott

sponsoring faculty on an A-F grading scale.

**Approval for International Students.** International students are allowed to work in approved, off-campus internship or research experiences via CPT (Curricular Practical Training). CPT requires the student to receive academic credit for any off-campus experience (research or internship) whether it is paid or unpaid. International students who want to work (or conduct research) off-campus are required to meet with the Center for Global Learning (CGL) prior to submitting their internship paperwork for registration. The Career Exploration Center and the CGL work closely to make sure all work is in compliance with CPT guidelines.

II) STRUCTURE OF INTERNSHIP PROGRAMS FOR ACADEMIC CREDIT

Agnes Scott faculty must provide direct supervision of the academic component of any credit-bearing internship. These faculty members should be equally responsible for and responsive to the academic and practical aspects of the student's experience. With independent internships, the student and their instructor should meet regularly and as frequently as possible to help the student relate their internship experience to its academic foundations and to provide the instructor with a basis for evaluating the student's performance. Means to accomplish these ends include tutorials, periodic written reports, reading lists, research projects and papers, direct observation, and examinations.

A responsible intern site sponsor should supervise the practical aspects of the experience on a regular basis, preferably daily. Internship sites are required to provide an offer letter with a detailed job description, supervision information and expectation of hours. Internship sites should be approved by the Office of Internship and Career Development.

An orientation to both the academic and practical aspects of the program should precede the internship, and a reflective integration of theory and practice should be a part of the experience.

The student and their intern site sponsor should provide the faculty instructor reports evaluating the experience, the student's performance, and the student's preparation.

The college retains ultimate control over approval of the internship site and the structure of the program.

III) CRITERIA FOR DETERMINING THE AMOUNT OF CREDIT

In collaboration with the program director, the senior director of graduate studies will authorize credit for internship experiences, approve internships and register students for internship courses via Independent 660 and Internship Course paperwork. This authorization must be obtained before the student begins work.

Work must be in alignment with a student's academic and career goals. Internship courses are typically for 4-hours of academic credit and require 130 hours (10 hours/week for 13 weeks of internship site work). Independent 660s are more flexible and can be for 1-4 hours of academic credit. The guidelines for internship hours and academic credit are listed below. Estimates are based on a 13-week semester:

| Hours at the Internship Site | Hours of Academic Work | Hours of Credit |
|------------------------------|------------------------|-----------------|
| 130 (~10 hours/week)         | 50                     | 4               |
| 100 (~8 hours/week)          | 35                     | 3               |
| 65 (~5 hours/week)           | 25                     | 2               |
| 35 (~3 hours/week)           | 13                     | 1               |

Faculty design the academic component based on the student learning outcomes for each internship experience. Component should be assigned a percentage for grading. Typical components might include:

- Reading List
- Weekly meeting with faculty sponsor
- Reflective writing on personal growth, leadership in action, global knowledge, how experience informs student's goals for future, etc.
- Series of Assignments or Culminating Assignment (paper, video, presentation) that explore both the professional and academic learnings (e.g., mission/goals/structure of organization; identification of transferable skills for resume/CV; portfolio of on-site work; etc.)
- Informational Interviews with alumnae in the field of interest
- Site Visit by either faculty sponsor or Career Development
- Graded A, B, C, D

## Faculty Recruitment and Hiring Procedures

### Hiring Process for Full-time Faculty

Full-time faculty are appointed in increments of one, two, or three years, subject to program needs and the college's enrollment needs. Graduate Program Directors are responsible for proposing new full-time faculty lines to the associate vice president and dean for graduate studies (AVPDGS) to ensure program needs are met. The AVPDGS approves position requests in consultation with the VPAA, taking college needs and enrollment into account. The following steps should be followed after a full-time position is approved. Reasonable deviations from the process may occur in consultation with the AVPDGS.

#### New Full-Time Instructor:

1. Advertise: The director drafts the position description for approval and posting by the AVPGS. The position description should follow the standard template, indicating all requirements for hire (degrees, licensure, certifications, final transcripts, etc.).
2. Compose: The director composes a search committee of three full-time faculty and selects a committee chair in consultation with the AVPDGS.
3. Review: The search committee chair determines which applications meet basic criteria and advances them to the committee. The committee reviews these applications and selects candidates to interview via Zoom. The committee chair sends shortlisted application materials to the AVPGS for credentialing and approval before inviting applicants to interview.
4. Interview: The search committee determines questions in advance, and is consistent across interviews. The committee discusses the interview results confidentially and may elect to use a rubric to guide discussions. The search chair leads the committee to identify three finalists for campus visits and/or extended Zoom interviews if in-person visits are impossible. The chair arranges the finalist interviews with guidance from the program director and support from the Faculty Services staff.
5. Finalist Interview: The chair coordinates the interview schedule, ensuring that the finalists have time to meet with the director, other faculty members, the AVPGS, the VPAA, and any members of the campus community as requested by the program director. The finalists ought to give a presentation following guidelines set by the director. The committee should refrain from discussing feedback until all interviews have concluded. The committee chair

should solicit feedback from community members who met with the finalists or attended the presentation (with the exception of the AVPDGS and VPAA), and should make this feedback available to the committee.

6. Recommend: The committee chair submits a formal recommendation to the program director and AVPDGS that notes the strengths and weaknesses of each finalist. The recommendation must not directly rank applicants.
7. Offer: The AVPDGS and program director will discuss the committee's recommendation, as well as any requirements that must be met if the finalist is offered a position (such as licensure or certifications). The AVPDGS will make a verbal offer to the successful candidate and will inform the program director once an offer has been accepted/declined.
8. Accept: Following the acceptance of an offer, People and Culture will secure a background check. The AVPDGS will prepare the official appointment letter to be issued from the Office of the President. The new FT faculty member will then receive an appointment letter via email and sign it digitally. The director will receive a copy of the signed appointment letter by email.

### **Hiring Process Part-time Faculty**

Part-time faculty are hired on a semester-by-semester basis to teach specific courses. Directors request approval for PT positions using the [course staffing form](#). Program directors may submit requests to hire (either new or returning part-time faculty) as early as nine months before the semester of instruction. The "Reason for Hire" should always be "Graduate/Post-Bacc course." Approvals/denials will be communicated to directors by the AVPGS as soon as possible after the request is submitted. The following steps should be followed after a part-time position is approved. Reasonable deviations from the process may occur in consultation with the AVPDGS.

### **Returning PT Instructor:**

If a returning instructor will be hired, directors may bypass the search process and may submit an updated CV and peer evaluation of teaching form using the [course staffing form](#).

### **New part-time instructor:**

1. Advertise: The director drafts the position description for approval and posting by the AVPGS. The position description should follow the standard template, indicating all requirements for hire (degrees, licensure, certifications, final transcripts, etc.).
2. Compose: The director composes a Part-Time hiring committee of at least three faculty members and appoints a committee chair. If the start of the teaching semester is less than 90 days away, the director may bypass the committee process and interview applicants directly.
3. Review: The search committee chair determines which applications meet basic criteria and advances them to the committee. The committee reviews these applications and selects candidates to interview via Zoom. The committee chair sends shortlisted application materials to the AVPGS for credentialing and approval before inviting applicants to interview.
4. Interview: The hiring committee determines questions in advance and is consistent across interviews. When scheduling the interview period, include time for the search committee's interview and an interview with the program director.
5. Recommend: The committee chair submits a formal recommendation to the program director and AVPDGS that notes the strengths and weaknesses of each interviewed candidate it determines successful. The recommendation must not directly rank applicants.

6. Offer: The AVPDGS and program director will discuss the committee’s recommendation, as well as any requirements that must be met if the finalist is offered a position (such as licensure or certifications). The program director will make a verbal offer to the successful candidate and will inform the AVPDGS once an offer has been accepted/declined.
7. Accept: Following the acceptance of an offer, the program director completes the hiring details in the Course Staffing Form. People and Culture will secure a background check, and an appointment memo will be generated by the Office of the VPAA. The new PT faculty member will then receive an appointment memo via email and sign it digitally. The director will receive a copy of the signed appointment letter by email.

### Graduate Faculty Credentialing Policy

The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), which grants Agnes Scott its institutional accreditation, sets minimum standards for faculty qualifications for teaching at the graduate level. The associate vice president and dean for graduate studies oversees the graduate faculty credentialing process and relies on the disciplinary expertise of graduate program directors and department chairs to make recommendations for faculty credentialing in their programs.

Agnes Scott’s policy on Graduate Faculty Credentialing reflects the college’s minimum expectations that faculty assigned to teach graduate courses hold the “doctorate/terminal degree in the teaching discipline or a related discipline” [Faculty Credentials Guidelines, SACS-COC].

Graduate programs may adopt additional criteria based on the standards of their discipline and professional accreditation requirements. Additional criteria must be applied equitably across faculty.

### Alternative Credentialing

All full-time and part-time faculty who do not meet the minimum degree requirements, but who the program director or department chair believes is qualified to teach one or more courses, must be alternatively credentialed before the course is assigned.

Alternative credentialing begins with the program director reviewing the faculty member’s graduate transcripts and academic CV to determine qualification. The program director then sends their determination to the associate vice president and dean for graduate studies, who reviews the relevant materials and approves the recommendation for alternative credentialing. Faculty who are not credentialed to teach a certain course may request a subsequent review for qualification following the conferral of a graduate degree, a significant professional achievement, or other relevant change in their experience.

| Teaching Assignment        | Minimum Degree  | Examples of Alternative Credentials   |
|----------------------------|---|---|
| 500 level Graduate Courses | a) Doctorate in the teaching discipline or related discipline OR<br>b) Terminal degree in the teaching discipline or related discipline | A) Master’s degree in the teaching discipline and relevant professional expertise and/or scholarship in the teaching discipline<br>B) Exceptional record of scholarship and/or professional accomplishment in the teaching discipline |

|                            |   |  |
|----------------------------|---|--|
| 600 level Graduate Courses | a) Doctorate in the teaching discipline or related discipline OR<br>b) Terminal degree in the teaching discipline or related discipline | A) Master’s degree in the teaching discipline and record of scholarly publication in the teaching discipline<br>B) Master’s degree in the teaching discipline and 10+ years of professional experience in the teaching discipline<br>C) Exceptional record of scholarship and/or professional accomplishment in the teaching discipline. |
|----------------------------|---|--|

### Non-Agnes Scott Persons Involved in Instruction

Any person who is involved in the teaching and learning of students at Agnes Scott College must have completed a successful background check at the college, and have an Agnes Scott user ID created in order to work with students and/or their FERPA-protected data in the Learning Management System (Canvas) and/or alone with students in the classroom. This policy includes substitute faculty from outside Agnes Scott, interns, teaching assistants, faculty from outside Agnes Scott who collaborate on teaching beyond a guest lecture, etc. This policy applies to any person who has access to students and/or student data, regardless of whether they receive compensation or not, and regardless of their employment at another college or university.

Department chairs and program directors should submit the Adjunct Course Staffing Form and send an email to Kelly Ball to communicate the person’s role in the course, ensure they are processed correctly, and receive an Agnes Scott user ID.

### Faculty Development

Program directors have critical responsibilities regarding the development of faculty in their programs, which includes regular mentoring and evaluation. The college encourages program directors to facilitate regular meetings to provide supportive mentoring in the major areas of faculty life: teaching, scholarship, and service. Concerns should be identified early and communicated to the AVPGS for assistance.

### Peer-Observation of Teaching

Directors are responsible for arranging for the peer observation of the faculty member during each semester of teaching. The director does not have to be the person who conducts this evaluation, however, it should be a full-time member of the program who is advanced in teaching experience.

Please use the [Peer Evaluation of Teaching](#) form as the basis of this evaluation. Once completed, directors should share their evaluation with the faculty member and meet with them for a formative discussion. The observation form should be uploaded by the faculty member as part of their Annual Review materials. Please refer to the Graduate Faculty Handbook for more information.

Note: Submissions of peer evaluations are required prior to re-hiring of part-time faculty.

### Finance and Budgets

#### Budgeting Philosophy

Graduate Studies at Agnes Scott creates value– value for students, and value for Agnes Scott College. Accordingly, we follow a different budget process than most of the college’s departments and offices. The majority of departments and offices follow a zero-based budgeting system (or

“ground up” budgeting) to ensure expenses are reassessed and justified annually. Graduate Studies adheres to zero-based budgeting, and includes [activity-based budgeting](#), which enables us to consider the changing needs of programs and allocate resources to ensure programs have the resources they need to support their students and faculty. Activity-based budgeting also enables us to think critically, creatively, and strategically about financial data, and make intentional investments in programs, students, faculty, and staff, to ensure we exceed our goals.

The college runs on a fiscal year of July 1 through June 30. Budgets are prepared in the winter, with college leadership and the Board of Trustees approving the budget for the next fiscal year in the late spring. At the beginning of each fiscal year, the program director should work with the business and administrative manager to determine what line items are in the budget. The director will also work with the business manager to prepare the proposal for the following year’s budget in the spring. The AVPGS will work with the directors and business manager to finalize budgets before being submitted to the Vice President for Academic Affairs, Vice President for Business and Finance, and the Board of Trustees.

Informer is the system where the college stores budget and account information. You may find it helpful to [export your Informer data](#) to Excel for easier viewing.

The business and administrative manager for graduate studies manages all the budgets and accounts for graduate studies and can answer questions you may have.

## Account Numbers

A full account number (also called a GL, or general ledger, number) is:

Fund Code + Function Code + Object Code  
 Example: 11 + 01234 + 50000

List of accounts:

- 11- 01127 Post-Bacc Pre-Medical Programs
- 11- 01179 Health Professions Programs
- 11- 01573 Clinical Mental Health Counseling
- 11- 01574 Physician Assistant
- 11- 01577 Communication, Data and Society
- 11- 01582 Medical Sciences
- 11- 01588 Health Professions Advising

All graduate program accounts begin with “11” as the funding code, which indicates the funds are operating funds, and are neither endowed nor restricted. Other fund codes include “77,” which designates a gift account. Here are the object codes:

<https://myagnes.agnesscott.edu/pages/accounting>

The college requests spending be paused in June to allow for a smooth close to the fiscal year. Of course, exceptions may occur for good reason, but please plan ahead to the extent possible. It is also ok to underspend! Please do not fall into the mindset of “leave no money on the table” and spend on unnecessary items, as that approach may limit future budgets.

## Appropriate Use of Program Funds

As the program director, it is your responsibility to administer the program’s budget. The AVPGS and the business and administrative manager will collaborate with you in this work.



Common and expected uses of program funds include instructional supplies, honoraria for guest speakers, materials that enhance the academic experience of students, refreshments for program-specific events, etc. Program funds may also be used for lab supplies, test preparation courses, continuing education, and/or professional association fees required for faculty credentialing, etc.

Directors may use funds to sponsor or cosponsor relevant community events. In doing so, they should communicate with the senior director of graduate enrollment who oversees all graduate marketing and communications.

In compliance with college policy, alcohol may not be purchased with program funds, unless there is prior approval, consistent with Agnes Scott policy. Alcohol may be purchased as part of faculty search committee dinner when recruiting candidates. However, alcoholic drinks are limited to one per person.

### Compensation for Program Administration

Given the responsibilities of leading a thriving graduate or post-baccalaureate program, a program director’s compensation is negotiated at the time of appointment in the form of one or more course releases.

Consistent with the Course Release Policy, graduate program directors may receive course release beyond the automatic standard course release when their program-specific duties account for substantial work. The number of annual course releases a program director receives corresponds directly to the unique responsibilities of leading their programs.

### Annual Evaluation for Graduate Program Directors

The template for the [annual evaluation is linked here](#). Please make a copy of the template, and rename it with your last name and the year at the end of the file name.

#### Annual Evaluation for Graduate Program Directors

To be filled out first as a self-evaluation, followed by an evaluation by the associate vice president and dean for graduate studies.

**Date:**

**Name:**

|   | Developing | Effective | Exemplary |
|---|------------|-----------|-----------|
| Curricular and program management and development |            |           |           |
| Faculty support and development                   |            |           |           |
| Oversight of student progress and advising        |            |           |           |
| Resource and budget management                    |            |           |           |
| Collaboration and communication                   |            |           |           |
| Staff support and development<br>(as relevant)    |            |           |           |



Goals for next year:

Professional development activities for next year:

## **Forms**

### **[Reimbursement Form \(Payment Request\)](#)**

#### **Overload compensation**

Submit a pay memo request. This will be routed through the Academic Affairs Budget Manager, then the AVPGS for approval.

#### **Travel Form**

Complete the travel form for all college-related travel, whether it's funded by the college, a PDC award, or a grant. You can be reimbursed for airfare and registration before the conference.

### **[Graduate Curricular Change Form](#)**

#### **P-Card Checkout form**

You must keep all p-card receipts. When you return, you will submit p-card receipts directly to the Academic Affairs Finance Manager. For any receipts for which you need reimbursement, you will submit a [payment request form](#).

#### **Peer Evaluation of Teaching**

#### **Part-Time Hiring Form**

### **[Annual Evaluation Form for Graduate Program Directors \[Template\]](#)**

## VII. COLLEGE POLICIES and RESOURCES\*

Please refer to the Faculty Handbook for a comprehensive list of College Policies. All graduate faculty are required to adhere to Agnes Scott College policies for faculty. The abridged list below includes policies most frequently used by graduate faculty.

### Acceptable Use of Electronic Resources

#### Introduction

Agnes Scott College (hereinafter "Agnes Scott" or the "College") values technology as a means of communicating information and ideas to the College community and the world. In keeping with the College's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources on campus. The text that follows provides information on what constitutes a violation of the College's Policy on Acceptable Use of Electronic Resources as well as what the procedures are for addressing policy violation complaints.

For the purposes of this policy, electronic resources are defined as all computer-related equipment, computer systems, interconnecting networks, facsimile machines, email, voicemail and other telecommunications facilities, as well as all information contained therein (collectively, "electronic resources") owned or managed by the College.

The use of Agnes Scott electronic resources is a privilege, not a right, which may be revoked at any time for misuse. The College reserves the right to limit access to its electronic resources when applicable College policies, state and/or federal laws or contractual obligations are violated. The College does not, as a rule, monitor the content of materials transported over the College's network resources or posted on College-owned computers and networks, but reserves the right to do so. Agnes Scott provides reasonable security against intrusion and damage to files stored on the central computing facilities, but does not guarantee that its computer systems are secure. Agnes Scott may not be held accountable for unauthorized access by other users, nor can the College guarantee protection against media failure, fire, floods, etc.

This policy applies to all users of computer resources owned or managed by the College, including, but not limited to, Agnes Scott faculty and visiting faculty, staff, students, external individuals or organizations and individuals accessing external network services, such as the internet and ASC website, via Agnes Scott's computing facilities.

All users of the College electronic resources are expected to utilize such resources in a responsible, ethical and legal manner consistent with Agnes Scott policies. As a user of Agnes Scott electronic resources, you agree to be subject to the guidelines of this "Policy for Acceptable Use of Electronic Resources."

Please refer to <https://www.agnesscott.edu/its/policies-procedures/acceptable-use-policy.html> for individual Acceptable Use Policy statements and specific examples of activities that constitute unauthorized use of Agnes Scott electronic resources. The examples of unauthorized use of Agnes Scott electronic resources are not meant to be exhaustive. Questions regarding this policy or the application of this policy to a specific situation should be referred to the vice president for information technology. Whenever you are in doubt regarding an issue of questionable use, it is in your best interest to resolve the issue before pursuing any questionable use of electronic resources.

<sup>1</sup> Charter, Decatur Female Seminary, August 27, 1889

<sup>2</sup> Agnes Scott Ideal, Frank H. Gaines, 1889

\*The college reserves the right to modify or amend these policies at any time.

### Reporting and Response to Violations

Members of the Agnes Scott community who believe they have witnessed or been a victim of a violation of Agnes Scott College's Policy on Acceptable Use of Electronic Resources should notify or file a complaint with the appropriate College office as follows: students should report suspected violations to the dean of students; faculty members should report suspected violations to the VPAA; and staff members should report suspected violations to their direct or indirect supervisor. Reports of suspected unauthorized use or misuse of Agnes Scott electronic resources will be investigated pursuant to standard College procedures, which are listed below. All potentially illegal activities may be reported to local, state or federal authorities, as appropriate, for investigation and prosecution. The College may also disclose user information (including information regarding use of our electronic resources) when it determines that such disclosure is necessary to comply with the law or to protect the interests or safety of Agnes Scott, our visitors or others. Violation of this policy will result in action by the appropriate College office or agency. Such action may include, but is not limited to, permanent or temporary suspension of user privileges, deletion of files, disconnection from the Agnes Scott network, and/or referral to applicable student/faculty/staff disciplinary processes. It may at times also be necessary to suspend a user's access to College electronic resources immediately for violations of this policy, pending interim resolution of the situation (for example, if the security of a user's account has been compromised or to notify a user that an activity constitutes a violation of the policy).

### Related Policies and Guidelines

Because electronic communications encompass many different forms of communication across many different media, there are several additional College policies of which members of the campus community should be aware:

- Sexual Harassment and Policy Process (Student Handbook, Staff Handbook, Faculty Handbook)
- The Honor Code & The Honor Court (Student Handbook)
- Disciplinary Procedures for Students (Student Handbook)
- The Judicial Review Committee and Processes (Student Handbook, Academic Catalog)
- Policy on Conduct and Performance (Staff Handbook, Faculty Handbook)
- Discipline and Discharge (Staff Handbook)
- Dismissal of Teaching Faculty Policies and Procedures (Faculty Handbook)
- Statement of Academic Rights and Responsibilities (Faculty Handbook)
- Statement on Academic Freedom and Responsibility (Faculty Handbook, Student Handbook)

### Contact Information

For specific questions relating to this and other College policies, you may contact the following persons:

Computer or Telecommunications issues: Associate Vice President for Technology Ext. 6483

Honor Code and Honor Court: Dean of Students Ext. 6449

Dispute Resolution Procedure: (Faculty & Staff) Director of Office of People and Culture Ext. 6435

Harassment: (Faculty & Staff) Director of Office of People and Culture Ext. 6435

Harassment: (Students) Dean of Students Ext. 6449 or Public Safety Ext. 6355

Health or Safety: Public Safety Ext. 6355 or Campus Wellness Center Ext. 6486

Academic issues: VPAA Ext. 6361

This policy supersedes all previous policies regarding acceptable use of computer resources, facsimile machines, voicemail, email and other telecommunications facilities.

The College is committed to academic freedom as stated in Section II of the Faculty Handbook, Statement on Academic Freedom and Responsibility, and the assessments of complaints about unauthorized use or misuse of electronic resources will be evaluated consistent with this and other College policies as listed above

Original policy approved by President's Council June 8, 1999

Revised policy approved by President's Council July 8, 2002

Revised, August 2012.

## Alcohol and Drug Policy

### Statement of Purpose

The abuse of alcohol and the use of illegal drugs by members of the Agnes Scott College (ASC) Community (faculty, staff and students) are incompatible with the goals of the college. In order to further the College's commitment to providing a healthy and productive educational environment, and in compliance with the Drug-Free Schools and Communities Act Amendments of 1989, and the Drug Free Workplace Act of 1988, the college has established the following policy on alcohol and other drugs.

### **Health Risks**

The scope and impact of health risks from alcohol and drug abuse are both alarming and well documented ranging from mood altering to life threatening. Abuse of alcohol and drugs alters behavior, distorts perception, impairs thinking, impedes judgment and sabotages opportunity. Substance abuse may result in deterioration of physical health by causing or contributing to various diseases, illnesses or birth defects which may result in permanent impairment or death.

For more specifics, please click here <http://www.higheredcenter.org/>

### **Definitions Relating to Alcohol and Other Drug Violations**

**Possession of alcohol or drugs** refers, but is not limited, to holding, no matter the duration, open containers of alcohol or illegal drugs/controlled substances in hand or, having them in one's clothing, purse/book bag (or similar case), automobile, or residence.

**Consumption of alcohol** refers to the act of drinking or ingesting any amount of an alcoholic beverage.

**Use of drugs** refers to the act of ingesting, inhaling, drinking, eating, and/or any other method of introducing an illegal drug or controlled substance into one's body.

**Distribution of drugs** refers to the sharing of illegal drugs/controlled substances with or giving them to others

**Sale of drugs** refers to the exchange of illegal drugs/controlled substances for money or other forms of compensation (sale).

**Facilitating the possession/use of alcohol or drugs** refers to the act of allowing others to possess, consume, or use alcohol or illegal drugs/controlled substances in one's residence or automobile.

### **Student Conduct**

Agnes Scott College student conduct regulations prohibit the unlawful possession, use, or distribution of alcohol and other drugs by students and student organizations. The regulations also prohibit other alcohol-related misconduct. All students under the age of 21 are prohibited from

possession and consumption of alcohol. All students are prohibited from the use and possession of illegal drugs. In addition, student organizations sponsoring events where alcohol is present are subject to the requirements and guidelines of the College's Social Events policy and registration form. Sanctions for violations of these student conduct regulations may include alcohol and/or other drug education, mandated evaluation and treatment, community service, suspension, and/or expulsion. Student organizations which knowingly permit illegal drug activity will be excluded from campus for a minimum of one year, and leases or agreements for use of College property will automatically terminate pursuant to Agnes Scott Alcohol and Drug Policy and Georgia law.

### **Student Penalties for Violation of the Alcohol Policy**

Please view the student handbook available here:

<https://www.agnesscott.edu/dos/student-conduct/index.html>

### **Employee Conduct**

It is the college's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on ASC premises and while conducting business-related activities off ASC premises, no employee may use, possess an open container, distribute, sell, or be under the influence of alcohol or illegal drugs. Exceptions to the prohibition of use, possession, or distribution of alcohol will be made for college-sponsored social events or other college-affiliated activities on or off campus (e.g. fundraising, faculty recruitment, alumnae engagement, partnership cultivation). When possible, college events will include a professional server, and the event organizer should be prepared to provide taxi service to an employee who appears to be intoxicated. Professional behavior is expected at all times and alcohol-related misconduct will not be tolerated. Any employee who is intoxicated or otherwise impaired will be subject to disciplinary action.

The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

To inform employees about important provisions of this policy, ASC has established a drug-free awareness program. The program provides information on the dangers and effects of substance abuse in the workplace, resources available to employees, and consequences for violations of this policy.

Employees with questions or concerns about substance dependence or abuse are encouraged to use the resources of the Employee Assistance Program. They may also wish to discuss these matters with their supervisor or the Office of People and Culture to receive assistance or referrals to appropriate resources in the community.

