

Agnes Scott College Faculty Handbook

2008-2009

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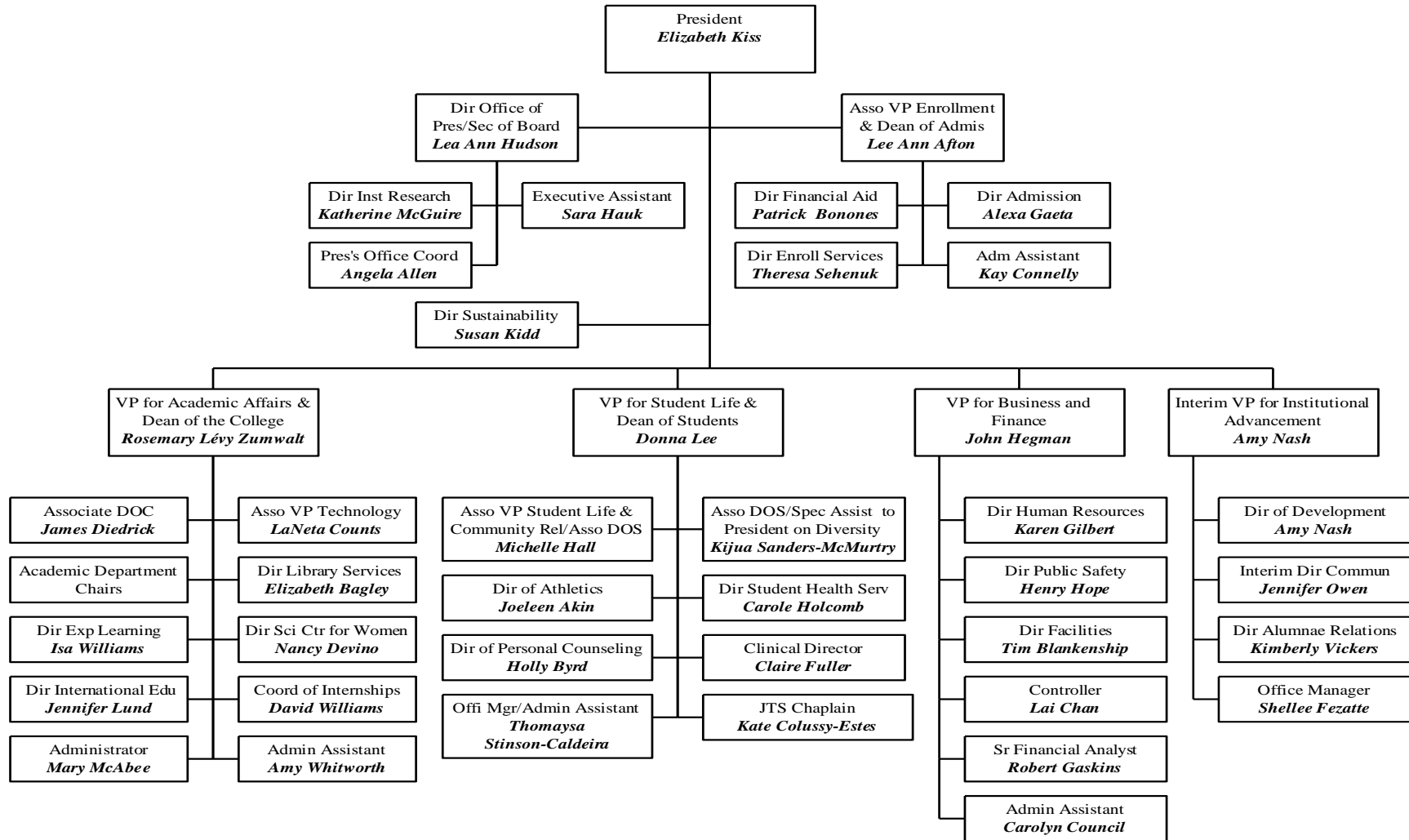
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**Administrative Organizational Chart
Agnes Scott College
July 31, 2008**



I. THE COLLEGE

BYLAWS OF AGNES SCOTT COLLEGE

A copy of the current (1992) Articles of Incorporation and a copy of the current (1992, as revised) Bylaws of the college are on file 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.

Officially adopted by the Agnes Scott College Board of Trustees, August 2002

FOUNDATIONS

Agnes Scott College honors in its name the integrity and intellectual curiosity of Agnes Irvine Scott, a Scots-Irish immigrant to the United States. Her son Colonel George Washington Scott was the college's primary benefactor, and the Reverend Frank Henry Gaines, minister of Decatur Presbyterian Church, was the founding president. While their leadership extended into the South the Presbyterian educational movement that began with Princeton, Agnes Scott was established with a distinctive mission: to educate women for the betterment of their families and the elevation of their region. Initially named the Decatur Female Seminary in 1889 and renamed Agnes Scott Institute in 1890, the college was chartered as Agnes Scott College in 1906.

The first institution of higher education in Georgia to receive regional accreditation, Agnes Scott College dedicated itself from the beginning to the highest level of "moral and intellectual training and education."¹ Its emphasis on academic excellence and rigorous liberal arts curriculum

¹ Charter, Decatur Female Seminary, August 27, 1889

“fully abreast of the best institutions of this country”² has always encouraged independent thinking in an atmosphere for learning. The college’s residential campus, now prized for both its aesthetic distinction and state-of-the-art facilities, has given all student generations a sense of place, purpose and responsibility. Student self-government under an honor code has been a hallmark since 1906. A founding member of many national and regional educational associations, Agnes Scott has been a member of Phi Beta Kappa since 1926. This tradition of educational leadership continues in the 21st century as the college models new forms of undergraduate education for women, including innovative science and international programs; language, technology and speaking throughout the curriculum; and linkages to Atlanta’s university, business and cultural communities.

The Reformed tradition in which the college was created helped shape the intellectual, spiritual and ethical values affirmed to this day: individual inquiry, commitment to the common good, the importance of character formation and engagement with the world. These are reflected in its motto from II Peter 1:5, “Now add to your faith virtue; and to virtue knowledge.” The college’s charter commitment to provide “auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion” has broadened into a commitment to ensure that students, faculty and staff of many faiths and secular persuasions are full participants in the life of the college. While Agnes Scott continues to be related to the Presbyterian Church (U.S.A.), its board of trustees is an independent, self-perpetuating governing body.

Widening the vision of its founders while remaining grounded in its original mission, Agnes Scott College continues to provide women with an edge for achievement. Alumnae distinguish themselves in medicine, science, education, ministry, the arts, law, politics, business, and community service. Since the early 1920s the college has ranked in the top ten percent of American colleges whose graduates complete Ph.D. degrees. The Agnes Scott student body has expanded to include women who represent the diversity that is the United States and the world, women who are returning to college to complete their degrees, and women and men who seek the Master of Arts in Teaching. The engagement of the Agnes Scott community in the intellectual, cultural and social issues of its times represents both the proud history and the bright future of the college.

Officially adopted by the Agnes Scott College Board of Trustees, August 2002

² Agnes Scott Ideal, Frank H. Gaines, 1889

AGNES SCOTT COLLEGE 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 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 Agnes Scott College Board of Trustees, August 2002

EDUCATIONAL GOALS

In preparation for a lifetime of learning, the successful Agnes Scott student should:

1. Think critically.

The student evaluates the arguments of others for accuracy, significance and fairness, and develops independent conclusions.

2. Communicate effectively through writing and speaking.

The student uses language clearly and persuasively.

3. **Undertake systematic inquiry for learning and problem solving.**
The student takes an intentional and systematic approach to research: gathering sources, making observations, conducting experiments and analyzing data, while recognizing the factors that influence the final results.
4. **Act as a responsible citizen.**
The student speaks to the connections between global and local events and engages in constructive dialogue about the different kinds of culture, knowledge and belief systems that shape our world today.
5. **Develop or appreciate creative expressions.**
The student expresses herself through at least one artistic medium or understands and interprets the creative expressions of others.
6. **Appreciate and respond to the achievements of others.**
The student demonstrates an understanding of human achievements in the world of ideas and culture and can engage and critique those achievements as she develops her own intellect.
7. **Integrate knowledge and perspectives from a broad range of disciplines.**
The student acquires and can analyze and synthesize ideas and information from different fields and disciplines.
8. **Develop a set of values.**
Through an ongoing process of reflection and examination the student develops socially responsible values consonant with an honorable life.
9. **Pursue the development of the whole person.**
The student recognizes that her education does not occur solely in the classroom. It takes place in a larger community and includes a variety of dimensions: physical, emotional, cultural, and spiritual.

Endorsed by the Faculty May 2003.

ADMINISTRATORS

Officers

President

(See the college bylaws, Section 6.9.)

Vice President for Academic Affairs and Dean of the College

(See the college bylaws, Section 6.10.)

Vice President for Student Life and Dean of Students

(See the college bylaws, Section 6.11, in process of revision.)

Vice President for Business and Finance

(See the college bylaws, Section 6.12.)

Vice President for Institutional Advancement

(See the college bylaws, Section 6.13, in process of revision.)

Secretary

(See the college bylaws, Section 6.15.)

OFFICE OF THE PRESIDENT

Director of the Office of the President

The director of the office of the president supervises the work of the Office of the President including institutional research, coordinates strategic planning efforts, assists the president in implementing projects of strategic importance to the college and provides support for the president's senior staff and the board of trustees.

Director of Institutional Research

The director of institutional research 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.

Associate Vice President for Enrollment and Dean of Admission

The associate vice president of enrollment and dean of admission is responsible for the admission of first-year, transfer, international and Woodruff Scholar students to the college and supervises the offices of admission and financial aid. The dean is responsible for the development of recruitment and marketing strategies to enroll a targeted number of new students who meet the academic standards of the college and goals for geographic, ethnic, religious and socioeconomic diversity.

Director of Admission

The director of admission manages the recruitment process and daily operation of the Office of Admission, develops recruitment strategies to attract undergraduate inquiries, applicants and enrolled students and provides leadership in collaborating with alumnae, high school guidance counselors, teachers, Presbyterian ministers and others to assist with attracting potential candidates for admission.

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.

Director of Sustainability

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

ACADEMIC AFFAIRS

Associate Dean of the College

The associate dean of the college assists the vice president for academic affairs and dean of the college in the overall planning, operation and administration of academic programs at Agnes Scott College. In addition, the associate dean, who serves as director of graduate studies and director of summer school, provides leadership and management of the Office of Academic Advising, the Office of the Registrar and the Office of Faculty Services.

Assistant Dean of the College and Director of Academic Advising

The assistant dean of the college and director of academic advising has general charge of the monitoring and supervision of all procedures and policies concerning academic standards and develops and supervises academic advising.

Registrar

The registrar establishes and maintains all student academic records; manages all student registrations; coordinates grading procedures, both mid-term and end-of-semester; prepares the schedule of classes and schedules classroom usage.

Director of Assessment

The director of assessment coordinates the activities of the Committee on Assessing Institutional Effectiveness in fostering a culture of assessment. The director assists faculty and staff in designing assessment programs, summarizes results and makes reports available, as appropriate.

Associate Vice President for Information Technology

The associate vice president for information technology is responsible for the supervision, direction and operation of all computing and media resources; provides leadership in and support for the incorporation of information technology in all administrative and academic areas of the college; and supervises the delivery of support services.

Director of Library Services

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

Director of Experiential Learning

The director of experiential learning, in collaboration with faculty, initiates and coordinates all academic “for-credit” experiential learning and serves as a link to area corporations, businesses and non-profit organizations.

Director of International Education

The director of international education plans and coordinates academic international experience programs including Global Awareness and Global Connections, study abroad, international exchange programs for faculty and students, international internships; advises international students on visa issues; and coordinates visits of international faculty.

Director of Teacher Education Programs

The director of teacher education programs is responsible for the day-to-day coordination of all graduate and undergraduate teacher education programs and maintenance of certification records. The director is appointed by the vice president for academic affairs and dean of the college. The appointee must be a member of the education department, tenured if possible, and other than the chair when feasible.

STUDENT LIFE

Associate Vice President for Student Life and Community Relations and Associate Dean of Students

The associate vice president for student life and community relations and associate dean of students helps design and implement a comprehensive program of student services, which supports the educational experience of students beyond the classroom. The associate vice president directs and supervises primary areas of student life, including orientation, career planning, student activities and student leadership and engagement. The associate vice president manages the college's relationship with the city of Decatur.

Director of Student Activities

The director of student activities plans, coordinates and implements a continuing series of activities and events designed to meet the out-of-class needs of Agnes Scott students. Programming is planned to recognize and appeal to the interests of Agnes Scott's diverse student body.

Director of Career Planning

The director of career planning develops and manages a comprehensive program in career planning and maintains a resource library and an alumnae networking database. The director collaborates with the director of experiential learning and with faculty to design career services, including intern and extern opportunities, which complement the curriculum.

Director of Student Leadership

The director of student leadership develops and leads student leadership opportunities and works to create leadership connections between alumnae and students.

Associate Dean of Students and Special Assistant to the President for Diversity

The associate dean of students and special assistant to the president for diversity helps design and implement a comprehensive program of student services, which supports the educational experience of students beyond the classroom. The associate dean directs and supervises primary areas of student life, including residential life and multicultural affairs. The associate dean co-chairs the President's Committee on Community Diversity.

Director of Residence Life

The director of residence life supervises all housing of residential students, supervises resident directors and resident assistants, manages emergency situations involving students and coordinates residence hall programming and Sophomore Family Weekend.

Director of Multicultural Affairs

The director of multicultural affairs works to improve the campus climate by advising on and providing training with respect to multicultural issues, assisting with mediation of conflicts and collaborating on multicultural celebrations and awareness programming.

Director of Athletics

The director of athletics supervises all athletic and intramural programs; organizes and manages summer athletic programs; manages finances, program promotions, facilities, equipment and compliance with campus and NCAA rules; serves as a physical education instructor; and coordinates the on/off campus use of college athletic facilities.

Director of Personal Counseling

The director of personal counseling is responsible for the provision of comprehensive student counseling services including individual and group counseling, crisis intervention and the development of educational and preventative programming in mental health/wellness.

Director of Student Health Services

The director of student health services provides complete and comprehensive health services for residential students by direct clinical services, as well as limited, well-defined health services to Woodruff Scholars, day students, faculty and staff through health screening, referral assistance, health education and counseling. The director is responsible for collaborative hiring of health consultants and develops and implements peer education programs.

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. 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.

BUSINESS AND FINANCE

Controller

The controller manages the accounting office, including purchase of college goods, payment of college vendors, 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 Human Resources

The director of human resources maintains and supervises the staff employee recruitment process; administers employee benefit programs, salary administration, performance evaluation and workers' compensation; administers and maintains programs for effective employer /employee relations and training and development; ensures compliance with federal and state laws as they apply to employment and benefits; and supervises the payroll process.

Director of Facilities

The director of facilities manages the maintenance functions of the college and is responsible for the management of the rental property programs and maintenance. Maintenance functions include carpentry and paint, electrical and mechanical, landscaping and custodial services.

Director of Public Safety

The director of public safety manages the Department of Public Safety and 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. The director of

public safety also serves as the chief of police and directs all law enforcement matters concerning violations of state law in the college community.

INSTITUTIONAL ADVANCEMENT

Director of Development

The director of development serves as chief fundraising professional for the college through direct contact with donors as well as through strategic planning and implementation of the following programs: annual fund, capital gifts, gift planning, corporate and foundation relations and development services.

Director of Alumnae Relations

The director of alumnae relations coordinates the activities of the volunteer Alumnae Association, organizes alumnae programs on campus such as Alumnae Weekend and the Anne R. Jones Alumnae Leadership Conference, develops alumnae chapter programming and works with class officers.

Director of Communications

The director of communications serves as the chief communications professional of the college, acting as its principal spokesperson and directing the functional responsibilities for media relations, advertising, publications, creative services, interactive communications, special events and conferences.

A Statement on the Duties and Responsibilities of Department Chairs

Department chairs are appointed by the president, with the advice of the vice president for academic affairs and dean of the college. Thus, the duties and responsibilities of department chairs are delegated to them by the president.

The nature of the duties and responsibilities of the department chair is basically one of leadership. This leadership is properly demonstrated in the development and maintenance of the strength and character of the department, of high professional standards and department morale, of clear and equitable procedures for appropriate department participation in department decisions. Department chairs are expected to involve their departmental colleagues in the consideration of departmental matters and in the reaching of departmental decisions and recommendations, but they are not thereby denied the opportunity, or absolved of the responsibility, of expressing their personal judgments and convictions as chairs.

The chair works with the director of academic advising on assigning advisers for majors. The chair is responsible for overseeing the advising of all minors. The chair works with the director of academic advising in placing incoming students in courses at the proper level and in evaluating and interpreting credit from other institutions.

In addition, department chairs' duties include the following: a continuing evaluation of the department's curriculum and its relationship to the overall curriculum of the college; the careful monitoring of the department budget; the care of the department equipment and facilities (where appropriate); the preparation of catalogue material; the initiation of selection procedures and recommendations to the dean and to the president with respect to faculty appointment; the orientation of new faculty into the department and the college; supervision of full-time and part-

time faculty, including their submission of reports and grades by the stated dates; the representation of the department on appropriate occasions; the handling of department correspondence; the supervision of student aides; the supervision of library orders and other library business.

Department chairs are thus leaders and administrators of their respective departments, acting in a liaison capacity with the Vice president for academic affairs and dean of the college and the president.

In general, a chair is appointed by the president for a term of three (3) years; the appointment is effective July 1 of the year of appointment. Chairs may be reappointed for a second term but shall not serve more than six (6) years consecutively except in unusual circumstances. Professors and associate professors are preferred candidates for appointment as chairs. When a chair is absent from the college during a year or a portion of a year for sabbatical or other leave, an acting chair is appointed. No person serves as chair of a department in the year immediately preceding retirement.

July 1990.

Revised July 1991, June 1992 and July 1993.

FACULTY CONFERENCES

Conference structure

A conference is an organizational structure to facilitate dialogue among faculty of different disciplines. There are four conferences: creative arts, humanistic studies, social sciences, and natural and mathematical sciences. Conferences afford faculty members, as individuals, an opportunity to participate in discussions beyond those that one might normally associate with departmentally based divisional structure.

Operation

Each member of the faculty is a member of that conference to which his or her department has been assigned. Faculty who wish to belong to a conference other than the one to which their department has been assigned inform the appropriate conveners of their intent. A faculty member belongs to a given conference for one academic year. Participation in other conferences is optional.

Each conference sponsors a meeting at the beginning of each semester and at the close of the academic year. Conference agendas for the semester are published after the initial meeting.

Each conference has a convener and co-convener.

Functions of conferences

- To maintain an overview of the curriculum offered by departments and programs in the conference, including monitoring overlapping curricula and looking for opportunities for team-teaching and clustering courses.
- To discuss important pedagogical issues including, for example, assessment and new opportunities for teaching made possible by technology.
- To discuss potential faculty searches in collegial consultation with departments anticipating searches.
- To coordinate activities in a broad array of endeavors including securing speakers, providing internships, maintaining library holdings and other undertakings.

Responsibilities of conveners

- To serve a two-year term.
- To call meetings, set and publish agendas, and facilitate the conference's work.
- To give periodic reports of the work of the conference to the Vice president for academic affairs and dean of the college and the faculty.
- To work with the Vice president for academic affairs and dean of the college and the other conveners to discuss goals, generate ideas and coordinate activities, participating in meetings and workshops as necessary.

Responsibilities of co-conveners

- To serve a two-year term.
- To share in the leadership activities of the convener.
- To provide assistance in generating and organizing ideas and activities.
- To serve in the event the convener cannot.

Selection of conveners and co-conveners

Appointments are made by the president upon the recommendation of the Vice president for academic affairs and dean of the college. (Prior to making recommendations to the president, the Vice president for academic affairs and dean of the college consults with the members of the conference and the Professional Development Committee.)

From Report of the Academic Review Committee to the Agnes Scott College Board of Trustees

Endorsed by the faculty April 7, 1995

Accepted by the board of trustees May 5, 1995

FACULTY CONFERENCE CONVENERS AND CO-CONVENERS — 2008-2009

| | | |
|-----------------------------------|-------------|-----|
| Creative Arts | Convener | TBA |
| | Co-convener | TBA |
| Humanistic Studies | Convener | TBA |
| | Co-convener | TBA |
| Social Sciences | Convener | TBA |
| | Co-convener | TBA |
| Natural and Mathematical Sciences | Convener | TBA |
| | Co-convener | TBA |

NOTE: College Committees and D.O.C. Appointed Committees are undergoing review and restructuring. They will be listed elsewhere separately.