Employees with drug or alcohol problems that have not resulted in, and are not the immediate subject of, disciplinary action may request approval to take unpaid time off to participate in a rehabilitation or treatment program. Leave may be granted if the employee agrees to abstain from use of the problem substance; abides by all ASC policies, rules, and prohibitions relating to conduct in the workplace; and if granting the leave will not cause ASC any undue hardship.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify ASC of a criminal conviction for drug-related activity occurring in the workplace.

The report must be made within five days of the conviction.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the director of Office of People and Culture without fear of reprisal. Any employee who serves or provides alcoholic beverages in his or her official capacity is subject to the Office of Special Events Alcohol Use Guidelines, which include prohibiting the furnishing of alcohol to persons under age. These guidelines should be reviewed by all employees hosting and/or working at any event where alcohol will be served.

### **Criminal Sanctions**

Under Georgia and federal law, it is a crime to possess, manufacture, sell, or distribute illegal drugs. As required by federal regulations, you may view information detailing federal penalties for drug trafficking and the Georgia state law regarding the sale, distribution, and possession of dangerous drugs.

Federal sanctions for the illegal possession of drugs include imprisonment up to 1 year and/or a minimum fine of \$1,000 for a first conviction; imprisonment for 15 days-2 years and a minimum fine of \$2,500 for a second drug conviction; and imprisonment for 90 days-3 years and a minimum fine of \$5,000 for a third or subsequent drug conviction. For possession of a mixture or substance which contains a cocaine base, federal sanctions include 5-20 years in prison and a minimum fine of \$1,000, for a first conviction if the mixture or substance exceeds 5 grams, for a second conviction if the mixture or substance exceeds 3 grams, and for a third or subsequent conviction if the mixture or substance exceeds 1 gram. Additional possible penalties for the illegal possession of drugs are forfeiture of real or personal property used to possess or to facilitate possession of a controlled substance if the offense is punishable by more than 1 year imprisonment; forfeiture of vehicles, boats, aircraft, or any other conveyance used, or intended for use, to transport or conceal drugs; civil fine up to \$10,000 per violation; denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses for up to 1 year for a first and up to 5 years for a second or subsequent offense; successful completion of a drug treatment program; community service; and ineligibility to receive or purchase a firearm.

Georgia law prohibits the purchase or possession of alcohol by a person under the age of 21, or the furnishing of alcohol to such a person. Driving under the influence of alcohol or other drugs also is illegal. It is against Georgia law, under certain circumstances, to walk or be upon a roadway while under the influence of alcohol or other drugs. The punishment for these offenses may include imprisonment, payment of a fine, mandatory treatment and education programs, community service, and mandatory loss of one's driver's license.

City of Decatur- It is unlawful to drink alcohol in a vehicle parked or moving on the streets, highways, or alleys in the city. It is unlawful to carry any type of open liquor container in public.

The Office of People and Culture will notify the U.S. Department of Education, as required, if it learns of an employee's conviction under any criminal drug statute.

### **Education and Counseling**

In order to promote an environment free of substance abuse, the college supports an active program of community awareness and education. This program extends to the misuse or abuse of controlled substances including prescription drugs, alcohol and other harmful substances. The college also offers assistance with confidential counseling. Students, faculty and staff are encouraged to refer individuals who appear to be troubled by drug or alcohol use to one of these resources. For students, such counseling is available through Counseling and Psychological Services (ext. 7100). Students who are concerned about their own or others' use of such substances may

seek advice and counsel from appropriate college resources without fear of breach of normal rules of confidentiality or fear of punishment. The Employee Assistance Program (EAP) offers confidential counseling for employees confronting substance abuse. Employees or supervisors can contact the EAP at 800-869-0276. The Office of People and Culture (ext. 6029) may be contacted for information on the EAP program.

Student Health Services 404-471-6346

Counseling and Psychological Services (CAPS) 404-471-7100

Public Safety 404-471-6355

EAP 800-869-0276 or [espyr.com](http://espyr.com)

Educational Resources <https://www.drugabuse.gov/> (National Institute of Health: contains descriptions and health risks of both illegal drugs and prescription drugs)

Cocaine Anonymous: [www.ca.org](http://www.ca.org)

Drug Help: <https://www.phoenixhouse.org/> (Phoenix House)

Marijuana Anonymous: [www.marijuana-anonymous.org](http://www.marijuana-anonymous.org)

Narcotics Anonymous: [www.na.org](http://www.na.org)

Nar-Anon: [www.naranonctma.org](http://www.naranonctma.org) (for family and friends of substance users)

Smart Recovery: [www.smartrecovery.org](http://www.smartrecovery.org) (self-management and recovery training)

Faculty and staff may obtain a list of available alcohol and other drug counseling services and treatment centers from the Office of people and culture. In addition, there are many off-campus resources available to students and faculty/staff including Al-Anon/Alateen and Alcoholics Anonymous.

### **Responsibilities**

Agnes Scott College offices responsible for ensuring that this policy is distributed annually to each student and employee are Office of People and Culture for employees and Office of the Dean of Students for students. In addition, the policy will be provided to all new students and new employees at the time they become members of the Agnes Scott College community.

### **Biennial Review**

This policy will be reviewed at least biennially to assess its effectiveness, to implement appropriate changes and to ensure that disciplinary sanctions are consistently enforced. The vice president for student affairs and director of the Office of People and Culture are jointly responsible for ensuring this review is conducted.

Approved by College Officers, January 2013

## **Appropriate Use of the Agnes Scott College Logo, Seal and Other Visual Guidelines**

Agnes Scott College has developed guidelines for the appropriate use of the college's logo, seal and other visual images. These guidelines cover the use of the logo on publications, signage and specialty items. The Office of Communications and Marketing maintains official graphic standards guidelines and offers design assistance to academic departments and administrative offices interested in developing publications and other materials that utilize the college's logo, seal and other visual images. To review the graphic standards guidelines, please visit the communications section of the college's website at <https://www.agnesscott.edu/mpr/> or contact that office.

The college's name, logo and seal are protected marks of Agnes Scott College. For design assistance in creating publications, specialty items, etc., or for questions about appropriate use of the college's name logo, seal or other visual images, please contact the communications office at

x5425.

Approved by the Executive Council, November 20, 2001.

## Auto Registration

If a vehicle is parked on campus, it must be registered with the Office of Public Safety at a cost of \$100 per year. A vehicle hang tag must be displayed on the rear-view mirror. The vehicle must be reregistered at the beginning of each academic year.

Vehicles must be parked only in designated parking areas. Unauthorized parking in reserved spaces, handicapped spaces, or in restricted zones will result in a parking fine, wheel-lock and/or the vehicle being towed at the registrant's expense.

If a registrant believes the citation to be unfair or illegal (with regard to parking regulations as stated), he/she can appeal, in writing to the director of public safety within 5 business days of receiving the citation. The director of public safety will notify the registrant of the decision to sustain the fine or grant the appeal.

Further details on parking can be obtained from the Department of Public Safety and its parking rules and regulations publication.

June 1992. Revised July 1993, August 2003, August 2020.

## Background Check Policy

### (I) Purpose

Agnes Scott College strives to provide the safest possible environment for students, visitors, faculty, and staff. It is essential that the college's academic mission is supported by highly qualified employees who will foster a safe and secure environment on campus.

The purpose of this policy is to describe the terms and conditions under which background checks of applicants for employment with Agnes Scott College are conducted.

### (II) Type of Background Checks Conducted

#### A) Standard Pre-Employment Screening

##### 1) Employment Application/Interview

All candidates selected for campus interviews shall complete an employment application that requires an applicant to disclose truthful information about certain criminal convictions and to certify the accuracy of information provided on the application. Falsification of information on an employment application or in the hiring process will normally result in denial or forfeiture of college employment.

The college will inquire during the application process about certain criminal convictions, but not arrests. Hiring supervisors should review the conviction statements on the employment application and may inquire about any reported convictions during the interview; however, candidates may not be asked to reveal information about any convictions that have been expunged or sealed by a court. Any information about reported convictions, as well as any information about falsification of information, should be communicated to the Office of People and Culture for further investigation and appropriate action, in consultation with legal counsel. Convictions disclosed on the application or during the employment process do not automatically disqualify an applicant but will be considered in the selection decision if they are determined to be related to the job.

##### 2) Reference check

The hiring manager, the Office of People and Culture, or a designee shall check references and



verify the employment history and past performance of a finalist before a final offer of employment is extended.

### 3) Background check

All applicants are subject to the following pre-employment background checks: County criminal search (all counties within seven (7) years), Nationwide Criminal Database and Sex Offender Search, Residency History and Social Security alert. These searches are conducted by an outside credit reporting agency in accordance with the Fair Credit Reporting Act.

#### B) Position-Specific Criminal and Credit Background Checks

The following classes of applicants are subject to additional pre-employment Background checks.

Faculty (full-time and part-time) – Standard package along with Nationwide Federal Criminal Search, education (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained).

Department directors and above – Standard package along with Nationwide Federal Criminal Search (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained).

Athletic coaches (including part-time assistant coaches who travel with a team) – Standard package along with Nationwide Federal Criminal Search, an education check (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained) and a driver record check. Volunteer coaches will be subject to the same background check process as regular coaches.

Employees who reside in or have access to student residential housing – Standard package along with an education check (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained) and a fingerprint criminal background check. Spouses or domestic partners of employees who reside in residence halls will be subject to criminal background checks conducted by Agnes Scott Office of Public Safety, rather than an outside consumer credit agency. These checks may include a fingerprint check and on-line criminal and sexual offender searches.

Employees who have access to sensitive financial or technical information (including accounting office staff, office of people and culture staff, administrative computing staff) – Standard package along with Nationwide Federal Criminal Search, credit history and education (verification of highest degree earned).

Union and security employees who have access to residence halls – Standard package along with Nationwide Federal Criminal Search. In addition, employees whose job descriptions require them to have a valid driver's license will also be subject to a driver record check.

Employees that require state licensure to perform their job duties (including health center personnel, legal counsel) – Professional license check

Employees whose job descriptions require a valid driver's license (including admissions counselors/representatives) – Driver record check.

#### C) Additional Background Checks

The college reserves the right to conduct investigations when an employee is charged with or convicted of any crime that reflects on his/her suitability for continued employment, during the course of an administrative investigation, or when the employee is transferred or hired into a new position that requires a criminal background check. The college also reserves the right to require

background checks of additional categories of applicants, at its discretion. The college will generally not conduct background checks on student employees unless that individual's primary purpose at Agnes Scott is to work as a regular employee.

### **(III) Procedure**

All offers of employment will be contingent on satisfactory results of the background search. The college will ensure that all background checks are conducted in compliance with applicable federal and state statutes, including the Fair Credit Reporting Act.

#### A) Information Collection

A signed authorization from the finalist and an Application for Employment is required before criminal record information or background information may be requested from the outside credit reporting agency.

#### B) Results of Background Checks

- 1) Results of background checks are sent directly to the Office of People and Culture.
- 2) Information showing a criminal conviction does not automatically exclude an applicant or employee from working at the college. Criminal conduct will disqualify an applicant when job related and consistent with business necessity.
- 3) If the background check is favorable, the office of people and culture will notify the hiring supervisor that the candidate is approved to begin employment.
- 4) If the background check is unfavorable, the office of people and culture will review the information in consultation with legal counsel. Other individuals that may be consulted, at the discretion of the office of people and culture, include the hiring supervisor, the appropriate vice president, the Office of the Vice President for Academic Affairs (for faculty hires), the Office of Public Safety and the Office of the President. A decision to hire an applicant with a job-related conviction requires the approval of the appropriate Vice President or President. In the event of an unfavorable background check, the potential employee will be notified of the unfavorable result and given an opportunity to explain.
- 5) When a background check reveals that an applicant has a criminal conviction, the following procedure will be followed. First, notice of the information will be provided to the applicant by the Office of People and Culture. Second, the applicant will be given an opportunity to provide a written response and explanation. Third, the Office of People and Culture will consider the applicant's response and, as appropriate, discuss it with the Office of Public Safety and/or persons in what would be the applicant's supervisory chain of command. Fourth, the Office of People and Culture will document how information regarding a criminal conviction impacted the hiring decision.
- 6) If the unfavorable information is included in the report provided by the credit reporting agency, the office of people and culture must send the applicant a Pre-Adverse action letter. If the decision is made not to hire the applicant because of information included in a report, a Final Adverse Action letter shall be sent to the applicant informing the applicant of his/her rights under the Fair Credit Reporting Act. If unfavorable information is uncovered about the spouses or domestic partners of employee's subject to background checks under this policy, the results of such search will be provided to the applicant and the spouse/partner, as long as the applicant has given written permission to do so.
- 7) In making the determination of job-relatedness, the Office of People and Culture will consider (a) the nature and job duties of the position sought; (b) how recently the unfavorable incident occurred; (c) the nature and gravity of the criminal conduct involved;(d) the frequency of the conduct or the number of offenses;(e) the age of the individual at the time of the incident;(f)

the accuracy of information provided on the application and during the interview process; (g) evidence of rehabilitation; and (h) the safety and security of the campus, college assets and the members of the campus community. These factors will also be considered when determining whether a spouse/partner will be permitted to reside in a student residential housing.

#### **(IV) Duty to Report Convictions**

Every employee must inform his/her supervisor within five business days if he/she is convicted of a crime (not including minor traffic infractions). Reporting of convictions is applicable to all employees, whether or not their positions are subject to an original background check. The college may conduct a background check of an existing employee who reports a conviction pursuant to the procedures above.

#### **(V) Confidentiality**

Only the Office of People and Culture may initiate a background check and receive results. Results of all background checks will be kept confidential and will not be disclosed to any person except to the extent necessary to administer and enforce this policy, or as required by law or appropriate legal process. Criminal background investigation records will be destroyed in accordance with the GCIC secure record destruction guidelines. Violation of the confidentiality requirement is grounds for discipline, up to and including termination of employment.

### **Benefits for Domestic Partners**

Agnes Scott College recognizes same or opposite sex domestic partners as spousal equivalents for purposes of benefit administration, to the extent permitted by applicable Federal and state laws and the Insurance Commissioner of the State of Georgia. In order for a partner to qualify for participation in the college benefits and services offered to sponsored partners, the employee/member of the partnership must sign an Affidavit of Marriage/Spousal Equivalency form, which sets forth the essential elements of the partnership for this purpose. For additional information, please contact the Office of People and Culture.

### **Break Time for Nursing Mothers**

In compliance with the Fair Labor Standards Act and to ease the transition of mothers returning to work following the birth of a child, ASC will provide break time for nursing mothers to express breast milk during the workday. The employee will be allowed a reasonable break time whenever she has the need to express milk throughout the day.

The college will provide a private, functional place (other than a restroom) for nursing employees to express breast milk. Eligible employees may contact the Office of People and Culture for a key to this space.

Non-exempt employees will not be paid during breaks to express milk since they are completely relieved from duty during breaks. Employees may use normal break and lunch periods to accommodate their nursing needs. However, if the breaks needed to express milk exceed standard daily break time, then the employee must use personal time (either in the form of an unpaid break or by using accrued sick, vacation or personal time).

All employees who have nursing needs are encouraged to speak with their supervisors about such needs.

Any questions or concerns about this policy may be directed to the Office of People and Culture.

## Campus Environmental Statement

Agnes Scott College acknowledges that in addition to being a community of students, staff, and faculty, we are also part of an ecological community. We recognize that the numerous activities of our institution have both immediate and long-term impacts on our environment. We accept the responsibility to be aware of our environmental impacts and consider them in addition to other perspectives in the decision-making processes of our institution. We affirm that Agnes Scott College is an institution dedicated to environmental education, responsible resource use, and sustainable practices that will promote environmental stewardship by individuals and our community.

Approved by the faculty, May 3, 2002.

## Campus Violence Prevention Policy

### Introduction

In recent years, the subject of violence on college and university campuses and in the workplace has received increasing attention as violent events have been widely reported in the news media. This policy is intended to guide members of the Agnes Scott College community both in preventing acts of violence and in responding to them when they occur on or in relation to the college campus.

### Policy

Agnes Scott College is committed to providing a learning and working environment that is safe for all members of the college community. The college expects all members of the campus community to treat one another with courtesy and respect. The college will not tolerate violent acts on its campuses or at off-campus locations administered by the college. This policy extends not only to actual violent conduct but also to verbal and written threats and intimidation, whether by students, faculty, staff, or visitors to the college.

Firearms, ammunition, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of ASC unless authorized for law enforcement personnel.

The college urges individuals who have experienced or witnessed incidents of violence to report them to the Department of Public Safety immediately by dialing 6400. If the threat is not immediate, an alternative method of reporting for students is to report concerns about violence to the Office of the Dean of Students, faculty to the Office of the Dean of the College, and staff to the Office of People and Culture. When reporting a threat of violence, employees should be as specific and detailed as possible.

The college prohibits retaliation against anyone who, in good faith, brings a complaint of campus violence or serves as a witness in the investigation of a complaint of campus violence.

### Enforcement

Information regarding incidents of violent conduct and threats of violence will be promptly investigated, and, if warranted, disciplinary action will be taken in accordance with applicable procedures. Agnes Scott College Department of Public Safety or local law enforcement will be notified of criminal conduct. In addition, the college may refer individuals accused of violations of this policy for an assessment of the likelihood that they will carry out violent acts. If the continued presence of an individual on campus threatens or disrupts the conduct of college business, the individual may be suspended from participation in college programs or activities pending the outcome of the assessment.

When advised of circumstances warranting intervention, the college will render assistance through the Agnes Scott College Department of Public Safety or local or federal law enforcement agencies

as appropriate. Individual members of the college community who receive threats of bodily harm or who are the targets of harassing or stalking behaviors are urged to contact public safety and to avail themselves of the services offered by the student personal counseling office or through the Employee Assistance Program.

Every effort will be made to respect the privacy of all individuals involved in the matter. However, the necessity to investigate the matter and to cooperate with law enforcement authorities may require the disclosure of otherwise confidential information.

Individuals accused of engaging in incidents of campus violence may seek legal counsel at their own expense. Individuals and their attorneys are reminded that attorneys do not participate in any internal college hearing. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment or expulsion, through the appropriate campus organization. This does not exclude the possibility of arrest and prosecution, as appropriate, within the legal system.

Campus vendors and contractors are reminded that their employees who conduct business on college premises must conform their conduct to the requirements of this policy. The college reserves the right to remove from campus vendor or contractor employees who engage in acts prohibited by this policy.

Policy No. 586 Issued 3/1/2012

### Child Care Referral Service

Child care information and referrals for all types of child care, as well as camps and schools, is available through the college's employee assistance program.

### Computer Replacement Policy

This policy provides guidelines regarding the purchase, replacement, reallocation, and disposal of campus office or mobile computer systems. This policy applies to all fixed or mobile computer systems purchased with college or grant funds.

#### Standardization

IT currently supports specific makes and models of computers. These systems are chosen to allow diversity in brands and operating systems, yet provide enough similarities that adequate support can be maintained. Standardization reduces cost significantly through bulk purchasing discounts and vendor agreements.

#### General policy

- Full-time employees, faculty and staff, are assigned one computer system under the Computer Replacement Policy.
- Classroom computers are replaced at the same time faculty systems are replaced to maintain consistency.
- Computer Lab computers are replaced as soon after the warranty expires as possible.
- Exceptions allowing a faculty or staff member to have multiple computers that are covered under the Computer Replacement Policy, will be rare, made on a case-by-case basis and justified by completing the *Computer Exception Request Form* **regardless of the funding source.**
  - For a faculty member to use "start-up" funds or a department to use a portion of their budget or any other funding source to purchase additional computers, the *Computer*

*Exception Request Form* must be completed, permission from the Vice President for Academic Affairs must be obtained and the approved form must be delivered to Information Technology. Approved purchases will be supported and maintained by the college for the term of the warranty.

- Computing equipment purchased through “start-up” funds, departmental budgets or any non-recurring funds fall under the following guidelines.
  - They are not eligible for replacement as part of the central college renewal and replacement cycle, unless the faculty member has funds for this purpose.
  - The purchase of the equipment must follow the procedures established by the Office of Sponsored Programs, meet the College standards and be purchased through ITS.
  - A minimum 3-year warranty must be purchased on all computer equipment
  - The equipment will be inventoried as part of the college equipment database and must run the inventory management software client to ensure that when it is used on campus it is reporting to the inventory database.
  - To be allowed on the campus network, all systems must allow operating systems updates and have an approved anti-virus solution that is set to update automatically.
  - The faculty member or Department is responsible for the replacement of this computer.
  - The faculty member may continue to use this system after the warranty expires as long as operating system updates are processed and the approved anti-virus solution updates automatically, and with the understanding that any maintenance of the computer is the responsibility of the faculty member or department as described under the section below on “repairs and maintenance”
- Virtual desktop or windows desktop systems will be provided for part-time employees.
- The college computer replacement life cycle is 4 years
  - It is the college’s goal to replace faculty, classroom, computer labs and key support staff assigned computer systems.
  - While out of warranty computers can be cost-prohibitive to maintain and can pose a threat to the stability of the campus network infrastructure, Information Technology reserves the right to redistribute out of warranty assigned computers for lab and part-time faculty use if needed.
- Faculty or staff will be allowed to purchase the out of warranty computer system they are using based on the following formula:  $(\text{cost of computer} - \text{warranty cost} - \text{MS Office cost}) / (\text{age of computer} + 1)$ .
  - Purchased desktops cannot be used on campus.
  - Purchased laptops can be used as a “mobile” device on campus but must meet the IT campus security policy requirements.
  - Purchased systems are “as is” with no warranty.
  - MS Office will be removed from the system as the license cannot be transferred.
- Computer equipment is the property of Agnes Scott College, not the property of the employee, **regardless of the funding source** used to purchase the equipment.
- Repairs and maintenance
  - Will be provided by the College on assigned computers purchased through the college Computer Replacement Policy or a purchase approved through the Computer Exception Request form.
  - All other systems will be supported at \$65/hour
- For environmental sustainability and safety reasons, all old systems must be returned to the IT department for disposal.
- Questions regarding this policy should be directed to the Associate Vice President for

Technology.

### **Laptop Policy**

- Laptops will be issued to personnel whose positions require frequent off-campus travel or mobility within the campus. Laptop assignments beyond these two reasons will be decided on a case-by-case basis involving the immediate supervisor, division Vice President and Associate Vice President for Technology.
- Only full-time members of the college community are eligible for consideration for laptops.
- Any employee issued a laptop, must sign the *Laptop Assignment/Use Agreement*.

### **Laptop Security**

- College laptops are covered under the college's insurance policy while *on campus*. It is the responsibility of users to ensure that their personal insurance provides replacement coverage for laptops taken off campus.
- Laptops present an increased level of risk to both the user and to the institution. In requesting and accepting a laptop from the College, users are acknowledging their acceptance of this risk and agree to make every attempt to follow the steps outlined below to reduce it.
  - All laptops should be protected with secure passwords.
  - Confidential information stored in files on the laptop should be individually protected with secure passwords that are different from the laptop access passwords. Users who do not follow these guidelines are putting the institution at risk and may also be personally liable for any disclosure of covered information.
- Computers or accessories lost or stolen will be replaced by the department or person assigned the equipment.
- Faculty and staff who are assigned a mobile computing device will be required to sign a *Laptop Assignment Agreement* before taking possession of the equipment.

### **Out-of-Country Travel with Computing Equipment**

Laptop computers, web-enabled cell phones, and other electronics containing encryption hardware or software and/or proprietary software can require an export license to certain destinations. In general, an export license will be required to take any items to or through any U.S. sanctioned country (e.g., Iran, Syria, Cuba, Sudan, and North Korea). Faculty and staff planning out-of-country travel may be required to travel without Agnes Scott College owned equipment or to obtain an export license before traveling.

### **New employees**

- Staff
  - It is the responsibility of the hiring department to ensure new hires filling a vacant position have the appropriate computer equipment for their position.
  - If department leadership determines a new system is needed, the department must provide the funds for the purchase, otherwise the existing equipment in the vacant position will be repurposed.
  - If the hire is for a newly defined position, the department is responsible for covering the cost of the necessary computer equipment.
- Faculty
  - The division of Academic Affairs will provide funds for new faculty hire computers unless designated college funds provided to the ITS department are available.
  - The Vice President for Academic Affairs negotiates approved computer resources with new faculty.

### **Part-time Faculty**

- Individual or shared windows desktop systems will be provided for part-time employees depending on contract and office location.

### **Computer Purchases**

*All computer purchases* must have the approval of the Associate Vice President for Technology and purchases must be processed through the ITS department *regardless of the funding source*.

- Purchase standards are updated two times per year.
- All equipment is purchased with a 3-year vendor warranty.
- Costs associated with items outside the college standards are the responsibility of the individual, department or division. Examples: Additional RAM, faster CPU, larger hard drive, multiple screens, etc.
- Departments funding an equipment purchase must contact the ITS Purchasing Coordinator at x6320.

February 2014

Revisions: May 2016, June 2016

### **Conflicts of Interest**

Situations may arise in which the private financial or business activities of an employee may conflict with the employee's obligations to the College or with the best interests of the College or may raise a reasonable question of concern in this respect. The purpose of these guidelines is to provide general direction so employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Office of People and Culture for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of ASC's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts or leases, it is imperative that they disclose to an officer of ASC as soon as possible the existence of any actual or potential conflict of interest so safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which ASC does business, but also when an employee or relative receives any kickback, bribe, substantial gift or special consideration as a result of any transaction or business dealings involving ASC.

Employees shall disclose, in writing, to their immediate supervisor and the Office of People and Culture any direct or indirect interest which such employee has or may have in any existing or proposed transaction to which the College is a party. This includes the employee being an officer, director, partner in or personally significant owner of a corporation, partnership or other business entity which is a party to such transaction. The Office of People and Culture will contact the officer in charge of the respective area to determine what actions are deemed necessary.

Situations which constitute conflicts of interest include, but are not limited to, the following:

- 1) Holding, either directly or indirectly, a position or financial interest in an outside concern that provides services competitive with services rendered by the College, or an outside concern from which the College secures goods or services if the employee is involved in or may influence the



ordering of such goods or services.

- 2) Competing, either directly or indirectly, with the College in the purchase or sale of property or property rights, interests, or services.
- 3) Disclosing or using nonpublic information obtained through College employment for personal profit or gain or for the profit or gain of others.
- 4) Accepting gratuities or special favors from any outside concern that does, or is seeking to do, business with the College; or extending gratuities or special favors to employees of the College under the circumstances that might reasonably be interpreted as an attempt to influence recipients in the performance of their duties. This does not include the acceptance of items of nominal or minor value that are clearly tokens of respect or friendship and not related to any particular transaction or activity of the College.

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which ASC wishes to operate.

October 2, 1994, August 2005.

## Consensual Sexual Relations/Professional Conduct Policy

### Definitions

- **Supervisory/advisory relationship** includes teaching, grading, advising, mentoring, evaluating or supervising research; participating in decisions on academic status; managing teaching assignments; participating in decisions on funding or other resources affecting students; writing a letter of reference or otherwise recommending for admission, employment, fellowships or awards.
- Employees whose jobs confer **influence or authority** over undergraduate or graduate students or other learners include counselors; athletic coaches; staff involved in discipline; staff providing services directly for students; staff with the ability to access or modify a student's academic, work, financial or other record; and staff working in deans' offices or academic affairs or advising.
- A **sexual, intimate or romantic relationship** is any intimate, sexual, or other type of romantic or amorous relationship, whether casual or serious, short or long term, (and whether or not consensual). A single sexual encounter is considered a sexual relationship under this policy. Conversely, the relationship does not have to include physical intimacy if a romantic relationship exists that is beyond the reasonable boundaries of a collegial or professional relationship. If there is any doubt whether a relationship falls under this policy, individuals should seek guidance from their supervisor or an ASC office of people and culture professional.
- **Undergraduate student** means any student at ASC who does not have a college degree, regardless of registration status. The term "undergraduate student" includes high school students; ASC undergraduate students during the summer or on a leave of absence; visiting, exchange and special students; and summer school students. **Graduate student** means any student at ASC who has an undergraduate degree, regardless of registration status, including visiting, exchange and special students, and ASC graduate students on leave.

### Relationship Policies and Expectations

- 1) Among employees:

Sexual, intimate and/or romantic relationships (“sexual relationship(s)”) (even consensual ones) between college employees and those they supervise are potentially exploitative because of the imbalance of power inherent in them. Employees must avoid relationships that pose threats to the fulfillment of their professional duties or call into question the consensual nature of their relations. Faculty and staff are expected to comport themselves in a manner consistent with their position and the college’s mission at all times and in all relationship matters while at work.

The college prohibits employees from supervising, evaluating, or determining the terms or conditions of employment of anyone with whom they have a sexual relationship. When a sexual relationship exists between any employees in a supervisory/advisory relationship, immediate steps must be taken to terminate the supervisory arrangement, and alternative means of supervision must be implemented.

If employees in a supervisory/advisory relationship have had a sexual relationship in the past or have a continuing or past intimate relationship, either party may request that alternative means of supervision be implemented.

Any employee who violates this policy will be subject to disciplinary action, up to and including termination of employment.

#### 2) Among undergraduate students and faculty:

Sexual relationships between faculty members and undergraduate students are inconsistent with the mission of the college and inappropriate because they carry a risk of damaging the student's educational experience and the faculty member's career. The college thus prohibits sexual relationships, even of a consensual nature, between faculty members and currently enrolled undergraduate students. Faculty members are strongly advised to exercise their best professional judgment concerning student-faculty relationships and to consider that intimate relations with students, even of a non-sexual nature, can be fraught with difficulties and the appearance of impropriety.

#### 3) Among graduate students and faculty:

The college discourages sexual relationships between graduate students and faculty members not in the same program. The college prohibits sexual relationships, even of a consensual nature, between faculty members and graduate students in the same program or students whom they supervise/advise, evaluate, or teach.

#### 4) Among undergraduate and graduate students and non-faculty employees:

For the same reasons that faculty are prohibited from having sexual relations with students, Agnes Scott College prohibits non-faculty employees from having sexual relationships with undergraduate or graduate students whom they employ, supervise, evaluate, counsel, advise, potentially discipline, or might reasonably be expected to have influence or authority over that individual.

For relationships that are not prohibited between non-faculty employees and students, the relationship must be disclosed in the course of any college-related discipline, office of people and culture matter, Title IX matter or any other college proceeding, in which the relationship may have relevance.

#### 5) Prior relationships:

The foregoing policies do not apply to persons whose consensual sexual relationships existed prior to their enrolling or being employed at Agnes Scott College. If a teaching or supervisory relationship exists between persons with such a prior relationship, this relationship must be

disclosed, and alternative means of supervision must be implemented.

6) General conduct:

The college's mission, and employment terms, support honorable behavior and the observation of the highest community standards of conduct that protect the interests and safety of all constituencies at the college.

7) Violations of this Policy:

All faculty and staff at Agnes Scott College should understand that romantic or sexual relations with students or employees in violation of this policy may lead to disciplinary action by the college, up to and including dismissal and/or may lead to legal action by complainants/reporting parties.

### **Process for Investigating Violations of Consensual Sexual Relations Policy**

#### **A) Initiation of a report or complaint**

- 1) **Timeliness:** Reports and complaints of a violation of the consensual relationships/professional conduct policy should be initiated as soon as possible after the violation(s) occurs in order to aid effective investigation. All reports and complaints will be promptly investigated and appropriate action will be taken to remedy the problem as expeditiously as possible.
- 2) **Non-retaliation:** Anyone who submits a report ("reporting party") or complaint ("complainant") will be protected from retaliation in any form. Anyone who knowingly makes false accusations will be subject to appropriate disciplinary action consistent with college policies and procedures.
- 3) **Confidentiality:** The college will respect the privacy of reporting parties and complainants, of persons against whom a complaint is made ("responding parties"), and of witnesses in a manner consistent with the college's duty to investigate and take appropriate action.
- 4) **Due process and fairness:** The college will make every reasonable effort to protect the rights of both reporting parties/complainants and responding parties.
- 5) **Initial report:** All students and employees should report a violation of the consensual relationships/professional conduct policy about which they have credible evidence to a college vice president equity and inclusion or their designee. No one should assume that an official of the college already is aware of any given instance of alleged violation of the consensual relationships/professional conduct policy. Any member of the college community who knows of or receives a complaint of a violation of this policy should report the information or complaint to a college vice president.
- 6) **Informational meeting:** Anyone having credible evidence of a violation of the consensual relationships/professional conduct policy should meet with a college vice president and/or their designee. At this meeting, the reporting party/complainant should explain the basis for the report. The vice president or designee should explain the college's policies and procedures regarding consensual sexual relationships/professional conduct. The vice president and/or designee should clarify for the reporting party the types of information that will automatically initiate further procedures.
- 7) **Informal resolution:** After discussing the report of a violation of the consensual relationships policy with the reporting party/complainant, if the vice president or designee believes that the situation might be best resolved informally, or that the conduct does not violate the college's policy on consensual relationships/professional conduct, or that the complaint rests on misperceptions or miscommunication, the vice president and/or designee may attempt an informal resolution of the report or complaint. This attempt at informal resolution may include further fact-finding, consultation with involved parties or other reasonable means to resolve the situation or remedy the conduct informally. If informal resolution is attempted, however, the identity of the reporting party will be kept confidential, unless the reporting party gives

permission to divulge their identity, and no resolution will be imposed that is not agreed to by all parties involved. Informal investigations and resolution attempts may be terminated at any time by the filing of a written complaint. In any event, the informal resolution process must be concluded as soon as possible after the informational meeting, unless extended by consent of the reporting party and the responding party(s). Information and accusations contained in reports or gathered in the process of informal investigations shall be kept in a confidential file in the Office of People and Culture. Information about an individual in this file may be accessed for the purpose of investigating future reports of a violation of the consensual relationships/professional standards policy, but may not be used as a basis for making personnel decisions. Records of informal resolutions shall be kept in a confidential file in the Office of People and Culture and may be used as a basis for future personnel decisions only with the consent of the reporting or responding party to the informal resolution.

- 8) **Written complaint:** At any point before or during the process of informal resolution any person having knowledge of a violation of the consensual relationships/professional conduct policy may initiate a formal process of investigation and resolution by filing a written statement explaining the basis of the complaint. Any college vice president or their designee may initiate formal procedures to investigate and resolve conduct suspected of constituting a violation of the consensual relationships/professional conduct policy on the basis of substantial credible evidence. Past reports of a violation of the consensual relationships/professional conduct policy alone do not constitute substantial credible evidence; the vice president or their designee must have evidence about current conduct to file a complaint. If the vice president or designee initiates the process of investigation and resolution, they must also put in writing the complaint and explanation of the substantial credible evidence that warrants the initiation of the investigation and resolution process.

**B) Investigation of the written complaint:**

It is the intent of this policy that any complaint or allegations that involve a formal investigation, for consistency reasons, will follow the same policy and protocols associated with the Agnes Scott College Gender-Based Discrimination, Harassment and Sexual Misconduct Policy ("Title IX Policy").

**If the complaint or allegations are not governed by Title IX laws and regulations, for ease of administration, the process will be similar but may employ more flexibility in areas not governed by Title IX.**

You may find the Title IX Policy and Protocols here:

<https://www.agnesscott.edu/wellnessandsafety/policy-statement.html>

At the conclusion of the investigation:

- 1) The College will provide an Initial Report of Factual Findings ("Initial Report") to the Reporting parties/complainants and Responding party. This is a confidential document. The parties should not discuss or disclose the contents of this Initial Report with others on campus, with the exception of their advisors.
- 2) Each party will have two business days to conduct a review of the Initial Report, and to provide a written response. The Reporting parties/complainants and the Responding party shall have an opportunity through a written response to address the facts set forth in the Initial Report to point out anything they contend to be inaccurate. A written response is not mandatory.

The first business day of this two-day review period will be the business day following the day the Initial Report is electronically provided to the parties. (Saturday, Sunday and holidays observed by the College are not business days. Thus, if the Initial Report is sent to the parties by email on a Friday, responses to the report will be due at 5:00 p.m. on the following Tuesday.)

- 3) Should either party submit a written response to the Initial Report, the investigators will review and consider the written response within two business days.
- 4) After considering any written response from the parties, the College will have five (5) business days to provide a written Final Investigative Report to the Reporting party/complainant and the Responding party. This is a confidential document. The parties should not discuss or disclose the contents of this Final Investigative Report with others on campus, with the exception of their advisors.

The **preponderance of the evidence standard** will be used by the College and/or investigators in the Final Investigative Report.

The Final Investigative Report will set forth (a) the investigator's findings and conclusions, (b) recommended sanctions, if any, to be taken against the Responding party as a result of the complaint(s), and (c) other measures, if any, to prevent recurrence of any sexual misconduct against the Reporting party/complainant or others.

- 5) The parties shall have two business days after receiving the Final Investigative Report to submit a written objection to its conclusions and recommended action, if any, against the Responding party.
- 6) If neither party objects to the conclusions and recommended action as set forth in the Final Investigative Report, the complaint(s) will be resolved pursuant to that document and the investigation will be closed. There will be no appeal rights if the matter is resolved at this stage.
- 7) If an objection is submitted by either party, the matter will be sent to the Agnes Scott College Investigation Board if the Responding party is a faculty member or employee. Each party will receive a timely notice of the objection informing them that the Investigation Board or Hearing Panel will be convened as soon as practicable.

**Composition of the Agnes Scott College Investigation Board.** The Board shall be comprised of the officer who supervises the person named as the Responding party, the AVP for Office of People and Culture, the chair of the Faculty Executive Committee and one additional member chosen from the Responding party's constituency (if a faculty Responding party, a second faculty member to be named by the Faculty Executive Committee; if a staff Responding party, a second staff member to be named by the Staff Council) The officer shall serve as Chair of the investigation board.

**Hearing.** The Investigation Board shall conduct a thorough, fair, and expeditious hearing based on all the evidence collected throughout the investigative process resulting in the Final Investigative Report. The hearing generally is closed and typically includes only the Reporting party/complainant (if they elect to attend), Responding party, key material third parties (only in atypical cases where board deems it necessary beyond the information contained in the Final Investigative Report). Both parties will be given the opportunity to address the Final Investigative Report with the board. Beyond this opportunity, the manner in which the hearing is conducted and the information considered solely is within the discretion of the board. The participants may appear sequentially and the Reporting party/complainant may not be required to appear at the same time as the Responding party, or at all. Neither party may directly question the other but each may submit questions to the board for consideration.

At its discretion, the board may seek further written evidence and interview witnesses who, in the opinion of the board, can shed light on the merits of the complaint(s) and the conduct of the Responding party. The parties shall have the right to suggest any additional witnesses/interviews and additional information to the investigation board that in their opinion can provide valid and relevant evidence not previously presented. The parties may also suggest questions to any

witnesses, but questioning shall be done solely by the chair of the investigation board, whose judgment about the appropriateness and wording of questions, after consultation with other board members they deem necessary, shall be final. The board shall retain the authority to consider any and all information in the determination of responsibility and in the imposition of sanctions.

If there is a determination of responsibility, the Reporting parties/complainants may provide to the board a written impact statement prior to the issuance of sanctions. The impact statement will only be permitted during the sanctioning phase following the determination of responsibility. An impact statement is not required but encouraged by the College.

The preponderance of the evidence standard will be used by the Investigation Board.

**Notice of Outcome.** Within five (5) business days of the conclusion of the hearing, the College will inform the parties of the Investigation Board's decision by electronic transmission of a Notice of Outcome.

The Notice of Outcome to the Responding party will identify (a) the Investigation Board's findings and conclusions, (b) the recommended sanctions, if any, to be taken against the Responding party as a result of the complaint, (c) other measures, if any, to prevent recurrence of any misconduct against the Reporting party/complainant or others, (d) the opportunity to accept responsibility within two (2) business days, and (e) appeal procedures. The Notice of Outcome to the Responding party will not identify remedial measures or accommodation solely relevant to the Reporting parties/complainants.

The Notice of Outcome to the Reporting party/complainant will identify (a) sanctions or measures, if any, relevant to the Reporting party/complainant, and (b) appeal procedures. If the Responding party is found responsible for sexual violence, the Notice of Outcome to the Reporting party/complainant will additionally include all sanctions.

**Conflict of interest.** If any member of the investigation board is a party to the complaint or has any other conflict of interest that would prevent them from adjudicating the complaint in a fair and impartial manner, the President of the College will decide the existence of such a conflict and designate a substitute of similar status to serve on the investigation board. If for any reason it is not appropriate or possible for the President to do so, the chair of the board of trustees will designate a substitute.

### **C) Appeal Rights**

The parties may appeal the Notice of Outcome by submitting a written notice within two business days of its receipt. The first business day of this two-day review period will be the business day following the day the Initial Report is electronically provided to the parties.

All protective measures or accommodations imposed or maintained by the Investigation Board will be in effect during the appeal process.

An appeal may be based on one of the following grounds:

- (a) The existence of new facts that (i) were not available throughout the investigation process, and (ii) may have materially affected the Investigation Board's decision if they had been available at the time of the investigation;
- (b) Evidence that procedures set forth here (i) were not followed, and (ii) that the failure to follow these procedures may have materially affected the Investigation Board's decision;
- (c) That the sanction imposed was outside the range of sanctions authorized by the Agnes Scott College Consensual Relationships/Professional Conduct Policy; and/or
- (d) That legal rights as provided to a party were violated.

No other issues may be included within an appeal.

The appeal must be timely received in-person or electronically by the associate vice president for office of people and culture, or in their office located in Hopkins Hall.

- The AVP will then review the written appeal to determine its timeliness and whether it raises one of the permissible grounds for appeal as set forth above.
- If the AVP determines that the appeal is untimely or that it has not raised a permissible grounds for appeal as set forth above, the appeal will be rejected and the Notice of Outcome from the proceeding will be rendered final.
- If the appeal is timely and it has raised a permissible grounds for appeal, the President of Agnes Scott College shall review the appeal (to include the Final Investigative Report, Notice of Outcome and sanctions to be imposed), and, may review any documents or statements presented throughout the investigation and adjudication process.
- The President may accept, reject, or modify the finding and/or sanctions based upon one or more of the permissible grounds for appeal.
- The President or her designee will communicate her decision, in writing, to the AVP, who will forward the decision to the Responding party and the Reporting party/complainant.
- The appeal decision shall be final.

#### **D) Sanctions and Protective Measures**

**Interim measures during the course of investigation.** At any point after the filing of a written complaint, the President of the College may place the responding party on administrative leave with pay or suspend the responding party without pay. Summary suspension shall be imposed only when, in the judgment of the President, the responding party's presence on campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the suspension, the Responding party shall be given written notice of the intention to impose the suspension and shall be given an opportunity to present oral and written arguments against the imposition of the suspension. If the Responding party is suspended, the formal process should be completed within the shortest reasonable time possible, not to exceed ten working days. During the suspension, the Responding party may not enter campus without obtaining prior permission from an officer of the college.

Other interim measures may include supervisor notification, adjustment of reporting structure and any reasonable steps to minimize the impact of the alleged violation of the Consensual Relationship/Professional Conduct policy, or in extreme cases to end, prevent recurrence and remedy the impact of any sexual misconduct. All sanctions and remedial actions identified below are available to the College as an interim measure. Interim measures may also become permanent accommodations following the conclusion of the formal proceedings.

**Imposition of remedial actions, protective measures or sanctions.** The College may impose the following actions, measures or sanctions on an interim or permanent basis:

- Verbal or written warning. At the discretion of the College, the warning will be noted in the employment record of the Responding party.
- No contact letter
- Providing an escort
- Adjustment of work schedule
- Supervisor notification
- Adjustment of supervisory or reporting structure
- Referral to or provision of counseling (EAP, etc.)

- Referral to police and/or community services
- Sensitivity training and educational programming
- Paid leave
- Unpaid leave
- Suspension or denial of use of the College services and facilities
- Dismissal from employment (for dismissal of faculty, see below)
- Any of the sanctions and/or protective measures listed for students in the governing Agnes Scott College Title IX Sexual Misconduct Policy

Failure to timely and fully comply with sanctions or remedial actions may constitute a separate violation of the Sexual Misconduct Policy or this protocol.

**Suspension or dismissal of faculty.** The College's decision to suspend or terminate a full-time faculty member holding a continuous appointment or a probationary or term contract before its expiration is a recommendation only and triggers the procedures for dismissal for cause under Dismissal of Teaching Faculty Policies and Procedures.

### **E) Resolution Time Frame**

Within 60 days of notice to the College of potential sexual misconduct, unless the Responding party has been suspended (see preceding paragraph), the time period is extended by the consent of the Reporting party/complainant and the Responding party or extenuating circumstances, the investigation board shall make appropriate and well-grounded findings regarding the factual basis of the complaint. (Notice of Outcome)

### **F) Documentation**

The AVP for Office of People and Culture is responsible for keeping a record of the entire formal complaint process, including all complaints, answers, written evidence, notes from hearings, other documentary evidence from the investigation and appeals processes, and documentation of remedial actions taken and any evidence concerning their effectiveness. This record shall be maintained in a confidential file in the Office of People and Culture, and shall be available to managers and RPT committees for use as appropriate in making personnel decisions.

Revised: June 2019

## **Copyright Policies**

### Use of Copyrighted Works for Education and Research

#### (I) Introduction

The purpose of copyright, as articulated in the United States Constitution, is to "promote the Progress of Science and useful Arts." As Agnes Scott College (ASC) realizes its mission to educate its students, and to conduct research in the arts and sciences, or engage in the performing and creative arts, we have a responsibility towards the use of copyrighted works.

As creators of copyrighted works, we appreciate the incentive that copyright holds for the dissemination and preservation of our creative efforts in order to advance and expand general knowledge. As users of copyrighted works, we honor both the opportunities for and limitations to using the intellectual property of others. We also act as significant role models for our students for the responsible use of copyrighted work in teaching, learning, research, and scholarship. We are acutely aware of the importance of striking an appropriate balance, as United States law does, between the rights of intellectual property owners to govern the dissemination and use of their works, and our need to use information quickly and efficiently in our teaching, learning, and



scholarship.

## (II) Policy on the Use of Copyrighted Works for Education and Research

Please reference the Copyright LibGuide for a complete listing of copyright law and fair use in an academic setting: <https://libguides.agnesscott.edu/copyright>. It offers a checklist and videos.

Agnes Scott College will take appropriate measures to ensure that its students, faculty, and staff are aware of copyright laws, regulations, and agreements and can act responsibly as they use information that is owned by others in the course of teaching, learning, research, or administration of the College. All members of the Agnes Scott College community are required to comply with copyright laws. [Federal copyright laws](#) provide valuable protection to the authors of original works, and Agnes Scott College expects all members of the ASC community to respect those rights.

Copyright laws also permit users of copyrighted works to make fair use of copyrighted materials under some limited circumstances. Agnes Scott College is committed to full support of the fair use of copyrighted works by the Agnes Scott College community under the provisions of applicable laws. Members of the Agnes Scott College community are expected to have knowledge of, and make reasonable application of, the four factors of fair use.

**Failure to comply with copyright laws and to act in good faith in the fair use of copyrighted material will result in an Agnes Scott College community member assuming liability for their own actions and may result in disciplinary action.**

## (III) Copyright Protections and Fair Use Principles

To help members of the Agnes Scott College community understand and comply with copyright laws, this document summarizes basic principles of copyright law including the application of the fair use balancing test.

Copyright law is inherently complex. A fair use of a copyrighted work depends upon a specific determination based upon the circumstances of the use. New information technologies, e.g., digital information and networked environments, have introduced a wholly new, and in many ways transformed, working environment for the application of copyright. These principles are intended to provide an initial context for complying with the law.

**Principle 1:** The copyright holder has important and exclusive rights. Copyright law protects original works such as writings, music, visual arts, and films by giving the copyright holder a set of exclusive rights in that work. These rights include the right to copy, distribute, adapt, perform, display, and create derivative or collected works. In general, any use of copyrighted materials requires [permission](#) from, and potentially payment of royalties to, the copyright holder, unless the use falls within an exemption in the law, such as the fair use exemption.

**Principle 2:** Responsible decision-making means that Agnes Scott College community members must make demonstrable good faith efforts to understand the fundamentals of copyright law and the reasonable application of fair use. When Agnes Scott College community members plan to use a copyrighted work in their teaching or research, they must examine the specifics of their use within the context of the law in order to determine whether they should seek permission for the use or depend instead upon the fair use exemption.

**Principle 3:** An appropriate exercise of fair use depends on a case-by-case application and balancing of four factors as set forth in a statute enacted by Congress. A proper determination of fair use--in daily practice and in the courts--requires applying these four factors to the specific circumstances of the use:

Four Factors Used to Determine "Fair Use":

- Purpose or character of the use
- Nature of the copyrighted work being used
- Amount and substantiality of the work being used
- Effect of the use on the market for or value of the original

These factors must be evaluated to determine whether most of them weigh in favor of or against fair use.

**Principle 4:** Nonprofit educational purposes are generally favored in the application of the four factors of fair use, but an educational use does not by itself make the use a "fair use." One must always consider and weigh all four factors of fair use together. The educational purpose of Agnes Scott College will usually weigh the first of the four factors, the purpose or character of the use, in favor of fair use. However, an educational use does not mean that the use is, by that factor alone, a fair use. All four factors must be weighed in making a decision.

**Principle 5:** Reasonable people--including judges and legislators--can and will differ in their understanding of fair use. Copyright law rarely offers a definitive meaning of fair use for any specific application. Thus, the real meaning of fair use depends on a reasoned and responsible application of the four factors. One person's judgment and situation may not match the next, and the differences may be based on variations in facts and circumstances.

**Principle 6:** By acting responsibly and by making considered and intentional decisions, you can limit your potential liability; document your reasoning for a fair use. Because of the flexible and interpretive nature of fair use, Congress provided significant protection for educators. Not only does the fair use exception apply particularly to educational purposes, but additional laws may limit the monetary liability that educators may potentially face. In any event, however, educators must hold a reasonable and good-faith belief that their activities are fair use in light of the four factors. By [documenting your application](#) of the four factors of fair use to your specific use, you will be better able to demonstrate your activities were done in good faith.

**Principle 7:** Guidelines, while sometimes helpful, do not determine the entire breadth and scope of fair use protection. In an attempt to clarify the meaning of fair use for common situations, various private parties have negotiated guidelines, but those externally developed guidelines are sometimes inappropriate for the realistic application of fair use to higher education. Such guidelines may be consulted by courts in making fair use determinations, but the guidelines are not binding either as limiting permissible activity or as providing safe harbors. Fair use must be determined according to the circumstances of each situation.

(IV) Practical Assistance: Frequently Asked Questions

Practical assistance to explain concepts in these concepts is available in various ways:

- The Fair Use Checklist is a [tool](#) for conducting and documenting your fair use analysis.
- **Common classroom scenarios are outlined [here](#).**

### Determining the Copyright Status of a Work

#### Q) How do I know if a work is under copyright or in the public domain?

A) First examine the work for a copyright statement. Then consult [Is it Still in Copyright?](#) from Stanford University.

### The Four Factors of Fair Use

#### Q) Can you provide more detail about the four factors that determine fair use?

A) Fair use balances the rights of copyright holders with the needs of scholars to promote teaching, research and the free exchange of ideas. Fair use defines particular circumstances in which it is permissible to use copyrighted material, free from permissions and royalties. The four factors considered in weighing fair use are:

- 1) The purpose and character of the use. Use in nonprofit, educational teaching and research, or for criticism, commentary or news reporting, makes a finding of fair use more likely; commercial use makes a finding of fair use less likely. However, not all educational uses are fair uses.
- 2) The nature of the copyrighted work. Using works that are factual (e.g., historical data, scientific information, etc.) tends to weigh in favor of a finding of fair use; creative or unpublished works tend to indicate the need for copyright permission.
- 3) The amount and substantiality of the portion used. Use of small portions of a work usually favors a finding of fair use as long as the portion does not constitute "the heart of the work." The more material used the greater the balance away from fair use.
- 4) The effect of the use upon the potential market for the work. Use that substitutes for the purchase of a book, reprint, or subscription weighs against a finding of fair use.

Clearly these factors are subject to varying interpretations and applications. For further guidance, see a Fair Use Checklist.

**Q) Isn't any use in an educational setting considered fair use?**

A) Unfortunately not. Purpose and character of the use (i.e., educational) is only one of four factors determining fair use. Educational use does favor fair use but other factors may weigh against fair use (e.g., nature of the work, amount copied, effect on the market).