CHAIRS OF THE ACADEMIC DEPARTMENTS — 2008-2009

| | |
|------------------------|--|
| Art and Art History | Anne Beidler (10) |
| Biology | Harry Wistrand (11) |
| Chemistry | Leon Venable (11) |
| Classics | Sally MacEwen (09) |
| Economics | Madeline Zavodny (10) |
| Education | Lesley Coia (11) |
| English | Peggy Thompson (11) |
| French and German | Julia Knowlton (11) |
| History | Katharine Kennedy |
| Mathematics | Larry Riddle (09) |
| Music | Tracey Laird (10) |
| Philosophy | Lara Denis (09) Beth Hackett, interim 08-09 |
| Physics/Astronomy | Amy Lovell (10) |
| Political Science | Gus Cochran (11) |
| Psychology | Lerita Coleman Brown (09) |
| Religious Studies | Tina Pippin (11) |
| Sociology/Anthropology | Brenda Hoke (10) |
| Spanish | Gisela Norat (09) |
| Theatre and Dance | David Thompson (09) |

PROGRAM DIRECTORS — 2008-2009

Africana studies: Willie Tolliver, Jr.
Asian studies: Shu-chin Wu
Center for Writing and Speaking: Christine Cozzens
 Speaking Center Director: David Lawrence (09)
Dance: Bridget Roosa
Ethics Program: Lara Denis (Beth Hackett 08-09)
Experiential learning: Isa Williams
Human Rights: Juan Allende
International education: Jennifer Lund
International relations: Eleanor Morris
M.A.T. program in math and science: Myrtle Lewin
M.A.T. program in secondary English: Willie Tolliver, Jr.
Post-baccalaureate Pre-medical Program: Nancy Devino
Teacher Education Programs: Toby Emert
Women's Studies: Elizabeth Hackett (11)

MEETINGS OF ACADEMIC DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

| | | |
|-----------------|--------------------|-----------|
| Fall meetings | September 26, 2008 | 3:15 p.m. |
| | November 14, 2008 | 3:15 p.m. |
| Spring meetings | February 27 2009 | 3:15 p.m. |
| | April 24, 2009 | 3:15 p.m. |

Location of meetings TBA

SCHOLARSHIP ADVISERS FOR 2008-2009

Goldwater Scholarship:
Tim Finco

The Hubert Scholars Program:
Isa Williams, Director of experiential learning

James Madison Fellowship
Cathy Scott

Mary Angela Herbin McLennan Medical Fellowship
Nancy Devino
Ruth Riter

Rhodes Scholarship, British Marshall Scholarship, and Fulbright Fellowship Committee
Rachel Trousdale (Rhodes Scholarship)
Christine Cozzens (Fulbright Fellowship)
Rachel Trousdale (British Marshall Scholarship)

National Security Education Program Fellowship
Jennifer Lund, Director of international education

Truman Scholarship
Isa Williams

The director of academic advising is the contact person for the following scholarship and fellowship opportunities:

Graduate International Fellowship
DataTel Scholars Foundation Scholarship
All-USA Academic Team Awards
Georgia Foundation for Independent Colleges Scholarships

SPECIAL ACADEMIC PROGRAM ADVISERS

Dual Degree Adviser with Georgia Institute of Technology
Dual Degree Adviser with Washington University
PLEN Adviser
Post-baccalaureate Pre-medical Adviser
Pre-Health Professions Adviser
Pre-Law Adviser

Washington Semester Program Adviser

Jim Wiseman
Donna Sadler
Catherine Scott
Arthur Bowling, Jr.
Ruth Riter
Marianne Bradley
Gail Bell
Catherine Scott

II. THE FACULTY—GOVERNANCE

MEMBERS OF THE AGNES SCOTT COLLEGE FACULTY 2008-2009

| | | |
|---------------------------|--|-------------------------|
| Allende, Juan A. | Associate professor of political science | |
| Andino, Patricia | Visiting instructor of Spanish | |
| Artese, Charlotte | Assistant professor of English | |
| Bagley, Elizabeth | Director of library services | |
| Behan, David P. | Professor of philosophy | |
| Beidler, Anne E. | Associate professor of art | |
| Blatchley, Barbara J. | Associate professor of psychology | <i>Leave s '09</i> |
| Bowling, Jr., Arthur L. | Associate professor of physics | |
| Brown, Lerita Coleman | Interim chair and professor of psychology | |
| Cain, Mary C. | Associate professor of history | |
| Chattah, Juan | Assistant professor of music | |
| Cochran, III, Augustus B. | Adeline A. Loridans Professor of Political Science | |
| Coia, Lesley | Associate professor of education | |
| Cooley, Eileen L. | Professor of psychology | |
| Cozzens, Christine S. | Professor of English | |
| Cunningham, Rosemary T. | Hal and Julia T. Smith Chair of Free Enterprise, Professor of Economics | |
| Denis, Lara | Professor of philosophy | <i>Leave 08- 09</i> |
| De Pree, Christopher G. | Associate professor of astronomy | |
| Dermont, Amber | Assistant professor of English | |
| Devino, Nancy | Director of Science Center for Women, Assistant professor of chemistry | |
| Diedrick, James | Associate dean of the college, professor of English | |
| Drinkwater, Megan O. | Assistant professor of classics | |
| Emert, Toby | Assistant professor of education | |
| Falen, Douglas | Assistant professor of anthropology | <i>Leave f '08</i> |
| Fantz, Douglas A. | Assistant professor of chemistry | |
| Finco, Timothy S. | Associate professor of biology | |
| Graml, Gundolf | Assistant professor of German | |
| Guthrie, Steven R. | Professor of English | |
| Hackett, Elizabeth | Associate professor of women's studies and philosophy | |
| Harvey, Lilia C. | Associate professor of chemistry | |
| Hoke, Brenda A. | Associate professor of sociology | |
| Hopkins, William D. | Associate professor of psychology | |
| House, Julia | Visiting instructor of French | |
| Hughes, Jennifer L. | Associate professor of psychology | |
| Ingram, Tammy | James T. and Ella Rather Kirk Distinguished Visiting Assistant Professor of History | |

| | | |
|-------------------------|---|-------------------------|
| Jackson-Minot, Marquita | Assistant professor of education | |
| Johnson, Calvert | Charles A. Dana Professor of Music | |
| Johnson, Violet M. | Professor of history | |
| Kennedy, Katharine D. | Charles A. Dana Professor of History | |
| Khwaja, Waqas A. | Associate professor of English | |
| Kinsey, Kimberly | Visiting assistant professor of psychology | |
| Kiss, Elizabeth | President of the college, professor of philosophy and women's studies | |
| Knowlton, Julia | Associate professor of French | |
| Koch, Alan | Associate professor of mathematics | |
| Laird, Tracey | Associate professor of music | |
| Lawrence, David | Visiting associate professor of communications and rhetoric and director of the speaking center | |
| Lewin, Myrtle H. | Professor of mathematics | |
| Lovell, Amy J. | Associate professor of astronomy | |
| Lund, Jennifer | Director of international education, assistant professor of education | |
| Lynn, Michael R. | Associate professor of history | <i>Leave 08-09</i> |
| MacEwen, Sally A. | Associate professor of classics | |
| McCann, Dennis P. | Wallace M. Alston Professor of Bible and Religion | |
| Morris, Eleanor G. | Assistant professor of political science | |
| Newsome, Yvonne D. | Associate professor of sociology | |
| Norat, Gisela | Associate professor of Spanish | |
| Ocasio, Rafael | Charles A. Dana Professor of Spanish | |
| Ojo, Philip | Assistant professor of French | |
| Palucki-Blake, Laura | Director of assessment, assistant professor of psychology | |
| Pilger, John F. | William Rand Kenan, Jr. Professor of Biology | |
| Pippin, Tina | Professor of religious studies | |
| Qi, Li | Assistant professor of economics | <i>Leave f'08</i> |
| Rees, Martha | Professor of anthropology | |
| Riddle, Lawrence H. | Professor of mathematics | |
| Riter, Ruth E. | Associate professor of chemistry | <i>Leave s '09 f'09</i> |
| Robic, Srebrenka | Assistant professor of biology | |
| Rogers, Lock | Assistant professor of biology | |
| Roosa, Bridget | Assistant professor of dance and director of dance studies | |
| Ruby, Nell J. | Associate professor of art | <i>Leave s '09</i> |
| Rusnak, Stacy Schmitt | Visiting instructor of Spanish | |
| Sadler, Donna L. | Professor of art | |
| Sanders, Dudley W. | Professor of theatre | |

II. THE FACULTY

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|-----------------------------|---|--------------------|
| Schlig, Michael | Associate professor of Spanish | |
| Schneider, Patricia Higinio | Associate professor of economics | |
| Scott, Catherine V. | Professor of political science | |
| Smith, Katherine | Assistant professor of art | <i>Leave s '09</i> |
| Solomon, Qiao Chen | Visiting assistant professor of music | |
| Sullivan, Amy C. | Clare Booth Luce Assistant Professor of Physics | |
| Thompson, David S. | Professor of theatre | |
| Thompson, Karen J. | Associate professor of biology | |
| Thompson, Peggy | Ellen Douglass Leyburn Professor of English | |
| Thorsrud, Harald | Assistant professor of philosophy | |
| Tolliver, Jr., Willie | Associate professor of English | |
| Trousdale, Rachel | Associate professor of English | |
| Venable, T. Leon | Associate professor of chemistry | |
| Will, Thomas E. | Assistant professor of economics and organizational management | |
| Williams, Isa D. | Director of experiential learning and associate professor of women's studies | |
| Winget, Sara Haydock | Assistant professor of chemistry | <i>Leave f '08</i> |
| Wiseman, James | Associate professor of mathematics | |
| Wistrand, Harry | Professor of biology | |
| Wu, Shu-chin | Assistant professor of history | <i>Leave f '08</i> |
| Zablocki, Abraham | Assistant professor of religious studies | |
| Zavodny, Madeline | Associate professor of economics | |
| Zumwalt, Rosemary Lévy | Vice president for academic affairs and dean of the college and professor of anthropology | |

BYLAWS AGNES SCOTT COLLEGE FACULTY

Article One: Composition and Function

1.0 Definitions

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

Dean of Students. Vice President for Student Life and Community Relations 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 dean of the college, 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 procedure 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 approval 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 meeting. 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 faculty meeting.

1.1 The faculty consists of the president, the dean of the college, 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 staffs 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. On access to faculty grievance procedure, see 3.9.

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

II. THE FACULTY

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 chair of the Faculty Executive Committee, the minutes are made available to the faculty for approval.
- 2.2 A parliamentarian is elected by the faculty for a three year term. (See 3.3h and 3.3i.) The parliamentarian 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). The job of parliamentarian counts as service on a faculty committee.
- 2.3 Each year, the president shall appoint two members of the faculty to serve as tellers. There shall be no limitation on the number of consecutive terms a person may serve.
- 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 Executive Committee of the Faculty; 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.6. Faculty members on college *ad hoc* committees may be appointed by the president or elected by the faculty. Service on a faculty *ad hoc* committee normally counts as one committee appointment, but a member of a starred committee may serve on an *ad hoc* committee whose charge is related to the work of the starred committee. On starred committees, see 3.3.
- 3.3 Regulations for Committees:
 - a. Certain committees are recognized as being especially demanding upon the time of their members and as requiring a certain degree of experience at Agnes Scott College. These are the Curriculum Committee, the Faculty Executive Committee, and the Committee on Reappointment, Promotion, and Tenure. They are referred to as "starred committees" and are designated with an asterisk. A person serving on a starred committee will have no

other committee assignments except as a liaison to another committee or as a member of a related faculty ad hoc committee (see 3.2).

- b. A faculty member may serve on no more than two unstarred committees. A member of two unstarred faculty committees may also serve as an alternate member of another faculty committee.
- c. Committees are encouraged to apportion responsibilities equitably among the committee members.
- d. Faculty and college committees are urged, whenever possible, to schedule their meetings during community hours. No committee shall feel obliged to meet every week.
- e. Administrators who serve ex officio on committees shall have suffrage. Regular student members on committees shall have suffrage. An alternate student member may vote only when the regular student member is absent.
- f. Faculty committees shall elect their own chairs.
- g. The responsibilities of a committee chair are as follows:
 - o To ensure that the committee fulfills the responsibilities assigned to it in the bylaws;
 - o To provide committee members with a written agenda at least a day in advance of each meeting;
 - o To see that minutes are kept and filed as appropriate. (on minutes of Faculty Executive Committee, see 3.8);
 - o To keep a written record of internal committee procedures and to make them available to new committee members and to the faculty;
 - o To ensure that meetings begin and end on time;
 - o To give the annual report of the committee.
- h. Terms of committee membership are three years, and the expiration of terms shall be staggered.
- i. 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.
- j. Eligibility for committee membership shall be in accord with Article 6, Elections.
- k. The faculty shall elect replacements for members of faculty committees and advisory groups 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 6.19).
- l. 3.3.l: 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.
- m. Faculty coordinators are available to help committee chairs with typing, correspondence and clerical work, but they will not attend committee meetings.

II. THE FACULTY

- n. 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 Executive Committee. In addition, a copy of the minutes shall be filed in the central reference file of the faculty.
- o. 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 may be reversed by faculty vote.
- p. After six consecutive years of service on starred committees, a faculty member may choose to be excused from all committee responsibilities for a year.
- q. In the course of their work, certain committees must have access to confidential materials such as the records of current or prospective students. Student members 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

FACULTY COMMITTEES

3.4 Committee on Academic Standards and Admission

- a. **Membership.** Four members of the faculty, one student, one alternate student member, and, ex officio, the vice president for student life and community relations and dean of students or a representative of that office and the vice president for academic affairs and dean of the college or a representative of that office.
- b. **Duties.**
 - 1. At least once each semester, the committee shall receive an official report from the dean of admission outlining the status of admissions. In consultation with the dean of admission, the committee shall recommend policies and standards for admission to the college. After their adoption by the faculty, the dean of admission with the help of the committee shall apply these policies and standards.
 - 2. Meeting with the dean of admission, the committee shall decide the cases of applicants whose admissibility is in doubt.
 - 3. The committee shall recommend 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.

4. The committee shall monitor the administration of academic regulations and standards, consider cases referred to it by the Vice president for academic affairs and dean of the college, and serve as an appeals body in contested cases.

3.5 Curriculum Committee *

- a. Membership. Five members of the faculty (at least one from each conference), one student, one student associate, and, ex officio, the Vice president for academic affairs and dean of the college or a representative of that office, and the registrar. On the composition of each conference, see section 3.10b3.
- b. Duties.
 1. Under the faculty, the Curriculum Committee has the responsibility for the planning, development, and administration of the curriculum, and for the achievement of coherence in the curriculum.
 2. The committee receives and evaluates proposals for new courses, student-designed majors, and programs and for substantive changes in existing courses. Departments send new course proposals and proposals for substantive changes in existing courses to the chair of the curriculum committee, with a copy to the registrar. Departments send minor modifications of course descriptions (non-substantive changes in wording) to the, registrar, who may forward them to the Curriculum Committee for discussion.
 3. The committee makes recommendations to the dean concerning the addition of new tenure-track positions, in accordance with Appointment policies. The committee makes recommendations to the dean 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 dean on the number of current part- and full-time non-tenure track faculty by October 1st of each year.
 - 4: The committee should keep informed of curricular trends, conduct discussions with departments about their curricula as needed, direct questions and proposals for curriculum change to the departments, and, as appropriate, generate initiatives in new and developing areas.
 5. 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.
 6. The committee determines eligibility standards and policies for special academic programs including, but not limited to, Global Awareness, 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.

7. 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.

Revised by the faculty February 1, 2002. Adopted by the board of trustees October 31, 2003
Revised by the faculty February 6, 2004. Adopted by the board of trustees April 30, 2004
Revised by the faculty May 11, 2007. Adopted by the board of trustees October 26, 2007
Revised by the faculty May 2, 2008

3.6 Committee on Professional Development

- a. Membership. Three members of the faculty and the Vice president for academic affairs and dean of the college.
- b. Duties.
 1. The committee proposes policies concerning research grants, 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 research and travel grants and of sabbatical leaves.
 3. The committee works with faculty members who request assistance in planning and implementing changes in the emphasis of their academic work. As appropriate, the committee makes recommendations to the Vice president for academic affairs and dean of the college.
 4. The committee may initiate grant proposals for overall faculty development and make suggestions for the use of college funds.

3.7 Committee on Reappointment, Promotion and Tenure

- a. Membership. Six members of the faculty, all tenured. Three of the six must be full professors. In any year in which the anticipated number of midterm and tenure reviews is unusually large, up to three additional members may be elected for one year terms. The additional members must be tenured.
- 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 dean of the college, or the president, the RPT Committee, meets with these three parties to discuss any departmental recommendation about which either the president or the dean 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*.

Revised by the faculty May 4, 2001 Adopted by the board of trustees October 31, 2003

Revised by the faculty February 6, 2004. Adopted by the board of trustees April 30, 2004

Revised by the faculty December 1, 2006, Adopted by the board of trustees January 2007

Revised by the faculty May 2, 2008

3.8 Faculty Executive Committee *

- a. Membership. Six tenured and two untenured members of the faculty and the vice president for academic affairs and dean of the college. Members of the committee should include at least one member from each of the four conferences.
- b. Duties.
 1. The committee facilitates the functioning of all faculty committees and advisory groups. In this connection, the committee establishes and oversees the procedure by which faculty committees provide reports to the faculty.

II. THE FACULTY

2. The committee sets the schedule of faculty meetings for each session and the agenda for each meeting. In preparing the agenda, the committee asks the president to indicate any action items the president intends to introduce at the meeting. 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 the Appendix below. (See also section 4.5.)
3. The committee may establish faculty ad hoc committees, specify their composition and duties, and designate a time by which their work is to be completed.
4. The committee may recommend to the faculty changes in committee structure.
5. The committee works with the Executive Council on strategic and long-term planning and reports periodically to the faculty on that planning.
6. The committee acts 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.
7. The committee determines how the faculty gives advice in the appointment and subsequent reviews of the president, dean of the college, dean of students, and director of admissions.
8. The committee formulates and recommends to the president compensation and benefits designed to enhance the well being of the faculty.
9. The committee represents the interests of retired faculty with respect to benefits and may advise the president and the Vice president for academic affairs and dean of the college on the development of retirement incentives.
10. Two members of the committee represent the faculty in the deliberations of the administrative officers of the college concerning the preparation of the annual budget and deliver subsequent reports to the faculty on the state of the budget.
11. The committee serves as a faculty liaison with the board of trustees. Members of the committee serve as faculty associate members on the committees of the board of trustees.
12. The committee 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.
13. The committee serves as a liaison between the faculty and administration in matters related to facilities.

Revised by the faculty May 11, 2007, Adopted by the board of trustees October 26, 2007
Revised by the faculty May 2, 2008

3.9 Grievance Committee

- a. Membership. Three members and three alternate members of the faculty, all tenured.
- b. Duties.
 1. The committee serves as an impartial appeals body for faculty members who believe that their rights have been violated or that they have been otherwise unjustly treated by college administrators, committees, or other faculty members. For this purpose, "faculty members" includes 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.
 2. The committee administers the Grievance Procedures specified elsewhere in these bylaws.

3.10 Committee on Committees

- a. Membership.
 1. Three members of the faculty with at least three years of service at the college.
 2. Membership is limited to one term. Eligibility for membership is re-established after one year.
- b. Duties.
 1. After consulting members of the faculty about their preference for service on committees and advisory groups, the committee prepares a slate and conducts elections for all faculty, college, and *ad hoc* committees, in accordance with Article Six. In consultation with the directors of the Teacher Education Program, the Global Awareness Program, the library, and computing, the committee prepares a slate and conducts elections for advisory groups.
 2. The committee submits nominations to the faculty to fill vacancies that occur on committees or among any elected officers of the faculty.
 3. In preparing a slate, the committee makes an effort to achieve representation of the conferences and of men and women in the membership of each committee. The Humanistic Studies conference includes faculty in the departments of classics, English, French and German, history, philosophy, religious studies, and Spanish. The Social Sciences conference includes the departments of economics, education,

political science, psychology, and sociology-anthropology. The Natural and Mathematical Sciences conference includes the departments of biology, chemistry, mathematics, and physics and astronomy. The Creative Arts conference includes the departments of art, music, and theatre and dance.

Teacher Education Committees

3.11 Undergraduate Teacher Education Committee

- a. Membership. Two faculty members, selected from two of the following four categories: (a) science/mathematics, (b) social sciences, (c) humanities, and (d) fine arts, and a member of the Department of Education. The Director of teacher education programs (who-serves as chair of the committee), Coordinator of Field Experiences, both *ex officio*, and two undergraduate students. Student members participate in all matters of policy and program, except academic decisions that personally affect individual students applying to or currently enrolled in the program. Students are not expected to participate during the teaching internship experience.
- b. Duties.
 1. The committee periodically reviews and suggests revisions of the Conceptual Framework for the undergraduate programs.
 2. The committee receives reports from the Teacher Preparation Advisory Board and advises the Director of teacher education programs on issues related to direction and long-term planning of the programs.
 3. The committee considers other professional matters as they arise and when the Director of teacher education programs brings them to the committee's attention.
 4. The committee sets admission standards for the undergraduate Teacher Education programs and votes on admission of candidates.

3.12 M.A.T. Advisory Committee

- a. Membership: The director of teacher education programs and the dean of graduate studies (*ex officio*), a liaison from each of the M.A.T. certification areas (English, early childhood, biology, chemistry, mathematics and physics), one additional faculty member from the department of education, and three M.A.T. students representing different certification programs (one elected by the English M.A.T. students, one elected by the early childhood M.A.T. students, and one elected by the math/science M.A.T. students),
- b. Duties:
 1. The committee reviews and revises the programmatic response to the conceptual framework for the M.A.T. programs.

2. In consultation with CASA, the committee proposes admission and academic standards for the M.A.T. programs, both in secondary education and early childhood.
3. The committee oversees recruitment, advertising and coordination of admission.
4. The committee receives reports from the Teacher Preparation Advisory Board, and advises the Director of teacher education programs and the Dean of Graduate Studies on issues related to direction and long-term planning of the program, scheduling, staffing and curriculum.
5. Faculty members on the committee make recommendations to the Director of teacher education programs on issues of hiring both part time and (full time) contract faculty to teach courses in their respective programs, and participate in faculty searches.
6. The committee considers other professional matters as they arise and are brought to the committee's attention by the departmental liaisons in the individual certification areas and/or the director of teacher education programs.

3.13 Teacher Preparation Advisory Board

- a. Membership: Program graduates (including M.A.T. graduates), teachers and administrators, community members. Appointed by the Director of teacher education programs with the advice of the Undergraduate Teacher Education Committee and the M.A.T. Advisory Committee.

Duties:

1. The group advises the director of teacher education programs on matters related to teacher preparation curriculum, the design and implementation of appropriate field experiences for teacher candidates, the development and refinement of knowledge bases, the conduct of research, and other means of collaborating to improve the quality of P-12 education.
2. The group meets once each semester.

Amended December 6, 1991; April 3, 1992; July 1, 1994; May 5, 2000; May 4, 2001, May 10, 2002, December 2, 2005, May 2, 2008. Adopted by the board of trustees October 31, 2003.

ADVISORY GROUPS

3.14 Certain activities vitally important to the academic program of the college require the involvement of an advisory group. The following advisory groups are hereby

established: Academic Advising, Academic Computing, International Education, Library, Science Center, Center for Teaching and Learning.

3.14.1 Principles and Regulations

- a. Faculty members of advisory groups are elected by the faculty to three-year staggered terms. The number of members of the advisory group are determined by the director in consultation with the Committee on Committees and the Vice president for academic affairs and dean of the college. Wherever possible, the group should reflect the spectrum of faculty interests and may include students.
- b. Members of the advisory groups help the directors with planning, new directions, and budget, and serve as a sounding board for the director.
- c. Because the work of an advisory group is different from that of a committee and because the advisory group is closely tied with each faculty member's areas of interest, a faculty member may serve on one advisory group in addition to his or her committee load.
- d. Any member of an advisory group may call a meeting of the group.
- e. The faculty member of the advisory group with the longest tenure at the college should report on the activities and decisions of the group once a year.

Amended May 5, 2000, May 10, 2002. Adopted by the board of trustees October 31, 2003.
Revised May 13, 2005. Adopted by the board of trustees September 2005.
Revised May 2, 2008

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 If there is no business to come before the faculty by the time the agenda is to be circulated, the Faculty Executive Committee, with the concurrence of the president of the college, may cancel the meeting.
- 4.3 The Faculty Executive Committee prepares the agenda for each faculty meeting and makes 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 chair of the Faculty Executive Committee at least one week and a day before the meeting.