**Uploading Course Materials on Canvas**

**Q) May I put electronic copies of course readings on my Canvas site without copyright permission?**

A) Yes, in accordance with these guidelines:

- Use materials in the public domain freely.
- Use material freely if you own the copyright (e.g., exams, syllabi, notes).
- Use the McCain Library [Journal Locator](#) to find full text articles to link to from your syllabi. Whenever possible, link directly to documents available through McCain Library subscriptions rather than downloading them onto your Canvas site. **Put the stable or persistent URL link** on your Canvas syllabus, **not a PDF**. (This teaches students to link to articles appropriately and counts usage for library statistics.)
- Keep items used under fair use up for only one semester AND restrict your website to enrolled class members only.
- Remember: more stringent guidelines may apply to images, graphics, video, sound, etc.

**Q) Could you give me examples of fair use of printed materials?**

A) Some common scenarios are given [here](#).

**Q) May I link to other websites from my home page or from Canvas?**

A) Generally, this is permitted. Include an acknowledgement to the author or creator.

**Q) What about other kinds of materials for classroom use (e.g., video, audio, images)?**

A) Consult these examples related to [video recordings](#) and [multimedia](#).

For fair use images, try:

- [Wikimedia Commons](#): All images and other media files on this site are freely reusable without permission.
- [Flickr](#): Advanced search options allow searches for Creative Commons-licensed images.
- [Commons](#): Searches multiple platforms for Creative Commons-licensed images.

### **Obtaining Copyright Permission**

#### **Q) How do I get copyright permission when needed?**

A) See [copyright policies](#) and [how to request permission](#).

### **Copyrighting Your Own Materials**

#### **Q) How do I copyright my own materials?**

A) Copyright protection is automatic for materials "fixed in a tangible medium" (i.e., written, recorded, etc.). If you wish to register your copyright, go to the [U.S. Copyright Office website](#). This is not required but may help if you wish to file a complaint about copyright violation.

### **Special Situations**

#### **Out of print works**

#### **Q) Is it okay to photocopy a book that is out of print?**

A) No, many out of print books are still protected by copyright. Check with McCain Library about [buying a copy](#) through the out of print/used book market or borrowing a copy through [interlibrary loan](#).

#### **Video, Film and Software**

#### **Q) May I show a video labeled "Home Use Only" to my class?**

A) Yes, this is considered permissible in face-to-face teaching for instruction (but not entertainment).

#### **Q) May I show a video labeled "Home Use Only" in a campus auditorium?**

A) Yes, as long as the performance is not open to the public [or to students not enrolled in the course] and is for instructional purposes.

#### **Q) May I show videos owned by McCain Library for a film series?**

A) Only if the library purchased public performance rights for each video/DVD you intend to use.

#### **Q) May I copy a rental video or a preview copy to use later?**

A) No.

#### **Performance** (music, dance, drama)

#### **Q) Because Agnes Scott College is a non-profit educational institution, aren't performances of music, dance, and drama allowable under fair use?**

A) This is a complex area of the law. In general, performances in the classroom are permitted; any kind of public performance requires permission and/or payment of royalties. Consult with the Music or Theatre and Dance departments for more information.

#### **Software**

#### **Q) Do fair use provisions also apply to software?**

A) No, software is almost always licensed and the license stipulates use. Fair use does not apply.

#### **Q) I often make a back-up copy of software. Is this okay?**

A) Generally, yes, as long as you retain the copy as a true back-up and only use it when the

original fails.

**Q) Is it alright to load single-user license software on several computers?**

A) No, you need to buy multiple copies or be licensed for multiple users.

**Q) May I borrow software to download on my home/office computer?**

A) No, unless the software license specifically permits this use.

(V) How to Obtain Copyright Permission

**Class handouts, photocopies for library reserves, online posting (e.g. Canvas)**

Each faculty member is responsible for obtaining or arranging to obtain copyright permissions for classroom handouts, photocopies for library reserve use, or online posting of materials (e.g., on Canvas). Since the process can be slow, especially when dealing directly with a publisher, we recommend that you submit requests for permissions at least six weeks before the material is needed. If permission is denied, or cannot be obtained in time, alternate material must be found.

For assistance identifying or locating publishers, search [Google](#), the [Serials Directory](#), the [Copyright Clearance Center](#), or ask for search assistance from the McCain Library reference desk, x6096.

(VI) Agnes Scott College Copyright Contacts

**For Questions About:**

Copyright Law or Fair Use

Digital Millennium Copyright Act (DMCA)

Online Teaching

Course Support Materials (Reserves)

Use of Images

Audiovisuals, Multimedia, Software

**Contact:**

[Casey Long](#), x6343, McCain Library

[Emily Gwynn](#), x6483, ITS

[Casey Long](#), x6343, McCain Library

[Chris Bishop](#), x6337, McCain Library

[Casey Long](#), x6343, McCain Library

[Emily Gwynn](#), x6313, ETS

(VII) Copyright Resources on the Web

- [Copyright Advisory Services](#) (Columbia University)
- [Fair Use Checklist](#) (University System of Georgia)
- [The Code of Best Practices for Academic and Research Libraries](#) (ARL)
- [Copyright Term and the Public Domain in the United States](#)(Cornell University)
- [Limitations on Exclusive Rights: Fair Use](#) (Cornell Law School, Legal Information Institute)
- [U.S. Copyright Law: A Guide for Music Educators](#) (National Association for Music Education)
- [Copyright & Fair Use: Charts and Tools](#) (Stanford University)

Agnes Scott College, McCain Library is grateful to Smith College Libraries for the framework and some of the language used above. Policy endorsed August 11, 2014 by Information Technology Services and McCain Library. Updated July 5, 2024

## Digital Millennium Copyright Act Guidelines

The [Digital Millennium Copyright Act \(DMCA\)](#) is legislation enacted by the United States Congress in October 1998 that made major changes to the US Copyright Act. These changes were necessary in part to bring US Copyright law into compliance with the World Intellectual Property Organization (WIPO) Copyright Treaty and the WIPO Performances Phonograms Treaty. The DMCA also strengthened the legal protection of intellectual property rights in the wake of emerging new information communication technologies.

Agnes Scott College complies with the provisions of the Digital Millennium Copyright Act (DMCA). Distribution of copyrighted materials without permission can be a violation of federal law. Music,

movies, video, or games that are downloaded via file sharing networks like KaZaA, Gnutella, Napster, Blubster, and eDonkey, are typically distributed without the permission of the copyright owner, and thus these downloads are illegal. The federal government and various organizations are very serious about enforcing the DMCA legislation and provisions. Violations of DMCA provisions can carry stiff fines and potential jail sentences. Agnes Scott College neither condones nor supports in any way the use of copyrighted material in ways in which it was not intended.

### **What should Agnes Scott faculty do?**

Very simply, do not download or distribute copyrighted materials without appropriate permissions. If you wish to download copyrighted material, find out how to acquire it legally and take appropriate steps to ensure your computer is not used for illegal file sharing.

## **EAP – Employee Assistance Program**

The EAP through Espyr provides counseling and referrals for a wide variety of personal issues. If you or a household member is faced with a personal issue, the EAP's professional, experienced and knowledgeable counselors can help with the following:

- **PERSONAL COUNSELING:** Counseling is available to you and your household members 24-hours a day, seven days a week. Referrals are available to a counselor in your area and provide up to 3 face-to-face counseling sessions per issue, per year.
- **BUDGET AND DEBT ASSISTANCE:** If you are faced with budget and/or debt problems, the EAP will refer you to a non-profit agency and will pay the initial fee for this service. This service helps people put together sensible budget plans and obtain advice about handling debt problems.
- **NEW PARENT TRANSITION PROGRAM:** Provides confidential telephonic or email counseling sessions with a family management coach. The coach works with the client to craft a family/life plan that will harmonize the particular dynamics of their family and work life and ease their transition back to work.
- **CONFIDENTIALITY:** No one will know that you participated in the EAP unless you choose to inform him or her. The program is confidential. What you say to a counselor remains private.

To set up an appointment for any of the above services, simply call 800-869-0276 Monday – Thursday between 8:30 a.m. and 6:00 p.m. Eastern time, or between 8:30 a.m. and 5:00 p.m. on Fridays. In the event of a clinical emergency, call this number any time, 24-hours a day, seven days a week and you will be able to speak to an EAP counselor. To access the on-line services, go to [espyr.com](http://espyr.com) and log in using your password: agnesscott.

## **Electronic Mail Guidelines**

### **Email Accounts**

#### **Purpose**

To ensure the proper use of the Agnes Scott College ("College") email system and inform the campus community what the College deems as appropriate and inappropriate use of the College's email system.

*The policy and guidelines apply to:*

1. All email services provided by Agnes Scott College.
2. All Users and holders of College email accounts or systems, regardless of the intended use; and
3. All College email Official Records and/or Public Records in the possession of or generated by College employees and other Users of email services provided by the College, regardless of whether the records were generated on College or non-College computers.

### **Policy**

All members of the Agnes Scott College community (faculty, staff, students, retired faculty and staff) (individually "User" and collectively "Users") are provided an email account in order to facilitate the exchange of College-related professional information. User accounts are provided as a service to individuals as members of the College community.

The College email system is a business communication tool, and Users are expected to follow College policy and guidelines in using this tool in a responsible, professional, effective and lawful manner.

Administrative offices use email as an official communication tool to College students. Messages that fall within this category should have a subject line of Official College Communication, followed by an informative subject. For example, OFFICIAL COLLEGE COMMUNICATION: Emergency Contact Data Required. Users are prohibited from:

- Sending or forwarding messages:
  - Containing defamatory, offensive, harassing or obscene remarks of a political nature (i.e. personal opinion, public/political debate, and/or campaigning).
  - Soliciting support or funding not related to College approved fundraising.
  - Promoting continuation of a chain message or pyramid scheme.
  - Disrupting or interference with the College's email system, which includes distribution of chain letters, unapproved mass mailing to external or internal audiences, or any activities that have a heightened likelihood of creating or spreading viruses.
  - Appearing to represent, provide opinions, or otherwise make statements on behalf of the College or any unit of the College - unless expressly authorized College leadership to do so.
- Access or attempt to access another User's email account without authorization or in an attempt to falsify email messages.
- Use the College email for private commercial or political activities, fundraisers or advertising not associated with Agnes Scott College or unlawful activities that violate any of the College's policies.

Violations will be handled through normal College disciplinary procedures. Harassing messages and other illegal activity conducted via email may also be reported to the appropriate local, state and/or federal authorities.

Users are responsible for protecting their own login and password information; and should never allow someone else to use their email accounts / logins.

### Legal

Numerous laws govern any written form of communication. Therefore, it is important that Users are aware of the legal risks of sending email. Users could be liable for the following -

- Viewing, sending or forwarding email with any defamatory, offensive, pornographic, harassing or obscene remarks or images
- Forwarding confidential information or messages without permission of the original sender
- Send attachments that contain a virus

If the guidelines and procedures set out in this policy are disregarded, the User will be held solely liable for any legal risk associated with their misuse of the College's email system.

### Confidentiality

The College reserves the right to monitor email communications of all College User accounts. College email is **NOT** confidential. Information of a confidential personal nature should NEVER be sent via email. Electronic mail is treated like other College records and is retained in accordance with state and federal laws.

Users may not access, use or disclose personal or confidential information without appropriate authorization, and must take the necessary precautions to protect the confidentiality of personal or confidential information, whether that information is maintained on paper, found in email or other electronic formats.



## Privacy

The Office of the Registrar may elect to publish student email addresses, phone numbers, etc. as directory information, consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA). Individual students may request that the College not treat their email address as directory information. Requests should be directed to the Office of the Registrar.

***Email should not be considered private***, and there is no guarantee of privacy. While email accounts are password protected, if effective password procedures are not followed by the account holder or if the User falls victim to a phishing attempt or credential harvesting scheme, unauthorized access may be gained to an account.

Electronic mail content may be accessed by support personnel with appropriate:

- end-User authorization while performing routine support operations or working on User problems; and
- security or legal authorization while protecting the integrity of the College's computing systems and the rights and property of the College.

## Personal Use

Although the College's email system is meant for business use, Agnes Scott College allows for the reasonable, incidental personal use of email under the following guidelines:

- Personal use of email does not interfere with work or obligations to the College.
- Does not result in the forwarding of chain letters, junk mail, jokes and virus or phishing messages – which are strictly forbidden.
- Does not result in mass mailings.
- Does not directly or indirectly interfere with the operation of College technology or email services.
- Does not violate this policy, or any other applicable policy or law, including but not limited to use for personal gain, conflict of interest, harassment, defamation, copyright infringement or illegal activities.
- All messages distributed via the College's email system, even personal emails are subject to access consistent with this and other College policies and applicable laws.
- Does not carry with it any reasonable expectation of privacy.

If Agnes Scott College's email system is utilized for personal use, the College will not be liable nor held responsible for a breach of data involving the User's personal data nor the data of the User's personal contacts.

## Internal Email Distribution Lists

The college maintains internal email distribution lists to assist in group communication. Contact the ITS Help Desk if you need assistance in setting up an email distribution list.

Campus wide announcements should be directed to the Irvine and [MyAgnes](#).

September 2006

Revised: November 10, 2014; July 23, 2009; October 2014, July 2022

## Faculty Benefits

Please refer to the Undergraduate Faculty Handbook for the most up to date information on the benefits described below. Detailed information on faculty benefits and all college employee benefits can be found on the Office of People and Culture benefits page on the College's website:

<https://www.agnesscott.edu/people-and-culture/benefits.html>

## Retirement Programs

Agnes Scott College has established a 403(b) Defined Contribution Retirement Plan to assist employees in saving for retirement. The plan is provided through Teachers Insurance Annuity



Association-College Retirement Equities Fund (TIAA). Full-time or half-time employees who complete at least 1,000 continuous work hours each year are required to participate in the Agnes Scott College 403(b) Defined Contribution Retirement Plan. Eligible employees are required as a condition of employment to contribute 3.5 percent of their salary after one year of service. For further description of employee retirement benefits, please see the office of people and cultures benefits website at <https://myagnes.agnesscott.edu/groups/people-and-culture/TIAA>

Revised July 2022

### **Life Insurance**

Regular half-time employees and regular full-time employees are eligible to participate in the life-insurance plan. Eligible employees may participate in the life-insurance plan subject to all terms and conditions of the agreement between Agnes Scott and the insurance carrier. Details of the basic life-insurance plan including benefit amounts are described in the Summary Plan Description provided to eligible employees. Contact the Office of People and Culture for more information about life-insurance benefits.

### **Medical Insurance**

Agnes Scott College's health-insurance plan provides employees and their dependents access to medical insurance benefits. Regular half-time employees and regular full-time employees are eligible to participate in the health insurance plan.

Eligible employees may participate in the health-insurance plan subject to all terms and conditions of the agreement between Agnes Scott and the insurance carrier. The employee part of the premium is deducted from an employee's paycheck on a monthly pre-tax basis, unless the employee requests otherwise in writing. If enrolled, insurance will become effective on the first day of the month after the date of hire unless the date of hire is the first day of the month, in which case, benefits become effective that day.

If premiums are deducted on a pre-tax basis, the employee can only cancel or change coverage during annual Open Enrollment, with the exception of certain "qualifying events," such as marriage, new birth or a dependent child becoming ineligible.

If eligible dependents are to be covered by Agnes Scott College health insurance, dependents MUST be enrolled when the employee is hired, or when the dependent first becomes eligible, i.e. marriage, new birth or other approved "life change." Proof of a "life change" must be provided to the Office of People and Culture to apply for coverage. Failure to enroll dependents when first eligible may jeopardize or delay their coverage, as they must submit an "underwriter application," which the insurance company has the right to deny because of prior health history.

Employees who are laid off by the College during the winter break or summer months, or who take an authorized unpaid leave of absence (not to exceed three months), MUST pay the Office of People and Culture their normal contribution before the first of each month to continue health insurance during periods when they are not on the payroll.

### **Insurance Termination**

Insurance will terminate on the last day of the month in which separation of employment was effective from Agnes Scott College, or when the group plan terminates or when the employee fails to make the required contributions. Dependent coverage will terminate on the effective date of the employee's termination of coverage or when they are no longer eligible.

A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated

Omnibus Budget Reconciliation Act (COBRA). Refer to the Benefits Continuation (COBRA) policy for more information. Details of the health-insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Office of People and Culture for more information about health-insurance benefits.

Agnes Scott College reserves the right to modify, change or discontinue these health insurance programs at any time.

### **Dental Insurance**

Agnes Scott College's dental insurance plan provides employees and their dependents access to dental insurance benefits. Regular full-time employees and regular half-time employees are eligible to participate in the dental insurance plan. Eligible employees may participate in the dental insurance plan subject to all terms and conditions of the agreement between Agnes Scott and the insurance carrier. The employee part of the premium is deducted from an employee's paycheck on a monthly pre-tax basis, unless the employee requests otherwise in writing. If enrolled, insurance will become effective on the first day of the month after the date of hire unless the date of hire is the first of the month, in which case, benefits become effective that day. Details of the dental-insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Office of People and Culture for more information about dental-insurance benefits. Agnes Scott College reserves the right to modify, change or discontinue the dental-insurance program at any time.

### **Vision Insurance**

Agnes Scott College's vision insurance plan provides employees and their dependents access to vision-care benefits. Regular full-time employees and regular half-time employees are eligible to participate in the vision insurance plan.

Eligible employees may participate in the vision insurance plan subject to all terms and conditions of the agreement between Agnes Scott and the insurance carrier. The premium is deducted from an employee's paycheck on a monthly pre-tax basis, unless the employee requests otherwise in writing. If enrolled, insurance will become effective on the first day of the month after the date of hire unless the date of hire is the first of the month, in which case, benefits become effective that day. Details of the vision-insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Office of People and Culture for more information about vision insurance benefits. Agnes Scott College reserves the right to modify, change or discontinue the vision insurance program at any time.

### **Worker's Compensation Insurance**

Agnes Scott College provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important to report it immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Neither Agnes Scott nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any

off-duty recreational, social or athletic activity sponsored by the College.

Any employee who sustains an on-the-job injury or illness, no matter how slight, is required by law to immediately report the event to his/her supervisor who must, in turn, notify the Office of Public Safety or the Office of People and Culture on the day of the event or within 24 hours of the occurrence. A report must be completed by the Office of Public Safety or the Office of People and Culture. The Office of People and Culture will coordinate all claim matters with the insurance carrier.

#### Treatment for Injury

If the injury is life threatening, contact the Office of Public Safety so emergency personnel can be directed to the injured employee and she/he immediately can be taken to the nearest emergency medical care facility. Contact Public Safety at 404 471-6355. Public safety will complete an accident report.

For bandage type, or minor first-aid injuries, treatment can be obtained through the Agnes Scott College Wellness Center during the school year. The supervisor will contact public safety or office of people and culture so an accident report may be completed.

For serious but non-life-threatening injuries, the injured employee is to obtain medical services from one of the authorized medical providers listed on Agnes Scott's Panel of Physicians. The Panel of Physicians list is posted in the Office of Facilities, Evans Dining Hall, and the Office of People and Culture. Authorized treatment slips are available from the Office of People and Culture; if treatment slips are needed before or after normal working hours, contact public safety. The supervisor must contact public safety or the office of people and culture so an accident report may be completed.

Time spent in treatment of an injury caused by an on-the-job accident as well as any necessary related absence that same day is considered work time. However, an injured employee is required to record his or her departure for off-campus medical treatment on the Monthly Leave and Work Report or Biweekly Timesheet.

If the injury entails at-home recovery, the employee must regularly inform his/her supervisor of progress and expected return to work date. Employees must also provide the Office of People and Culture with all documents, i.e., doctor appointments, statements with regard to work status, release to return to the work place, etc., that pertain to an on-the-job injury or illness. All information is kept strictly confidential.

Worker's compensation leave and pay (66 2/3 percent of the injured employee's gross monthly pay) begins after seven calendar days of absence. Any accrued sick leave will be used first until worker's compensation leave begins; accrued sick leave will also be used to supplement worker's compensation benefits but may not exceed the employee's gross salary/wages.

For further information, contact the Office of People and Culture.

Revised October 2007.

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

Agnes Scott College provides a long-term disability (LTD) benefits plan to help eligible employees cope with an illness or injury that results in a long-term absence from employment. LTD is designed to ensure a continuing income for employees who are disabled and unable to work.

Regular half-time employees and regular full-time employees are eligible to participate in the LTD plan. Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between Agnes Scott and the insurance carrier.

LTD benefits are offset with amounts received under Social Security or workers' compensation for the same time period. Details of the LTD benefits plan including benefit amounts and limitations

and restrictions are described in the Summary Plan Description provided to eligible employees. Contact the Office of People and Culture for more information about LTD benefits.

## Family and Medical Leave

### FACULTY AND STAFF

Agnes Scott College understands the importance of family issues to today's work force. The College also recognizes that more faculty and staff members than ever before face conflicting demands of family obligations and work. Because faculty and staff members may find it necessary to take leave from their jobs for a temporary period to address certain family responsibilities or their own health conditions and to comply with the FAMILY AND MEDICAL LEAVE ACT OF 1993\* (FMLA), the College has developed this Family and Medical Leave Policy. The leave may be paid, unpaid or a combination of paid and unpaid leave depending on the circumstances of the leave and as specified in this policy.

\*IMPORTANT NOTE -The Family and Medical Leave Act is a law passed in 1993 to allow eligible employees up to 12 work-weeks of job-protected leave per 12-month period. It does not guarantee compensation for the leave, only that the employee's job will be protected within the parameters of the law and the policy. For questions concerning your particular situation, please see the Office of People and Culture.

Regular half-time employees and regular full-time employees are eligible to request family and medical leave as described in this policy:

Note: This policy is separate from that which addresses the area of professional leaves of absence for faculty members.

### Eligibility

To qualify, the faculty or staff member must meet all of these conditions:

She/he must have worked for the College for 12 months or 52 weeks. The 12 months or 52 weeks need not have been consecutive. As long as the faculty or staff member has worked for the College for at least 12 months and has worked one semester or 1,250 hours during the preceding 12-month period, she/he is eligible.

### Type of Leave Covered

To qualify as FMLA leave under this policy, the employee must be taking leave for one of the following reasons:

- The birth of a child and to care for that child;
- The placement of a child for adoption or foster care and to care for the newly placed child;
- To care for a family member\* with a serious health condition; or
- The serious health condition (described below) of the employee.

\*For the purpose of this benefit a "family member" is defined to include the faculty or staff member's spouse, sponsored "domestic partner," daughter, son, parent or individual who served as legal guardian and primary-care giver, when the faculty or staff member was a child. A "parent" is any individual who assumed the day-to day and financial responsibility for the faculty or staff member when the faculty member was a child.

A faculty or staff member may take leave because of a serious health condition that makes them unable to perform the functions of her/his position. A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves a period of incapacity or treatment following in-patient care in a hospital, hospice or residential medical care facility; a

period of incapacity requiring more than three day's absence from work and continuing treatment by a health-care provider; or continuing treatment by a physician for a chronic or long-term health condition that is so serious that if not treated, would likely result in incapacity of more than three days; or continuing treatment by or under the supervision of physician of a chronic or long-term condition or disability that is incurable.

Faculty or staff members with questions about what illnesses are covered under the FMLA policy should consult with the Office of People and Culture.

The College may require the faculty or staff member to provide a doctor's certification of the serious health condition. The certification process is outlined under Certification of the Serious Health Condition.

If the faculty or staff member takes paid sick leave for a condition that progresses into a serious health condition and the faculty or staff member requests unpaid leave as provided under this policy, the College may designate all or some of the related leave taken as leave under this policy to the extent that the earlier leave meets necessary qualifications.

### **Timing of the Leave**

An eligible faculty or staff member may take up to 12 weeks of leave under this policy during any 12-month period.

The College will measure the 12-month period as a rolling 12-month period measured backward from the date an individual uses any leave under this policy (except that the College will not measure back before Aug.5, 1993). Each time a faculty or staff member takes leave, the College will compute the amount of leave the faculty or staff member has taken under this policy and subtract it from the 12 weeks of available leave, and the balance remaining is the amount the faculty or staff member is entitled to take at that time.

Spouses who are employed by the College and who request FMLA leave for the birth, adoption or foster care placement of a child with the employee(s), or to care for a sick parent, are eligible for a combined 12 weeks between the two individuals. In other words, both individuals continue to be eligible for 12 weeks of FMLA apiece, but may only take 12 weeks between them for this event.

If the FMLA leave involves a serious health condition, it can be taken on an intermittent or reduced schedule basis if medically necessary, however, the faculty or staff member may be temporarily transferred to another position that better accommodates their need for leave.

### **Status & Benefits During Leave**

Subject to the terms, conditions and limitations of the applicable plans, health-insurance benefits will continue on the same basis as if the faculty/staff member were on active service, i.e., contribute the same share of the medical premium. If the faculty or staff member is receiving pay for the leave, no action on her/his part is required. If the leave is unpaid, premium remittances are to be made on a monthly basis and mailed directly to the Office of People and Culture. Faculty or staff members who fail to remit their premiums or who elect to discontinue their coverage during this time will have their insurance canceled. Upon return to active employment, re-application to the insurance carrier will be necessary along with completion of the Evidence of Insurability form. Re-entry into the Plan is based upon the insurance carrier's underwriting guidelines and is not guaranteed.

Benefit accruals, such as vacation, sick leave and holiday benefits will be suspended during the approved family-leave period.

### **Use of Paid and Unpaid Leave**

If the employee has accrued or earned paid leave (vacation, sick or personal time) she/he must use paid leave first, regardless of the reason FMLA is being taken, and take the remainder of the 12 weeks as unpaid leave.

A faculty or staff member who is taking leave because of her/his serious health condition or the serious health condition of a family member must use all paid vacation, personal or sick leave prior to being eligible for unpaid leave.

If the leave is for a birthing mother for the birth and post-natal care of a newborn child, it may qualify for paid maternity disability leave of not longer than eight weeks. For details, see Parental Leave Policy. This six-week period will be counted towards the faculty or staff member's 12-week entitlement.

If the leave is for paternity, adoption or foster care of a child, it may qualify for paid paternity, adoption or foster-care leave. For details, see Maternity, Paternity, Adoption or Foster-Care Leave Policy. All paid paternity, adoption or foster-care leave will be counted toward the faculty or staff member's 12-week entitlement for FMLA leave.

If the faculty or staff member's leave extends beyond the period covered by maternity, paternity, adoption or foster-care paid leave, she/he will be required to use vacation, personal or sick time prior to taking the leave as unpaid.