- 4.4 Special meetings may be convened by 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.
- 4.5 As specified in 3.8.b.2, 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.
- 4.6 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.
- 4.7 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. Reports of standing committees
 6. Reports of other committees
 7. Communications
 8. Discussion of special item(s)
 9. Announcements
- 4.8 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*.

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 committee on committees during a regularly scheduled or called meeting.
- 6.2 The Committee on Committees solicits 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 Committee on Committees prepares 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 (for example, may be nominated to a starred committee during a term on another committee), 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 Committee on Committees determines in each case whether the replacement is to be elected for the unexpired term or for the period of the vacancy.
- 6.10 For any committee requiring representation by conference, see the list in section 3.10b3.
- 6.11 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.
- 6.12 The majority electoral system is used for selecting one of two candidates to fill one position.

- 6.13 The plurality electoral system is used for selecting among three or more candidates to fill a vacancy.
- 6.14 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.
- 6.15 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.
- 6.16 [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.
- 6.17 If Article 6.11 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. between the two candidates with the most votes.
- 6.18 A member of the faculty may not vote the same name for more than one position to be filled on a committee.
- 6.19 Normally, terms of office or committee membership begin at the end of exams of the semester in which election occurs. A term of office normally ends at 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

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 chair 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.

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.

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 Faculty Executive Committee to address the faculty on a particular issue (Resolution adopted by the faculty October 4, 1991).

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

Adopted by the faculty May 2, 2008

II. THE FACULTY

VOTING MEMBERS OF THE AGNES SCOTT COLLEGE FACULTY 2008-2009

The President

The Vice president for academic affairs and dean of the college

The Associate dean of the college

The Vice president for student life and dean of students

The Director of library services

The Registrar

Laura Palucki Blake, director of assessment

LaNeta Counts, director of information technology services

Nancy Devino, director of the science center for women

Jennifer Lund, director of international education

Isa Williams, director of experiential learning

Professors — Behan, Brown, Cochran, Cooley, Cozzens, Cunningham, Denis *[on leave 2008-09]*, Guthrie, C. Johnson, V. Johnson, Kennedy, Lewin, McCann, Ocasio, Pilger, Pippin, Rees, Riddle, Sadler, Sanders, Scott, D. Thompson, P. Thompson, Wistrand

Associate Professors — Allende, Beidler, Blatchley *[on leave spring 09]*, Bowling, Cain, Coia, C. De Pree, Finco, Hackett, Harvey, Hoke, Hopkins, Hughes, Khwaja, Knowlton, Koch, Laird, Lovell, Lynn *[on leave 2008-09]*, MacEwen, Newsome, Norat, Riter *[on leave spring 09]*, Ruby *[on leave spring 09]*, Schlig, Schneider, K. Thompson, Tolliver, Trousdale, Venable, Wiseman, Zavodny

Assistant Professors — Artese, Chattah, Dermont, Drinkwater, Emert, Falen *[on leave fall 08]*, Fantz, Graml, Jackson-Minot, Morris, Ojo, Qi *[on leave fall 08]*, Robic, Rogers, Roosa, Smith *[on leave spring 09]*, Sullivan, Thorsrud, Will, Winget *[on leave fall 08]*, S. Wu *[on leave fall 08]*, Zablocki *[on leave fall 08]*

Visiting faculty and instructors – Andino, Ingram, Lawrence, Rusnak

| | <u>Fall</u> | <u>Spring</u> |
|----------------|-------------|---------------|
| Voting Members | 86 | 87 |
| Quorum (60%) | 52 | 52 |

FACULTY COMMITTEES MEMBERSHIP FOR 2008-2009

Committee on Academic Standards and Admission

Madeline Zavodny, chair (10)
Mary Cain (09)
Hal Thorsrud (11)
Rosemary Lévy Zumwalt
Donna Lee
2 Students TBA

Committee on Committees

Nell Ruby, chair (09)
John Pilger (10)
Jim Wiseman (11)

Committee on Professional Development

Srebrenka Robic, chair (10)
Eileen Cooley (09)
Beth Hackett (11)
Rosemary Lévy Zumwalt

Committee on Reappointment, Promotion and Tenure*

Larry Riddle, chair (09)
Tim Finco (09)
Yvonne Newsome (10)
Gisela Norat (10)
Rosemary Cunningham (11)
Cathy Scott (11)
Christine Cozzens (09)
Kathy Kennedy (09)
Myrtle Lewin (09)

Curriculum Committee*

David Thompson, chair (10)
Lili Harvey (09)
Rafael Ocasio (09)
Julia Knowlton (10)
Leslie Coia (11)
Rosemary Lévy Zumwalt
Nancy Albert, Registrar
2 students TBA

Faculty Executive Committee*

Alan Koch, chair (11)
Sally MacEwen (09)
Peggy Thompson (09)
Anne Beidler (10)
Donna Sadler (10)
Mike Schlig (11)
Doug Fantz (10)

Bill Hopkins (10)
Rosemary Lévy Zumwalt

Grievance Committee

David Behan (10)
Ruth Riter (10)
Art Bowling (11)

Alternates:

Harry Wistrand (09)
Myrtle Lewin (10)
Dennis McCann (11)

M.A.T Advisory Committee

Lili Harvey
Myrtle Lewin
Amy Lovell
Karen Thompson
Willie Tolliver
Toby Emert, Director of teacher education programs, *ex officio*
Jim Diedrick, Director of graduate studies, *ex officio*
2 students TBA

Undergraduate Teacher Education Committee

Toby Emert, Director of teacher education programs, chair, *ex officio*
Marquita Jackson-Minot, Coordinator of Field Experiences, *ex officio*
Willie Tolliver, Jr., Director of M.A.T. in Secondary English, *ex officio*
Chris De Pree (11)
Tina Pippin (10)
2 students TBA

ADVISORY GROUPS MEMBERSHIP FOR 2008-2009

Academic Advising

Donna Sadler (10)
Madeline Zavodny (09)
Charlotte Artese (11)
Rachel Trousdale (11)
Jennifer Cannady, Director of academic advising, *ex officio*
Machamma Quinichett, Assistant director of academic advising, *ex officio*

Academic Computing

Amy Lovell (10)
Katherine Smith (09)
Madeline Zavodny (11)
Director of information technology services
2 Students TBA

Center for Teaching and Learning

Mary Cain (10)

Lara Denis (09) (*on leave 2008-09*)
Myrtle Lewin (10)
Tina Pippin (09)
Shu-chin Wu (09)
Waqas Khwaja (09) – 1 yr. replacement for Denis
Gus Cochran (11)
Amy Lovell, Director, *ex officio*
1 student TBA

International Education

Anne Beidler (10)
Philip Ojo (09)
Mike Schlig (11)
Jennifer Lund, Director of international education, *ex officio*
1 student TBA

Library

Rachel Trousdale (09)
Sarah Winget (10)
Jim Wiseman (09)
Marquita Jackson-Minot (11)
Elizabeth Bagley, Director of library services, *ex officio*
2 students TBA

FACULTY MEETINGS — 2008-2009

Secretary to the Faculty: Susan Dougherty
Parliamentarian: TBA
Tellers: Amber Dermont, Srebrenka Robic,

MEETING DATES

| | |
|---------------------------|-----------|
| Friday, September 5, 2008 | 3:30 p.m. |
| Friday, October 3, 2008 | 3:30 p.m. |
| Friday, November 7, 2008 | 3:30 p.m. |
| Friday, December 5, 2008 | 3:30 p.m. |
| Friday, February 6, 2009 | 3:30 p.m. |
| Friday, March 6, 2009 | 3:30 p.m. |
| Friday, April 3, 2009 | 3:30 p.m. |
| Friday, May 1, 2009 | 3:30 p.m. |
| Friday, May 8, 2009 | 1:30 p.m. |

ACADEMIC PROCESSION DATES 2008-2009

| | |
|----------------------------|--|
| Wednesday, August 27, 2008 | Honors and Opening Convocation, 10:00 a.m. |
| Saturday, November 8, 2008 | Senior Investiture, 5:00 p.m. |
| Friday, January 16, 2009 | Martin Luther King, Jr., Convocation, 10:00 a.m. |
| Friday, May 8, 2009 | Baccalaureate, 4:30 p.m. |
| Saturday, May 9, 2009 | Commencement, 9:30 a.m. |

ACADEMIC PROCESSION LIST FOR 2008-2009

College Marshals: Lili Harvey and Willie Tolliver

| | | | |
|--------------|--------------|---------------|---------------|
| Kiss | Bowling | Artese | Lund |
| Zumwalt | MacEwen | Ojo | Akin |
| Lee | Venable | Fantz | Bagley |
| Behan | Blatchley** | Jackson-Minot | Devino |
| Cochran | Beidler | Falen* | Palucki-Blake |
| Johnson, C. | Thompson, K. | Qi* | Andino (V) |
| Pilger | Allende | Smith** | Ingram (V) |
| Wistrand | Hoke | Wu, S.* | Lawrence (V) |
| Lewin | Norat | Chattah | Rusnak (V) |
| Cunningham | Harvey (M) | Dermont | House (V) |
| Scott | Knowlton | Drinkwater | Kinsey (V) |
| Guthrie | Tolliver (M) | Robic | Solomon (V) |
| Riddle | Coia | Thorsrud | P. Winget (V) |
| McCann | De Pree | Will | |
| Thompson, P. | Newsome | Emert | |
| Kennedy | Schlig | S. Winget* | |
| Ocasio | Khwaja | Zablocki* | |
| Pippin | Hughes | Graml | |
| Cozzens | Lynn*** | Lockerman | |
| Diedrick | Zavodny | Morris | |
| Johnson, V. | Finco | Rogers | |
| Sadler | Hackett | Roosa | |
| Brown | Koch | Sullivan | |
| Sanders | Riter** | | |
| Cooley | Hopkins | | |
| Denis*** | Laird | | |
| Rees | Lovell | | |
| D. Thompson | Ruby** | | |
| | Isa Williams | | |
| | Cain | | |
| | Schneider | | |
| | Trousdale | | |
| | Wiseman | | |

* On leave fall semester 2008

** On leave spring semester 2009

*** On leave 2008-09 academic year

(V) Visiting, (M) Marshal

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, and vice president for student life/dean of students followed by full professors, (2) associate professors, (3) assistant professors, and (4) 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 that rank. If several professors were appointed to the same rank during the same year, they are listed in that

POLICIES

EXECUTIVE SUMMARY

APPOINTMENT POLICIES AND PROCEDURES

1. Application

Appointments to the faculty, reappointments, promotions, and grants of tenure are made by the board of trustees upon nomination by the president, with the advice of the dean 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.

2. Initial Appointment of Teaching Faculty

Initial appointment of a probationary faculty member is the first step toward consideration for tenure, and the college chooses the candidate who gives best promise of meeting college standards for reappointment, promotion, and tenure.

Discussion of appointment needs may be initiated at any point by academic departments, the dean, or the Curriculum Committee. In the spring, departments either individually or jointly submit staffing requests to the dean, who with advice from the Curriculum Committee, prepares an appointment plan and authorizes departmental searches. Search committees operate in consultation with the dean, upon whose approval the most promising candidates are interviewed on campus. After such interviews, the search committee makes recommendation to the dean. Upon approval of a candidate by the dean and the president, the dean offers terms of appointment, subject to approval by the board of trustees. The normal appointment process may be varied if necessary by agreement of the dean and the RPT Committee.

DISMISSAL POLICIES AND PROCEDURES

1. 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 board of trustees.

2. Dismissal for Cause

Dismissal for cause may occur only for reasons of incompetence, dereliction of duty, unethical professional behavior, or conviction of a serious crime, and only when a problem is so grave or persistent that no other reasonable course of action remains. A serious complaint is investigated first by the Vice president for academic affairs and dean of the college and then in turn, if necessary, by the president, an informal faculty board of inquiry, and a faculty board of hearing. In a formal dismissal hearing the college's interests are represented by the Vice president for academic affairs and dean of the college. The board of hearing conveys its decision to the president, who either transmits it directly to the board of trustees or returns it for further study. The board of trustees

either chooses to review the case itself or permits the decision transmitted to it to stand. In either event, the decision of the board of trustees is final.

3. Dismissal for Financial Exigency

Terminations may occur because of an extraordinary financial exigency which cannot be alleviated by less drastic means. In such a case, after the board of trustees formally declares the exigency, an ad hoc committee is convened, made up of the president, the dean, and specified members of key faculty committees. This committee proposes to the faculty a plan for meeting the exigency, and a faculty-approved plan stands as a recommendation to the president. If no plan is approved in good time, the president proceeds without faculty advice.

4. Dismissal for Curricular Exigency

Terminations may result extraordinarily from the discontinuance of a major structural element of the curriculum based essentially on long-range educational considerations. Either the faculty or the president may convene an ad hoc committee, composed as in section 3, to study the college's curricular goals and, if it sees an exigency, to propose a plan to meet those goals.

5. 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 2.

Approved by the faculty April 5, 1991.

Revised and approved by the board of trustees' Academic Affairs Committee May 16, 1991.

Revised and adopted by the board of trustees May 17, 1991.

Revised by the faculty October 4, 1991, and approved by the board of trustees October 11, 1991.

Revised by the faculty May 2, 1997, and approved by the board of trustees May 9, 1997.

Revised by the faculty May 4, 2001.

Revised by the faculty March 30, 2007, and approved by the board of trustees April 27, 2007.

APPOINTMENT POLICIES AND PROCEDURES

1.0 Application

Appointments to the faculty, reappointments, promotions in rank, and grants of tenure are made by the board of trustees upon nomination by the president, with the advice of the dean and the faculty.

Policies and procedures stated in this document, and in the Executive Summary extracted from it, apply to appointment, reappointment, promotion, and tenure decisions for all members of the teaching faculty of Agnes Scott College and are binding on all parties to the A,RPT processes described herein.

These policies and procedures may be amended by the faculty by the normal process of faculty legislation. Significant changes, as determined by the president, shall be subject to approval by the board of trustees.

1.1 Definitions

RPT Committee. The Reappointment, Promotion and Tenure Committee is normally a six-member committee, at least three members of which hold the rank of full professor. These members are elected at large from the teaching faculty for staggered three-year terms. The committee elects its own chair. Its functions include establishing search committees.

Dean. Refers to the Vice president for academic affairs and dean of the college.

Department. Any administrative unit of the teaching faculty listed in the Faculty Bylaws.

Faculty. See the Faculty Bylaws, Section 1.1.

Teaching Faculty. Faculty members who are members of academic departments and who teach courses in the college. Full-time members of the teaching faculty are faculty members who are salaried on the basis of full-time teaching loads in the college.

Term Appointment. Non-tenure-track appointment.

1.2 Interpretation

Any request for interpretation of appointment policies and procedures, by any concerned party, shall be made in writing to the Faculty Executive Committee, which shall decide the matter, consulting others as it sees fit. Written copies of such a ruling shall be sent to the individuals who requested the ruling, the president and the dean, and one copy shall be kept in FEC files. If an interpretation is deemed sufficiently significant by the president to merit review by the board of trustees, the president shall convey the FEC ruling to the board, or an appropriate committee of the board, for its review. If a faculty member believes that procedures are not being followed in his or her particular case, that party may apply to the Grievance Committee.

2.0 Initial Appointment of Teaching Faculty

2.1 General Principles

- a. As a small, residential liberal arts college, Agnes Scott is committed to maintaining a highly qualified and deeply involved permanent faculty. The initial appointment of a probationary faculty member should be regarded as the first step toward consideration for tenure, not as the temporary satisfaction of a specific need, and should be approached with the greatest care. The department and the college should choose the candidate who gives best promise of performing in accordance with the mission and purpose of the college and of meeting the standards established by the college for reappointment, promotion, and tenure. The department and the college should make every effort to provide an atmosphere conducive to teaching excellence and intellectual growth.
- b. Agnes Scott College welcomes in its faculty a diversity of racial, cultural, and religious backgrounds as affirmed in the college's Statement of Mission and Purpose. Liberal arts education, to which this college is dedicated, is based on the belief that through exposure to differing ideas people come to appreciate life and learning more fully. The faculty recognizes the need to hire faculty members from underrepresented groups, especially

African American, in order to foster that appreciation and in order to aid the recruitment and retention of students from underrepresented groups. We therefore dedicate ourselves to exploring every opportunity to recruit faculty from underrepresented groups, especially African American.

- c. Appointment to the faculty is made by the board of trustees upon nomination by the president. Every member of the teaching faculty shall be affiliated with an academic department, which shall be fully involved in the hiring process. In the case of interdisciplinary appointments, primary affiliation with a department shall be determined, prior to the authorization of a search, by the dean, in consultation with the involved departments and/or programs and the Curriculum Committee. Non-teaching faculty may be appointed without departmental involvement, but the assignment of teaching responsibilities to a non-teaching faculty shall require a review of the faculty member's dossier by the dean and the department and approval by both parties.
- d. Initial appointment may carry any faculty rank appropriate to the position filled, except that those appointed at the rank of assistant professor and above must hold the highest earned degree in the discipline to be taught or in an appropriate interdisciplinary field or the equivalent in professional accomplishment. Faculty members appointed at the rank of associate professor and professor should have a record of successful teaching experience equivalent to that required for promotion to these ranks at Agnes Scott, or a comparable record of non-teaching experience. Faculty members initially appointed at the rank of professor must demonstrate substantial scholarly or, in the arts, creative accomplishment, or comparable achievement in another area.
- e. Initial appointment does not normally carry tenure of office, and newly appointed faculty members shall be given one-, two-, or three-year contracts until tenure is granted or employment is terminated.
- f. In the case of a probationary faculty member with prior college teaching experience, either at another school or on a non-tenure track appointment at Agnes Scott, at the time of hiring an agreement shall be reached by the candidate, the department chair, and the dean on a schedule of major and mid-term reviews, and this schedule shall be included in the letter of appointment.

2.2 Procedures for Appointment

- a. Early in the fall semester, the dean shall solicit departmental and program requests for hiring for the coming year. Interested academic departments shall submit the following information in writing to the dean and to the Curriculum Committee by October 15 (See Faculty Bylaws, 3.5): a request to fill or create a position; a description of the position; and a description of criteria for the evaluation of applicants (training, experience, etc.). At any point, either the dean or the Curriculum Committee may also initiate discussion of hiring plans and other staffing needs.
- b. After departmental and program requests have been received, The Curriculum Committee, together with the dean, shall review these requests and propose a plan for faculty positions to be filled during the coming year, subject to available funding. Either the committee or the dean may propose a plan for faculty positions to be filled during the coming year. Any such plan shall consider the needs of departments, programs, and the

II. THE FACULTY

college as a whole. Committee discussions of the requests with the dean shall be concluded by commencement.

- c. No later than June 1, the dean shall authorize departments to initiate searches during the following year, in accordance with the best disciplinary practices, including the timely advertisement of openings.
- d. For each search, all probationary and/or tenured faculty of the department involved who are both full time and continuing shall constitute the search committee, and the department chair shall usually serve as the search committee chair. If the department chair cannot serve or if the RPT Committee and the dean, after consultation with the department, determine that another chair would be more appropriate, the RPT Committee and the dean shall appoint the search committee chair from among the tenured members of the department, or if none is available, from among the tenured members of closely related departments.
- e. If there are not at least three probationary and/or tenured members of the department who are both full time and continuing conducting the search, the RPT Committee together with the dean, in consultation with the department chair, shall appoint additional members from the tenured faculty in related disciplines to bring the number of members of the search committee to three.
- f. If the faculty appointment is to have substantial teaching duties in a program or department outside the department with which the position is affiliated, the RPT Committee and the dean may appoint additional members to the search committee from faculty in this program or department.
- g. Search committees shall conduct formal, public searches in consultation with the dean, and shall submit to the dean for approval the names and files of candidates they wish to invite to campus. As early as possible, the dean and the search committee chair together shall schedule on-campus visits by candidates, making an effort to involve faculty, students, and the president in the interview process. At the conclusion of these visits, the search committee chair shall notify the dean of the majority recommendation of the search committee. The dean consults with the president before an oral offer of appointment is made. When a majority of the search committee and the dean and the president have agreed on a candidate, the dean shall inform that person of the terms and conditions of employment offered, including any matter which could affect the successful completion of the probationary period of appointment. An agreement between the college and the candidate shall be formalized in a letter from the president, subject to the approval of the board of trustees. A copy of this letter shall be sent at the same time to the department chair.

It is expected that most faculty hires will follow the procedures outlined above. Occasionally, however, faculty hiring may occur through a Target of Opportunity (TOP) hire. A TOP occurs when the college views the hiring of a specific individual as consistent with its strategic interests, including diversity, and has determined that a national search would impede this hiring opportunity. When such an opportunity is noted within a department—whether by departmental faculty, the Curriculum Committee or the dean—the department may submit a proposal to the Curriculum Committee offering a justification for waiving a national search and an indication of why a particular individual

would meet the criteria for filling the position under consideration. As with other requests for new positions, the Curriculum Committee will review the proposal and make recommendations to the dean and the president. Upon recommendation by the Curriculum Committee, the department and the dean will collaborate in reviewing the credentials of the highly qualified candidate for possible recruitment and appointment without a national search.

- h. Replacement Positions: Departments or programs with positions made vacant due to retirement or the departure of a tenured faculty member should submit a proposal to the Curriculum Committee (CC) explaining why the position should be refilled. This should be done as soon as the departure has been announced in order to ensure a timely search process should the request be approved. The CC will discuss the proposal and make its recommendation to the dean and the president in a timely manner. If the position is not renewed immediately, the department or program will be able to reapply for the position through the annual call for positions. With the approval of the dean and the president, departments or programs with positions made vacant by the departure of a tenure-track faculty member within the six-year probationary period may refill the position without submitting a proposal to the CC.
- i. The change of a faculty member's departmental affiliation within the college shall require the review of the faculty member's dossier by all involved departments, the dean, and the RPT Committee and the approval of all parties. A change of departmental structure for administrative purposes does not require this process, but should include consultation between the dean and the departments affected.
- j. Needs for term faculty (temporary and part-time teachers, leave replacements) will certainly arise; however, a tenurable position in a department may not be converted to a term position without the consultation of the involved department and both the RPT and the Curriculum Committee. Searches for term faculty should be pursued as nearly as possible within the spirit of these guidelines but may require variations from normal timetable and procedure. Such variations may be proposed by either the department or the dean and adopted upon the concurrence of both parties.

Revised by the faculty February 6, 2004. Adopted by the board of trustees April 30, 2004

Revised by the faculty March 28, 2008, Approved by the board of trustees, May 2, 2008.

Executive Summary

REAPPOINTMENT, PROMOTION, AND TENURE POLICIES AND PROCEDURES

Reappointments to the faculty, promotions in rank, and grants of tenure are made by the board of trustees upon nomination by the president, with the advice of the dean and the faculty.

The normal starting point for the review process is the entry-level tenure-track appointment at the rank of assistant professor. These policies describe the review process, beginning with the review of new faculty members and continuing through the review for promotion to full professor. These policies also cover exceptions to normal process for tenure-track faculty and the evaluation of non-tenure-track faculty.

II. THE FACULTY

Faculty members are evaluated on the basis of their teaching, scholarship, and service, with the highest priority given to teaching. The review process emphasizes the importance of growth at all stages of the career and considers the needs of the department and the college and the strengths and interests of the individual faculty member.

The core of the review process is peer review. At appropriate levels, this includes evaluation by the department, representatives of the faculty at large, the dean, and scholars from outside the college. The formal review process rests on a process of ongoing communication and planning involving the faculty member, the department, and the dean.

Each formal review through the tenure review is both a reappointment review and a formative evaluation. Formal reviews occur in the fall of the second year (new faculty review), the spring of the third year (midterm review), and the spring of the sixth year (tenure review); a successful tenure review results in promotion to associate professor. Faculty members may be reviewed for promotion to full professor as early as the sixth year at the rank of associate.

The new faculty review is conducted by the department, which recommends to the dean; the dean then recommends to the president. All other formal reviews are conducted by review committees consisting of representatives of the department and representatives of the faculty at large. Reviews are based on the evidence presented. A review committee considers the evidence, meets with the candidate and with the dean, and recommends to the president. The dean likewise considers the evidence, meets with the review committee, and makes an independent recommendation to the president.

Reappointment, Promotion, and Tenure Policies and Procedures

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1.0 Preface

Reappointments to the faculty, promotions in rank, and grants of tenure are made by the board of trustees upon nomination by the president, with the advice of the dean and the faculty.

These policies describe the evaluation of faculty performance, beginning with the review of new faculty members and continuing through the review for promotion to full professor. The normal starting point for the review process is the entry-level tenure-track appointment at the rank of assistant professor. Exceptions to normal process for tenure-track faculty are covered in section 10. The evaluation of non-tenure-track faculty is covered in section 11.

1.1 Definitions

Most of the terms used in these policies are defined in place. A few terms simplified for convenience in the following sections are clarified here.

- **Dean** refers to the Vice President for Academic Affairs / Dean of the College.
- In descriptions of review committees and second year evaluation committees, **department** and **departmental** refer to discipline-based reviewers. Normally these are members of the candidate's academic department. Where the department is small or the appointment is interdisciplinary, departmental reviewers may come from related departments or programs.
- The term **junior faculty** refers to untenured tenure-track faculty.
- The **RPT committee** is composed of six elected members of the faculty at large. The committee works with the dean to oversee the review process, and faculty wide representatives to individual review committees are chosen from among its members. See section 6.1.
- The **review committee** is the group of faculty reviewers assigned to a specific review case; it includes tenured representatives of the department and members of the RPT committee representing the faculty at large. See section 6.2.
- In descriptions of normal review process, **tenure review** means review for tenure and promotion to the rank of associate professor, and **promotion review** means review for promotion to the rank of full professor. Of the two pre-tenure reviews, **new faculty review** means the review normally held in the first semester of the second year of employment; **midterm review** means the review normally held in the third year of employment.

1.2 Academic Freedom and Professional Responsibility

The review process respects the mission of the college, which requires that faculty members have full rights of academic freedom. The same mission requires that faculty members be responsible and ethical in their scholarship and in their dealings with students, colleagues, administrators, staff members, and others. These professional rights and responsibilities are interdependent; both rest on the values of critical inquiry, human respect, and respect for difference. To engage the challenges of the times is to enter into conversation and controversy. Faculty members must be free to act, and to express their views, as professionals and as community members, and must grant others the same freedom. We must also grant the right to learn and grow from experience. A career spent in fear of honest error would be unproductive.

1.3 Confidentiality

The success of the review process depends on strict confidentiality. All business pertaining to individual candidates and their reviews is confidential, including the names of those up for review, the names of the members of their committees, and the content of all review meetings and documents. Candidates may choose to talk publicly about their reviews, but RPT committee members and members of review committees are bound by this confidentiality policy.

1.4 Common Sense

If anything in these policies requires interpretation, or if the question of an exception arises, the RPT committee and the dean 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.

2.0 Faculty Performance and Standards of Evaluation

Agnes Scott College is a diverse community whose mission is to educate women "to think deeply, live honorably, and engage the intellectual and social challenges of their times." The pursuit

of these goals requires intellectual freedom, respect for difference, and a commitment to the welfare of the individual and the group. We as faculty members are responsible for modeling these values and for creating an environment in which the mission of the college can be realized.

All faculty reviews evaluate the candidate's performance in the areas of teaching, scholarship, and service, with the highest priority given to teaching. In a liberal arts setting, these are overlapping categories, and each area can inform and inspire the others. The review process emphasizes the importance of growth at all stages of the career and considers the needs of the department and the college and the strengths and interests of the individual faculty member. Sections 2.1 through 2.3 define the three areas, and section 2.4 addresses the criteria and standards of evaluation.

As faculty members we must continue to grow, in response to changes in the world, the college, our academic disciplines, and ourselves. We must be willing to try new things, to take risks, and to learn from experience. A career undertaken on these terms may not move at a constant pace in a straight line, but it will have purpose and integrity, and it will be of value to the institution.

2.1 Teaching

Liberal arts teaching is rooted in knowledge but is not limited to the transfer of information; in presenting the materials and methods of the discipline, it develops skills of critical and creative thinking, analysis, and argumentation. Its goal is to produce active learners who are able to think for themselves, to speak and listen well, to engage in debate, to question received opinion, to solve problems separately and together, and to make connections between the classroom and the world outside.

Teaching and learning are a communal activity. Successful teaching methods depend on the discipline, the nature and level of the course, the talents and skills of the teacher, and the students in the room. Teaching and learning can take place in a lecture, a group discussion, a lab session, a studio critique, a seminar meeting, or an individual conference. The teacher's role as academic advisor extends the focus of the activity from specific subject matters to the overall shaping of the student's college career. The college itself is a larger learning community whose members share responsibility for the intellectual and cultural vitality of the whole. In every setting, the teacher must also be an active learner who leads by example and who is responsive to students, conversant with current research in the discipline, and aware of relevant curricular and pedagogical issues.

2.2 Scholarship

Scholarship fosters intellectual growth and vitality, provides knowledge and understanding, engages the issues of its day, grounds the scholar in the discipline, and underlies and inspires teaching and learning. The liberal arts setting encourages a broad view of scholarship, which recognizes the value of discipline-based and interdisciplinary research, creative effort, artistic performance, and pedagogical inquiry. 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. Liberal arts scholarship embraces opportunities for growth and transformation over the course of a faculty member's career. In addition to more traditional forms of research, classroom interests may lead to research on pedagogy; conversations with colleagues may raise scholarly questions that cut across disciplinary boundaries; and we may reshape our scholarship to provide students first-hand experience in research or creative endeavors.

2.3 Service

Through service we create and maintain the community as a whole. Service to students, the department, the college, the profession, and the broader community is essential to the day-to-day work of the college and to the shaping of an institution that values diverse perspectives and fosters a continuing exchange of ideas. Faculty participation in governance, in student- and staff-related events and activities, and in the wide array of opportunities available both on and off campus helps make the college a place where the values of inquiry, learning, and integrity are lived. In short, we view service as our duty as community members.

Service models the link between liberal education and a deeper and more inclusive kind of citizenship, providing the infrastructure of the teaching and scholarship that drives the college, and cultivating a compassionate imagination. In exercising these service roles we often discover the most about ourselves and how our profession operates, and find opportunities for professional growth and human connection. When faculty members from different disciplines work side by side to solve a wide variety of problems, they embody the principles of cooperation and engaged participation that will enable our students to become active citizens and leaders.

2.4 Standards of Evaluation

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.

At each review--second year, midterm, tenure, and promotion--the faculty member must demonstrate levels of accomplishment and growth appropriate to the review. The new faculty review evaluates the candidate's early growth as a teacher, scholar, and community member. The midterm review evaluates the candidate's accomplishments to date and his or her potential for future growth. The tenure review requires that the candidate demonstrate maturity as a teacher, scholar, and community member. The promotion review requires that the candidate demonstrate sustained performance and substantial new achievement in all three areas.

It would not be possible to prescribe a uniform standard of achievement based on a number of publications or committee assignments or senior projects directed; nor would it make sense to do so in a community where teaching, scholarship, and service are defined as they are in the preceding sections. The priorities of the review process emerge from the goals expressed in sections 2.1 through 2.3 above. Section 2.1 emphasizes the communality of teaching and learning. Consistent with this emphasis, student evaluations of teaching and class visits by colleagues are important measures of faculty performance, along with the candidate's self-evaluation and other materials supplied by the candidate. With respect to scholarship (section 2.2), the range of relevant activities is wide, but the most valuable work in any field will be peer-reviewed and will find a public forum that extends beyond the college; scholarship of this kind is necessary for tenure and for promotion. With respect to service (section 2.3), the duties of membership in the department, the faculty, and the college community are of primary interest to the review process. In each area, however, the evidence may include any activity reported on the Professional Activities Report Form (PAR); and in any review, each measure of performance is seen in the context of other measures.

Beyond these basic requirements, the ability to plan a faculty career, or to plan for a specific formal review, depends on a process of communication that begins with appointment to the faculty and that involves the faculty member, the department, and the dean. This process includes the

responsibility of the department to articulate standards and expectations for teaching, scholarship, and service in the department and the discipline; it includes the responsibility of the department and the individual faculty member to set priorities that take into account the needs of the department and the skills and interests of the faculty member; and it includes the responsibility of the dean to oversee the process by monitoring the annual PAR forms of faculty members and by communicating as needed with individual faculty members and department chairs. (On the process of communication and mentoring, see section 4.0; on the PAR, see section 4.2; on the dean's role in the review process, see section 6.3.) These policies lay the groundwork for such a process and thus for a shared understanding of expectations and goals at any point in the faculty member's career.

The heart of the review process at Agnes Scott is peer review. In each formal review, the candidate's work is evaluated by representatives of the department and by the dean. In midterm, tenure, and promotion reviews, representatives of the faculty at large are involved as well. In the tenure review and the promotion review, the candidate's scholarship is also evaluated by peers from outside the college. At all stages, peer review is designed to promote growth as well as to assess achievement.

The candidate's self-evaluation is an essential part of department communication and of the formal review process. For each review beginning with the midterm review, the candidate prepares statements on his or her philosophy and practice of teaching, scholarship, and service, discussing activities during the period under review and intentions for the period to follow. These statements contribute to the ongoing process of communication and guidance described in this section.

Sections 5, 7, 8, and 9 of these policies list required materials for the separate reviews but do not attempt to list all possible categories of teaching, scholarship, or service. The annual PAR form records accomplishments in all three areas; anything that can be listed under a heading in the PAR can be considered under that heading in a formal review.

3.0 Normal Review Process

The normal point of entry to faculty standing and to the review process is the entry-level full-time, tenure-track appointment at the rank of assistant professor. Exceptions to normal process for tenure-track faculty are covered in section 10. The review of non-tenure-track faculty is covered in section 11.

3.1 Contracts and Renewal

The year of employment is the academic year. The initial tenure track appointment is for two years. After a successful new faculty review, the appointment is extended for an additional year, through the year of the midterm review. After a successful midterm review, the appointment is renewed for an additional three years, through the sixth year of employment. A successful tenure review in the sixth year brings a continuous contract and promotion to associate professor. After an unsuccessful new faculty review, the initial two-year contract becomes terminal. After an unsuccessful midterm or tenure review, the faculty member receives a one-year terminal contract. A contract may not be changed from tenure-track to non-tenure-track. The junior faculty member is a fully participating member of the faculty from the beginning except that he or she is exempt from faculty committee assignments for the first year.

3.2 Sequence of Reviews

The performance of each faculty member is reviewed at prescribed intervals, always with regard to teaching, scholarship, and service. Detailed descriptions of these reviews appear in sections 5 through 9. Exceptions to normal process are covered in section 10, and the review process for non-tenure-track faculty is covered in section 11.

The new faculty review is conducted in the fall of the second year by the tenured members of the department, for the mutual benefit of the department and the candidate. In the second year, the department also recommends to the dean for or against reappointment. The dean considers the departmental recommendation in recommending to the president. (See Section 5)

Midterm reviews, tenure reviews, and promotion reviews are conducted by review committees representing both the academic department and the faculty as a whole. Each review committee includes the tenured department members senior in rank to the candidate, and includes either one member (for the midterm review) or three members (for tenure reviews and promotion reviews) of the RPT committee representing the faculty. In each case the review committee acts as one body. It considers evidence, meets on its own and with the dean, and recommends to the president. The dean also considers the evidence, including the review committee evaluation, and independently recommends to the president.

The review process described in these policies forms the basis for personnel decisions at key points in the career of the faculty member, and it also serves to formalize an ongoing process of communication which should involve the faculty member, the department, students (through course evaluation forms), the dean (through the monitoring of PAR forms), and the faculty at large (through the RPT committee).

4.0 Communication and Mentoring

Professional growth is crucial to advancement, and all parties have an interest in the growth of the individual faculty member. This shared interest, and the responsibility that comes with it, are especially important during the junior faculty stage but are important at all stages. Ongoing communication about the performance and departmental role of the faculty member, and about the direction and needs of the department, serves the interests of all parties. It is the responsibility of the department to articulate standards and expectations for work in the discipline, to suggest opportunities for development and areas for improvement, to work with the faculty member to find an appropriate balance between scholarship and service, to work with the faculty member to set priorities for scholarship that take into account the faculty member's skills and interests and the kinds of activity best suited to them, and in general to plan for the future and for an upcoming review. It is the duty of the department chair to oversee this process, to foster collegial relations within the department, and to protect the interests of both the faculty member and the department as a whole. This includes the need to watch for problems that may develop and to address them as needed. All parties, including the faculty member, share the responsibility for ongoing communication and for creating a professional environment of mutual respect.

The dean also shares the responsibility for monitoring the progress of the faculty member. If the dean sees a problem that could affect reappointment, promotion, or tenure, it is the dean's duty to discuss the problem with the faculty member concerned. (On the dean's role in the review process, see section 6.3.)

The junior faculty member is barred from membership on review committees but is in other respects a full member of the department and should be involved in the discussion and disposition of department matters.

4.1 Communication During the Review Process

Communication is particularly important during the review process. The candidate, the department, the RPT committee, and the dean share the responsibility of making the process work, and it works best when all parties communicate with one another. The department chair is a reviewer but also continues as advisor, in consultation with other senior department faculty.

When there are questions or concerns about the process, in new faculty reviews they should be raised with the department chair or the dean. In midterm, tenure, and promotion reviews, the candidate should communicate with the review committee liaison, and other parties to the review should communicate as appropriate with the review committee chair, the RPT committee chair, or the dean.

4.2 The Professional Activities Report (PAR)

In addition to the formal review process, the dean monitors the activities of faculty members through the annual Professional Activities Report. The PAR covers the period June 1 through May 31, and is due in the dean's office June 1. Each faculty member sends one copy of the completed PAR and a current CV to the department chair and one copy to the dean. The dean may discuss this report with the faculty member or the department chair and is available to discuss it at the request of the faculty member or the department chair. The dean's role in the formal review process is described in section 6.3.

The PAR also provides a guide for candidates in the submission of review materials. All reviews make use of the candidate's reports for the period under review, and the candidate may submit evidence of any of the activities listed on the PAR. The department and the individual faculty member are responsible for the relative weighting of various types of scholarly activities and the establishment of individual priorities. (See section 2.4, paragraph 4 and section 4.0.)

The RPT committee and the dean review the PAR form from time to time in order to ensure that it reflects the interests of the review process.

The PAR form appears as an appendix to these policies; the form is faculty legislation and may be substantively changed by faculty vote.

5.0 The New Faculty Review

The department reviews the performance of the junior faculty member in the fall of the second year. This review is both a formative departmental review and a reappointment review.

For the formative review, the purpose is to offer a fair assessment of the new member's strengths and weaknesses as a teacher, progress as a scholar, and service to the department, the college, and the profession; the effect of the review should be to assist in the overall development of the new faculty member. Departmental reviews should be both candid and supportive and should help build good working relationships within the department.

Because the new faculty review focuses mainly on performance during the first year of employment, the candidate is unlikely to have an extensive record of scholarship or service. The

new faculty review provides an opportunity to formalize the ongoing process of communication and planning with respect to these areas. The departmental recommendation letter arising from the review serves the midterm review as evidence documenting this communication.

The new faculty review also serves as a reappointment review; the department recommends for or against reappointment to the dean, and the dean then recommends to the president. A successful new faculty review extends the initial two-year appointment for an additional year, through the year of the midterm review. After an unsuccessful second-year review, the initial two-year contract becomes terminal.

5.1 Committee Structure for New Faculty Review

The review is conducted by all full time tenured department members. If there are fewer than two tenured members, tenured faculty from related disciplines are chosen, by agreement of the department chair, the candidate, and the dean, to make up a group of two. If the department chair is ineligible to serve as chair of the review committee, the group elects its own chair. The group meets at least once to discuss the candidate's performance. The discussion should cover the areas of teaching, scholarship, and service. The review of service recognizes that first year faculty members are ineligible to serve on faculty committees.

At the end of the meeting, reviewers vote for or against reappointment. After the vote is taken, the chair writes a letter to the dean, summarizing the discussion and recording the department recommendation for or against reappointment. (See section 5.3, October 15 deadline, for details.)

The chair meets with the candidate to discuss the review; this discussion should be based on the content of the chair's letter to the dean.

A department member on sabbatical may choose to participate or not in the review session.

If the appointment is interdisciplinary, an eligible representative from a related department or program may be added to the review committee by agreement of the candidate, the department, and the dean.

5.2 Review Materials for New Faculty Review

The new faculty review makes use of the following required means of assessment:

- Student evaluations of teaching
- Classroom visits by at least two members of the department committee; the review may also discuss classroom visits made during the previous year.
 - Course syllabi
 - A current curriculum vitae
 - Professional Activities Report for the first year of appointment
 - Comments solicited by the review committee from untenured department members.

In addition to these required means of assessment, the department may ask for comments from faculty members outside the department who would have pertinent information about the candidate's teaching (for example, someone who had team-taught a course with the new member). The review committee may draw on other evidence as appropriate, including evidence of the candidate's professional ethics. The candidate may also submit additional evidence of any of the activities reported on the PAR.

5.3 Timetable for New Faculty Reviews

The dates below are deadlines, which under special circumstances may be adjusted by agreement of the candidate, the department, and the dean. If a deadline falls on a weekend or holiday, it is extended to the next weekday.

Deadlines, Fall of 2nd year

September 1. The composition of the departmental review committee is determined. If there are fewer than two tenured members, tenured faculty from related disciplines are chosen, by agreement of the department chair, the candidate, and the dean, to make up a group of two. If the department chair is ineligible to serve as chair of the review committee, the group elects its own chair.

October 1. At least two department members observe the candidate's teaching. Department members should consult with the candidate when scheduling a date to observe his or her teaching.

October 15. Eligible department members meet to evaluate the candidate and to vote on reappointment. The chair writes a report based on the review session and the materials collected. This report should be as specific as possible with respect to the candidate's strengths and weaknesses, and should be signed by all reviewers. One copy is given to the candidate; a second is kept in department files; a third is given to the dean to be kept in the candidate's personnel file. Any material gathered for the review is returned to the source. In the same letter, the chair gives the department's recommendation for or against re-appointment.

November 1. The department chair meets with the candidate to discuss the review. The discussion is based on the content of the chair's letter to the dean.

November 10. If the dean has serious concerns about a department recommendation, the dean consults with the president and informs the review chair in writing and meets with the department to discuss the matter.

November 20. The dean sends a written recommendation to the president.

December 1. The candidate is informed of the president's decision.

6.0 Midterm, Tenure, and Promotion Reviews: Committee Structure and Role of Dean

Midterm reviews, tenure reviews, and promotion reviews are conducted by review committees representing both the candidate's department and the faculty as a whole. The review committee meets by itself and again with the dean, and the review committee and the dean make independent recommendations to the president.

6.1 The RPT Committee

In midterm reviews, tenure reviews, and promotion reviews, the RPT committee represents the interests of the faculty as a whole. Together with the dean, the committee orients candidates to the review process. RPT committee members serve together with department representatives on individual review committees, and the RPT committee works with the dean to ensure that the review process is fair and consistent.

a. Six members are elected for three-year terms. Additional members may be elected for one-year terms as needed. All members must be tenured, full-time members of the teaching faculty; at least three must be full professors.

b. The committee on committees sets a slate of nominations for the RPT committee, and members of the faculty may add to the list of nominees before voting. Terms of members are staggered to ensure continuity. Elections are held at the March faculty meeting to replace members whose terms end at the conclusion of the academic year. Any other vacancy is filled by a special election. New terms begin upon election.

c. Members of the RPT committee are relieved of other faculty committee assignments.

d. The RPT committee works with the department chair and the dean to ensure that each case is handled in a way consistent with these policies and with other cases. For each academic year, the members of the RPT committee elect a chair who convenes and presides over meetings of the RPT committee, supervises the scheduling of reviews, and monitors their progress by communicating with review committee chairs. The RPT committee chair may chair a review committee on which he or she serves, but need not do so.

The RPT committee, together with the dean, considers requests for exceptions to the normal review process (see section 10). The committee holds a meeting to introduce new faculty to the review process during their first year of employment. The committee holds an orientation meeting in the spring (no later than May 15) for faculty members scheduled for reviews during the following academic year. This meeting is attended by RPT committee members, review candidates, and the dean.

The RPT committee and the dean review the PAR form from time to time in order to ensure that it reflects the interests of the review process.

The RPT committee may develop procedures as needed, for example a template for the letters sent to external reviewers of scholarship, a format for the initial consultation between the RPT liaison and the review candidate, or guidelines for the length and form of candidates' statements on teaching, scholarship, and service. The RPT committee keeps records of such procedures in order to provide continuity as committee membership changes. Such procedures must be consistent with RPT policies, but they do not have the force of faculty legislation; they should be reexamined periodically by the RPT committee, and they may be modified as needed, as long as the principles of fairness and consistency are upheld.