### **Procedure for Requesting Leave**

An FMLA medical leave requires the prior approval of the respective officer of the College. Application forms for a medical leave are available in the Office of the Vice president for academic affairs and dean of the college and the Office of People and Culture and must be completed as soon as circumstances permit. If the reason for the FMLA leave is foreseeable (such as planned surgeries or normal births), the faculty or staff member must give 30-days' notice. If the need for leave is unexpected (such as a serious injury in a car accident, or premature birth), the faculty or staff member must notify the College as soon as possible and in no event, more than two days after knowing of the need for leave. Notice to the College is accomplished by completing a FMLA request form, which is available in the Office of the Vice president for academic affairs and dean of the college and the Office of People and Culture. If the reason for leave involves a serious health condition, the faculty or staff member will be given a Certification of a Serious Health Condition form that must be completed by the faculty or staff member's physician and returned to the Office of People and Culture within 15 calendar days.

The College will provide individual notice of rights and obligations to each employee requesting leave within two business days or as soon as practicable. For faculty or staff members on intermittent or recurring leave for the same incident, this notice will be provided every six months.

If the faculty or staff member fails to provide 30-days' notice for foreseeable leave with no reasonable excuse for the delay, the leave request may be denied until at least 30 days from the date the College receives notice. While on leave, faculty and staff members are requested to report periodically to the College regarding the status of the medical condition, and their intent to return to work.

### **Intermittent Leave or Reduced Work Schedule**

The faculty or staff member may take FMLA leave in 12 consecutive weeks, may use the leave intermittently (take a day periodically when needed during the year) or under certain circumstances, use the leave to reduce the work week or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 workweeks during a 12-month period.

The College may temporarily transfer an employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule necessary for leave for the faculty or staff member or his or her family member that is foreseeable and for planned medical treatment, including recovery from a serious health condition or to care for a child after birth, or placement for adoption or foster care.

For the birth, adoption or foster care of a child, the College and faculty or staff member must mutually agree to the schedule before the faculty or staff member may take leave intermittently or work a reduced hour schedule. Leave for birth, adoption or foster care of a child must be taken within one year of the birth or placement of the child.

Faculty or staff members on intermittent FMLA leave must update the College through the Office of People and Culture every 30 days regarding their status and need for intermittent leave.

### **Certification of the Serious Health Condition**

The College may ask for certification of the serious health condition. The faculty or staff member should try to respond to such a request within 15 days of the request, or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. Medical certification must be provided using the Certification of a Serious Health Condition form.

Certification of the serious health condition shall include: the date when the condition began, its expected duration and a brief statement of treatment. For medical leave for the faculty or staff member's medical condition, the certification must also include a statement that the faculty or staff member is unable to perform work of any kind or a statement that the employee is unable to perform the essential functions of the faculty or staff member's position. For a family member who is seriously ill, the certification must include a statement that the patient/family member, requires assistance and that the employee's presence would be beneficial or desirable.

If the faculty or staff member plans to take intermittent leave or work a reduced schedule, the certification must also include dates and the duration of treatment as well as a statement of medical necessity for taking intermittent leave or working a reduced schedule.

The College has the right to ask for a second opinion if it has reason to doubt the certification. The College will pay for the faculty or staff member to get a certification from a second doctor, which the College selects. If necessary to resolve a conflict between the original certification and the second opinion, the College will require the opinion of a third doctor. The College and the faculty or staff member will mutually select the third doctor, and the College will pay for the opinion. This third opinion will be considered final. The faculty or staff member will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

### **Return to Work**

A faculty or staff member returning to work after a medical leave must provide their respective College officer with a written release ("fitness for duty" certification) from a licensed physician, verifying the faculty or staff member's ability to return to work with or without restrictions to resume expected responsibilities. The College officer must forward this release to the Office of People and Culture prior to the faculty or staff member's returning to work.

So an employee's return to work can be properly scheduled, an employee on family leave is requested to provide the College with at least two weeks advance notice of the date the employee intends to return to work. When a family-medical leave ends, the employee will be reinstated to the same position if it is available or to an equivalent position for which the employee is qualified. If an employee fails to return to work on the agreed return date, the College will assume that the

employee has resigned.

Failure to return to work on the predetermined date will be considered reason for initiating the dismissal process.

### **Confidentiality**

The College will keep all information relating to requests for family or medical leave confidential. This information will be used only to make decisions in regard to the provisions of this policy. All records will be retained in the Office of People and Culture.

July 1994, July 2000, August 2002, August 2005

### **Military Family Leave**

On January 28, 2008, President Bush signed into law the National Defense Authorization Act for FY 2008 (NDAA), Public Law 110-181. Section 585(a) of the NDAA amended the FMLA to provide eligible employees working for covered employers two important new leave rights related to military service:

- (1) **New Qualifying Reason for Leave.** Eligible employees are entitled to up to 12 weeks of leave because of “any qualifying exigency” arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation. By the terms of the statute, this provision requires the Secretary of Labor to issue regulations defining “any qualifying exigency.” In the interim, employers are encouraged to provide this type of leave to qualifying employees.
- (2) **New Leave Entitlement.** An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. This provision became effective immediately upon enactment. This military caregiver leave is available during “a single 12-month period” during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

Note: As part of the Families First Coronavirus Response Act\* (FFCRA), employers with fewer than 500 employees must provide: *Up to an additional 10 weeks of **paid expanded family and medical leave** at two-thirds the employee’s regular rate of pay* where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.

\* This provision is in effect through December 31, 2020 as of the publishing of this handbook.

July 2008, updated August 2020

### **Parental Leave for Faculty**

Agnes Scott College believes that parents who want to be able to care for newborn or newly adopted/placed children should be able to do so in accordance with the Family and Medical Leave Act. The following guidelines apply to paid parental leave.

**Eligibility:** All faculty who have completed 12 months of service and have worked at least one semester or 1250 hours in the 12-month period preceding the leave.

In accordance with the Family and Medical Leave Act of 1993 (FMLA), the college provides eligible faculty with up to 12 weeks of family and medical leave during any 12-month period. FMLA leave may be paid, unpaid, or a combination of paid and unpaid, depending on the circumstances and as specified in the policy. FMLA leave runs concurrently with other college-sponsored leave plans. (A copy of the FMLA policy is included in the faculty handbooks and on the ASC website).

**Faculty Paid Parental Leave:** The College will grant paid parental leave to faculty members for



birth, adoption or foster care placement of a child for up to 15 weeks, depending on the timing of the event with respect to the college academic calendar. Written notification must be given to the Vice President for Academic Affairs/Dean of the college six months in advance or as soon as practical.

Faculty spouses who are both employed by the College and who request paid parental leave for birth, adoption or foster care of a child will be granted only ONE paid parental leave, which may not be shared between them, of up to 15 weeks, due to the nature of the academic schedule and calendar.

Paid parental leave for faculty will run concurrent with FMLA.

**Status & Benefits during Leave:** Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will continue on the same basis as if the faculty/staff member were on active service, i.e., contribute the same share of the medical premium.

**Notification to the College:** Faculty members desiring to apply for FMLA leave under this policy must submit written application to the Vice President for Academic Affairs/Dean of the College at least six months in advance of the anticipated leave or as soon as practical. All FMLA leave requests are subject to the prior approval of the respective officer of the College and will be based on the needs of the College.

**Application and Approval:** Application forms are available in the Office of People and Culture, and must be completed as soon as circumstances will permit. When submitting a request for medical leave, a physician's statement, including prognosis and expected date of return, must accompany the leave request form. Once approved, the completed form is returned to the faculty or staff member requesting a leave and a copy is placed on file in the Office of People and Culture.

Approved by Officers, February 2013

## General College Services

### Business Services

- 1) Payroll procedures. Faculty who are employed for the full academic year are paid one-twelfth of the annual salary on the last working day of July and on the last working day of the following eleven months through and including June. Direct deposit is available and strongly encouraged.
- 2) Savings. Faculty members may, by payroll deduction, establish an automatic savings deposit and other types of deposits with Georgia United Credit Union.
- 3) Bank ATM. A SunTrust Bank ATM machine is located on the first floor of the Alston Campus Center, near the Fireplace Lounge. For non-SunTrust customers, there is a \$3.00 withdrawal fee per transaction.
- 4) Post Office. Agnes Scott College maintains a sub-station of the U. S. Post Office in the Alston Campus Center. Hours of window operation are Monday through Friday, 8:30 a.m. to 3:30 p.m.

### Food Services

Evans Dining Hall —All-you-can-eat cafeteria style dining.

Monday – Thursday

7:30 a.m. – 7:30 p.m.

Friday

7:30 a.m. – 7:00 p.m.

Saturday – Sunday

9:00 a.m. - 2:00 p.m.

5:00 p.m. - 7:00 p.m.

### The Alston Campus Center

#### Mollie's Grille & POD express

Hot and cold gourmet sandwiches and salads, beverages, frozen yogurt and desserts.

Monday – Friday: 11:00 a.m. – 10:00 p.m.

Saturday – Sunday: 2:00 p.m. - 9:00 p.m.

#### Black Cat Café

Cappuccinos, Lattés and Espresso drinks, with muffins and pastries.

Monday – Friday: 8:00 a.m. - 5:00 p.m.

### Meals

One meal per working day (usually lunch) is provided in the Dining Hall or Mollie's Grille during the academic year for faculty and staff, both full-time and part-time employees, at a nominal charge of \$3.00.

To receive the meal, present your current valid College ID. ID cards are issued in IT to each Agnes Scott College employee. Current valid IDs have the current academic year sticker, distributed at the beginning of each academic year; the employee's picture; a bar code for use in McCain Library, and a bar code for use in Food Services.

#### Payment Options

**Daily Payment Option**—You must present your current Agnes Scott College ID, daily, at Evans Dining Hall or Mollie's Grille to receive the reduced meal charge of \$3.00. If you do not present your validated ID with bar code, you will be charged the regular price: \$6.50 for breakfast, \$10.00 for lunch or \$10.00 for dinner. Cash and personal checks will NOT be accepted for the daily payment of individual meals.

**Pre-payment Option**—Food Services will accept pre-payment to your meal card in the form of credit or debit cards (minimum of \$50.00). By prepaying your account, you will receive an additional 10% (ten percent) credit. Example: when you advance deposit \$50.00; \$55.00 is credited to your account. Funds left on your account at the end of the semester will carry forward to the next semester. For more information, you can visit the Agnes Scott Dining web-site at: [Faculty and Staff Dining Debit Card Deposits - Agnes Scott College \(campusdish.com\)](#)

### Campus Calendar Reservations

To book any campus space for any use to include tutoring, departmental events or private dining, contact any member of faculty services. Be prepared to share your desired date, time, location and any details associated with the activity/event. The faculty services staff member will submit your request to the EMS reservation portal. The EMS system is the starting point that feeds into the campus calendar. Once approved, an event confirmation number will be shared with you. All events MUST have a corresponding EMS reservation, even if they are virtual, prior to event announcement or sharing! FIFTEEN DAY ADVANCE NOTICE IS NECESSARY FOR RESERVING SPACE ON CAMPUS, so please contact faculty services in plenty of time for them to make the reservation for you within this window. Your campus calendar manager will alert you of the summer deadlines for submitting fall/spring semester events. It is very important to submit events well in advance so that your calendar manager can catch any potential conflicts or problems with the requested space. Additional resources can be found on the Campus Calendar page at <https://calendar.agnesscott.edu>, or you can contact the Campus Calendar Fellow at x6902 or [emsevents@agnesscott.edu](mailto:emsevents@agnesscott.edu) for more information.

### **Scheduling via Google Calendar**

In order to streamline the process of scheduling meetings, all faculty members are asked to make

use of the electronic Google Calendar. Keeping course schedules and meetings current on the google calendar allows all faculty and staff to take advantage of the scheduling feature to find open times on individual calendars for setting up appointments or meetings.

## Human Research Participants Protection Guidelines

All faculty, students, and staff at Agnes Scott College or external researchers who are conducting research on living human subjects will need approval from the IRB before beginning their research project. Please note that research includes, but is not limited to, independent research projects conducted or directed by faculty or staff, independent student research, and student research performed within a classroom context. Also note that the IRB's definition of "original research" may be broadly construed. Life histories, interviews, focus groups, surveys, and other forms of data collection may require IRB approval.

The guidelines for the protection of human research participants must be used for all research projects conducted under the auspices of Agnes Scott College that to any degree involve using human research participants. Applications and all inquiries should be sent to [IRB@asc.edu](mailto:IRB@asc.edu). Consult the IRB web site for more information at <http://irb.agnesscott.edu/index.html>.

Approved by the Professional Development Committee September 1993.  
Revised August 2008.

## Information Technology Services

The Office of Information Technology Services provides and manages all technology purchases and resources for the college. The department is composed of seven support and service units: Academic Technology, Administrative Computing, Media, Network, Telecommunications, User and Web. The ITS staff provide technology-related consultation, training and technical support for students, faculty, and staff; support and manage the campus technology infrastructure; are responsible for institutional technology planning; and oversee all technology-related purchases. All technology hardware or software purchases, regardless of the funding source, must be coordinated through the Office of Information Technology to ensure items purchased meet campus standards and can be supported by current staff. Organized training sessions on supported software and services are held periodically throughout the year. A central Help Desk is located ground floor Walters Hall, email [itshelp@agnesscott.edu](mailto:itshelp@agnesscott.edu), phone ext. ITS (5487) or online requests via [TDX](#) is available to report a problem or request support or service. If you have a technology purchase need, email the ITS Help Desk with your request and cc [ITSPurchase@agnesscott.edu](mailto:ITSPurchase@agnesscott.edu).

The ITS department encourages initiatives for new and effective uses of computer technology in teaching, learning and research. Please contact the ITS team and discuss the ideas you would like to implement or need assistance. Educational pricing for the personal purchase by faculty of computer equipment and software packages can be obtained via links on the [Technology Discounts MyAgnes portal](#) resource.

ITS-related campus policies are available on the ITS [MyAgnes web page](#). It is the policy of the ITS staff to adhere strictly to copyright laws and to prevent illegal copying of copyrighted software. Also, all faculty are expected to help prevent the spread of computer viruses by scanning all software brought in from off campus.

A single personal computer is assigned to individual full-time faculty members for use on campus. ([Computer Replacement/Purchase Policy](#)). Additional computer needs can be requested through the following form [Computer Exemption Request Form](#).

Network printing, copying and scanning is provided by multi-function devices located throughout campus. Paper and toner supplies are provided by ITS. Faculty are provided a printing or copying quote of \$200/year. We do ask you help keep supply costs down by practicing conservative printing and post materials on the [Canvas](#), campus learning management system. Any charges exceeding the assigned quota will be charged to the individual faculty member's department operating budget. Faculty use their campus ID card to badge-in to a Multi-Function Device and choose to release their print or delete a print job, or use the copy or scan features. Remember to logout when finished. Students are provided a print quota of \$30/year for printing and copying and are able to add funds to their account when the initial quota is consumed.

All faculty are assigned network login (<first initial><last name>) and email addresses using the basic format: <first initial><last name>@ agnesscott.edu. There are no quota limits to faculty Gmail accounts. It is important to note that the college does not backup email accounts, therefore restoring email is not a support service. If you delete messages, they remain in your Gmail Trash for 30 days and you have the ability to move messages out of the Trash. Gmail Trash is emptied every 30 days. This account provides access to campus computer network resources and the internet.

Effective Fall 2019, all newly enrolled student usernames are composed of the student's last name and a randomly generated three-digit code. When sending an email to new students, select Compose in Gmail and begin typing the last name of the student. A list of matches will be displayed along with the student's first or chosen name and their email address. For those students who choose to have their information published in OPD, the email address will also be displayed.

August 1988. Revised July 2022.

## Intellectual Property Policy

### Section I: PURPOSE

Agnes Scott College is committed to providing an environment that supports the creation and development of works of authorship and inventions by its faculty, staff and students. Agnes Scott has developed this Intellectual Property Policy in order to identify and protect the intellectual property rights of the College, its faculty, staff and students in such copyrightable works of authorship and patentable inventions. This Policy specifies when the Creator retains ownership of such works and inventions and instances when the College obtains ownership thereof.

### Section II: DEFINITIONS

The following definitions shall apply to the terms used in this Policy.

*College* means Agnes Scott College.

*College Intellectual Property* means Intellectual Property owned by the College pursuant to this Policy as set forth below in Section III.

*College Resources* means College funds from any source; facilities; classrooms; class time; personnel; offices; labs; studios; equipment, whether owned or leased; production facilities; computer hardware, software, support or resources; funding, grants, contracts and awards; or other College-owned resources.

*Copyrightable Works* means original works of authorship fixed in a Tangible Medium of Expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

*Course of Employment* means where a Creator creates or develops Intellectual Property as part of

his/her employment obligations or responsibilities or at the specific direction and/or under the control of the College.

*Creator* means any Faculty, Staff, Student, or other person(s) who creates, or substantially assists in the creation of, Intellectual Property subject to this Policy.

*Dispute Panel* means a panel that shall resolve disputes arising under this Policy in accordance with Section VI below. The Dispute Panel, chaired by the VPAA, shall be composed of two members designated by the Creator(s) and two members designated by the VPAA. In the event that the dispute is between two members of the Agnes Scott College community, one panel member will be designated by each disputant and two members will be designated by the VPAA. The Dispute Panel members must be current employees of the College.

*Employee* means any person hired by the College, on either a full- or part-time basis, to perform College duties. Employees include faculty, administrative and professional staff, and students who receive salaries or assistantships, work-study funds, stipends, or hourly wages while performing duties at the specific direction of, or assigned by, the College. "Employee" does not include an unpaid Student providing research assistance to Faculty or engaging in collaborative research or creative endeavors with Faculty.

*Faculty* means any person hired by the College to conduct instructional and/or teaching activities, whether on a full- or part-time basis. Faculty includes persons hired as adjunct or visiting professors and instructors.

*Intellectual Property* means, except to the extent comprising Traditional Works of Scholarship, (i) Copyrightable Works, and (ii) Inventions.

*Inventions* means any new and useful process, product, discovery, software, machine or composition of matter, or improvement thereon, whether patentable or otherwise.

*Policy* means this Intellectual Property Policy.

*Sponsor* means a third-party business or person that finances the creation of Intellectual Property pursuant to a contract or arrangement between the College and that business or person. The federal, state and municipal governments, or any agency of those governments, can be a Sponsor under this Policy.

*Staff* means any person hired by the College, on either a full- or part-time basis, to perform College duties other than teaching. Staff includes administrative and professional staff, and students who receive salaries or assistantships, work-study funds, stipends, or hourly wages while performing duties at the specific direction of, or assigned by, the College.

*Student* means any person taking one or more courses at the College, either full-time or part-time who is not paid by the College to do work.

*Substantial Use* means the significant use of College Resources, whether during or after customary College business hours. The following are examples of Substantial Use, but in no way limit or restrict the meaning: (i) extended use of time and energy by the Creator(s) in the work that results in a reduction in the expected levels of teaching, scholarship, or other activities, so that anticipated performance in these areas is at a level significantly less than normal; (ii) the use of College funds to support the work's creation; (iii) the use of other Employees in the creation of the Intellectual Property; (iv) the use of funding from gifts to the College to support creation of Intellectual Property; (v) the production of Intellectual Property under specific terms of a sponsored research grant or contract; and (vi) the use of specifically designated College funds to support the creation of the Intellectual Property involved. Normal and ordinary use of College provided office space,

library resources and computers shall not constitute "Substantial Use."

*Tangible Means of Expression* includes, but is not limited to, books, periodicals, manuscripts, phonographs, films, tapes and other electronic media.

*Traditional Works of Scholarship* means Copyrightable Works or Inventions that are created independently and at the Creator's own initiative for traditional academic purposes, such as the development of courses, the teaching of classes, or scholarly research or creative endeavors considered within academia or the College to be evidence of professional accomplishment or advancement. Traditional Works of Scholarship include, but are not limited to, the following: scholarly books and articles, including books in any tangible form; course materials, including course notes, syllabi, examinations and course assignments; literary works, musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works; photographs, prints, diagrams, models and technical drawings; software; motion pictures and other audiovisual works, including any screenplays, teleplays or other original scripts or texts; sound recordings; and architectural works.

VPAA means the Vice President for Academic Affairs, the person that directs the overall planning, operation and administration of the general academic program at the College.

### **Section III: OWNERSHIP OF INTELLECTUAL PROPERTY**

Ownership of all Intellectual Property created in whole or in part by Faculty, Staff or Students shall be subject to the following guidelines:

#### A) Employees:

- (i) Traditional Works of Scholarship created by a Faculty member, Staff member, or Student employee shall be owned by the Creator; provided, however, that subject to other requirements imposed by a publisher, the College shall retain a royalty-free right to use such Traditional Works of Scholarship for non-commercial, educational purposes only;
- (ii) If the College expressly directs an Employee to create or develop the Intellectual Property, or the Intellectual Property is created as a specific requirement of employment or as an assigned institutional duty, then the College shall own the Intellectual Property;
- (iii) If the Creator has voluntarily transferred the Intellectual Property, in whole or in part, to the College, with such transfer in the form of a written document signed by the Creator, then the College shall own the Intellectual Property;
- (iv) If the Creator has created or developed Intellectual Property in connection with a project funded, in whole or in part, by a Sponsor, then the Intellectual Property shall be owned in accordance with the terms of any applicable contract or agreement between the College and the Sponsor. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this Policy; and
- (v) Unless otherwise delineated within subsections (i)-(iv) above and if the Creator made Substantial Use of College Resources in creating or developing the Intellectual Property, then the College shall own the Intellectual Property.

#### B) Students:

- (i) Traditional Works of Scholarship created by an unpaid student shall be owned by the Creator; provided, however, that subject to other requirements imposed by a publisher, the College shall retain a royalty-free right to use such Traditional Works of Scholarship for non-commercial, educational purposes only;
- (ii) Intellectual Property created or developed by an unpaid Student (a) working with or for an

Employee of the College, or (b) at the specific request or direction of the College, shall be owned by the College;

- (iii) Intellectual Property created or developed by an unpaid Student in collaboration with an Employee shall be owned in accordance with the provisions set forth above in Section III.A. unless the Student and Employee agree otherwise in writing;
- (iv) Intellectual Property created or developed by an unpaid Student in connection with a project funded by a Sponsor shall be owned in accordance with the terms of any applicable contract or agreement between the College and the Sponsor, regardless of whether the Student was acting as a Student or an Employee. In the absence of such an agreement, any Intellectual Property arising from such project shall be owned by the College; and
- (v) Unless otherwise delineated within subsections (i)-(iv) above, Intellectual Property created or developed by an unpaid Student with Substantial Use of College Resources shall be owned by the College.

Ownership of Intellectual Property created by a Faculty member, Staff member or Student that does not fall within the guidelines set forth above, shall vest in the Creator.

#### **Section IV: COMMERCIALIZATION**

The College, in its sole discretion, may commercialize any Intellectual Property that is owned by the College in accordance with Section III and shall have the authority to decide the revenue, if any, that the College will receive as a result of such commercialization. In the absence of a written agreement to the contrary, any revenue received from the commercialization of College Intellectual Property, other than College Intellectual Property resulting from the Course of Employment, will be distributed as follows:

- A) The College may, at its discretion, first deduct from revenue all or any portion of any actual expenses incurred by the College in protecting, developing or marketing the College Intellectual Property, including but not limited to legal fees and other fees paid to third parties. If the Creator objects to the amount of such expenses deducted, then they shall submit a written audit request to the VPAA, and the College will engage an independent auditor to determine the amount of actual expenses incurred, provided, however, that the auditor's fees will be added to such expenses and deducted from the revenue as well.
- B) After any deductions of expenses, the remaining revenue shall be distributed as follows:
  - (i) The first \$5000.00 shall be distributed to the Creator(s), pro rata if more than one Creator is involved; and
  - (ii) After the first \$5000.00 has been distributed, 50% of the remaining revenue shall go to the Creator(s), pro rata, and 50% shall go to the College.

#### **Section V: ASSIGNMENT OF CREATOR**

With respect to College Intellectual Property, the College may, upon request and in its discretion, assign ownership to the Creator subject to a perpetual royalty-free license to the College to use the Intellectual Property for its own purposes. Such requests should be submitted to the VPAA who shall decide whether to assign such ownership. The College may also accept property that is voluntarily assigned, and/or required by contract provision to be assigned to the College. The College shall determine whether to accept or reject any and all assignments of any Intellectual Property.

#### **Section VI: RESOLUTION OF DISPUTES**

- A) Disputes arising over the application of this Policy, including the ownership of Intellectual Property or distribution of revenue to Creator(s), shall be brought in writing to the VPAA. The VPAA will convene a meeting of the Dispute Panel within a reasonable time thereafter to resolve

such dispute. The Dispute Panel shall issue their decision in writing, providing reasons for their decision, as a recommendation to the President.

- B) Either party to a dispute may appeal the decision of the President to the Board of Trustees who may, in its discretion, refer the matter to binding arbitration. The cost of the arbitration shall be borne equally by the College and the Creator(s).

### **Section VII: RESPONSIBILITY OF PARTIES**

It is the responsibility of the College and all members of the College community to ensure adherence to this Policy.

Faculty, Employees, and Students and other Creators governed by this Policy shall have the obligation to:

- 1) Make themselves aware of and adhere to restrictions on rights in Intellectual Property deriving from agreements between the College and Sponsors;
- 2) Inform the College in a timely manner of any and all material that should be protected pursuant to the provisions of this Policy, and to cooperate with the College to obtain such protection;
- 3) Obtain written permission from the VPAA to publish, in journals or other media, use, or distribute any College Intellectual Property; and
- 4) Ensure that Students or contractors working collaboratively with or under the Faculty or Staff's direction on projects (whether or not for pay) that may result in Intellectual Property have executed the appropriate agreements concerning the assignment of rights as contemplated by this policy.

Any and all requests by any person for a clarification, explanation or determination of any of the rights and/or obligations under this Policy shall be made in writing to the VPAA. The VPAA shall respond within a reasonable time upon the receipt of such request.

### **Section VIII: SEVERANCE/ CHOICE OF LAW**

Any provision of this Policy, which is prohibited by law, or unlawful or unenforceable under applicable law, shall be ineffective only to the extent of such prohibition, without invalidating the remaining provisions of this Policy. Where the terms of this Policy are inconsistent with applicable law, and where applicable law controls, this Policy shall be deemed to be amended to comply with applicable law. This Policy shall be construed and interpreted according to the laws of the State of Georgia.