6.2 The Review Committee

Each midterm review, tenure review, and promotion review is conducted by a review committee representing both the RPT committee and the candidate's department and acting as one body. The review committee considers the needs of the department and the college and respects both the specific knowledge of department members and the role of RPT committee members as representatives of the faculty and guardians of the review process.

The review committee meets by itself and with the dean and makes a recommendation to the president. In all its meetings the review committee seeks consensus and maintains confidentiality. Each review committee member has one vote in the review and composes a letter of recommendation to the president. The review committee chair writes an additional one-to-two

page summary letter recording the vote and explaining the committee's position. This letter stands as the review committee's recommendation to the president.

Review committees for specific reviews are described in sections 7 through 9.

6.3 The Role of the Dean in the Review Process

The dean is not a member of any review committee but considers the evidence, including the review committee's evaluation, and composes an independent recommendation to the president. During a review, the dean communicates with the review committee as necessary and meets with the review committee at least once to discuss the review. The dean serves as liaison between the review committee and the president and works with the RPT committee to coordinate all review activities. During the review process, all review materials are kept in the office of the dean. The dean makes materials available to review committee members, the president, and the candidate; keeps the president informed of the review process; keeps review committees informed of the president's concerns; monitors the work of all review committees in order to ensure that standards of evaluation are applied consistently; and works with the RPT committee to ensure the fairness of the review process.

As described in section 4.2 above, the dean also contributes to the ongoing process of communication by monitoring the annual Professional Activities Reports of faculty members. The dean brings to the attention of individual faculty members and department chairs any potential problems that appear during the monitoring of these reports. On the basis of the reports, the dean may also suggest to a long-time associate professor that he or she apply for promotion. Together with the RPT committee, the dean reviews the PAR form from time to time in order to ensure that it reflects the interests of the review process.

Together with the RPT committee, the dean considers requests for exceptions to the normal review process (see section 10).

No later than September 30 each year, the dean provides the president with a written summary of the previous year's reviews and the current year's scheduled reviews. The president conveys the outcome for each of the previous year's reviews to the board during the fall term.

7.0 The Midterm Review

The midterm review, in the third year of employment, is conducted jointly by a faculty review committee and the dean. A successful review extends the appointment for an additional three years, through the sixth year of employment. An unsuccessful review results in a one-year terminal contract for the fourth year of employment.

The midterm review is a crucial point in the junior faculty member's career, and it is in the interest of all parties to evaluate the candidate candidly, fairly, and constructively. The review should reflect seriously on the candidate's past and present performance, but it should also reflect the ability of the candidate and the department to plan for the future together. The period under review is the period of employment to the time of the review.

The candidate submits material evidence of teaching, scholarship, and service. The review committee draws on this and other evidence and meets by itself and with the dean. The review

committee and the dean make independent recommendations to the president. The candidate may also request a meeting with the committee or the dean or both.

On exceptions to the normal review schedule, see section 10.

7.1 Midterm Review Committee

The review committee is made up of all tenured members of the department and one representative from the RPT committee, with the RPT representative serving as chair and also fulfilling the role of liaison. No RPT Committee member may serve as RPT representative to a review committee if the candidate is a member of his or her academic department; his or her role in that instance is as a departmental member of the review committee.

A department member on sabbatical may choose to be a member of the review committee, may choose to have a letter placed in the RPT review file, or may decline to participate. The review committee considers the needs of the department and the college and respects both the specific knowledge of department members and the role of the RPT Committee member as a representative of the faculty and guardian of the review process.

If there are not at least two eligible department members, additional members are added from the teaching faculty to bring the number up to two. The RPT chair secures the participation of additional members after conferring with the dean, the department chair, and the candidate.

If the appointment is interdisciplinary, an eligible representative from another department or program may be added to the review committee by agreement of the candidate, the department, and the dean.

The review committee solicits information from the candidate and others as appropriate, meets to discuss the review, meets with the dean, and recommends action to the president. The review committee also meets with the candidate if either the review committee or the candidate wishes.

In all its meetings the review committee seeks consensus and maintains confidentiality. Each member has one vote in the review, and composes a letter of recommendation to the president. The review committee chair writes an additional summary letter recording the vote and briefly summarizing the committee's position. This letter stands as the review committee's recommendation to the president.

7.2 Materials for Midterm Reviews

The candidate submits the following required materials:

- A current curriculum vitae
- Statements on the candidate's philosophy and practice of teaching, scholarship, and service, discussing the period under review and the candidate's intentions for the period to follow.
- Professional Activities Reports for the period under review
- Student course evaluations for the period under review
- Course syllabi for the period under review (sample syllabi for frequently taught courses)
- Material evidence of finished scholarship, of scholarship in progress, if ready for review, and, if appropriate, of unpublished scholarship.

The candidate may also submit additional evidence of any of the activities reported on the PAR. The midterm review does not include the external review of scholarship.

In addition to evidence submitted by the candidate, the review committee draws on the departmental recommendation letter from the new faculty review and on the comments of at least two committee members who have visited the candidate's classes. The review committee draws on other evidence as appropriate, including evidence of the candidate's professional ethics.

7.3 Timetable for Midterm Reviews

The dates below are deadlines, which under special circumstances may be adjusted by agreement of the candidate, the review committee, and the dean. The review calendar starts during the spring term of the academic year before the review. If a deadline falls on a weekend or holiday, it is extended to the next weekday.

Deadlines, spring preceding year of review:

February 15. The dean writes to faculty members scheduled for review the next year, reminding them of their candidacy, requesting confirmation, and calling their attention to the relevant sections of these policies.

March 15. The RPT Committee for the coming year elects a chair and informs the dean.

April 1. The dean sends the incoming RPT chair the names of faculty members scheduled for review in the coming year.

May 1. The composition of the review committee is determined. The RPT chair chooses one of the RPT committee members to serve on the review committee in the role of review committee chair. The RPT chair determines the departmental component of the review committee in consultation with the dean, the department chair and the candidate.

May 15. Candidates attend an orientation meeting with the dean and the RPT committee for the coming year. At this time, candidates will be informed of the membership of their review committee.

Deadlines, year of review:

September 1. Each candidate sends a current CV to the dean and to the review committee chair. Upon receipt, the review committee chair sends copies to all review committee members and informs them of the schedule for the upcoming review.

October 1. The review committee chair meets with the candidate to go over the review process and timetable.

December 1. The review committee chair and at least one departmental member of the review committee observe the candidate's teaching. Review committee members should consult with the candidate when scheduling a date to observe his or her teaching.

January 15. The candidate submits all required review materials to the office of the dean of the college. The candidate may update the CV at any time during the review and may add any materials that become available after this deadline. The candidate should date and initial such additional materials and inform the review committee chair. The review file is kept in the office of the dean and may be signed out by review committee members.

February 15. The review committee meets to discuss the file. It seeks consensus, and it gives weight to the information and opinions given by both RPT and discipline-based members. Before and after this meeting, the review committee may communicate with the candidate as needed through the chair, and either the review committee or the candidate may request a meeting to address concerns. Except for such communication, the contents of this meeting are confidential. (See the confidentiality statement, section 1.3.)

February 25. The review committee meets with the dean to discuss the evidence and their recommendations. After this meeting, the committee chair informs the candidate of any remaining concerns and gives the candidate a reasonable amount of time to respond in writing. Any such response is filed with other permanent records of the review.

March 15. The review committee delivers its recommendation to the dean. This recommendation consists of a letter of evaluation by each member and an additional summary letter by the chair recording the vote and briefly describing the committee's position. Before sending the recommendation, the review committee chair circulates the cover letter within the committee; committee members sign the letter when they are satisfied that it fairly characterizes the outcome of the review session. The review committee chair sends one copy of the cover letter to the candidate.

April 1. The dean makes written recommendation to the president and forwards to the president the review committee's cover letter and the individual letters of all committee members. The dean also sends the candidate and each review committee member a copy of the dean's recommendation.

April 20. If the president has any concerns about the candidacy or the recommendations, the president meets with the dean and the review committee.

May 1. The president informs the candidate in writing of the president's recommendation for or against reappointment. The president sends positive recommendations to the board with the other materials for the spring board meeting.

Late April or early May. If the president has recommended reappointment, the president notifies the candidate in writing of the board's decision within five working days of its spring meeting.

8.0 Tenure Review

The tenure review is conducted in the sixth year. By granting tenure to a member of the teaching faculty, the college determines that the person has fulfilled the promise on which the original granting of a probationary contract was based. A successful tenure review brings a continuous contract and promotion to associate professor. An unsuccessful tenure review brings a one-year terminal contract for the seventh year of employment. Once tenure is granted, the college cannot terminate employment before retirement except for just cause, financial exigency or curricular exigency, or medical reasons. (See separate Dismissal Policies and Procedures.)

In no event is tenure granted by mere completion of the probationary period of service, or by any delay in the review process. A specific award of tenure by the board of trustees is required.

The tenure review is conducted jointly by a faculty review committee and the dean. The review committee meets by itself and with the dean, and both the committee and the dean recommend to the president. The period under review is the time spent at the rank of assistant professor.

On the dean's role in the review process, see section 6.3 above.

On exceptions to the normal review schedule, see section 10.

8.1 Tenure Review Committee

The tenure review committee includes representatives of the department and members of the RPT committee, representing the faculty. The committee considers the needs of the department and the college and respects both the specific knowledge of department members and the role of RPT Committee members as representatives of the faculty and guardians of the review process. The review committee meets by itself and with the dean, and the review committee and the dean make independent recommendations to the president. The candidate may also request a meeting with the review committee or the dean or both.

In all its meetings the review committee seeks consensus and maintains confidentiality. Each member has one vote in the review and composes a letter of recommendation to the president. The review committee chair writes an additional summary letter recording the vote and briefly explaining the committee's position. This letter stands as the review committee's recommendation to the president.

Faculty-wide Component. The RPT chair chooses three RPT members to serve on each review committee and assigns the roles of chair and liaison for each major review. The chair of the review committee schedules meetings, presides at meetings, enforces RPT policies, solicits and receives external evaluations, and writes the review committee recommendation letter recording the vote and summarizing the committee's position. The liaison communicates with interested parties as needed but serves primarily as liaison with the candidate and guardian of the candidate's interests.

No RPT Committee member may serve as RPT representative to a review committee if the candidate is a member of his or her academic department; his or her role in that instance is as a departmental member of the review committee.

Departmental Component. The departmental component of a tenure review committee includes all tenured members of the department. The review committee chair notifies all eligible members of the candidate's department, including faculty members on sabbatical, of the pending review. A department member on sabbatical may choose to be a member of the review committee, may choose to have a letter placed in the RPT review file, or may decline to participate.

If there are not at least two eligible department members, additional members are added from the teaching faculty to bring the number up to two. The RPT chair secures the participation of additional members after conferring with the dean, the department chair, and the candidate.

If the appointment is interdisciplinary, an eligible representative from another department or program may be added to the review committee by agreement of the candidate, the department, and the dean.

8.2 Materials for Tenure Review

The candidate submits the following required materials:

- A current curriculum vitae
- Statements on the candidate's philosophy and practice of teaching, scholarship, and service, discussing the period under review and the candidate's intentions for the period to follow (see section 2.4).
- Professional Activities Reports for the period under review
- Student course evaluations for the period under review
- Course syllabi for the period under review (sample syllabi for frequently taught courses)
- Annotated list of six qualified external reviewers of scholarship. This list should be compiled in consultation with the department chair and the review committee liaison.
- Material evidence of finished scholarship, of scholarship in progress, if ready for review, and, if appropriate, of unpublished scholarship.

Portfolio of scholarship for external review. This portfolio may be designed with the help of the department chair and the review committee liaison. It must contain a current CV, a statement about the candidate's scholarship, and tangible evidence of the candidate's work as a scholar.

The candidate may also submit evidence of any of the activities reported on the PAR.

In addition to evidence submitted by the candidate, the review committee draws on the following kinds of evidence:

- Copies of the review committee chair's cover letter and the dean's recommendation letter from the midterm review (supplied by the dean)
- Comments of at least two review committee members who have visited the candidate's classes
- Responses of external reviewers of scholarship.

The review committee draws on other evidence as appropriate, including evidence of the candidate's professional ethics.

8.3 Timetable for Tenure Review

The dates below are deadlines, which under special circumstances may be adjusted by agreement of the candidate, the review committee, and the dean. The review calendar starts during the spring term of the academic year before the review. If a deadline falls on a weekend or holiday, it is extended to the next weekday.

Deadlines, spring preceding year of review:

February 15. The dean writes to faculty members scheduled for review the next year, reminding them of their candidacy, requesting confirmation, and calling their attention to the relevant sections of these policies.

March 15. The RPT Committee for the coming year elects a chair and informs the dean.

April 1. The dean sends the incoming RPT committee chair the names of faculty members scheduled for review in the coming year.

May 1. The composition of the review committee is determined. The RPT chair chooses three RPT committee members and assigns the roles of review committee chair and liaison to two of them. The RPT chair determines the departmental component of the review committee in consultation with the dean, the department chair and the candidate.

May 15. Candidates attend an orientation meeting with the dean and the RPT committee for the coming year. At this time, candidates will be informed of the membership of their review committee.

Deadlines, year of review:

September 1. Each candidate sends a current CV to the dean and to the review committee chair. Upon receipt, the review committee chair sends copies to all review committee members and informs them of the schedule for the upcoming review.

October 1. The review committee liaison meets with the candidate to go over the review process and timetable. The candidate consults with the liaison and the department chair about the list of six possible external reviewers of scholarship specified in section 8.2.

October 10. The candidate sends the review committee chair a list of six possible external reviewers of scholarship. Those named should be able to give unbiased professional appraisals of the candidate's work. The candidate should annotate the list as to his or her relationship with each reviewer and the reviewer's area of expertise. The review committee chair forwards the candidate's CV and the list of potential external reviewers to the RPT committee.

October 20. The RPT committee meets to pick three names from the list of six external scholars, ranking the other three names as backups. The review committee chair writes letters of inquiry to the three scholars chosen by the RPT committee.

November 1. The candidate gives the review committee chair three paper copies of or electronic access to the portfolio to be sent to external reviewers of scholarship.

November 5. The review committee chair secures three external reviewers and mails copies of the portfolio and cover letter. The cover letter includes a description of the college, notes the candidate's normal teaching load and other duties, and describes the criteria and standards for the evaluation of scholarship. It asks the reviewer to evaluate scholarship but not to recommend for or against tenure. The candidate may review the cover letter before it is mailed.

December 1. At least one RPT review committee member and at least one departmental member of the review committee observe the candidate's teaching. Review committee members should consult with the candidate when scheduling a date to observe his or her teaching.

January 15. The candidate submits all required review materials to the office of the dean of the college. The candidate may update the CV at any time during the review and may add any materials that become available after this deadline. The candidate should date and initial such additional materials and inform the review committee chair. The review file is kept in the office of the dean and may be signed out by review committee members.

Letters of external reviewers should be in the file. Letters from the midterm review (from the review committee chair and the dean) should also be in the file.

February 15. The review committee meets to discuss the file. It seeks consensus, and it gives weight to the information given and opinions offered by both RPT and discipline-based members. Before and after this meeting, the review committee may communicate with the candidate as needed through the liaison, and either the review committee or the candidate may request a

meeting to address concerns. Except for such communication, the contents of this meeting are confidential. (See the confidentiality statement, section 1.3.)

February 25. The review committee meets with the dean to discuss the evidence and their recommendations. After this meeting, the committee liaison informs the candidate of any remaining concerns and gives the candidate a reasonable amount of time to respond in writing. Any such response is filed with other permanent records of the review. Either the review committee, the dean, or the candidate may also request a meeting to address concerns.

March 15. The review committee delivers its recommendation to the dean. This recommendation consists of a letter of evaluation by each member and an additional summary letter by the chair which records the vote and briefly describes the committee's position. Before sending the recommendation, the review committee chair circulates the cover letter within the committee; committee members sign the letter when they are satisfied that it fairly characterizes the outcome of the review session. The review committee chair sends one copy of the cover letter to the candidate.

April 1. The dean makes written recommendation to the president and forwards to the president the review committee's cover letter and the individual letters of all committee members. The dean also sends the candidate and each review committee member a copy of the dean's recommendation.

April 20. The president meets with the dean and the review committee if the president has any concerns about the candidacy or the recommendations.

May 1. The president informs the candidate in writing of the president's decision to recommend or not recommend tenure. The president sends positive recommendations to the board with the other materials for the spring board meeting.

Late April or early May. If the president has recommended tenure, the president notifies the candidate in writing of the board's decision within five working days of the spring board meeting.

9.0 Promotion Review

Promotion to professor requires six years of full-time employment at the rank of associate professor. A promotion review may be conducted as early as the fall of the candidate's sixth year at the rank of associate professor. The candidate submits evidence of teaching, scholarship, and service, and submits works of scholarship for evaluation by external reviewers. A successful review brings promotion to full professor, effective in the academic year following the review. An unsuccessful review carries no penalty, and the faculty member may reapply for review as early as the next year. The period under review is the time spent at the rank of associate professor.

The promotion review is conducted jointly by a faculty review committee and the dean. The review committee meets once by itself and once with the dean, and the committee and the dean make independent recommendations to the president. The candidate may also request a meeting with the committee or the dean or both.

On the dean's role in the review process, see section 6.3 above.

On exceptions to normal process (for example, the case of a faculty member hired at the rank of associate professor), see section 10.

9.1 Promotion Review Committee

The promotion review committee includes representatives of the department and the faculty at large acting together. The committee considers the needs of both the department and the college and respects both the specific knowledge of department members and the role of RPT Committee members as representatives of the faculty and guardians of the review process. The review committee meets by itself and with the dean and makes recommendation to the president. The candidate may also request a meeting with the review committee or the dean or both.

In all its meetings the review committee seeks consensus and maintains confidentiality. Each member has one vote in the review and composes a letter of recommendation to the president. The review committee chair writes an additional one-page letter recording the vote and briefly explaining the committee's position. This letter stands as the review committee's recommendation to the president.

All members of a promotion review committee must be full professors.

Faculty-wide Component. The RPT chair chooses three RPT members to serve on the review committee and assigns the roles of chair and liaison for each review. The chair of the review committee schedules meetings, presides at meetings, enforces RPT policies, solicits and receives external evaluations, and writes the review committee recommendation letter recording the vote and summarizing the committee's position. The liaison communicates with interested parties as needed but serves primarily as liaison with the candidate and guardian of the candidate's interests.

No RPT committee member may serve as RPT representative to a review committee if the candidate is a member of his or her academic department; his or her role in that instance is as a departmental member of the review committee.

If there are not three RPT committee members who can serve on the review committee, the RPT committee, in consultation with the review candidate and the dean, fills out the faculty-wide component from among the eligible members of the faculty at large.

Departmental Component. The departmental component of a promotion review committee includes all full professors in the department. The RPT chair notifies all eligible members of the candidate's department, including faculty members on sabbatical, of the pending review. A department member on sabbatical may choose to participate in the review session, may choose to have a letter placed in the RPT review file, or may decline to participate.

If there are not at least two eligible department members, additional members are added from the teaching faculty to bring the number up to two. The RPT committee chair secures the participation of additional members after conferring with the dean and the candidate.

If an appointment is interdisciplinary, an eligible representative from another department or program may be added to the review committee by agreement of the candidate, the department, and the dean.

9.2 Materials for Promotion Review

- A current curriculum vitae
- Statements on the candidate's philosophy and practice of teaching, scholarship, and service, discussing the period under review and the candidate's intentions for the years to follow (see

section 2.4). These statements may also place the period under review in the context of earlier work, discussing important points of continuity or changes of direction in the candidate's overall career.

- Professional Activities Reports for the period under review
- Student course evaluations for the period under review. If the period under review is greater than six years, the review considers evaluations for the six most recent years.
- Annotated list of six qualified external reviewers of scholarship
- Course syllabi for the period under review (sample syllabi for frequently taught courses)
- Material evidence of scholarship, of scholarly work in progress, if ready for review, and, if appropriate, of unpublished scholarship
- Portfolio of scholarship for external review. This portfolio may be designed with the help of the department chair and the review committee liaison. It must contain a current CV, a statement about the candidate's scholarship, and tangible evidence of the candidate's work as a scholar.

The candidate may also submit evidence of any of the activities reported on the PAR.

In addition to evidence submitted by the candidate, the review committee draws on the following kinds of evidence:

- Comments of at least two review committee members who have visited the candidate's classes
- Responses of external reviewers of scholarship.

The review committee may draw on other evidence as appropriate, including evidence of the candidate's professional ethics.

9.3 Timetable for Promotion Review

The dates below are deadlines, which under special circumstances may be adjusted by agreement of the candidate, the review committee, and the dean. The review calendar starts during the spring term of the academic year before the review. If a deadline falls on a weekend or holiday, it is extended to the next weekday.

Deadlines, spring preceding year of review:

February 1. The dean asks candidates for promotion to identify themselves and invites faculty members to nominate colleagues for promotion.

February 15. Candidates and faculty nominators submit written responses to the dean and the RPT chair.

March 15. The RPT Committee for the coming year elects a chair and informs the dean.

April 1. The dean sends the incoming RPT chair the names of faculty members scheduled for review in the coming year.

April 15. The composition of the review committee is determined. The RPT chair chooses three RPT committee members and assigns the roles of review committee chair and liaison to two of them. The RPT chair determines the departmental component of the review committee in consultation with the dean and the candidate. The RPT chair informs the candidate, the dean, and the members of the candidate's review committee of the membership of the review committee.

II. THE FACULTY

May 1. The review committee liaison meets with the candidate to go over the review process and timetable. The candidate also consults with the liaison and the department chair about the list of six possible external reviewers of scholarship specified in section 9.2. However, if the department chair is not a full professor the candidate should consult with a departmental representative on the review committee instead of the chair about the list of six possible external reviewers.

May 10. The candidate sends the review committee chair a current CV and a list of six possible external reviewers of scholarship. Those named should be able to give unbiased professional appraisals of the candidate's work. The candidate should annotate the list as to his or her relationship with each reviewer and the reviewer's area of expertise. The review committee chair forwards the candidate's CV and the list of potential external reviewers to the RPT committee.

May 15. Candidates attend an orientation meeting with the dean and the RPT committee for the coming year.

May 20. The RPT committee meets to pick three names from the list of six external scholars, ranking the other three names as backups. The review committee chair writes letters of inquiry to the three scholars chosen by the RPT committee.

June 20. The review committee chair secures three external reviewers.

Deadlines, year of review:

August 1. The candidate gives the review committee chair three paper copies of or electronic access to the portfolio to be sent to the external reviewers of scholarship.

August 1. The review committee chair sends the three external reviewers copies of the portfolio and a cover letter. The cover letter includes a description of the college and of the candidate's normal teaching load and other duties and describes the criteria and standards for the evaluation of scholarship. It asks the reviewer to evaluate scholarship but not to recommend for or against promotion. The candidate may review the cover letter before it is mailed.

The candidate sends a current CV, to the dean and to the review committee chair. Upon receipt, the review committee chair sends copies to all review committee members and informs them of the schedule for the upcoming review

September 1. The candidate submits all review materials to the office of the dean of the college. The dean's letter and the review committee chair's summary letter from the tenure review are placed in the candidate's file by the dean. The candidate may update the CV at any time during the review and may add any materials that become available after this deadline. The candidate should date and initial such additional materials and inform the review committee chair. The review file is kept in the office of the dean and may be signed out by review committee members.

September 15. Letters of external reviewers should be in the file. .

September 20. At least one RPT review committee member and at least one disciplinary member of the review committee observe the candidate's teaching. Review committee members should consult with the candidate when scheduling a date to observe his or her teaching.

October 1. The review committee meets to discuss the file. It seeks consensus, and it gives weight to the information given and opinions offered by both RPT and discipline-based members. Before and after this meeting, the review committee may communicate with the candidate as needed through the liaison, and either the review committee or the candidate may request a meeting to address concerns. Except for such communication, the contents of this meeting are confidential. (See the confidentiality statement, section 1.3.)

October 10. The review committee meets with the dean to discuss the evidence and their recommendations. After this meeting, the committee liaison informs the candidate of any remaining concerns and gives the candidate a reasonable amount of time to respond in writing. Any such response is filed with other permanent records of the review. Either the review committee, the dean, or the candidate may also request a meeting to address concerns.

November 1. The review committee delivers its recommendation to the dean. This recommendation consists of a letter of evaluation by each member and an additional summary letter by the chair which records the vote and briefly describes the committee's position. Before sending the recommendation, the review committee chair circulates the cover letter within the committee; committee members sign the letter when they are satisfied that it fairly characterizes the outcome of the review session. The review committee chair sends one copy of the cover letter to the candidate.

December 10. The dean makes written recommendation to the president and forwards to the president the review committee's cover letter and the individual letters of all committee members. The dean also sends a copy of the recommendation to the candidate and the review committee members.

December 20. If the president has any concerns about the candidacy or the recommendations, the president meets with the dean and the review committee.

January 10. The president informs the candidate in writing of the president's decision to recommend or not recommend promotion. The president sends positive recommendations to the board with the other materials for the winter board meeting.

February. If the president has recommended promotion, the president notifies the candidate in writing of the board's decision within five working days of the board's winter meeting.

10.0 Exceptions to Normal Review Process

Exceptions to the normal schedule of reviews may be granted when a faculty member is hired at an advanced rank (associate or full professor) or with prior teaching experience at the rank of assistant professor (sections 10.1 and 10.2). In such cases, an effort is made to ease the transition between institutions and to keep the faculty member on a normal schedule with respect to accumulated time in rank (six years total as assistant professor and at least six years total as associate professor).

Rarely, and only in extraordinary circumstances, the normal requirement for accumulated time in rank may be modified (section 10.3).

The normal schedule of reviews may be lengthened in response to specific circumstances (section 10.4).

II. THE FACULTY

When a faculty member hired with prior college teaching experience is reviewed for tenure or promotion at Agnes Scott, the review evaluates scholarship performed in rank, both at Agnes Scott and elsewhere. Such a review may also consider evidence of service to the profession performed while at another institution, but it evaluates only teaching performed at Agnes Scott.

With respect to tenure reviews, time in rank is irrespective of visiting status; a year spent as visiting assistant professor is still a year in rank. With respect to promotion reviews, time in rank is irrespective of tenure status at Agnes Scott; a year spent as untenured associate professor at Agnes Scott is still a year in rank.

A request for an exception to normal review schedule, timetable, or process may be made on any of the grounds listed below. Such a request is made in a letter from the candidate to the dean, accompanied by a letter from the department chair supporting the request. The dean and the RPT Committee working together decide the matter, in consultation with the candidate and the department chair. The dean conveys the decision in writing to the candidate and the department chair, and places a written copy of the decision in the candidate's file. Work-related leaves at Agnes Scott College (e.g., research fellowships or pre-tenure leaves) do not affect the normal schedule of major reviews.

10.1 A faculty member hired at the rank of assistant professor with prior college teaching experience may ask that the review schedule be modified on the basis of that experience to accommodate an early tenure review. (For example, a faculty member with three years of full-time experience might ask to waive the midterm review in favor of a tenure review in the third year at Agnes Scott.)

Similarly, a faculty member hired at the rank of associate professor may ask that the review schedule be modified to permit an early promotion review. (For example, a faculty member with three years at associate rank at another institution may ask to be reviewed for promotion in the third year at Agnes Scott.)

Up to three years of full-time teaching in other institutions of higher learning or on visiting appointment at Agnes Scott may be counted toward the total of six years experience required for tenure.

10.2 A faculty member hired at the rank of associate professor or professor is eligible for tenure review as early as the first year of full-time appointment at Agnes Scott, and must be reviewed for tenure no later than the third year of full-time appointment of Agnes Scott.

10.3 An exception to normal process may be granted if extraordinary circumstances justify the expedited consideration of a faculty member for a review. In such a case, appropriate modifications may be made to the schedule of reviews for the candidate concerned (for example, an early tenure review and a waiver of the midterm review); however, tenure cannot be granted without a tenure review.

10.4 An exception to the normal schedule of reviews can be granted if there are special personal or family circumstances, such as pregnancy, new parenthood (for either a male or female faculty member and for either childbirth or adoption), medical leave, or the serious illness of a family member. Any faculty member who takes leave under the Family and Medical Leave Act will automatically be granted a one year extension on the six year tenure clock. Others with special

circumstances may request a one year extension, and those automatically granted an extension may decline it. The clock may be so extended on two such occasions. Anyone facing special circumstances should discuss the tenure clock with the dean and the department chair as soon as is practicable. Whenever possible, a faculty member should accept, decline, or request an extension by March 15 of the spring preceding the scheduled review.

11.0 Review of Non-tenure-track Faculty

The college is committed to the principle of tenure as fundamental to a productive faculty. When special circumstances justify the hiring of non-tenure track faculty, their evaluation, like the review of tenure-track faculty, reflects a concern for the needs and interests of the department, the college, and the individual faculty member. Teaching is normally the only area reviewed and is always given the first priority; the relevance of scholarship and service to the review depends on the terms of appointment. It is the responsibility of the department, with the leadership of the department chair, to supervise the faculty member, to establish and maintain lines of communication, and to work to ensure good working relations within the department as a whole. The faculty member should not hesitate to approach the department chair or the dean with questions or concerns about the review process.

11.1 Full-time temporary positions (for example, leave replacements, visiting scholars and artists)

In a one-semester appointment, the department chair meets with the faculty member before the end of the semester, after making at least one class visit. The chair then writes a letter of evaluation to be kept in department files. One copy of the letter is sent to the temporary faculty member, and one copy is sent to the dean to be kept in the faculty member's personnel file.

In a one-year appointment, the department chair meets with the faculty member before the end of fall semester, after making at least one class visit during the semester, to discuss the faculty member's teaching and any other relevant matters. After making another class visit spring semester, the chair meets with the faculty member no later than April 1. Before this meeting, the faculty member provides the chair a current CV and any other relevant materials. In the meeting, the chair considers the CV, the class visits, and the fall semester teaching evaluations. After this meeting, the chair writes a letter of evaluation to be kept in department files. One copy of the letter is sent to the faculty member, and one copy is sent to the dean to be kept in the faculty member's personnel file. These copies are due April 10. The chair discusses the letter with the faculty member after the review meeting. The faculty member may send a response to the chair if he or she wishes, with a copy to the dean.

11.2 Full-time renewable positions subject to the six-year limit (convertible to tenure track)

When a faculty member has the terminal degree in the field, and is thereby eligible for tenure-track appointment, the college subscribes to the principle that he or she must either be converted to tenure-track after six years of full-time non-tenure-track appointment (with allowance for time served as provided in section 10 above) or must be let go. The position itself must be converted to tenure-track or cancelled after eight years.

When an appointment is subject to renewal, the department reviews the performance of the faculty member in the spring semester of the final year of each contract. All tenured department members participate in the review, the purpose of which is to offer a fair assessment of the faculty member's work and to assist in his or her development. The review session draws on the faculty member's CV, PAR forms for the years under review, reports on class visits, and other relevant

information. The faculty member's performance as a teacher remains the area of primary concern. If the position is defined in the appointment letter as including scholarship or service, then these areas are also evaluated as appropriate. If scholarship or service is to be evaluated for the period of the current contract, this must be clear in the appointment letter.

After the review session, the chair writes a letter of evaluation to be kept in department files; the letter is signed by all reviewers. One copy is sent to the faculty member, and one copy is sent to the dean to be kept in the faculty member's personnel file. These copies are due March 1. The chair discusses this letter with the faculty member after the review session. The faculty member may send a response to the chair if he or she wishes, with a copy to the dean.

11.3 Full-time, indefinitely renewable, non-tenure track positions

The concept of tenure is fundamental to the liberal arts, but in extraordinary circumstances (for example, a lectureship or instructorship not requiring the terminal degree in the field), a permanent, non-tenure-track position may be justified. When a full-time non-tenure track position is defined in the appointment letter as subject to indefinite renewal past the six-year and eight-year limits, the faculty member is reviewed as in section 11.2 through the fifth year of employment. Beginning with the sixth year of employment, the faculty member is reviewed in the fall semester of the final year of each contract, as described in sections 11.3a-c.

11.3.a Review committee structure

The review is conducted by a committee composed as for the midterm review (section 5). The review committee is made up of all tenured members of the department and one representative from the RPT committee, with the RPT representative serving as chair and also fulfilling the role of liaison. No RPT committee member may serve as RPT representative to a review committee if the candidate is a member of his or her academic department; his or her role in that instance is as a departmental member of the review committee.

A department member on sabbatical may choose to be a member of the review committee, may choose to have a letter placed in the RPT review file, or may decline to participate. The review committee considers the needs of the department and the college and respects both the specific knowledge of department members and the role of the RPT Committee member as a representative of the faculty and guardian of the review process.

If there are not at least two eligible department members, additional members are added from the teaching faculty to bring the number up to two. The RPT chair secures the participation of additional members after conferring with the dean, the department chair, and the candidate.

If the appointment is interdisciplinary, an eligible representative from another department or program may be added to the review committee by agreement of the candidate, the department, and the dean.

11.3.b Review materials

The candidate submits the following required materials:

- A current curriculum vitae
- Statements on the candidate's philosophy and practice of teaching, discussing the period under review and the candidate's intentions for the period to follow.
- Professional Activities Reports for the period under review
- Student course evaluations for the period under review

The candidate may also submit additional evidence of any of the activities reported on the PAR.

In addition to evidence submitted by the candidate, the review committee draws on the comments of at least two committee members who have visited the candidate's classes. The review committee draws on other evidence as appropriate, including evidence of the candidate's professional ethics.

The faculty member's performance as a teacher is the area of primary concern. If the position is defined in the appointment letter as including scholarship or service, then these areas are also evaluated as appropriate.

11.3.c Review timetable

The dates below are deadlines, which under special circumstances may be adjusted by agreement of the candidate, the review committee, and the dean. The review calendar starts during the spring term of the academic year before the review. If a deadline falls on a weekend or holiday, it is extended to the next weekday.

Deadlines, spring preceding year of review:

March 15. The RPT Committee for the coming year elects a chair and informs the dean.

April 1. The dean sends the incoming RPT chair the names of faculty members scheduled for review in the coming year.

April 15. The composition of the review committee is determined. The RPT chair chooses one of the RPT committee member to serve on the review committee in the roles of review committee chair. The RPT chair determines the departmental component of the review committee in consultation with the dean, the department chair and the candidate. .

May 15. Candidates attend an orientation meeting with the dean and the RPT committee for the coming year. At this time, candidates will be informed of the membership of their review committee.

Deadlines, year of review:

August 1. The candidate sends a current CV to the dean and to the review committee chair. Upon receipt, the review committee chair sends copies to all review committee members and informs them of the schedule for the upcoming review.

September 1. The candidate submits all required review materials to the office of the dean of the college. The candidate may update the CV at any time during the review and may add any materials that become available after this deadline. The candidate should date and initial such additional materials and inform the review committee chair. The review file is kept in the office of the dean and may be signed out by review committee members.

September 20. At least one RPT review committee member and at least one disciplinary member of the review committee observe the candidate's teaching. Review committee members should consult with the candidate when scheduling a date to observe his or her teaching.

October 1. The review committee meets to discuss the file. It seeks consensus, and it gives weight to the information given and opinions offered by both RPT and discipline-based members. Before and after this meeting, the review committee may communicate with the candidate as

needed through the liaison, and either the review committee or the candidate may request a meeting to address concerns. Except for such communication, the contents of this meeting are confidential. (See the confidentiality statement, section 1.2.)

October 15. The review committee meets with the dean to discuss the evidence and their recommendations. After this meeting, the committee chair informs the candidate of any remaining concerns and gives the candidate a reasonable amount of time to respond in writing. Any such response is filed with other permanent records of the review.

November 1. The review committee delivers its recommendation to the dean. This recommendation consists of a letter of evaluation by each member and an additional summary letter by the chair which records the vote and briefly describes the committee's position. Before sending the recommendation, the review committee chair circulates the cover letter within the committee; committee members sign the letter when they are satisfied that it fairly characterizes the outcome of the review session. The review committee chair sends one copy of the cover letter to the candidate.

December 10. The dean makes written recommendation to the president and forwards to the president the review committee's cover letter and the individual letters of all committee members. The dean also sends a copy of the recommendation to the candidate and the review committee members.

December 20. If the president has any concerns about the candidacy or the recommendations, the president meets with the dean and the review committee.

January 10. The president informs the candidate in writing of the president's decision whether or not to reappoint.

11.4. Part-time contract faculty

For a half-time, salaried appointment, the review process is the same as that for full-time appointments in 11.1.

For an adjunct appointment at a per-course stipend, the review process is the same as for a full-time, one-semester appointment in 11.1.

12.0 The Role of the President

The president considers the recommendations of review committees and of the dean before sending positive recommendations to the board of trustees. The president informs candidates of presidential decisions and of board actions, according to the timetables in these policies. Each year during the fall term the president conveys to the board the outcome for each of the previous year's reviews. (see section 6.3).

13.0 Disposition of Review Documents

During a review, the following documents are kept in RPT Committee files in the dean's office: letters from external reviewers, review materials submitted by the candidate, and any additional materials for ongoing midterm, tenure, and promotion reviews.

After a review is complete, the candidate may peruse the letters from external reviewers, except that the names and affiliations of the letter writers shall be deleted from the copies of letters made available to the candidate. The candidate may take notes on the materials but may not remove documents from the dean's office or make photocopies of them.

After a review is complete and any resulting grievance proceedings concluded, the letters from the review committee chair and individual members of the review committee, letters from external reviewers, the dean's letter, and any administrative responses are added to the candidate's personnel file in the dean's office. Other review materials (such as the candidate's scholarly materials) are returned to the source.

RPT members and review committee members should properly destroy or delete all documents (including notes, email messages, and voicemail messages) pertaining to a review by the end of the semester in which the review takes place. The RPT Committee periodically reviews the methods of document disposal. The letters submitted to the dean by the review committee chair and the members of the review committee, along with the dean's letter, stand as the record of the review process.

Reviews are confidential, so there are no publicly available minutes of review meetings. RPT committee minutes include copies of minutes covering business not related to reviews.

Approved by the faculty March 30, 2007

Adopted by the board of trustees April 27, 2007

Revised by the faculty April 27, 2007, May 11 2007, October 5, 2007, May 2, 2008

Approved by the board of trustees May 2, 2008

**Appendix: Agnes Scott College
Professional Activities Report (PAR)
Faculty Annual Review**

for the period of
June 1, 2008 – May 31, 2009

Deadline for completion of PAR: [June 1, 2009](#)

The vice president for academic affairs/dean of the college annually requests that each full-time faculty member complete a professional activities report to document the faculty member’s activities and accomplishments in teaching, scholarship, and service. The PAR should be submitted with an up-dated *curriculum vita*.

Name: _____ **Rank:** _____ **Department** _____

Department Chair? (click in box if “Yes”) **Dates of Service:** _____

Program Director _____ **Dates of Service:** _____
for: _____

I. Teaching and Advising

A. 2008-2009 Teaching: include independent study, special study, internships, etc.

| Fall 2008 | | | | |
|------------------|-------------|--------------|---------------------------|---|
| | Course Name | Credit hours | Course number and section | No. of students per course/section who received a grade |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Spring 2009 | | | | |
|--------------------|-------------|--------------|---------------------------|---|
| | Course Name | Credit hours | Course number and section | No. of students per course/section who received a grade |
| | | | | |
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|--|--|--|--|--|

B. Summer 2008 Teaching at ASC or elsewhere: include independent study, special study, internships, etc.

| Summer 2008 Course Name | Credit hours | Course number and section | No. of students per course/section who received a grade |
|----------------------------|--------------|---------------------------|---|
| | | | |
| | | | |
| | | | |
| | | | |

C. List curriculum and instructional development (development of new course(s), significant course revisions, major new instructional initiatives, material development, team teaching, interdisciplinary teaching, global connections/awareness trips (courses included above), significant pedagogical innovation, development of new experiments/demonstrations, lab manuals, new technology used in teaching). Note extra course load.

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D. List on-campus guest lectures

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E. General and major advising

| Number of students for whom you are the MAJOR academic advisor | Number of students for whom you are the MINOR academic advisor | Number of SELF-DESIGNED MAJORS for whom you are the academic advisor | Number of UNDECLARED MAJORS for whom you are the academic advisor |
|---|---|---|--|
| | | | |

F. List other on-campus advising roles

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G. Professional development related to teaching: Center for Teaching and Learning workshops or activities; ITS workshops, teaching conferences or seminars, etc.

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H. Grants received and requested, awards and honors related to teaching and advising.

1. Grants received or requested:

| Source and | Title, purpose | Date begin/end | Amount |
|------------|----------------|----------------|--------|
| | | | |

II. THE FACULTY

| | | | |
|---------------|--|--|--|
| status | | | |
| | | | |
| | | | |

2. **Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).**

| Award or honor | Source | Date |
|----------------|--------|------|
| | | |

II. Scholarship

A. Scholarly publications (broadly defined), performances, and exhibitions: published, performed, or exhibited between June 1, 2008 and May 31, 2009. Attach a copy of publication (title page only for books and the equivalent for software). List below using complete citation. Following each work, indicate in parentheses the type of review process that resulted in publication, e.g. peer review, editorial board review, invited, selected conference proceedings, etc.

1. **Print publications such as articles, books, chapters in books, creative writing, edited text, editorials, monographs, reviews, etc.**

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

2. **Conference/meeting papers or posters. List date, meeting, conference or association name, location, title of presentation.**

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

3. **Performances, exhibitions, productions, recitals, etc. List title, date, location, and attach a program if available.**

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

4. **Nonprint publications such as software, film, video, or slide package.**

Following each work, indicate in parentheses the type of review process that resulted in acceptance.

5. Other types or categories of publication, not listed above.

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B. Publications, performances, or other works accepted for publication, performance, exhibition, etc. between June 1, 2008 and May 31 2009.

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C. Collaborative research with students

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D. Professional development related to scholarship

1. Sabbaticals or pretenure leave. Describe (1) sabbatical or leave awarded with synopsis of intention or (2) as completed with synopsis of accomplishment.

| |
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2. Professional meetings attended [no presentation], special study, travel, etc. related to your discipline or to interdisciplinary work.

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E. Grants received and requested, awards, honors related to scholarship.

1. Grants received or requested:

| Source and status | Title, purpose | Date begin/end | Amount |
|-------------------|----------------|----------------|--------|
| | | | |
| | | | |

2. Awards, honors, and recognition (from college, city, state, national or international professional organizations including fellowships, memberships, tenure, promotion).

| Award or honor | Source | Date |
|----------------|--------|------|
| | | |

III. Service to the Department, College, Students, Profession, Community

A. Faculty and college committee assignments, departmental service (chair, hiring committees, etc.), activities related to admission (help with recruitment and admission), student-related activities such as FYI groups, and other committee work. Define role if necessary.

II. THE FACULTY

- B. Professional activities for non-college audiences or organizations (judging, juries, consulting, organizing events, etc.)**

- C. Service to the profession, e.g. committee work for or offices held in professional associations, committee work for**

- D. List conferences attended, panels chaired or participated in, etc.**

- E. Community service**

- F. Professional development related to service: workshops or seminars, etc.**

- G. Grants received and requested, awards, honors related to service.**

- 1. Grants received or requested:**

| Source and status | Title, purpose | Date begin/end | Amount |
|-------------------|----------------|----------------|--------|
| | | | |
| | | | |

- 2. Awards, honors, and recognition (from college, city, state, national or international professional organizations).**

| Award or honor | Source | Date |
|----------------|--------|------|
| | | |

DISMISSAL OF TEACHING FACULTY POLICIES AND PROCEDURES

1.0 Application

The following procedures apply to the termination of a continuous appointment to the teaching faculty and to the dismissal of a member of the teaching faculty before the expiration of a probationary or term appointment. Faculty members may be so dismissed only for reasons of cause, financial exigency, curricular exigency, or medical condition, and only through the procedures described herein. The policies and procedures set forth below agree in principle with the "Statement on Procedural Standards in Faculty Dismissal Proceedings" of the American Association of University Professors (1993-94 *Handbook*, II.41).

The final authority to dismiss a faculty member during the course of a contract rests with the board of trustees.

2.0 Dismissal for Cause

A dismissal proceeding is a symptom of failure, and it is in the best interest of all parties, through the hiring process and the on-going monitoring of professional growth, to cultivate conditions in which dismissals will rarely if ever occur.

Should dismissal proceedings become necessary, the faculty will rule for or against a colleague on the basis of the evidence provided, and the president and the board of trustees will give the most serious consideration to the faculty's judgment in such rulings.

In dismissal proceedings and in judgments resulting from them, a demonstrable effort must be made to safeguard the civil liberties and academic freedoms of the faculty member concerned, and to temper justice with mercy.

2.1 Grounds for Dismissal for Cause

Dismissal for cause may occur only for reasons of incompetence, dereliction of duty, unethical professional behavior, or conviction of a serious crime. Dismissal is justified only when a problem is so grave or persistent that no other course of action remains. In a case of incompetence or dereliction of duty, there must be evidence of flagrant misconduct or of misconduct sustained despite the college's efforts to resolve the matter.