### **Section IX: RESERVATION OF RIGHTS**

The College in consultation with the Executive Committee of the Faculty reserves the right to modify and/or make changes, as it deems advisable at any time to this Policy. Changes shall become effective after approval by the Board of Trustees and upon publication of the revised Policy.

Policy No. 181 Issued 1/1/2004

Updated/Edited 6/11/2013

## **McCain Library**

Please bookmark the online LibGuide for Faculty: <https://libguides.agnesscott.edu/faculty>.

McCain Library strives to provide students and faculty with exemplary resources: the individualized services and dynamic curricular support that is possible at a small liberal arts college, as well as access to larger collections and specialized research materials available at partner libraries. ASC librarians are available to consult with you or your students whenever you have an information need or research question and are happy to arrange library research instruction as a part of your course assignments. A cornerstone of our mission is to teach students how to find, critically



evaluate, and use information -- rather than merely serving as an information storehouse. Various options for requesting research instruction are on this form: <https://bit.ly/46moUAV>.

An overview of McCain Library operations follows. For further details, please explore the library's website: <https://www.agnesscott.edu/library>. Any general questions or comments may be directed to [library@agnesscott.edu](mailto:library@agnesscott.edu). Contact information for all our staff is [online](#).

### **ARCHIVES AND SPECIAL COLLECTIONS**

Faculty interested in discussing student use of the archives should contact Casey Westerman, the College Archivist, at [cwesterman@agnesscott.edu](mailto:cwesterman@agnesscott.edu).

The Agnes Scott College Archives and Special Collections contain material documenting the history of the college, including its administrators, faculty, staff, students, and alumnae. The archives collection includes college publications, administrative records, student organization files, photographs, and memorabilia. Special Collections includes publications by faculty and alumnae, as well as the library's collection of books by and about Robert Frost, Catherine Marshall, and other well-known individuals associated with ASC.

Selected college publications have been digitized and are available for browsing and searching on our institutional repository: <https://dspace.agnesscott.edu/>. These include Agnes Scott College yearbooks (1897-2010), student newspapers (1916-1994), alumnae magazines (1923-2006), and course catalogs (1890-present).

Archives and Special Collections' physical materials do not circulate but are available for use by appointment. Appointments are typically available 9:00 - 4:00, Monday through Friday (Monday through Thursday during June and July). Contact [archives@agnesscott.edu](mailto:archives@agnesscott.edu) to make an appointment or other research inquiry.

### **ASK A LIBRARIAN**

All ASC librarians provide research guidance and individual consultations. We are here to provide answers and to foster information fluency, so please urge your students to ask for help before they squander time or become frustrated by "information overload." Faculty also are encouraged to seek out our services, particularly for selecting appropriate electronic resources to include in Canvas for course assignments. We would be glad to meet in person, over Zoom, or for coffee and a chat.

There are several ways to reach us:

- contact your liaison: [liaisons are assigned](#) to academic departments and programs
- book an individual [appointment](#) (for lengthier discussions and complex topics)
- call 404-471-6096
- for short questions, check the [FAQ](#) on the library's home page
- email [library@agnesscott.edu](mailto:library@agnesscott.edu)

The Head of Research and Instruction Services, [Casey Long](#), is also available for one-on-one faculty orientation, to help you enhance search skills within our resources, and to make efficient use of tools to gather information.

### **CIRCULATION / LENDING POLICIES**

Your ASC ID card serves as your library card, so please bring it when checking out [items](#). Most circulating books are checked out to full-time faculty for the academic year and to part-time, visiting, one-term faculty and students for one semester. There is no limit on the number of items you may borrow from McCain Library. All material is subject to recall after three weeks if needed by another member of the college community. Items needed for course support materials (reserves)

are subject to immediate recall. Because of higher demand, some materials such as equipment, reserves, and browsing collection books circulate for a shorter time period.

For convenience, we recommend the “Place a Hold” service via the WorldCat library catalog. You may ask for a book or audiovisual equipment to be pulled in advance, then we can check it out and hold it for you to pick up at the Circulation Desk or from the 24/7 lockers on the ground floor. Steps are outlined [here](#).

Student proxies may check out items on behalf of a faculty member by arrangement with the Circulation Desk; however, faculty members remain responsible for materials charged out in their name. We require that all items be returned to the library for check-in or renewal at the end of the academic year to facilitate collection inventory. Like all borrowers, faculty members are billed for replacement cost and a handling fee if materials are lost or not returned within a reasonable timeframe.

Faculty may check out [media equipment](#) at the Circulation Desk, including digital still cameras, tripods, audio recorders, mics, projectors, podcasting kits, etc. Loan periods vary for these items. Consult the [circulation desk staff](#) if you need to reserve equipment in advance or for an extended loan (for example, during a research trip).

To view your library account anytime or to renew books if they have not been recalled, log in to your patron record via the WorldCat library catalog, top right corner: <https://agnesscott.on.worldcat.org/discovery>. Note: media equipment can be renewed once in your WorldCat account. If additional renewals are needed, due to high demand, please call 404-471-6094 or email [accessservices@agnesscott.edu](mailto:accessservices@agnesscott.edu) to discuss renewals.

### **CITATION MANAGEMENT**

We recommend the free Zotero software for managing citations. A guide is [here](#). In addition to tracking your resources, it allows you to annotate, sort, and tag your resources as you build a personal database of citations.

### **COLLECTION DEVELOPMENT**

The McCain Library collection includes more than 216,000 print volumes and access to 1.1 million electronic books; streaming video services; 518 research databases; and access to 197,000 e-journals provided through licensing agreements (as of June 2024).

E-journals are accessible via the Full-Text Finder tool embedded in library research databases and at the center of the library’s [home page](#) (Journals A-Z tab). Whenever full text is not available, interlibrary loan is an option (covered below). McCain Library also houses 1,136 ASC independent study titles and offers digitized yearbooks, college histories, course catalogs, student newspapers, and other archival materials [online](#).

The library encourages faculty to suggest new books and media items for curricular support, especially when new courses and programs are planned. Since faculty are subject experts, the library counts upon faculty as partners in building a relevant collection. If you do not [find](#) a desired book or film in our collections, you are welcome to request that the library acquisitions unit buy it (pending available funds), or to collaborate with us in allocating your grant funds:

- Complete a [Suggest a Purchase](#) form;
- Speak with [your department’s liaison](#);
- Or email prioritized requests for purchase to [Chris Bishop](#), Head of Discovery. Faculty requests will be considered throughout the year as funds allow. Having additional faculty requests or “wish lists” on hand is also useful when there are special funding opportunities

(alumnae/donor gifts, windfalls, etc.). Please keep us aware of what your students need or are not finding in McCain Library, of items that would enhance your teaching, and of your own forthcoming publications. Faculty publications are highlighted in the Main Reading Room (right side).

Journal and database subscriptions are ongoing annual commitments, so they are treated more cautiously than one-time purchases. However, please also let [Chris Bishop](#) know when you have requests for journal or database subscription additions.

### **COURSE RESERVES and BOOKINGS**

**Please alert us to your required readings at least two weeks before the start of a semester**, using this [form](#). **Faculty are encouraged to work with McCain Library to assist students whose financial circumstances make buying expensive textbooks difficult.** To ensure that assigned class readings/viewings will be accessible to all the students who need them at the start of the semester, books and other items may be placed on reserve for a specific course at the request of the faculty member. Most Reserves have a 2-hour loan period to maximize use, with shorter or longer checkouts possible upon faculty request.

Students ask the library for textbooks/required readings most often in the first weeks of a semester, so it does not help them if the library staff do not know what materials the entire class may be looking to borrow. **Knowing your required readings** helps us to support your teaching and assists students with financial need or who may be waiting for a book they ordered to arrive in the mail. Note:

- The library cannot purchase textbooks that have individual, ancillary online codes (since they will not work for multiple students).
- Publishers determine whether ebook licenses are available for multiple simultaneous users, so a less expensive physical copy may be preferable.
- **Through controlled digital lending (CDL), library staff can scan a chapter of an assigned textbook and make it available via email in two-hour loan blocks.** Students should email [accessservices@agnesscott.edu](mailto:accessservices@agnesscott.edu) with the book title in McCain's collections, pages/chapter needed, and the two hour time/day when they would like to receive the scan. Assuming no one else has requested it at the same time, we will supply a copy of those pages that can be read (not saved or printed, due to copyright laws).
- Streaming film licenses can be costly and expire, so please contact [Chris Bishop](#) to discuss timing of license renewals.

Faculty should submit requests for all library course reserve items using the McCain Library Course Materials ([Reserves](#)) [Form](#) on the [Course Reserves](#) web page. If you have any questions concerning the form submission, please email [accessservices@agnesscott.edu](mailto:accessservices@agnesscott.edu).

Course support materials (Reserves) are searchable by course number or by instructor's name through the [WorldCat](#) online library catalog.

The [Copyright and Fair Use](#) guide can assist you with copyright questions.

Interlibrary loaned items may not be placed on reserve. Instead, give us some lead time and ask that McCain Library purchase such items for the collections; or check to see if a film is part of our [streaming videos databases](#). More information is available from [Chris Bishop](#), Head of Discovery. General circulating and reserve items, particularly DVDs, that are needed for a specific class showing may be booked in advance. For more details, email [accessservices@agnesscott.edu](mailto:accessservices@agnesscott.edu).

## ELECTRONIC RESERVES IN CANVAS

McCain Library encourages you to add a link in Canvas to the relevant [Research Guides](#) for your classes (Biology, Counseling, Film Studies, History, Primary Sources, etc.). All are keyword-searchable and useful to your students when it's 3:00 a.m. or they're abroad, and they need research pointers.

**If you have a journal citation, you may search for full-text using** the [Journal Locator](#). Once you verify that McCain Library provides access to the full-text of an article you want to assign, [include a citation for the article in your Canvas course](#) page. Then, either encourage students to locate the article through the library using the Journal Locator or hyperlink directly to the full-text using the persistent link/stable URL available in the article record within the database that contains the full-text of the article. This is best practice for Fair Use, counts in usage statistics for the library (which could impact future collection decisions), and is preferable to adding PDFs. Be sure to test any links from home to ensure they provide access to the article off-campus. Please email [Chris Bishop](#) the citations for any links that do not work off-campus.

Here is a **syllabus example of a citation with a persistent link/DOI** (digital object identifier) to an article in a library-licensed database, and an alert for students:

Tello, C., & Goode, C. A. (2023). Factors and barriers that influence the matriculation of underrepresented students in medicine. *Frontiers in Psychology*, 1–18.  
<https://doi.org/10.3389/fpsyg.2023.1141045>

*Note: Students accessing these articles will be prompted for their ASC network login. Materials on this course website are only for the use of the students enrolled in this course.*

As a rule of thumb for Fair Use, **it is wise to limit journal article usage to one article from an issue of a periodical, or up to 10% of the volume** (usually spans 1-2 years).

## ELECTRONIC RESOURCES

McCain Library provides a variety of means for identifying resources both in and beyond our collection. [WorldCat](#), the library's online catalog, is the primary access point for McCain's physical collections. You may filter your results to Agnes Scott College holdings or to include other libraries', to print or [ebooks](#), by publication date, and so on.

Have a citation and need the complete text? The [Journal/Article Locator \(Full Text Finder\)](#) is a handy tool that identifies periodicals ASC provides in any format. Note that some articles may be available in multiple databases via the Full-Text Finder tool. Look closely at date coverage/years within search results; some publishers embargo the most recent 6-12 months.

A complete [alphabetical list](#) of databases with descriptions is available on the library website, along with subject guides, called [Research Guides](#), available 24/7.

Agnes Scott participates in GALILEO (Georgia Library Learning Online), the statewide virtual library project offering many e-resources in multiple disciplines. The library also subscribes independently to *JSTOR*, *Project MUSE*, *Web of Science* and other subject-specific databases. Our collection includes many digital books (see *ebook Academic Collection* or *EBook Central* on the database list). Please consult a librarian if you have questions about the array of relevant e-resources.

Access note: Agnes Scott College/McCain Library uses a service called OpenAthens to make databases, articles, and other e-resources securely available to users. OpenAthens simply requires users to enter their Agnes Scott network ID and password (your ASC email address and the password used to log into your Agnes Scott email account). If you are prompted for any other

username and password, look for an option to “Find Your Institution” and search for Agnes Scott College. If Agnes Scott College appears, an option to login with your network username and password will appear. If you encounter any problems accessing a resource, email [Chris Bishop](mailto:Chris Bishop) for assistance.

### **HOURS DURING FALL & SPRING SEMESTERS**

McCain Library’s front doors are unlocked during the daytime but require an ID card swipe for access at night; the ground floor doors facing Alston and entering the main library space always require ID card swipes.

Monday – Thursday: 8:00 am - 1:00 am (check out services end at 10:30pm)  
 Friday: 8:00 am - 6:00 pm ([lockers available](#) for after-hours pick up)  
 Saturday: 12:00 pm - 6:00 pm ([lockers available](#) for after-hours pick up)  
 Sunday: 3:00 pm - 1:00 am (check out services end at 10:30pm)

Librarian consultation hours vary; individual [appointments](#) are available. Library hours change during breaks, holidays, and summer. They are posted on the home page and at the doors.

### **INTERLIBRARY LOAN ([ILL](#))**

The library is committed to providing optimal access to materials needed for research and information needs. Faculty may submit loan requests for books or articles that are not owned by Agnes Scott’s library by completing an electronic ILL request form available on the library website under “Interlibrary Loan,” or the Request option within the WorldCat catalog. For books, a one to two-week turnaround time is typical, although rush requests can be expedited. Journal articles generally arrive much sooner and electronically. Note: items requested through interlibrary loan cannot be placed on Reserve for courses; this violates copyright laws. Instead, please contact Chris Bishop ([cbishop@agnesscott.edu](mailto:cbishop@agnesscott.edu)) about the possibility of ordering such items for the library’s permanent holdings.

Complete bibliographic information is helpful for ILLs, but the requester need not identify holding library locations. [Stephany Kurth](#), Interlibrary Loan, Acquisitions & Technical Services Coordinator, is the main contact. You will receive an email when the item is available. The library absorbs the costs of processing and shipping ILLs, so we ask that you prioritize your requests, honor due dates, and not abuse borrowing agreements that we hold with other libraries. Because it is an expense and a privilege for us to borrow on your behalf from our partner libraries, we ask that you not request the same title more than twice in one academic year.

### **INTERLIBRARY USE PRIVILEGES (ILU) [Subject to partner libraries’ policy]**

Agnes Scott College faculty (as well as staff and students) in good standing may request borrowing privileges at the [other member libraries](#) [scroll to Use Atlanta Libraries] of the Atlanta Regional Council for Higher Education (ARCHE). Before leaving campus, drop by McCain to ask us for an Interlibrary Use (ILU) Card for the specific library needed. The lending library establishes its own policies on loan periods, number of items borrowed, etc.

### **LIBRARY INSTRUCTION**

Part of McCain Library’s mission is to help students develop critical thinking and information literacy skills that will support them in graduate school, careers, and life-long learning. The variety of students’ high school preparation and research skills creates a wide range of needs. While for some it is simple to find and use information, it takes practice to locate and critically evaluate quality information. To assist students, instructional services offered by the library include:

- single class sessions, in-class or via Zoom, with hands-on practice

- semester-long, multiple interactions with a class on a particular project
- individual consultations with students or faculty (set up a one-on-one [appointment](#))
- suggested resource lists, print or electronic, customized for each course or an assignment

To explore training options, contact Casey Long, Head of Research & Instruction Services, or fill out this request [form](#). Particularly during fall semester, please allow at least one- or two-week's advance notice for class scheduling and preparation.

## **STUDY SPACES AND THE FLOOR PLAN**

Floor Maps are [here](#).

Our historic library reopened in 2001 after a substantial renovation and expansion of the 1936 structure. We invite you to enjoy its varied and contemplative spaces for group collaboration, individual research, and relaxation. Please set your cell phone to silent before entering McCain, and make phone calls outside on the terrace or front steps. Students and faculty may [reserve](#) group study rooms online for use by two or more people.

### Ground Floor (shared with other campus services)

McCain Library's portion of this floor is home to the Kate Durr Elmore Reading Room, as well as two media viewing rooms. Bound periodicals, computers, media collections, Art and Music books, a copy/printer room, and restrooms are also provided on this floor. Beyond a glass door at the bottom of the spiral stairs, outside of the main library space, you will find the library lockers for after-hours item pick up, the Center for Digital & Visual Literacy (CDVL), the Grad Student Lounge, classroom G11, Media Services/Academic Technology staff offices and studios, and the Archives and Special Collections reading room (G48).

### The Stacks

The library has three levels of stacks (S1, S2, and S3 on the elevator) each containing different ranges of books, as well as five group study rooms, individual study carrels (upper class students may contact the main Circulation Desk to reserve one) and restrooms. Book stacks are arranged by subject within the Library of Congress classification system.

### Floor 1 (entered from the Woodruff Quad):

Two service desks make this floor a busy location, offering key library services such as checking items in or out, a computer commons, course reserves, scanner/printers, and the Scottie Research and Rescue Desk. The Elizabeth Henderson Cameron Reading Terrace, the Sun Porch, Readers' Gallery, reference materials, and librarians' offices are here. The Main Reading Room houses Browsing Books (bestsellers), Faculty Publications, Anime/Manga, and the Shuronda Smith Multicultural Collection, plus a few current print-format periodicals and DVDs. Bound copies of yearbooks and students' independent studies also are shelved here.

### Floor 2

This floor contains the college archives, the Betty Pope Scott Noble '44 Heritage Center (small museum), and library instruction room (McCain 211), which provides 11 additional computers for e-resource searching. A portrait of poet Robert Frost, who had close ties to the college, is also on Floor 2.

### Floor 3

The third floor houses the Folio and Ultra Folio (oversized books), a quiet study area, and an art installation (there is more art to enjoy on other floors of the library). Please whisper and avoid using audio devices here.

The staff of the McCain Library is dedicated to providing excellent customer service to all users and



is willing to answer any questions that you may have concerning your research or library policies and services. We look forward to assisting you and helping students succeed!

August 1989. Revised July 2024.

## Life Threatening Illnesses in the Workplace

Employees with life-threatening/incapacitating illnesses, such as cancer, heart disease, severe mental illness and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. Agnes Scott College supports these endeavors as long as employees are able to meet acceptable performance standards. As in the case of other disabilities, the College will make reasonable accommodations, in accordance with all legal requirements, to allow qualified employees with life-threatening/incapacitating illnesses to perform the essential functions of their jobs.

Medical information on individual employees is treated confidentially. Agnes Scott will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Employees with questions or concerns about life-threatening/incapacitating illnesses are encouraged to contact the Office People and Culture for information and referral to appropriate services and resources.

Policy No. 800 Issued January 1, 2004

## Name Change Policy

Agnes Scott College recognizes that students and employees may wish to use a name other than their legal name across college systems. When requested, the college will use a chosen first name except where use of the legal first name is required by college business or legal need.

The goal of the policy is to provide Agnes Scott students and employees with a consistent experience across college systems and use of one's chosen first name wherever legal first name is not required or necessary. Agnes Scott's infrastructure is multi-faceted and complex, utilizing many software systems. While many systems already reflect a chosen first name, there are remaining systems where the implementation of chosen first name is forthcoming or where legal first name and chosen first name both appear. As systems are updated or replaced, chosen first name capabilities will be improved and implemented.

Updates to this policy will be communicated to the campus community as necessary.

### How to Request a Name Change

You can request a name change by completing the Name Change Form in the following offices:

- Students, Office of the Registrar
- Employees, Office of People and Culture

Please be advised that addresses are linked to the legal name. That means any notices sent to the home address, including tax documents, tuition and other payments due to the college, etc. will bear the legal first name.

The college is required to use your legal first name for official external reports but may use the chosen first name to the extent feasible for internal identification.

Upon submission of your Name Change Form, the display option you select (see options below) will be recorded and your chosen first name, if specified, will be reviewed by the Office of the Registrar or the Office of People and Culture. Once your chosen first name is accepted, it will appear in systems identified below. If your chosen first name is not approved, your legal first name will remain the only name on your record at the college.

Examples of chosen first names that will not be approved include, but are not limited to:

- Names used for the purpose of misrepresentation
- Names containing non-alpha characters
- Names containing offensive, derogatory, discriminatory or inappropriate language

| Name Display Choice Options             | Examples             |
|---|----------------------|
| 1) Legal First Name Only (default)      | Agnes I. Scott       |
| 2) Chosen First Name Only               | Irvine Scott         |
| 3) Legal First Name (Chosen First Name) | Agnes (Irvine) Scott |

**Based on your name display choice, Chosen First Name Only or Legal First Name (Chosen First Name) Will Be Used in the Following Circumstances.**

- AscAgnes
  - Class Roster \*
  - Grade Roster \*
  - My Advisees \*
  - Welcome! Name
- Athletic Team Roster
- Carta
- Compass
- Declining Balance
- Diploma - *students may choose their printed diploma name when submitting the graduation application.*
- Email account display name
- Graduation/Commencement Program - *unless specified otherwise on the graduation application*
- Housing Records
- ID Card - *chosen name will appear on the front of an ID Card and legal name will appear in small print on the back of the ID Card.*
- Instructor Name on Class Search and Student Schedule
- Library Records
- Media/Public Relationship Announcements
- Canvas
- Online Directory – OPD (unless directory suppressed)
- Senior Investiture
- Unofficial/Advising Documents

**Legal First Name Must Be Used in the Following Circumstances**

- AscAgnes
  - Agnes Scott eTranscripts Online Ordering Service



- Degree Audit
- My Account Statement
- My Financial Aid
- My Profile
- Official Class Roster
- Pay Advices
- Transcript Request Status
- Time history
- View My 1098-T Forms
- View My 1099-MISC Info
- W-2 Statements
- Degree Audit \*
- Emergency Responder and Enforcement Systems (Police, DOS, etc.)
- Financial Aid \*
- Internal systems that require and can only accommodate Legal Name
- Medical Records (Medicate and Aetna)
- NCAA Paperwork
- National Student Clearinghouse
- Network username & email address
- Responses to enrollment enquiries such as verification requests
- SEVIS and I-20
- Student Employee/Payroll Information \*
- Student Financial Accounts (billing, etc.) \*
- TMS
- Transcripts - *Official or Unofficial* \*
- Travel paperwork
- All external communications and reporting

\* Appears within AscAgnès

### **Legal Name Change**

In order to change the legal name on your official college records such as transcripts and employment records, you must legally change your name. For employees, a legal name change is recognized by submitting a social security card. Students can provide passport, original court document and/or government issued visa. If you are a graduate, you can also request an updated diploma with your current legal name. Although your name will be changed on all documents, your prior name will continue to be listed as a previous identity in the college's database in order to ensure that any searches of your former name will access the correct files.

### **Keeping Your Identity Private – Family Educational Rights and Privacy Act (FERPA)**

If you would like to prevent any of your information being released for any reason, you may opt out by completing a Total FERPA Block with the Office of the Registrar. A total FERPA block means that data from your college educational records cannot be released to anyone, including potential employers or loan companies seeking to verify your enrollment. However, a student may not be "anonymous" to other class members enrolled in the same class. College officials with a legitimate educational interest may still have access to your education record. For more information about FERPA and student records privacy, see <https://www.agnesscott.edu/registrar/student-records-privacy.html>.

## Frequently Asked Questions

*Can I provide a chosen last name?*

No, your last name will continue to be your legal last name.

*Can I use any chosen first name that I wish?*

Refer to the How to Change Your Name section about approved chosen first name.

*Can I use my chosen first name for email?*

Yes and no. Yes, you can change your Display Name. No, you cannot change your email address. Please recognize that changing your email display name can have unintended consequences and result in name search failures or result in a sent message not readily being recognized as a message from you.

*How long does it take for my chosen first name to appear in systems capable of displaying it?*

Your request form will be processed within 5 business days and you will see the new chosen first name in some systems within 1-3 days after the form is processed. Be aware that the name change will not appear in all systems at the same time and systems that require your legal first name will continue to show your legal name. Processing time may take longer at the beginning and end of each semester as that is a busy time for the Offices of the Registrar and People and Culture.

*How often can I change my chosen first name?*

Currently there is no limit on how often you can change your chosen first name. HOWEVER, keep in mind that making this change can have ripple effects throughout your day-to-day experiences. Changing your chosen first name more than once per year can lead to confusion regarding your identity, result in challenges in customer service, and/or cause the interruption of your ability to access some college systems.

*How does the preferred name policy affect F-1 & J-1 visa students?*

Chosen first name is for use within the college community. International students may feel free to select a chosen first name for on-campus use. However, this does not apply in situations where one's legal name is required. For the purpose of F-1 or J-1 student visa status, the legal name is required on I-20s and DS-2019s. An individual's legal name is what appears in the passport.

*Who should I contact if I have additional questions?*

Students should contact the Office of the Registrar and employees should contact the Office of People and Culture.

*If I provide a chosen name, will it be used on mailings to my parents/guardians?*

Mailings to parents and guardians use the legal first name on file.

*Will my professors be notified that I have a chosen first name?*

After your form has been processed, the chosen first name will appear as described in the policy above. The change may take longer to appear on some systems depending on the data updated timing.

*If I have elected the chosen first name only display option, will my professor see my legal first name?*

Your professor will see your legal first name as described in the "Legal First Name Must Be Used in the Following Circumstances" section.

*Are staff and faculty members required to call students by their chosen first name?*

Referring to students by the name they wish to be called in classrooms and when interacting with college personnel supports a respectful learning environment. Staff and faculty members will make an effort to call you by your chosen first name.

*How quickly can I get my new ID card and where do I go to get a new ASC ID card?*

The Office of the Registrar notifies ITS of the change. You will receive an email from ITS when your new ID card is ready. Be prepared to pay the \$15 replacement fee when you pick up your card. Also, note that if you have indicated you want to be referred to by your chosen first name, your chosen first name will appear on the front of the ID Card and your legal first name will appear on the back of the ID Card in a smaller font.

*Do I have to get a new ASC ID card if I submit a Name Change Form?*

No, using your chosen first name on your ASC ID card is an option, not a requirement.

*Does the chosen name policy extend to all Agnes Scott employees?*

Yes.

*What is a legal name?*

Legal name is the name that identifies a person for legal, administrative and other official purposes. A person's legal first name generally is the name of the person that was given for the purpose of registration of the birth and which then appears on a birth certificate.

*What is a chosen first name?*

Chosen first name is a first name you prefer to be called by others and identified by in college systems. It is different than your legal first name. A nickname is something your close friends or family may use but will not be recorded unless you specify it as your chosen first name.