The phrase *serious crime* refers to criminal behavior that raises grave doubts about a faculty member's fitness for academic life. Mere suspicion or allegation of criminal activity is not enough to justify dismissal. When personal behavior impinges directly on professional ethics, it may be judged as a matter of professional ethics by the college. When the legality of behavior is in question, then on the principles articulated in 2.0 above, it must be left to the courts to determine the matter. In any dismissal proceeding where a criminal conviction is introduced as evidence, the college shall accept the verdict of the courts that criminal activity has occurred but shall decide for itself whether or not there is cause for dismissal.

2.2 Procedures

II. THE FACULTY

- a. Any serious complaint about the fitness of a faculty member shall be communicated in writing to the Vice president for academic affairs and dean of the college. At this point, the dean may dismiss the complaint or may discuss the matter with the faculty member. If the matter cannot be resolved by mutual consent through discussion, the dean shall bring the matter to the attention of the president.
- b. If the president judges the matter to be resolvable, the president shall recommend a course of action. If the president judges that further investigation is in order or that resolution is unlikely or impossible, the dean, as agent of the president, shall, in writing, direct the elected members of the Faculty Executive Committee, acting as a board of inquiry, to conduct an informal investigation, which shall be confidential except that the faculty member concerned shall be informed of its nature, and any other persons interviewed by the board of inquiry may be informed of its nature at the discretion of the board of inquiry. No legal counsel shall be present at this informal investigation. After hearing the allegations and studying the available evidence, this board, by majority vote, shall recommend to the president a course of action to resolve the matter or shall recommend proceeding toward a formal dismissal hearing. If, after studying this recommendation, the president decides that dismissal proceedings are in order, then the dean, in consultation with the board of inquiry, shall compose a statement giving specific grounds for such proceedings.
- c. The dean shall notify the faculty member in writing of the decision to proceed, shall enclose a copy of the statement of grounds, and in the same letter shall inform the faculty member of the right to appear before a hearing. At the same time, the dean shall notify the Faculty Executive Committee of the decision to proceed and shall enclose a copy of the statement of grounds. If the faculty member intends to appear before the hearing, the faculty member must so inform the dean, in writing, within ten working days of receiving this notification.
- d. Suspension of the faculty member is justified only if, in the president's judgment, the faculty member's continuance threatens harm to that person, to others, or to the college.
- e. Formal dismissal proceedings shall be conducted by a five member ad hoc board of hearing selected as follows. The Faculty Executive Committee shall randomly assemble a list of fifteen full-time, tenured members of the teaching faculty, shall allow the self-disqualification of any person who feels bias or conflict of interest, and shall replace such a person with another, also chosen at random. Beginning with the dean, the dean and the faculty member concerned, in the presence of the chair of the Faculty Executive Committee, shall alternate in removing names from the list, one at a time, until only five names remain. This process shall be confidential, and the two parties shall not state reasons for their choices. These five faculty members shall act as the board of hearing and shall elect their own chair. The name of the chair shall be sent to the president, the dean, and the accused faculty member. The board of hearing shall specify the time and place of the hearing and shall inform all parties involved. In setting the date of the hearing, sufficient time should be allowed the faculty member to prepare a defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded. The faculty member should state in reply whether or not a hearing is desired, and if so, should answer in writing, not less than one week before the date set for the hearing, the statements in the dean's letter. If the faculty

member does not request a hearing, the board of hearing shall not call one but shall decide the case on the basis of the available evidence.

- f. The board of hearing shall determine the order of business at the hearing and shall take charge of the collection and presentation of evidence and of the securing and questioning of witnesses. A full transcript of the hearing shall be made available to the board of hearing, the accused faculty member, the dean, and the president, and to others at the discretion of the board of hearing. The Vice president for academic affairs and dean of the college is responsible for procuring the transcript, which shall be paid for by the college. The president may attend the hearing upon demand. Both the dean and the faculty member concerned may attend the hearing, may be represented by counsel, may address the hearing, either directly or through counsel, and may bring and question witnesses, either directly or through counsel. The burden of proof shall be borne by the dean.
- g. The board of hearing shall reach its decision in conference, solely on the basis of evidence presented orally and in writing at the hearing. It may do so before a full transcript is available, if it is certain that a just decision may be reached in that way, or it may await a transcript. Its decision shall be conveyed in writing to the president and shall include specific findings on each matter investigated and a copy of the hearing transcript, including documentary evidence. A copy of the decision shall be sent to the faculty member concerned. The board of hearing may recommend that the faculty member be retained without penalty; it may recommend dismissal; or it may recommend a penalty short of dismissal (e.g., suspension or reprimand).
- h. If the president rejects the recommendation of the board of hearing, the president shall state the reasons for doing so, in writing, to the board of hearing and to the faculty member and shall provide an opportunity for response before transmitting the case to the board of trustees.
- i. The president shall transmit to the board of trustees the full report of the board of hearing. If the board of trustees chooses to review the case, its review will be based on the written record of the previous hearing. The board of trustees may also, at its discretion, solicit additional argument, oral or written or both, from the principals of the hearing or their representatives.
- j. Materials used in a dismissal proceeding, and all written opinions resulting from the proceeding, shall be kept in the office of the dean, in a confidential file separate from the faculty member's personnel file. At the request of the faculty member, a copy of these materials may be added to the personnel file.
- k. If an appointment is terminated for cause, the president, with the advice of the board of hearing, shall make a decision as to the awarding of notice or severance pay.

3.0 Dismissals for reasons of financial exigency.

Terminations may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.

3.1 Determination of financial exigency

If the board of trustees believes that financial exigency is imminent, the board or a committee of the board shall meet with the Faculty Executive Committee to discuss the problem and to investigate possible solutions. Every attempt shall be made to identify new sources of revenue and to make better use of present resources. If the board of trustees decides that no other solution is possible, it shall make a formal, public declaration of financial exigency.

Because the academic program develops and evolves under the leadership of the faculty and the Vice president for academic affairs and dean of the college and is the heart of the college, its integrity must be respected in the consideration of changes in program and faculty pursuant to a declaration of financial exigency. A demonstrable effort must be made to effect other budgetary cuts before introducing changes that will have a direct negative effect on the integrity of the academic program.

3.2 Procedures for dismissal for financial exigency

- a. Upon the declaration of a financial exigency, an ad hoc Financial Exigency Committee shall be constituted, composed of the president, the Vice president for academic affairs and dean of the college, and the chair and one other elected member of each of the following committees: the Faculty Executive Committee, the Curriculum Committee, and the RPT Committee. This ad hoc committee shall work out a plan for meeting the exigency, making a demonstrable attempt to avoid dismissals. Part-time status in the same position, voluntary retraining, and early retirement plans should be offered if possible. Before terminating an appointment for financial exigency, the college shall make good faith efforts to find a faculty member other suitable employment within the institution.
- b. If dismissals are unavoidable, the Financial Exigency Committee shall work out criteria that take into account educational programs and policies of the college, including affirmative action and faculty seniority, rank, and tenure status. A plan based on these criteria shall be presented to the faculty for amendment and approval. A dismissal plan approved by a majority of the faculty shall stand as a recommendation to the president. A group designated by the faculty shall compose a list of positions to be terminated in accordance with the approved plan. If the faculty fails to recommend a plan within a reasonable period of time, the president shall proceed without faculty advice.
- c. A faculty member chosen for dismissal shall have the right to a hearing before a committee composed of the regular and alternate members of the Grievance Committee. At such a hearing, the faculty member may contest the criteria for dismissal, the application of criteria, or the procedures followed. After weighing the evidence, the Grievance Committee shall communicate its decision as a recommendation to the president.
- d. When appointments are terminated, the college, with the involvement of the Financial Exigency Committee, shall make a good faith effort to help affected faculty members find suitable employment elsewhere. Affected faculty members shall receive at least one year's notice or severance pay from the date of their notification by the president, with severance pay equitably adjusted to the length of past and potential service to the college. The college may not renew a position for three years without offering it first to the person displaced. This applies whether the person has been dismissed or relocated within the institution. The college may not add new positions or programs in other areas for three

years without a hearing by the Financial Exigency Committee and the approval of the faculty.

4.0 Dismissal for reasons of curricular exigency

Terminations may occur under extraordinary circumstances as the result of the bona fide formal discontinuance of an official program or department of instruction, i.e., the elimination of a major structural element of the curriculum, based essentially on educational considerations, as determined by a majority vote of the faculty on the recommendation of a Curricular Exigency Committee (see 4.1). Such a discontinuance should not be based solely on enrollment patterns. It must reflect the judgment that the long-range educational goals of the college will be furthered by the discontinuance.

This process does not apply to any administrative reorganization of departments which do not involve the discontinuance of a program of instruction or the termination of faculty contracts.

4.1 Procedures for dismissal for curricular exigency

If the faculty, by majority vote, or the president sees a pressing need for terminations under the terms of 4.0 above, either party may convene an ad hoc Curricular Exigency Committee composed of the president, the Vice president for academic affairs and dean of the college, and the chair and one other elected member of each of the following committees: the Faculty Executive Committee, the Curriculum Committee, and the RPT Committee. This ad hoc committee shall study the college's curricular goals and faculty resources and shall report its findings to the faculty. If the committee finds that curricular exigency is present, it shall devise a plan of action, which shall include the name of the program or department recommended for discontinuance and a principled explanation in terms of the curricular goals of the college. This plan shall be presented to the teaching faculty for amendment and approval. A plan approved by a majority of the teaching faculty shall stand as a recommendation to the president. If the committee devises a plan of action and the faculty fails to approve this or an amended plan within ninety days during the school year, the committee's original plan shall stand as a recommendation to the president.

4.2 A faculty member chosen for dismissal shall have the right to a hearing before a committee composed of the regular and alternate members of the Grievance Committee. At such a hearing, the faculty member may contest the exigency, the plan of action, or the procedures followed. After weighing the evidence, the hearing committee shall make recommendation to the Curricular Exigency Committee. On the basis of this recommendation, the Curricular Exigency Committee may present for faculty approval a modified plan of action.

4.3 Before appointments are terminated, the college, with the involvement of the Curricular Exigency Committee, shall make a demonstrable effort to offer affected faculty members other suitable positions within the college, the opportunity, where indicated, for retraining at college expense to qualify for other positions within the college, and, where applicable, early retirement.

4.4 When appointments must be terminated, the college, with the involvement of the Curricular Exigency Committee, shall make every effort to help affected faculty members find suitable positions elsewhere; and the college shall bear the cost of any reasonable retraining desired by faculty members affected. Faculty members affected shall receive at least one year's notice

from the date of their notification by the president. Severance pay may be equitably adjusted to the length of past and potential service to the college but will not be less than one year's salary. The college may not renew a discontinued program or department for five years without offering renewed positions first to displaced faculty members. This applies whether such persons have been dismissed or relocated within the institution.

5.0 Termination for medical reasons

Termination of an appointment for medical reasons must be based on clear and convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment. Before resolving on a medical dismissal, the college should attempt to solve the problem by granting medical leave, extended as appropriate and with disability benefits granted where applicable, or, if appropriate, by offering early retirement.

5.1 Procedures for termination for medical reasons

- a. The vice president for academic affairs and dean of the college shall convey the college's concern to the faculty member, or the faculty member's designated personal or legal representative, or, in the absence of a designated representative, the faculty member's next of kin. If the matter cannot be resolved in a mutually satisfactory way, or if it has financial implications for the college, the dean shall bring the matter to the attention of the president.
- b. If the president believes that a dismissal hearing is in order, the president shall notify the faculty member, or member's representative or next of kin as in 5.1.1 above, in writing, of the intention to proceed, of the basis for the proposed action, and of the right to appear before a hearing. If the faculty member intends to appear before the hearing or to send a representative, the faculty member or representative must so inform the president, in writing, within ten working days of receiving this notification.
- c. Formal termination proceedings shall be conducted in a manner parallel to that described in section 2.2 above.

Approved by the faculty April 5, 1991.

Revised and approved by the board of trustees' Academic Affairs Committee May 16, 1991.

Revised by the faculty October 4, 1991, and approved by the board of trustees October 11, 1991.

Revised by the faculty November 4, 1994, and approved by the board of trustees November 4, 1994.

Revised by the faculty May 2, 1997, and approved by the board of trustees May 9, 1997.

Revised by the faculty April 6, 1998, and approved by the board of trustees July 17, 1998.

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Revised by the faculty April 9, 1999 and approved by the board of trustees October 30, 1999.

Revised by the faculty February 25, 2000.

Revised by the faculty May 4, 2001.

POLICY ON FULL-TIME NON-TENURE-TRACK FACULTY

I. Principles and Purposes Governing Use of Full-time Non-tenure-track Positions

- A. Tenure-track as norm: Most faculty positions at Agnes Scott College are tenure-track. Expectations for promotion and specified evaluation policies and procedures are set forth in II. The Faculty, "Appointment, Reappointment, Promotion, and Tenure Policies and Procedures," *Faculty Handbook*. The policies on non-tenure-track positions supplement and do not dispute or displace the tenure track as the normal, ongoing system of faculty appointments.
- B. Purposes of full-time non-tenure-track positions: Some few faculty positions at Agnes Scott College are non-tenure-track. These full-time non-tenure-track positions are used primarily in three situations: (1) to consolidate a large number of part-time positions where a tenure-track position has not yet been authorized; (2) to meet the needs of departmental growth, where that growth is not necessarily stable or long-term; (3) to staff on an interim basis (and as a hedge against the uncertainties of expansion with respect both to direction and extent) part of the expanded curriculum of the college as its overall enrollment grows.
- C. Types of full-time non-tenure-track positions: Full-time non-tenure-track positions may be classified as renewable (off the clock, or renewable beyond the college's current limit of six years for an individual or eight years for the position) or non-renewable (on the clock, or non-renewable beyond the college's current limit of six years for an individual or eight years for the position). Renewable full-time non-tenure-track appointments will be made only in unusual circumstances, for example those requiring the teaching of multiple sections of introductory and intermediate language courses, and will be limited to individuals not holding the terminal degree in their field.

II. Limits on Use of Non-tenure-track Positions

- A. Minimal necessary usage: Although there are valid reasons to create full-time non-tenure-track positions, normally the college's interests in a dedicated and committed faculty and a stable and well-administered curriculum are best served by limiting the use of non-tenure-track positions to the minimum necessary to achieve important purposes not otherwise attainable by creating tenure-track positions.
- B. Faculty-wide limitations: Except in extraordinary circumstances and for compelling reasons, the proportion of faculty positions that are non-tenure-track (excluding sabbatical replacements) shall not exceed twenty percent (20%) of the total teaching faculty component.
- C. Departmental limitations: Ordinarily, no more than twenty-five percent (25%) of the faculty complement of a discipline (excluding sabbatical replacements) shall be non-tenure-track positions; however, in departments of three or fewer faculty positions, the limit shall be fifty percent (50%).
- D. In the event that the proportions in B and/or C are exceeded, the dean and the Curriculum Committee will review causes and propose remedies.

III. Creation, Abolition, and Conversion of Full-time Non-tenure-track Positions

II. THE FACULTY

- A. Creation: Procedures for creating full-time non-tenure-track positions should approximate as closely as practicable the procedures for creating tenure-track positions outlined in the A,RPT Policies and Procedures. Proposals to create non-tenure-track positions may come from departments or programs. Proposals should be submitted to the Curriculum Committee in a manner analogous to the procedures followed in proposing tenure-track positions (A,RPT Policies and Procedures, 2.2a). If the administration proposes creating non-tenure-track positions, it shall first consult the department(s) or program(s) affected, including the department in which the position would be housed, and then shall discuss the proposal with the Curriculum Committee (A,RPT Policies and Procedures, 2.2b).
- B. Conversion of tenure-track to full-time non-tenure-track: A tenure-track position in a department may not be converted to a full-time non-tenure-track position without the consultation of the involved department and the Curriculum Committee (A,RPT Policies and Procedures, 2.2i).
- C. Abolition or conversion to tenure-track: Proposals to abolish full-time non-tenure-track positions or to convert them to tenure-track positions shall follow the same procedures as creation, outlined in III. A. above. Non-renewable (on-the-clock) full-time non-tenure-track positions that are sustained as long as eight (8) years automatically become tenure-track or are abolished based on evaluation by the Curriculum Committee in consultation with the dean and the department(s) and/or program(s) involved.

Revised by the faculty February 6, 2004. Adopted by the board of trustees April 30, 2004

IV. Renewable and Non-renewable Full-time Non-tenure-track Faculty Positions

- A. Certain individuals who have distinguished themselves in another profession, such as law, government, the arts, or who have been a teacher with stature (including tenure) at another institution of higher learning may be appointed as Senior or Distinguished Professors. These senior contract appointments may be given to individuals for terms of three years, renewable as the college and the individual agree. These appointments are made by the president and the dean with the endorsement of the department. These appointments, which are deemed to enrich the offerings of the department and the reputation of the college, are not made in lieu of an existing tenure-track position.
- B. Non-renewable (on the clock) full-time non-tenure-track appointments may be given at the rank of assistant professor for one to three-year terms. These may be extended for additional one to three-year terms up to a total of no more than six years for an individual and eight years for the position. They are not renewable beyond that time. Renewable (off the clock) full-time non-tenure-track appointments may be given at the rank of instructor for one to three-year terms. These may be extended for additional three year terms.
- D. Non-renewable (on the clock) full-time non-tenure-track faculty may apply for tenure-track positions should positions be created. Should such an individual be awarded the tenure-track position, he or she may apply up to three years of previous teaching experience at this College or elsewhere toward tenure.

Revised by the faculty May 2, 2008.

V. Searches

- A. Search committees: Search committees shall be constituted in a manner similar to the constitution of search committees for tenure-track positions. (A,RPT Policies and Procedures, 2.2d-2.2f).
- B. Formal searches: Search committees shall conduct formal, public searches. These searches will normally be national, though, in service to opportunities for hiring on the local scene, they may be modified with respect to the usual interviewing process.

VI. Salary and Benefits

- A. Salary: Full-time non-tenure-track employees shall be compensated at levels no lower than the minimal level of the faculty rank to which they would otherwise qualify for appointment.
- B. Benefits: Full-time non-tenure-track employees qualify for full-time benefits.

VII. Support

- A. Facilities and support: The college will make every effort to ensure that non-tenure-track faculty are provided with facilities and support, e.g. offices, phones, computers, mailboxes, etc., comparable to that provided for tenure-track faculty.
- B. Faculty development: Full-time non-tenure-track faculty are eligible to apply for faculty development support in their second and following years of continuous employment at the college.

VIII. Governance Rights

- A. Membership: Full-time contract faculty are members of the faculty entitled to vote in faculty meetings when otherwise eligible (Faculty Bylaws, Article Five). They are also fully enfranchised members of their respective departments.
- B. Committee service: Upon reappointment, full-time contract faculty are eligible for committee service on the same basis as tenure-track faculty.

IX. Evaluation

- A. Criteria: Although the form and priorities of achievement may vary by the specific configuration of various non-tenure-track positions, the criteria for evaluating non-tenure-track faculty are the same as for tenure-track faculty—teaching effectiveness, scholarship, and service.
- B. Procedures: Non-tenure-track faculty shall be evaluated and counseled on an annual basis by the department chair and dean. **Note:** All multiple-year contracts are conditioned by the completion of satisfactory annual reviews. Departments will conduct reviews of

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candidates with either one-year or multiple-year contracts at the end of the first semester of teaching. If contract appointment is contemplated as extending into a fourth year, a formal third-year review within the department will also occur.

- C. Notification of non-renewal: Timely notice must be given to a contract faculty member who is not to be renewed. If reappointment would normally be expected either as a function of a multiple-year contract or because a subsequent contract has been anticipated by the terms of appointment, notification should come by January 30.
- D. Appeal and grievance: Non-tenure-track faculty have the right to raise grievances to the Grievance Committee or to seek redress through the policies and/or process on discrimination or harassment including sexual harassment (V. "Statement against Discrimination or Harassment, Sexual Harassment Policy and Process," *Faculty Handbook*).

Adopted by the faculty February 25, 2000

STATEMENT OF POLICY FOR PERIODIC REVIEW OF TENURED FACULTY

Purpose

Periodic Review of Tenured Faculty (PRTF) provides an opportunity once every five years for the Vice president for academic affairs and dean of the college and a faculty member to discuss the faculty member's accomplishments, professional interests, needs, and future plans. The dean, because of his or her global view of the college, can then identify where individual and institutional needs merge and may, in conjunction with the Committee on Professional Development, provide appropriate resources for development. By remaining in regular, individual contact with faculty members after their tenure reviews, the dean may obtain information to help support sabbatical requests, develop cross-curricular initiatives, and address any other professional concerns.

PRTF is intended to affirm the directions and needs of faculty professional development and to improve the faculty and the educational program. If problems are identified during the PRTF, the insights gained from this process may help prevent a worsening of the situation and may bring about positive resolution. PRTF is a policy designed by and associated with the Professional Development Committee because of the close connection between such reviews and the disposition of college resources.

Procedures

Reviews of tenured faculty members occur at five-year intervals after the granting of tenure if no promotion review is scheduled within the five-year period. A promotion review within the five-year period automatically postpones the PRTF for five years from the date of the promotion review. Reviews of tenured faculty are not scheduled during sabbatical leave or within two years of declared retirement.

Only such materials as are regularly made available to the dean are used in the PRTF: professional activities reports filed since the granting of tenure or since the last review, an updated curriculum

vitae listing service to the college during the ten years preceding the review, course syllabi, and student evaluations.

During the spring semester of the fourth year after the granting of tenure or of the fourth year after the last review, the dean reminds the faculty member that a review will take place during the next academic year. At the beginning of that year, the dean and the faculty member schedule a review meeting.

After the meeting takes place, the dean summarizes the review conversation in writing and sends the faculty member a draft of the summary within four weeks. If the faculty member wishes to make any additions or corrections to the draft, he or she must respond within two weeks. A final version of the summary, taking the faculty member's response into account, is then sent back to the faculty member for approval. If any discrepancies remain between the dean's summary of the conversation and the faculty member's response, the faculty member may attach to the dean's summary a letter expressing such discrepancies.

The final draft of the summary, together with any attachment, will go into the faculty member's personnel file.

Adopted by the faculty April 7, 1995.

GUIDELINES FOR SURVEYS OF STUDENT OPINION OF TEACHING

[NOTE: Course evaluations are undergoing conversion to an on line process and these instructions are under revision.]