*Policy Clarification or Modifications: Direct to the Office of the Registrar*

*Approved: Cabinet, January 2019*

## **Non-Harassment**

Agnes Scott College is committed to providing a healthy learning and work environment that is safe and characterized by mutual trust and respect for all members of our community. This commitment, as well as the College's obligations under federal law, means that the College will not tolerate discrimination against or harassment of any individual or group based upon race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability or veteran status or any other prohibited factor under law.

Statement adopted by Board of Trustees on October 30, 2015:

*"Agnes Scott College values diversity and seeks to foster an environment that welcomes and supports contributions from all members of the Agnes Scott College community. Discrimination or harassment is unacceptable on this campus. Such behavior is contrary to our intellectual environment and the spirit of fellowship fundamental to our community. Discrimination or harassment may take many forms, including but not limited to verbal insults, inappropriate humor, defacement or destruction of property and physical intimidation. It may be directed at any one of our distinctive human differences, all members of our community are diminished by these acts. Harassment or discrimination of any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability or veteran status is a violation of Agnes Scott College policy. Persons determined to have engaged in*

*unacceptable behavior, such as activity which substantially threatens or interferes with another person's academic efforts, property, employment or participation in the life of the College or creates a hostile or demeaning atmosphere, will be subject to prompt disciplinary action."*

If an employee feels that they have been subjected to conduct which violates these standards, they should immediately report the matter to the Office of People and Culture.

## Operation of College Vehicles

All employees authorized to drive Agnes Scott College-owned or leased vehicles or personal vehicles in conducting Agnes Scott College business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

Employees must have a valid driver's license in their possession while operating a vehicle off or on Agnes Scott College property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Agnes Scott College-owned or leased vehicles may be used only as authorized by management.

### Portable Communication Device Use While Driving

Employees who drive on Agnes Scott College business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employees are driving, and permitted by law, they must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and emailing while driving is prohibited in all circumstances.

July 18, 2019

## Policy on Farewell or Retirement Celebrations

The Agnes Scott College culture values all members of our community and recognizes that departments/divisions may wish to honor employees leaving the college to take other positions or who are retiring from Agnes Scott. For this reason, the college has established this policy to provide guidelines and consistency to departments/divisions planning these celebrations.

An employee's years of service should be considered when planning these events. Also, certain types of events do **not** qualify for college-paid celebrations. Birthdays, baby showers, wedding showers, work anniversaries (other than the college-wide holiday party celebration and service

anniversary gifts), farewell or retirement parties for employees with **less than 5 years of service**, farewell parties for employees moving within the college, regardless of years of service, and welcome events for new staff (below the cabinet level) are not eligible for reimbursement. These events are permissible but require funding sources other than the college budget.

Refreshment and gift costs reimbursed from college funds for farewell or retirement celebrations should not exceed the following range based on years of service:

- 5-9 years of service, \$200
- 10-20 years of service, \$300
- More than 20 years of service, \$400

If an individual, vendor or other outside organization wishes to donate or sponsor food, prizes or gifts, this donation is permissible and could potentially lessen the cost to the college for these events. Acknowledgement of external funding sources is required.

Questions about this policy should be directed to the Office of People and Culture.

## Policy on Political Activity

### Policy Summary

It is the policy of Agnes Scott College to comply with Internal Revenue Service (IRS) regulations that prohibit the use of college resources in connection with political campaign activities in support of or in opposition to candidates.

### Related Regulations

As a §501(c)(3) tax-exempt organization, Agnes Scott College is prohibited from directly or indirectly participating or intervening in any political campaign on behalf of or in opposition to any candidate for public office. Violation of IRS regulations may lead to imposition of excise tax, penalties and possibility of revocation of tax-exempt status.

### Who is Governed by this Policy

- Staff
- Faculty

### Policy

The Internal Revenue Code prohibits the college from participating or intervening directly or indirectly in any political campaign activity or supporting any such activity. To maintain adherence to this prohibition, the following guidelines govern the college's faculty and staff ("employee" or "employees") in their relation to political campaign activities:

1. The name, marks, and seal of the college may not be used on letters or other written materials, (including through the use of social media) intended for support for a political campaign on behalf of or against any candidate for public office, political party, or political action committee, including the solicitation of funds for such purpose or activities. This includes a prohibition on use of college letterhead, envelopes, email accounts, telephone lines, and voicemail systems for communication.
2. Agnes Scott College employees may not state orally or in writing that they are speaking for or on behalf of the college when expressing support for or opposition to a candidate for public office, and should state explicitly that they are speaking as individuals, not on behalf of the college, when the failure to do so might be construed as an expression of support or opposition by the college. This prohibition includes oral or written statements made using social media. Agnes Scott College

titles should be used for identification only.

3. No college office and no employee's office may be used as a return mailing address for the solicitation of funds for political campaigns on behalf of or against any candidate for public office or the solicitation of an endorsement of any candidate for public office, political party, or political action committee.
4. College funds, duplication machines, computers, telephones, fax machines, or other equipment or supplies may not be used on behalf of or against any candidate for public office, political party, or political action committee.
5. College facilities (office space, meeting rooms, lecture halls, etc.) in general may not be used on behalf of or against any candidate for public office, political party, or political action committee. If a college facility is regularly made available to non-college groups, however, such facilities may be made available for political campaign activities if (a) the facility is provided on the same terms and conditions governing the use for purposes other than political campaign activities, and (b) the facility is made available on an equal basis to other candidates.
6. Agnes Scott College web pages and social media accounts may not be used on behalf of or against any candidate for public office, political party, or political action committee.
7. No employee of the college may perform tasks in any way related to a political campaign for public office, a political party, or political action committee in their capacity as a college employee, nor should any employee be coerced to engage in any type of political activities, including monetary contributions.

Nothing in this policy prohibits college employees from participating in political activity in their individual capacity separate from their relationship to the college. In addition to the restrictions set forth above, any such political activity should be performed (a) outside of normal work hours, or (b) during a leave of absence without pay taken with the college's approval, or (c) during a sabbatical leave, or (d) within ordinary work hours, if the time is charged to vacation time to which the person is then entitled.

Related Information

Internal Revenue Code, 26 USCA Section 501(c)(3)

September 2020

## Posting Policy

In order to maintain a safe, neat, and aesthetic environment, the college, with the help of the Inter-Organizational Council, has established the following guidelines regarding posting of information in campus facilities and with campus resources.

All postings should include appropriate information about an event:

Who

What

When

Where

Contact information

Each building has designated public posting areas as follows:

Alston Campus Center

DO NOT USE TAPE ANYWHERE IN THE BUILDING

Organizations may post fliers on the Inter Organizational Council (I.O.C.) bulletin board  
 Events may be advertised with table tents and banners (banners may be hung in the stairwell by string only).

#### McCain Library

DO NOT USE TAPE ANYWHERE IN THE BUILDING

Table tents may be used provided there is still ample space for students to do their homework.

#### Buttrick Hall

Masking Tape is allowed in the bathrooms and elevators. Advertisements may be hung from the magnetic strips, which are located in the stairwell, and, with the department's permission, on department bulletin boards. Main lobby kiosk may also be used for fliers and may be attached with staples or pushpins

#### Bullock Science Center

Approved fliers may only be posted on bulletin boards for general postings only. Fliers must be removed within 24 hours of the event.

#### Presser Hall

Advertise on the magnetic strips, in bathrooms, or on interior doors.

Masking tape is permitted on interior doors & in the bathrooms.

#### Dana Fine Arts Building

No tape may be used in this building with the exception of the bathrooms. Fliers may be left at the information desk and with the department's permission; fliers may be posted on bulletin boards.

#### Woodruff Building

Masking tape may be used in bathrooms only

Bulletin boards may be used with department's permission

Fliers may be left at the information desk

#### Evans Dining Hall

DO NOT USE TAPE IN BUILDING

Table tents are ALLOWED

Small bulletin boards (in the front of the building) may be used with pushpins only

#### Residence Halls: Hopkins, Inman, Main, Rebekah, Walters and Winship

Posting is allowed throughout the building.

Masking tape may be used in bathrooms, on interior doors, & in elevators.

Do not post fliers on exterior doors.

#### Avery Glen

There is no posting in Avery Glen. It is against the policy of the complex

It is against Georgia state law to post anything on the exterior doors of buildings.

1st offense: warning

2nd offense: must pay fine and possible budget cut.

(We are aware that some election materials are posted on the window near the post office. These items have been approved, and no other unapproved material should be displayed in that area.)

Flyers may not be attached to exterior doors, walls, and windows of buildings, as this is a fire hazard. Improperly posted items will be removed and destroyed, and the responsible individuals or organizations may be charged for any damages incurred. ASC is not responsible for maintaining or returning any signs that are improperly posted.

February 28, 2001.

## Research Misconduct Policy

In accordance with 42 CFR Parts 50 and 93 Public Health Service Policies on Research Misconduct; Final Rule; Department of Health and Human Services; Federal Register

### I) INTRODUCTION

#### A) General Policy

Agnes Scott College (hereinafter "ASC" or "college") believes that the occurrence of misconduct is a threat to the basic principles of research. Misconduct in research damages the integrity of the profession and undermines the credibility of scholars. It is also antithetical to the college's honor code and the values the college strives to maintain and promote. ASC takes seriously all allegations of misconduct and believes that the procedures for the inquiry, investigation and adjudication of any misconduct should be clear for all parties involved. ASC is also cognizant of the need to protect the complainant, the respondent, and all witnesses involved in any misconduct proceeding.

The purposes of this policy are (1) to address research misconduct, which is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results; and (2) to establish clear and coherent procedures for responding to research misconduct allegations in a thorough, timely, and fair manner. It is important to note that research misconduct does not include honest error or differences of opinion.

This policy conforms to the United States Public Health Service (Department of Health and Human Services) regulations under 42 Code of Federal Regulations (CFR) Part 93. While 42 CFR Part 93 applies to all individuals who may be involved with a project supported by, or who have submitted a grant application to, the Public Health Service (PHS), the ASC policy applies to all individuals engaged in college research regardless of funding source.

#### B) Scope of Policy

This policy applies to allegations of research misconduct (fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results) involving a person who, at the time of the alleged research misconduct, was employed by, was an agent of, was affiliated by contract or agreement with, or was a visiting scholar at ASC; and (1) research, research training, or activities related to that research or research training, (2) applications or proposals for support for research, research training or activities related to that research or research training, or (3) research records produced in the course of research or research training or activities related to that research or research training. This includes any research proposed, performed, reviewed, or reported, or any research record generated from that research, regardless of whether any application or proposal for funds resulted in a grant, contract, cooperative agreement, or other form of support and regardless of whether any funding for the research was sought from any source.

### II) DEFINITIONS

*"Allegation"* A disclosure of possible research misconduct to an institutional official or sponsor, using any means of communication (oral, written, electronic, or other)

*"Complainant"* A person who in good faith makes an allegation of research misconduct

*"Evidence"* Any document, tangible item, or testimony offered or obtained during a research



misconduct proceeding that tends to prove or disprove the existence of an alleged fact

"*Fabrication*" Making up data or results and recording or reporting them

"*Falsification*" Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record

"*Inquiry*" Preliminary information-gathering and preliminary fact-finding

"*Institutional member*" Any member of the college community, including faculty, students and staff

"*Investigation*" Formal development of a factual record and the examination of that record leading to a decision not to make a finding of research misconduct or to a recommendation for a finding of research misconduct, which may include a recommendation for other appropriate actions, including administrative actions

"*Plagiarism*" The appropriation of another person's ideas, processes, results, or words without giving appropriate credit

"*Research integrity officer (RIO)*" The appointee with primary responsibility for implementing the policy

"*Research misconduct*" Fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results

"*Respondent*" The individual against whom an allegation of research misconduct is directed or who is the subject of a research misconduct proceeding

### **III) RIGHTS AND RESPONSIBILITIES**

#### A) Research Integrity Officer

The Research Integrity Officer (RIO) will have primary responsibility for implementation of the procedures set forth in this document. The Research Integrity Officer will be an institutional official who is well qualified to handle the procedural requirements involved and is sensitive to the varied demands made on those who conduct research, those who are accused of misconduct and those who report apparent misconduct in good faith. Appointed by the president, the RIO will in most instances be the VPAA unless there is a conflict of interest in which case the president will designate another appointee.

#### B) Complainant

The Complainant may have an opportunity to testify before the inquiry and investigation committees, to review portions of the draft inquiry and investigation reports pertinent to his/her allegations or testimony, to be informed of the results of the inquiry and investigation, and to be protected from retaliation. The Complainant is responsible for making allegations in good faith, maintaining confidentiality, and cooperating, in good faith, with an inquiry or investigation.

#### C) Respondent

The Respondent will be informed of the allegations prior to or when an inquiry is opened and notified in writing of the final determinations and resulting actions. The Respondent may also have the opportunity to be interviewed by and present evidence to the inquiry and investigation committees, to review the draft inquiry and investigation reports, and to have the advice of legal counsel. The Respondent is responsible for cooperating with the conduct of an inquiry or investigation. If the Respondent is not found to have committed research misconduct they have the right to receive institutional assistance in restoring his or her reputation.

The respondent should be given the opportunity to admit that research misconduct occurred and that he/she committed the research misconduct. In such case, the RIO, with the advice of the appropriate institutional officials, may terminate the college's review of an allegation that has been admitted, subject to obtaining prior approval from the relevant office of an involved funding entity in accordance with any federal or state requirement. If no funding entity is involved, the RIO's decision to terminate the review of an admitted allegation shall be final.

The termination of the respondent's employment, by resignation or otherwise, before or after an allegation of possible research misconduct has been reported, will not preclude or terminate the research misconduct proceeding or otherwise limit any of the college's responsibilities under 42 CFR Part 93.

If the respondent, without admitting to the misconduct, elects to resign his or her position after the college receives an allegation of research misconduct, the assessment of the allegation will proceed, as well as the inquiry and investigation, as appropriate based on the outcome of the preceding steps. If the respondent refuses to participate in the process after resignation, the RIO and any inquiry or investigation committee will use their best efforts to reach a conclusion concerning the allegations, noting in the report the respondent's failure to cooperate and its effect on the evidence.

#### **IV) GENERAL POLICIES AND PRINCIPLES**

##### **A) Responsibility to Report Misconduct**

All institutional members will report observed, suspected, or apparent research misconduct to the RIO. Any ASC official who receives an allegation of research misconduct must report it immediately to the RIO. If an individual is unsure whether a suspected incident falls within the definition of research misconduct, they may meet with or contact the RIO to discuss the suspected research misconduct informally, which may include discussing it anonymously and/or hypothetically. If the circumstances described by the individual do not meet the definition of research misconduct, the RIO will refer the individual or allegation to other offices or officials with responsibility for resolving the problem, for example, to accounting if improper practices were mistakenly followed.

At any time, an institutional member may have confidential discussions and consultations about concerns of possible misconduct with the RIO, department chair, or other college official and will be counseled about appropriate procedures for reporting allegations. Training for this responsibility will be provided on an as-needed basis. Any such discussions and consultations will be confidential to the extent allowed by law.

##### **B) Cooperation with Research Misconduct Proceedings**

Institutional members will cooperate with the RIO and other college officials in the review of allegations and the conduct of inquiries and investigations. Institutional members, including respondents, have an obligation to provide evidence relevant to research misconduct allegations to the RIO or other college officials.

##### **C) Confidentiality**

The RIO shall (1) limit disclosure of the identity of respondents and complainants to those who need to know in order to carry out a thorough, competent, objective, and fair research misconduct proceeding; and (2) except as otherwise prescribed by law, limit the disclosure of any records or evidence from which research subjects might be identified to those who need to know in order to carry out a research misconduct proceeding. The RIO should use written

confidentiality agreements or other mechanisms to ensure that the recipient does not make any further disclosure of identifying information.

D) Protecting complainants, witnesses, and committee members

Institutional members may not retaliate in any way against complainants, witnesses, or committee members. Institutional members should immediately report any alleged or apparent retaliation against complainants, witnesses, or committee members to the RIO, who shall review the matter and, as necessary, make all reasonable and practical efforts to counter any potential or actual retaliation and protect and restore the position and reputation of the person against whom the retaliation is directed.

E) Protecting the Respondent

As requested and as appropriate, the RIO and other institutional officials shall make all reasonable and practical efforts to protect or restore the reputation of persons alleged to have engaged in research misconduct, but against whom no finding of research misconduct is made.

During the research misconduct proceeding, the RIO is responsible for ensuring that respondents receive all the notices and opportunities provided for in 42 CFR Part 93 and the policies and procedures of the college.

F) Interim Administrative Actions and Notification of Special Circumstances

Throughout the research misconduct proceeding, the RIO will review the situation to determine if there is any threat of harm to public health, federal funds, and/or equipment. In the event of such a threat, the RIO will, in consultation with other college officials and the sponsor, if applicable, take appropriate interim action to protect against any such threat. Interim action might include additional monitoring of the research process and the handling of federal funds and equipment, reassignment of personnel or of the responsibility for the handling of federal funds and equipment, additional review of research data and results or delaying publication.

**V) PROCEDURE**

A) Inquiry

The purpose of this stage is to determine, with minimum publicity and maximum confidentiality, whether there exists a sufficiently serious problem to warrant a formal investigation. It is crucial at this stage to separate substantive issues from conflicts between colleagues that may be resolved without a formal investigation.

1) Initiating the Inquiry

All allegations of research misconduct, arising from inside or outside the college, should be referred directly to the RIO immediately and confidentially. The RIO may initiate an inquiry without a specific complaint if it is felt that evidence of suspicious research misconduct exists.

When a complaint comes forth, the RIO's first job is to provide confidential advice. If the issue involved does not amount to misconduct, satisfactory resolution through means other than this policy should be sought. However, if there is an indication that misconduct might have occurred, the RIO must pursue the case even in the absence of a formal allegation. Moreover, the case must be pursued to its conclusion even if a complainant and/or respondent resign from their positions at the college.

The RIO should also advise those involved that, should it be found at either the inquiry or the

investigation stage that the allegations were both false and malicious, confidentiality may not be further maintained and sanctions may be brought to bear against the complainant.

## 2) Inquiry Procedure

The RIO is responsible for conducting the inquiry (except, as noted above, where a conflict of interest might be perceived). The RIO may call upon the Department Chair (if more than one department is involved, more than one department chair may be informed), and one or more senior colleagues for help where specific technical expertise is required, but this need should be carefully weighed against the importance of confidentiality at this stage.

The RIO will notify the President, and call upon the college legal counsel at this stage. Personal legal counsels for either complainant or respondent are barred from interviews. All parties should recognize that the college legal counsel always acts on behalf of the college, not on behalf of one or the other party.

The nature of the inquiry will depend on the details of the case and should be worked out by the RIO in consultation with the respondent, with any colleague the RIO calls on for assistance, and with the college legal counsel. At this stage, every effort should be made to keep open the possibility of resolving the issue without damage to the position or reputation of either the complainant or the respondent. However, the RIO's primary allegiance must be to the integrity of academic research and to the college, not to the individuals. If research misconduct has been committed, it must not be covered up.

The inquiry should be completed, and a written record of findings should be prepared, within 30 days of its initiation. If the 30-day deadline cannot be met, a report citing progress to date and the reasons for the delay should be sent to the respondent.

## 3) Findings of the Inquiry

The inquiry is completed when a judgment is made by the RIO of whether a formal investigation is warranted. An investigation is warranted if a reasonable possibility of research misconduct exists. Written documentation summarizing the process and the conclusion of the inquiry must be prepared. After the draft is reviewed and commented on by the respondent, the final document will be filed in the RIO's office. The RIO must inform the complainant whether the allegations will be subject to a formal investigation.

If a formal investigation is warranted, where applicable, the agency sponsoring the research should be notified at this point. If the allegation is found to be unsupported but has been made in good faith, no further action is required. Aside from informing all parties, all attempts should be made to promote collegiality. If confidentiality has been breached, the RIO may wish to take reasonable steps to minimize the damage done by the breach. If the allegation is found not to have been made in good faith, the RIO should inform the President and may consider possible disciplinary action. If a complainant is not satisfied with a RIO's finding that the allegations are unsupported, the result may be appealed to the President.

## B) Investigation

When an inquiry results in a finding that an investigation is warranted, an investigation should be initiated within 30 calendar days after the conclusion of the inquiry and the RIO should notify the appropriate agency of same. The purpose of the investigation is to determine whether misconduct has been committed. If an investigation is initiated, the RIO should decide whether interim administrative action is required to protect the interests of research subjects, students, colleagues, the funding agency, or the college while the investigation

proceeds. Possible actions might include temporary suspension of the research in question. If there is reasonable indication of possible criminal violations, appropriate authorities must be informed by the RIO within 24 hours.

#### 1) The Investigation Committee

The RIO shall appoint an Investigation Committee based on the nature of the situation. The principal criteria for membership shall be fairness and wisdom, technical competence in the field in question, and avoidance of conflict of interest. Membership of the committee need not be restricted to the faculty of the college

The committee should be provided with a budget that will enable it to perform its task. The RIO should write a formal charge to the committee, informing it of the details of its task.

#### 2) The Investigation Process

Once the Investigation Committee is formed, it should undertake to inform the respondent of all allegations so that a response may be prepared. It is assumed that all parties, including the respondent, will cooperate fully with the Investigation Committee. The committee should call upon the help of the college legal counsel in working out the procedure to be followed in conducting the investigation. The respondent should be fully informed of the procedure chosen.

At this stage, confidentiality becomes secondary to a vigorous investigation leading to a conclusive determination of the facts. Nevertheless, every attempt should be made to protect the reputations of all parties involved. In cases where witnesses are involved, their statements must be recorded or transcribed, with witnesses given an opportunity to review and correct their statements.

A copy of the committee report should be given to the respondent for an opportunity to comment. In addition, the respondent should be given the opportunity for a formal hearing before the Investigation Committee. College legal counsel should be called upon to assist in working out the procedure to be followed in conducting such a hearing.

### C) Resolution

Regardless of the outcome, all federal agencies or other entities initially informed of the investigation should be notified promptly.

#### 1) No Finding of Misconduct, or Serious Error

A full record of the investigation should be retained by the RIO in a secure and confidential file for at least three years. Following a final finding of no research misconduct, the RIO will undertake all reasonable and practical efforts to restore the respondent's reputation. The RIO should consider notifying those individuals aware of or involved in the investigation of the final outcome, publicizing the final outcome in any forum in which the allegation of research misconduct was previously publicized, and expunging all reference to the research misconduct allegation from the respondent's personnel file.

If allegations are found to have been made in the absence of good faith, the RIO may wish to recommend to the President appropriate disciplinary action. If the allegations are found to have been made in good faith, steps should be taken to prevent retaliatory actions.

#### 2) Finding of Serious Error

The RIO should decide on an appropriate course of action to deal with the serious error, and to correct the scholarly or scientific record.

### 3) Finding that Misconduct was Committed

The RIO should forward the committee report to the President with a recommendation of sanctions and other action to be taken. The President should review the full record of the inquiry and investigation. The respondent may at this stage appeal to the President on grounds of improper procedure or a capricious or arbitrary decision based on the evidence in the record. New evidence may lead the President to call for a new investigation or further investigation, but not to an immediate reversal of the finding. After hearing any appeal and reviewing the case, the President should make a decision. The decision of the President is final.

In addition to regulatory authorities and sponsors, all interested parties should be notified of the final disposition of the case and provided with any legally required documentation.

The Agnes Scott College Research Misconduct Policy is based on a sample policy proposed by the Office of Research Integrity, U.S. Department of Health and Human Services (available online at <https://ori.hhs.gov/sites/default/files/SamplePolicyandProcedures-5-07.pdf>). The policy has been informed by similar policies at the following institutions:

Boston College  
 Emory University  
 Brown University  
 Columbia University  
 Davidson College  
 Duke University  
 Occidental College  
 University of California, Irvine  
 University of North Texas  
 University of North Carolina

Approved by the Executive Council, July 2008

## Severe Weather Policy

At times, emergencies such as severe weather, fires, power failures or earthquakes can disrupt College operations. In extreme cases, these circumstances may require the closing of the College. In the event such an emergency occurs during nonworking hours, the College send an emergency notification message through the Omnilert System. Local radio and/or television stations will be asked to broadcast notification of the closing.

If the College is officially closed during severe weather or other emergencies, members of the administrative staff and support staff will not be expected to come to the campus and absences will not be counted against accrued vacation time. Full-time, hourly employees will only be paid if the school is closed on a day that is their normal work day.

If the College is officially open during severe weather or other emergency and staff employees decide it is unsafe to travel from their particular locations, they have the option of working on a designated make up Saturday following their absence or of having their absence counted as a day of vacation. Make up Saturday will be announced by College officials.

If, for reasons of safety during severe weather, staff members decide to delay their arrival on campus or to leave campus before the regular closing hour, it should be with the approval of their supervisor. Employees have the option of making up hours missed at a time approved by their

supervisor or of having these hours counted against their accrued vacation.

Employees in essential operations may be asked to work on a day when operations are officially closed. In these circumstances, their supervisor may adjust their work schedule (within the same pay period) to recognize the additional hours worked.

In the event of severe weather or other emergency, information on the closing or delayed opening of the College is available from the following sources:

- Recorded message on (404) 471-5100: This line will be updated as changing decisions on closings and delays occur with a first update no sooner than 5:30 a.m.
- Radio and television news updates: Please check updates on closings or delays with these media outlets: WGST 640AM and WSB-TV Channel 2.
- Broadcast voicemail messages.
- Text message, if the college has a record of your cell phone number.

Do not call public safety for closing or delay information during inclement weather. The dispatcher will simply refer the call to the (404) 471-5100 information line.

### **Spokesperson Policy Statement**

According to college policy, all media inquiries must be directed immediately to the office of communications (ext. 5430). The senior director of communications is the official spokesperson for the college. The office of communications will initiate and/or respond to all media calls and, when appropriate, identify other experts from the faculty, administration or student body for interviews with the media.

July 1993, July 1996.

### **Statement Against Discrimination or Harassment**

An academic environment must allow free inquiry into all ideas and free expression of opinions by those within it as a part of the basic process of education. Yet in the presence of harassing behavior, a person's learning or working ability may be impaired. This discrimination or harassment policy acknowledges protection for free speech, which is guaranteed by the First Amendment of the U.S. Constitution, while at the same time requiring the dignity and worth of the individual be nurtured and protected.

Statement adopted by Board of Trustees May 18, 1990:

"Agnes Scott College values diversity and seeks to foster an environment that welcomes and supports contributions from all members of the Agnes Scott College community. Discrimination or harassment is unacceptable on this campus. Such behavior is contrary to our intellectual environment and the spirit of fellowship fundamental to our community. Discrimination or harassment may take many forms, including but not limited to verbal insults, inappropriate humor, defacement or destruction of property and physical intimidation. It may be directed at any one of our distinctive human differences, all members of our community are diminished by these acts. Harassment or discrimination of any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability or genetic information is a violation of Agnes Scott College policy. Persons determined to have engaged in unacceptable behavior, such as activity which substantially threatens or interferes with another person's academic efforts, property, employment or participation in the life of the College or creates a hostile or demeaning atmosphere, will be subject to prompt disciplinary action."

Employees who wish to register a complaint of discrimination or harassment may contact the

director of people and culture (inquiries can be kept confidential), a supervisor or department head and/or refer to the 784 Agnes Scott College Complaint Process. They may also file discriminatory harassment complaints with appropriate state or federal agencies under Title VII of the Civil Rights Act of 1964.

Policy No. 783 Issued 1/1/2004, Revised 07/07/2008

## Substantive Change Policy

Agnes Scott College is committed to maintaining compliance with the substantive change policy and procedures of the Southern Association of Colleges and Schools as delineated in *Substantive Change for Accredited Institutions of the Commission of Colleges*. Agnes Scott recognizes the responsibility of the Commission on Colleges to review substantive changes that occur between decennial reviews. The college will notify the Southern Association of Colleges and Schools Commission on Colleges of significant modification or expansion of the nature and scope of the college and, when required, seek approval prior to the initiation of changes. If unclear as to whether a change is substantive in nature, the college will consult with Commission staff.

Substantive changes as defined by the Commission on Colleges include but are not limited to:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A substantial increase in the number of credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual-degree program or a joint-degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs.

Additional information is available on the SACSCOC website at <https://sacscoc.org/accrediting-standards/substantive-changes/>.

The requirements for substantive changes vary according to the type of change.

- Some changes simply require that the Commission be notified in advance of the implementation of the change. The letter of notification should include the name of the actual change, implementation date, street address if it involves a new site, and the credential being offered.
- Larger scale changes, such as adding significantly different programs to the academic curriculum or offering a majority of the coursework needed to complete a degree or certificate online, require written notification at least six months in advance and approval of a prospectus, which must be submitted at least three months prior to the anticipated



implementation date.

- Institutions seeking to offer coursework at a more advanced level than that for which they are currently approved must notify the Commission of their intent at least 12 months in advance, and submit an application for level change by April 15 for review at the June meeting of the SACSCOC Board of Trustees or by October 1 for review at the December meeting.
- If an institution decides to close an educational program, approved instructional site, branch campus or the entire institution, it must choose one of the following options: it must teach out currently enrolled students or enter into a contract for another institution or organization to teach out the educational programs or program. Teach-out plans and teach-out agreements must be approved in advance of implementation by SACSCOC.
- Certain types of substantive changes, such as adding branch campuses, level changes, mergers/consolidations and changes in governance require a visit by a substantive change committee to determine continued compliance with the [Principles of Accreditation: Foundations for Quality Enhancement](#). When a committee visit has been authorized by the President of the Commission, the institution will be asked to provide documentation of the impact of the change on selected requirements in the Principles of Accreditation. This review may be combined with an institution's decennial reaffirmation review or may accelerate the institution's reaffirmation schedule.
- The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation of accreditation.

Fees are assessed by the Commission to review an application or prospectus for substantive change.

### **Responsibilities and Procedures**

All tenured and tenure-track faculty members and all director-level staff members in the Office of the President and the Academic Affairs division of the college are required to familiarize themselves with this policy, which may be found in the Faculty Handbook. In order to ensure our compliance with SACSCOC requirements, all proposers of new programs, degrees and other major initiatives must review the SACSCOC policy on substantive change, which may be found at <https://sacscoc.org/accrediting-standards/substantive-changes/>.

The Office of the President is responsible for monitoring any proposed changes in the legal status, form of control, or ownership of the institution or the established mission or objectives of the institution.

The Office of the Vice President for Academic Affairs is responsible for monitoring curricular revisions and changes in academic program offerings, including method of delivery and location, under consideration to identify changes that may be substantive in nature and may require reporting to or prior approval by SACSCOC. The vice president for academic affairs must notify the accreditation liaison and the president of the college of the potential substantive change in a timely manner.

In the event of a substantive change, the president of the college will send written notification to the president of the Commission on Colleges in accordance with the requirements of the type of substantive change. The accreditation liaison will work with all involved parties to prepare the letter. Should a prospectus, application for level change or teach-out plan or agreement be required, vice president for academic affairs will oversee the process for preparing the required document(s).

### **Failure to Comply**

If an institution fails to follow SACSCOC substantive change policy and procedures, it may lose its

Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. In addition, the institution's case may be referred to SACSCOC Board of Trustees for the imposition of a sanction or for removal from membership.

## **Tuition Privileges**

Agnes Scott College offers several undergraduate tuition remission and exchange programs for full-time faculty, staff, and their dependents. Tuition remission is not available for graduate credit or undergraduate summer school courses. The following provides a description of each program. For complete details and a list of participating institutions, contact the director of financial aid.

### **Remission for Classes at Agnes Scott College**

Full-time faculty, staff, and their dependents may receive tuition remission for classes taken at Agnes Scott College, beginning one year after the full-time employment date of the faculty or staff member. The employee or dependent must apply for all federal and state grants that may be available. Examples of such grants are the Georgia Tuition Equalization Grant and the Pell Grant. Information about state and federal grants may be obtained from Financial Aid. Should an individual terminate employment during the period that he/she, a spouse, or a dependent is registered at Agnes Scott College, the cost will be pro-rated on the basis of the length of the semester and the time of employment.

Remission does not cover room, board, any fees or special programs. Special circumstances may apply to study-abroad programs. Please consult the director of financial aid.

All seeking remission should contact the director of financial aid for the appropriate tuition remission request form.

### **Faculty**

Approval to take courses at Agnes Scott College is granted by the VPAA. No application is required.

### **Staff and Faculty/Staff Spouses**

Full-time staff members, who normally work 35 or more hours per week, are eligible to apply to take up to a maximum of two classes per semester with remission aid one year after the full-time employment date of the staff member. Normal provisions regarding credit, grades, non-degree hour limits and class attendance apply. Enrollment is dependent upon supervisor's approval and the employee's ability to continue to perform successfully the full duties of their position with the college.

Admission of staff and faculty/staff spouses into classes is dependent upon space available. Staff must have the permission of the appropriate supervisor(s). Employees applying to take a class should submit two copies of the Agnes Scott College Tuition Remission Request form; one to the associate vice president for enrollment and the other to the director of financial aid. Staff members and spouses complete the Woodruff Scholars Application and submit transcripts of high school and previous college work. An interview may be required. Recommendations are not required for employees and the application fee is waived. The assistant dean of the college reviews all applications from staff and spouse applicants until degree status is sought. At that time, a decision is made by the Committee on Academic Standards and the Office of Admission.

Revised August 2020.

### **Dependent Children of Faculty and Staff**

Dependent\* children of full-time members of the Agnes Scott College faculty and staff may apply to take undergraduate courses with remission assistance one year after the full-time employment date of the faculty or staff member. High school seniors, male and female, seek approval from the dean of admission to take courses at Agnes Scott College under the joint enrollment plan. An explanation of this program is offered in the college catalog. Female students seeking an undergraduate degree may apply for admission as degree candidates under normal procedures.

### **Tuition Exchange Program**

The Tuition Exchange Program is a national exchange program with more than 600 participating colleges and universities. It is important to note all interested persons should complete the tuition exchange request form and submit to the director of financial aid during the open request period (typically between August 1 and Sept. 15 of the year prior to anticipated enrollment). This early deadline is important to ensure maximum access to participating institutions. Additional information may be found at: <https://www.tuitionexchange.org/>. Please note that an application for this program does not guarantee eligibility and is subject to Agnes Scott's ability to maintain a balance between "imports" (students coming into the college via the Tuition Exchange Program) and "exports" (dependents of college employees going to other participating Tuition Exchange institutions). If Agnes Scott is deemed to be out of balance by the Tuition Exchange Program, it will be necessary for the college to limit the number of participants in the Tuition Exchange program until such time as the balance between imports and exports reaches an acceptable level. If exports continue to exceed imports, the Tuition Exchange Program may not allow the college to submit new exports until the balance returns to an acceptable level. In the event the college is prohibited by the Tuition Exchange Program from adding new exports, students already in the program will continue to be eligible.

In addition to the tuition exchange request form, families will need to go online to <https://telo.tuitionexchange.org/apply.cfm> to complete the online application form and select potential host exchange schools. Students may select up to 10 schools per application submitted. If more than 10 schools are desired, additional applications will need to be completed.

- \* Dependent: anyone claimed on the employee's federal income tax return the calendar year prior to the anticipated enrollment date at Agnes Scott or other school for which remission is sought.
- \*\* Retiree: anyone who meets the age and service criteria established by the college to receive full access to retiree benefits.

Revised August 1989, June 1992, July 2000, July 2003, August 2017.

### **Title IX at Agnes Scott College**

Title IX of the U.S. Education Amendments of 1972 ("Title IX") is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. The law protects students and employees of Agnes Scott College. The college does not discriminate or tolerate discrimination/harassment on the basis of sex in the education programs or activities that it operates including admissions and employment.

Under Title IX, discrimination on the basis of sex can also include sexual harassment which is defined as conduct on the basis of sex that satisfies one or more of the following:

- (1) *Quid pro quo harassment*. An employee, agent, or other person authorized by the college to provide an aid, benefit, or service under the college's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or

service on a person's participation in unwelcome sexual conduct;

(2) *Hostile environment harassment*. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the college's education program or activity (*i.e.*, creates a hostile environment).

Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

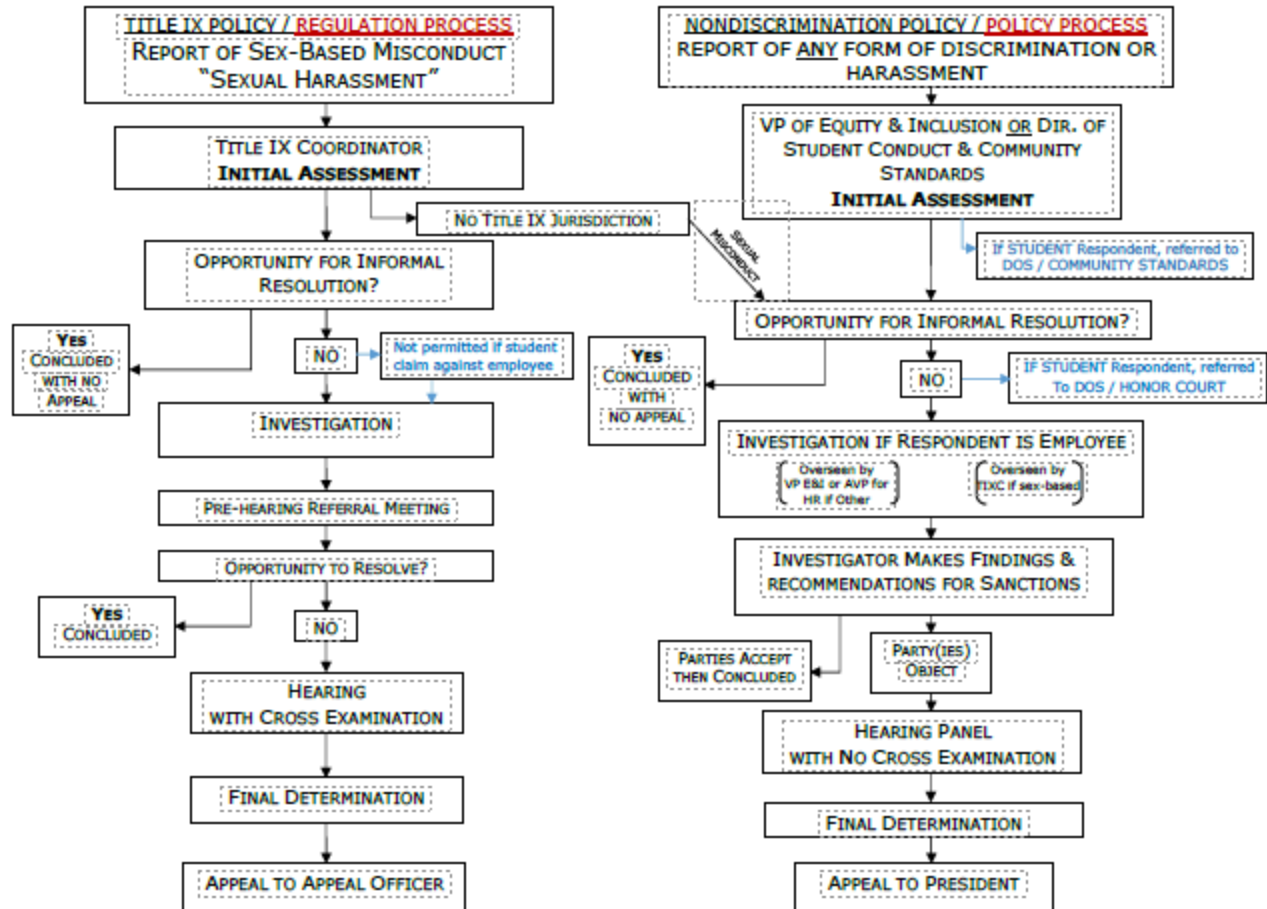
- The degree to which the conduct affected the Complainant's ability to access the college's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the college's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct
- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in the college's education program or activity; or

(3) *Specific offenses*. Sexual assault, Dating Violence, Domestic Violence and Stalking

The US Department of Education released Title IX regulations in 2024 that delineate the above-listed misconduct to which the regulations apply and require the college to have a formal grievance process. This process includes, among many other things, Title IX Coordinator oversight with a fair and equitable investigation and determination. The regulations are extensive and compliantly included in

The **Agnes Scott College Nondiscrimination, Harassment and Title IX Policy**

is available at <https://www.agnesscott.edu/wellnessandsafety/policy-statement.html> . The Nondiscrimination Policy governs all forms of prohibited discrimination, harassment, and violence, and also specifically governs sex-based misconduct. The following flowchart illustrates the process and procedures under each policy.



It is important to know the following two items:

- 1) Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator (TIXC) receiving the person's verbal or written report. The ASC Title IX Coordinator is Marti Fessenden (mfessenden@agnesscott.edu and (404) 471-6547).  
<https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws> (Deputy TIXC for Students and Deputy TIXC for Faculty & Staff TBD)
- 2) A report may be made to any TIXC at any time (including during non-business hours) by using the provided telephone numbers, electronic mail addresses, by online report at [https://report.myredflag.com/reporter/login/client/\\_asc-titleix](https://report.myredflag.com/reporter/login/client/_asc-titleix), or, by mail to the office address of the Title IX Coordinator who has been designated to handle inquiries regarding the non-discrimination policies and/or laws: Marti Fessenden, 141 E. College Ave., Hopkins 207, Decatur, GA 30030.

## Policy on Reporting Suspected Misconduct (Whistleblower Policy)

Agnes Scott College is committed to living honorably and to providing members of the campus community with “opportunities for ethical reflection, deliberation, and action.” In line with this commitment, the college expects all employees to perform their duties in accordance with applicable laws and regulations, college policy and procedures and high ethical standards. It is committed to compliance with all applicable laws and regulations and seeks to promulgate and administer college policies and procedures in accordance with such laws and regulations. A culture of compliance promotes ethical practices and creates a foundation for the honorable treatment of all members of the college community and those who conduct business with the college.

### **1) Purpose**

The purpose is to encourage and enable good-faith reports by college employees and others of observed or suspected misconduct or noncompliance with law or with college policies and procedures.

### **2) Scope**

This policy is intended to encourage and enable employees and others who have good-faith serious concerns about misconduct, including violations of law, regulations or college policies and procedures or other conduct (“misconduct”) to raise them with the college before seeking external resolution. This policy is not intended to supplant, but rather to complement and supplement, existing college policies. It thus does not affect any rights, responsibilities or procedures set forth in other college policies addressing misconduct. For example, complaints or grievances such as those regarding discrimination or harassment, other personnel and employment matters, academic and disciplinary matters, academic freedom, research misconduct and other matters as to which there are specific college policies should ordinarily be made and addressed in accordance with the college policies applicable to such matters and applicable law.

### **3) Reporting Responsibility**

Each member of the college community shares responsibility for stewardship of college resources and compliance with laws and policies. Therefore, college faculty, staff and students are encouraged to report, in accordance with this policy, any misconduct by college employees or actions of other parties that may result in financial loss or other harm to Agnes Scott College of which they may become aware. For purposes of this policy, a Reporting Person is any employee or student who makes a report under this policy.

### **4) Guidance on Reporting**

An employee who has a question about the propriety of any practice under college policies or procedures should ordinarily seek guidance from his or her supervisor or a college official with compliance oversight responsibility for the particular policy or procedure. An employee may also seek guidance from the vice president for finance and administration or the director of the office of people and culture.

### **5) Confidentiality**

A Reporting Person may request that a report made under this policy be handled as confidentially as possible under the circumstances. Although the college will endeavor to handle all such reports with discretion and due regard for privacy, other obligations and considerations may preclude the college from maintaining confidentiality in all circumstances.

### **6) Anonymous Reports**

A Reporting Person may make an anonymous report. However, it should be understood that any investigation may be hampered or be impracticable if the Reporting Person cannot be identified and

questioned about the allegations and related facts.

### **7) Persons to Whom Reports May Be Made**

A Reporting Person ordinarily should report suspected misconduct to his or her immediate supervisor. If the Reporting Person feels it is inappropriate to report to an immediate supervisor, the Reporting Person should raise the issue with another person with supervisory authority, such as his or her manager, department chair, VPAA, director or the college officer or official responsible for overseeing compliance with the policy or procedure at issue. If a Reporting Person believes further reporting is appropriate, a written report under this policy may be made to the following offices:

- Reports about a staff member may be filed with the college's Office of People and Culture  
Attention: director of the office of people and culture.
- Reports about a faculty member may be filed with the Office of Academic Affairs  
Attention: vice president for academic affairs and dean of the college.
- Reports about a student may be filed with the Office of the Dean of Students  
Attention: vice president for student affairs and dean of students.

Reports involving the president, a vice president or a trustee of the college, or any report concerning accounting practices, finances, internal controls, inappropriately managed conflicts of interest and/or auditing may be submitted to the chair of the Audit Committee of the Agnes Scott College Board of Trustees, by submitting the report, in an envelope addressed to the Chair of the Audit Committee, to the Office of the Secretary of the Board or, if the individual prefers, directly to the chair of the Audit Committee. Reports submitted in this manner will be delivered to the chair of the Audit Committee for evaluation.

### **8) No Retaliation**

No individual who in good faith reports a violation or suspected violation shall thereby suffer harassment, retaliation or adverse employment and/or academic or educational consequences. An employee who retaliates against someone who has made a report in good faith under this policy is subject to disciplinary action, up to and including dismissal from the college. Individuals who believe they have suffered retaliation may report it to one of the reporting venues identified above.

Reports made in bad faith or with knowledge of their falsity may subject individuals to disciplinary or other appropriate action. Making a report under this policy shall not insulate an individual from personnel or other actions that are warranted based on performance or other factors and are not caused by the making of a complaint under this policy.

### **9) Document Retention**

The Office of the Vice President for Finance and Administration will document the processing and, as appropriate, resolution of reports made under this policy and shall retain such documents in a secure location.

### **10) Resolution of Reports of Misconduct**

Reports of misconduct submitted to members of the campus administration listed in section 7 of this policy shall be reviewed by the president in consultation with the other officers of the college. The college officers will decide on a course of action to investigate and resolve the matter in accordance with applicable college policies and procedures and will take corrective action as warranted.

Reports submitted to the chair of the Audit Committee of the Board of Trustees shall be reviewed by the Audit Committee in executive session. The Audit Committee shall exercise discretion in determining whether to conduct further review, initiate an investigation, refer the matter to a college office or take other steps as warranted.



When a case has been resolved, a brief report on its resolution shall be shared with appropriate individuals or departments as well as with the Reporting Person. An annual report on all cases submitted to college officers under this policy shall be shared with the Audit Committee.

The vice president for finance and administration is responsible for implementing this policy. Ultimate responsibility for oversight of this policy rests with the Audit Committee of the Board of Trustees.

APPROVED by the BOARD OF TRUSTEES OCTOBER 28, 2011

## Web Guidelines

Agnes Scott College maintains several servers under the general domains of agnesscott.edu and agnesscott.org which host websites designed to support the college's academic programs and administrative functions. These guidelines provide information on publishing web pages at Agnes Scott.

Agnes Scott makes every effort to ensure these websites assist with and foster:

- Effective and accurate communication of information about the college to internal and external audiences
- Instruction, research, and other support for the academic pursuits of the faculty, students and staff
- Efficient administration of tasks and responsibilities by administrative staff, faculty and students

These guidelines provide content managers and other members of the Agnes Scott community with information on topics such as the appropriate use of the webpage templates, college branding, and best practices, etc. Use of the ASC website is governed by the Policy on Acceptable Use of Electronic Resources.

### Website Publishing

While all members of the Agnes Scott College community have access to electronic resources, the production of web pages is limited to individuals who are:

- Faculty authorized to act for their departments or programs
- Representatives authorized to act for their administrative units
- Representatives authorized to act for other approved student organizations
- Students working under sponsorship of faculty or administrative units

The Office of Communications & Marketing maintains a list of approved content managers for the entire college. Individuals who are approved have been through college-mandated content manager training.

Personal web pages (i.e. web pages created by individuals to present information of a personal nature or used for purposes other than the college's pursuit of its academic mission or administrative functions) are not supported. A number of internet service providers offer free and low-cost options for personal web publishing.

### General Guidelines

*Administrative Pages* – Those web pages used by the administrative offices to provide information about Agnes Scott College. The primary audiences for these pages are the college's external constituencies (potential students, alumnae, donors, etc.), however, members of the college community may also find some of the information useful. The website has been developed to promote the college, its academic majors and programs, events, etc. These pages are maintained



by the content managers for each administrative office or division.

*Use of Templates* – All administrative pages must use the pre-approved template format provided by the college. Information presented on administrative pages is considered official college information. Templates and components are preloaded into pages to ensure ease for the user. All components have set guidelines that are outline in

*Editorial Review Process* – Before pages are posted to the web server, all administrative page content should be routed through the approval process as directed by the area content manager. Additional assistance may be provided by the Office of Communications & Marketing.

*Disclaimers and Linking to External Websites* – You may create a link to any internal page on the Agnes Scott web suite. You can also create links to external pages that provide useful information to Agnes Scott College students, faculty, administrative staff and other site visitors using the external linking function on the content editor. Please be aware that the internet is a rapidly changing resource and web pages are often changed, moved to alternate locations or removed from the web entirely. If you are creating links to external sites, you will need to check your links on a regular basis to ensure they are functioning properly. Broken links are monitored by the web team.

*Academic Department Liaisons* – Academic departments and programs are each given an information folder for inclusion of their instructional information. This department or program info page contains additional information from each department not included in the college catalog, which is maintained by the Registrar's Office. Academic departments and programs may appoint one faculty member as content manager to handle updating the department or program information in this section. The Office of Faculty Services has been trained to provide support in making page updates for Departments and Programs.

Information such as the department or program description, the list of classes and their descriptions, and the list of program requirements (information appearing in the college Catalog) will be updated by the Registrar's Office as the new catalog and catalog supplements become available. Information used on the web that is taken directly from the college catalog cannot be changed or updated without prior approval of the Registrar. For questions about updating academic department and program sections, please contact the director of digital strategy.

#### Additional Guidelines

The use of Agnes Scott electronic resources is a privilege, not a right, which may be revoked at any time for misuse. Agnes Scott College reserves the right to limit access to its electronic resources when applicable college policies, state and/or federal laws or contractual obligations are violated. The college does not, as a rule, monitor the content of materials transported over the college's network resources or posted on college-owned computers and networks, but reserves the right to do so. Agnes Scott provides reasonable security against intrusion and damage to files stored on the central computing facilities, but does not guarantee that its computer systems are secure. (See "Policy on Acceptable Use of Electronic Resources").

Questions about appropriate use of the college logo or about the editorial review process should be addressed to the Office of Communications.

*Use of the college name* – Questions about appropriate use should be directed to the Office of Communications & Marketing. For first reference, use the full name of the college (Agnes Scott College). Second references may use either Agnes Scott or the college.

*Use of graphics and photos* – Appropriate privacy and copyright procedures should be followed for all graphics and photos used on the Agnes Scott website. Please contact the Office of

Communications & Marketing for support in obtaining photos for web.

For graphics and publications created by outside designers, make sure permission from the copyright holder (the designer or the owner of rights to the graphic) has been granted allowing you to use the image online. In most cases, permission to use a graphic in classroom instruction or in printed publications does not automatically grant permission to use the image on the Web. You will need to speak with the graphic designer who designed the image or publication to make sure you have permission to place the image or publication on the web.

Photographers often charge an additional fee for using their work on a website. When making arrangements with a photographer, please make sure you ask if you have the right to use the photos on the Web site. With photo images, you will need to have photo release forms from everyone featured in the photo. This form ensures the person understands their likeness is to be used on the Agnes Scott website and grants the necessary permission allowing you to use their image. A copy of the photo release form is available from the Office of Communications & Marketing.

For specific questions about appropriate use of images and photos, please contact the director of digital strategy.

Use of speeches and lectures – Agnes Scott College sometimes makes available text copies of speeches and lectures made by guests to the campus. In order to include this content on the Web site, the college must have special permission from the speaker or performer to place a copy of the speech or performance online. There is a form available that must be signed by the speaker or performer in order to grant the college permission to use the information online. For questions or a copy of the form, contact the director of special events and conferences, in the Office of Communications & Marketing.

Use of student information – Agnes Scott College protects the privacy of student information via the college’s “Release of Student Information” (Buckley/FERPA) policy. For specific information about what the college can and cannot release, please refer to this policy. For specific questions, please contact the Registrar’s Office or the director of digital strategy.

#### Additional Questions or Support

For additional questions or for assistance with design, content development, graphics or photos, please contact the director of digital strategy.

*Edited August 10, 2022*