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 form for the survey of teaching includes (a) a limited set of computer scoreable questions common to all courses, (b) a section providing opportunity for written comments, and (c) an optional section in which faculty members or departments may include their own questions. The departmental questions may be computer scoreable or may seek written comments on specific aspects of the course.
4. The surveys are conducted in class during the two calendar weeks prior to the last day of class. The survey forms and the instruction sheet are sent to each faculty member by the office of the Vice president for academic affairs and dean of the college. The following information is printed on the instruction sheet: name of instructor; course number and name; and number of students enrolled. The instructor fills in on the cover sheet the date, time and place for the survey and puts in the envelopes copies of the questions specific to the department. The instructor asks a student in the class to read the instructions, distribute and collect the forms, seal them in the envelope provided, and return them to a

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designated location. Other than to indicate where and when it will take place, the instructor does not discuss any aspect of the survey with students and is not present in the classroom during its administration.

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 information and technology services scores the surveys. The presentation of the scored results includes the number of students responding and the distribution of responses along with their mean. After grades have been submitted for the semester, the scored results and the surveys are forwarded to the instructor and the scored results with a copy of the student comments are sent to department chairs and to the Vice president for academic affairs and dean of the college.
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. Departments periodically inform the Professional Development Committee and possibly conference groups of the procedures that have been put in place for their members, how they are being used to improve teaching and of problems and needs of instruction. The Professional Development Committee takes this information into account as it devises programs and makes resources available.
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, including that for merit pay increases. The instructor who wishes to provide written comments to accompany the surveys has two weeks to do so before they can be examined by the Vice president for academic affairs and dean of the college or a review committee.
9. The copies of the surveys that are sent to the vice president for academic affairs and dean of the college do not form part of the permanent record of a faculty member. The RPT Committee determines policies concerning the number of years they will be kept on file in the office of the Vice president for academic affairs and dean of the college.
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 in the office of faculty services.

Adopted by the faculty March 3, 1995

GRIEVANCE PROCEDURE

Any faculty member who feels that his/her rights have been violated, or that he/she has been otherwise unjustly treated by an academic department, a faculty member, a committee in the college, or the administration of the college, and has a grievance, shall pursue the resolution of that grievance promptly, i.e., no later than thirty (30) calendar days after the occasion for the grievance. All parties to the grievance must follow the procedure described below and adhere precisely to the time restrictions indicated.

1. The grievant must first discuss his/her concern with the chair of his/her department, the faculty member, the chair of the committee, or the administrator whose decision has elicited the grievance, as appropriate.
2. If the grievant remains unsatisfied with the informal attempt at resolution, he/she shall send within ten (10) calendar days a formal notice of grievance to the person or body being made the subject of the grievance.
3. Failing to achieve a satisfactory resolution of the formal complaint within ten calendar days, the grievant shall submit copies of the formal notice of grievance in writing to the president and the Vice president for academic affairs and dean of the college. At the same time the grievant shall notify in writing the person or body against whom the grievance is brought that he/she has appealed to the president and dean to resolve the conflict.
4. If the grievant receives no response from the president or dean within ten (10) calendar days, or believes that the response is unsatisfactory, he/she may appeal to the Grievance Committee of the faculty for a review of the alleged grievance. In order to do so, he/she shall submit a written request that outlines the background of the complaint, includes a copy of the original formal grievance, and may authorize access to his/her personnel file or other relevant documents.
5. The Grievance Committee shall first determine whether the appeal has merit as a grievance. Upon agreeing to review the formal grievance, the committee shall complete its work within sixty (60) calendar days of receiving the formal grievance and attempt to mediate a satisfactory settlement between the parties in conflict. If the mediation is successful, the grievant shall withdraw the grievance. If unsuccessful, the committee shall by the end of this sixty-calendar-day period present to all parties involved a written recommendation for a resolution based on its findings.
6. Time limitations stipulated for each step of the procedure may be extended by the committee to account for periods when it is not sitting or in unusual circumstances, and it shall notify all parties of the needed extension.
7. Only the grievant may withdraw the appeal from the committee's consideration.
8. In cases where no final agreement has been reached, the Grievance Committee shall submit its findings through the president to the Executive Committee of the board of trustees for final resolution. The grievant, the person, or a representative of the body against whom the grievance has been made, and a member of the Grievance Committee shall be present when the president presents the findings to the Executive Committee, and all these parties shall be given the opportunity to speak.

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9. Similarly, either party to the grievance may appeal the recommendations of the Grievance Committee through the president to the Executive Committee of the board of trustees. The grievant, the person or representative of the body against whom the grievance has been made, and a member of the Grievance committee shall be present when the president refers the appeal to the Executive Committee, and all these parties shall be given the opportunity to speak.

Adopted in revised form by the faculty June 5, 1978.

Original form approved by the board of trustees February 11, 1977, with the stipulation that materials placed in the faculty personnel files prior to the approval of the committee be accessible only with the approval of the author.

Adopted in revised form by the faculty November 12, 1993.

Approved by the board of trustees May 6, 1994, with one additional revision.
board of trustees revision adopted by the faculty May 6, 1994.

POLICY ON SABBATICAL LEAVES

I. DESCRIPTION OF THE PROGRAM

A sabbatical³ provides full-time members of the teaching faculty the opportunity to pursue research and study programs that contribute to their development in scholarship and teaching beyond what can be accomplished during the summer or during the academic year. In special circumstances, service activities may also form a part of sabbatical plans. The Committee on Professional Development, which reviews and recommends sabbatical proposals to the Vice president for academic affairs and dean of the college and the president, encourages all eligible tenured faculty to consider applying for a sabbatical and supports a broad definition of sabbatical-worthy activity.

Sabbaticals are either for one semester or for the entire academic year.

A faculty member awarded a sabbatical will not be expected to meet teaching or other college obligations during the period of the sabbatical.

Inquiries concerning the sabbatical program, including questions about the nature and length of the written proposal, should be directed to the chair of the Committee on Professional Development or to the Vice president for academic affairs and dean of the college.

II. NUMBER OF AWARDS

There is no quota of sabbaticals to be awarded for any academic year.

III. FINANCIAL CONSIDERATIONS

³ Leaves of absence are to be distinguished from sabbaticals. Inquiries concerning leaves of absence are to be directed to the dean of the college.

The college will pay full salary of a faculty member on sabbatical leave for one semester. For a faculty member on sabbatical for the entire year, the college will pay two-thirds of the faculty member's annual salary for the year of the sabbatical.

Applicants for sabbaticals must make every effort to secure grants or fellowships from sources outside the college. Should the applicant be successful in securing assistance from such sources, the salary paid by the college may be decreased to an amount which, with outside funds, does not exceed the faculty member's full-time salary as projected for the semester or year of the sabbatical. The costs inherent in the sabbatical project will be a relevant factor in the adjustment.

The faculty member may not accept employment during the period of the sabbatical unless such employment plays a significant role in the sabbatical project. If employment is contemplated, a letter describing the nature of the employment and its significance for the sabbatical project should be submitted to the Committee on Professional Development as part of the application for a sabbatical. In addition, a letter detailing the remuneration for such employment should be sent to the president, with a copy to the dean, at the time of application for the sabbatical. In such cases, the salary paid by the college may be decreased to an amount which, with remuneration for employment, does not exceed the faculty member's full-time salary as projected for the semester or year of the sabbatical.

Faculty members on sabbatical are eligible for college travel funds and professional development funds.

When a faculty member is on sabbatical, Social Security (FICA) is paid by both the college and the individual on the basis of two-thirds of the annual salary. Contributions to the faculty member's retirement plan will be made by the college and the faculty member on the basis of the sabbatical salary unless the faculty member elects to contribute to the retirement plan on the basis of the full salary, in which case the college's contribution to the retirement plan will be made on the basis of the full salary. All faculty members planning for sabbaticals should visit the Office of Human Resources/Payroll prior to going on sabbatical to ensure the appropriate information is on file to meet their individual needs. Medical benefits continue as though the faculty member were regularly employed. There is no change in life insurance or disability coverage when a faculty member is on sabbatical.

IV. PLANNING AND ELIGIBILITY

A tenured member of the faculty is eligible to apply for a sabbatical leave for the seventh year following six years of continuous full-time teaching at Agnes Scott. In extraordinary circumstances, an untenured member of the faculty may apply during the same year as the tenure review, for a sabbatical. In such cases, a necessary condition for the granting of the sabbatical is a positive tenure decision. Two years of full-time teaching at another college or university may be counted toward the eligibility of new members of the faculty so long as there was no break between the faculty member's former position and the appointment to a full-time position at Agnes Scott. The taking of a paid leave for untenured teaching faculty will not be considered as an interruption to one's six years of continuous full-time teaching.

When a newly tenured faculty member cannot apply for sabbatical leave the year immediately after a favorable tenure decision, but has completed six years of continuous full-time teaching at Agnes Scott at the time of tenure and is granted a sabbatical leave at a later time, then the

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faculty member may apply for a second sabbatical leave after five years of continuous full-time teaching at Agnes Scott following the first sabbatical leave.

Under certain circumstances, subsequent paid leaves may be granted following four years of continuous full-time teaching at Agnes Scott. Such circumstances will usually pertain either to an extraordinary professional opportunity or to unusual departmental considerations.

It is required that the faculty member return to full-time service at Agnes Scott College for at least one year following a sabbatical or the faculty member must reimburse the college for costs incurred in support of the sabbatical.

Eligibility alone does not entitle a faculty member to a sabbatical.

V. APPLICATION PROCEDURE

Under normal conditions, applications for sabbaticals should be submitted **by** September 30 of the academic year preceding the projected sabbatical period.⁴ The applicant should submit two complete copies of the proposal including an updated curriculum vitae, one copy to the chair of the Committee on Professional Development and one copy to the Vice president for academic affairs and dean of the college.

The Committee on Professional Development evaluates the proposals on their merits and makes recommendations to the dean and the president. The committee will rank the proposals according to funding priority. A file containing successful sabbatical proposals including final reports from past years is available for review in the office of faculty services, 100 Buttrick Hall, and applicants may confer with the committee chair or with the Vice president for academic affairs and dean of the college at any time during the application process. Proposals should be complete and should fully address the required features specified below. The committee reserves the right to request additional explanation or materials when a proposal is deemed incomplete.

1. A statement of the period of the sabbatical.
2. A full description of the specific program of research or study, including goals, methods, details of how the program will be carried out, and relevance of the project to the applicant's professional development and to the college.
3. A statement of preparation for the sabbatical project and prior work in the project area or an explanation of a new direction in the applicant's professional development.
4. A statement of how prior leaves or sabbaticals have benefited the individual and the college.
5. A statement describing any special space or technological requests. Requests will be reviewed by the Vice president for academic affairs and dean of the college if the board of trustees grants the sabbatical.

⁴ **Sabbatical proposals for the academic year 2008-09 should be submitted by September 29, 2006.**

6. An updated *curriculum vitae*.

In addition to the materials submitted to the chair of the Committee on Professional Development and the Vice president for academic affairs and dean of the college, each applicant should have the chair of the department write a letter to the dean in which the chair discusses the effect of the applicant's sabbatical on the curriculum of the department and proposes arrangements to be made for staffing the department should the sabbatical be awarded. Applicants may also ask scholars within their disciplines to submit to the Committee on Professional Development letters dealing specifically with the proposed research.

The Committee on Professional Development will inform applicants of the recommendations forwarded to the president. Applicants will usually be notified of the president's recommendation to the board of trustees during the fall of the academic year preceding the year of the sabbatical.

Should circumstances force a substantive change in either the time period or the description of the sabbatical project, the faculty member should immediately notify the chair of the Committee on Professional Development and consult with him/her concerning alternative courses of action. A copy of this notification should be sent to the dean. If the changes are of sufficient magnitude, the Committee on Professional Development and/or the dean and the president may alter the sabbatical recommendation.

VI. EVALUATION AND NOTIFICATION

Applicants will first be evaluated by the Committee on Professional Development and then by the dean and the president.

In its evaluation, the Committee on Professional Development will be concerned with (1) the applicant's preparation for continuing work or exploring a new direction in the proposed project area, (2) the applicant's overall record of professional activity, (3) the benefits of the applicant's specific program of research and/or study for teaching and scholarly development, (4) the benefits the sabbatical will have for the department and the college, (5) the indications of successful use of previous sabbaticals, including reasonable fulfillment of stated goals.

After an initial evaluation of the proposal, the committee may meet with the applicant to discuss the nature and merits of the proposal. Should the applicant wish, the proposal may be resubmitted, in revised form, for further evaluation.

After completing its final evaluation of the proposal, the committee will advise the applicant **by letter** of its evaluation and its decision to recommend the applicant for a sabbatical.

The committee will send the final application, with the supporting material, to the dean and the president. In addition, the committee will send all of its evaluations and a ranking of all applicants to the dean and the president.

The dean and the president will assess the applications, and the candidates will be notified of the president's decision. It is understood that, in judging applications, the dean and the president will consider the evaluations and rankings submitted by the Committee on

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Professional Development and other factors such as the effect of the applicant's sabbatical upon the continuity of the academic program within the applicant's department, the need for a sabbatical within the context of the applicant's service to the college, and the budgetary considerations relating to the number of sabbatical awards for a given year.

Sabbaticals are awarded by the board of trustees upon the recommendation of the president.

VII. REPORTING REQUIREMENT

A report that describes in detail the work of the sabbatical and the accomplishment of the specific goals stated in the sabbatical proposal is due the fifth week of the semester following the sabbatical. **Also due with this report is a one-page executive summary of the sabbatical report that will be published for the faculty and given to the board of trustees.**

The report should be sent to the Vice president for academic affairs and dean of the college. It will become part of the faculty member's permanent file in the office of the Vice president for academic affairs and dean of the college and will be considered in subsequent decisions concerning such matters as promotions, tenure, and salary.

A copy of the report should be sent to the chair of the Committee on Professional Development. The report will be considered by the committee when subsequent requests for grants, fellowships, and sabbaticals are received from the faculty member.

Adopted by the faculty March 2, 1984.

Section III adopted by the board of trustees April 19, 1984.

Sections III and IV amended by the board of trustees January 27, 1990.

Revised August 1991; May 1, 1992; April 2, 1993; April 8, 1994

Revised March 28, 2008, approved by the board of trustees, May 2, 2008.

GUIDELINES FOR FACULTY RECRUITMENT

In April 1988, the Agnes Scott faculty unanimously passed the following resolution:

We, the faculty of Agnes Scott College, recognize the importance of having a diverse faculty in an academic environment. The liberal arts education, to which our College is dedicated, is based on the belief that through learning and exposure to differing ideas people come to appreciate life and learning more fully. The addition of minority faculty members, particularly black faculty members, will not only foster that appreciation but will also aid in recruiting and retaining minority students. We believe, therefore, that we must dedicate ourselves to exploring every opportunity to recruit faculty from all minority groups, especially blacks.

A,RPT legislation, passed by the faculty in May 1997, continues to speak to the faculty's commitment to diversity as follows:

A,RPT 2.1b Agnes Scott College welcomes in its faculty a diversity of racial, cultural, and religious backgrounds as affirmed in the college's Statement of Mission

and Purpose. Liberal arts education, to which this college is dedicated, is based on the belief that through exposure to differing ideas people come to appreciate life and learning more fully. The faculty recognizes the need to hire faculty members from underrepresented groups, especially African American, in order to foster that appreciation and in order to aid the recruitment and retention of students from underrepresented groups. We therefore dedicate ourselves to exploring every opportunity to recruit faculty from underrepresented groups, especially African American.

Despite this commitment, little progress has been made in the recruitment of a diverse faculty. In an effort to support our values with action, the Faculty Executive Committee and the Vice president for academic affairs and dean of the college have developed recruitment guidelines for faculty searches. We recognize that achievement of a diverse faculty will be difficult and challenging, and that it will require the vigorous commitment and efforts of all the faculty and senior administrators.

It is recognized that not every department and discipline may be able to contribute equally to achieving the goal of a diverse faculty. The variability of vacancies in departments and availability of candidates by field precludes such rigidity and makes unlikely the rapid achievement of our goal. Nevertheless, the goal is a realistic one and all faculty and all departments are urged to participate fully in this effort. The college needs a diverse faculty who can serve as role models for students and enrich the learning environment for all.

The 1990-91 A,RPT legislation implemented by the Vice president for academic affairs and dean of the college provides a general approach to recruitment that is also important for efforts to recruit candidates from underrepresented group. This approach emphasizes long-range planning when reviewing a faculty position vacancy. Each vacancy is carefully reviewed by departments, the Vice president for academic affairs and dean of the college, and the RPT Committee, for both departmental and institutional needs.

Rather than simply seeking to appoint someone with the same background as the individual being replaced, faculty and administration address broader programmatic questions, such as: "What changes have taken place in the field that should be considered? What specialties might be deleted from departmental offerings? How might this position relate to the needs of other departments and/or interdisciplinary programs? What pedagogical skills should the candidates have? Should they have research projects which can be shared with undergraduates? How will the person appointed be expected to contribute to college-wide goals and values? Is it possible to define the position broadly and perhaps increase the chances of finding candidates from underrepresented groups? Can the position definition be shaped to make it more attractive to such candidates?"

The college seeks, of course, the best possible candidates, but search committees must remember that "best" means individuals who possess not only the academic expertise appropriate to the position and work for which they are candidates, but also those characteristics that match the needs and values of Agnes Scott College. The college needs faculty who are dedicated to the Agnes Scott ideal of education for women; who are eager to commit themselves to the intensity of faculty/student relations in a small community; who are willing and able to balance the demands of teaching; scholarship and service; and who respect the college's relationship to the Judeo-Christian tradition.

The Vice president for academic affairs and dean of the college has worked with search committees to implement this approach on an individual and flexible basis and the FEC concurs that

II. THE FACULTY

individuality and flexibility should continue to be the premises of recruitment. The Vice president for academic affairs and dean of the college will meet with each search committee chair after a position has been authorized to come to mutual agreement with that chair on the particular process to be used in that search, a process to be derived within the framework of the search process as described below.

A key point to this individualized search committee approach, however, is that each search committee does make a commitment to obtain an applicant pool that includes minority candidates and that the adequacy of the committee's effort is tied to achieving a pool of candidates that includes candidates from underrepresented groups. In short, the search committee is committed to action and to **results** that can be ascertained by the nature of the pool.

THE SEARCH PROCESS

Step One: The Planning Document

The search process consists first of writing the planning document which is developed by the department (all members participate) in consultation with the Vice president for academic affairs and dean of the college and other departments as appropriate, and addresses questions of field specialization, and how the position relates to expertise of others in the department and related programs. Will new courses need to be developed? Will new equipment need to be purchased? New labs? Will the person be expected to contribute to programs such as women's studies, Latin-American studies, etc.?

The planning document includes a description of measures to be taken to insure an adequate applicant pool. It is vital to have a recruitment plan that is proactive, that seeks candidates from underrepresented groups, and that does not passively rely upon advertisements in disciplinary journals and *The Chronicle of Higher Education* to produce desired candidates.

Step Two: Search Committee Chairs Meeting With Dean

Each spring, the Vice president for academic affairs and dean of the college will call a workshop-type meeting of search committee chairs to explore ideas and techniques, such as "networking," deemed helpful in recruitment of candidates from underrepresented groups. It would be explained, for example, that in networking, a search committee member contacts individuals who have contacts with potential candidates.

Step Three: Approval of the Process

The third step in the search process is approval of the planning and recruitment plans and authorization to search by the Vice president for academic affairs and dean of the college. (The Vice president for academic affairs and dean of the college receives staffing advice from the Curriculum Committee in the spring of the year preceding a search. See *Faculty Handbook*, Procedures for Appointment 2.2a.) This includes potential rank of candidates for the position, meetings to be attended (and by whom) for recruitment purposes, composition of the search committee, and guidelines by which adequacy of the pool will be determined.

Adequacy of the pool means that the pool is at least representative, i.e., that it has proportionate percentages of applicants relative to national availability statistics. The Vice president for academic

affairs and dean of the college, in consultation with the Curriculum Committee, is responsible for establishing applicant pool guidelines.

Revised by the faculty February 6, 2004. Adopted by the board of trustees April 30, 2004

Step Four: Approval of the Candidate Pool

The search committee will read all folders and consider reports from preliminary interviews. After the pool of candidates is compiled, it is the responsibility of the Vice president for academic affairs and dean of the college, after discussion with the department chair, or 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/he judges the pool to be adequate within the guidelines set in Step Two.

Step Five: Search Committee Selection of Candidates Recommended for Campus Interviews

The search committee will proceed, if appropriate, to telephone interviews. It then will recommend usually no more than three candidates to the Vice president for academic affairs and dean of the college for campus interviews.

Step Six: Approval for Campus Interviews

The sixth step is the bringing of candidates to campus for interviews. The search committee chair prepares a recommendation to the Vice president for academic affairs and dean of the college of candidates the search committee wishes to invite to campus accompanied by each candidate's letter of application, *curriculum vitae*, transcripts, and three letters of reference and/or notes from telephone interviews with referees.

Only after approval is given to bring candidates to campus does the search chair contact candidates to invite them to campus. The candidates will be interviewed by the search committee, other faculty in the department, if any (other than those on terminal appointment), and by faculty in related programs, by the Vice president for academic affairs and dean of the college, and by the president. Students are to meet the candidates.

Search committee chairs are urged to move forward in as timely a way as possible throughout the search process and the Vice president for academic affairs and dean of the college is expected to respond to requests to search and bring candidates to campus as quickly as possible; requests for searches must be submitted early in the spring semester of the year prior to the search year; candidates should normally be brought to campus before the end of the fall semester or by mid-February at the latest.

Step Seven: Offer to a Candidate

After the campus interviews are completed, the search committee chair makes a recommendation for appointment to the Vice president for academic affairs and dean of the college by telephone or by appointment and seeks written authorization to make an offer to a specific candidate. The written authorization will include information on salary, rank, major review schedule, and length of appointment. Once the search committee chair receives such authorization, she/he conveys that offer to the candidate by telephone and establishes a time period within which the candidate will

II. THE FACULTY

respond. In consideration of other candidates, this period should be a brief one. Only the president can make an official offer in writing. If the candidate accepts the authorized oral offer by the search committee chair, the chair so informs the Vice president for academic affairs and dean of the college immediately so that a letter of appointment may be prepared for the president's approval.

(This statement and these procedures were prepared by the Vice president for academic affairs and dean of the college in consultation with the FEC, presented by the FEC to the faculty and unanimously endorsed by the faculty at its March 6, 1992, meeting.)

DEFINITION OF FULL-TIME FACULTY SCHEDULE

Full-time faculty must be available at the college for approximately nine months, leaving approximately one month for vacations and two months available for summer professional and scholarly pursuits on or off campus. The nine months consists of the academic year, which begins with the orientation of new students and concludes with commencement, and also the week prior to new student orientation and the weeks in January between semesters when activities such as meetings, retreats, and workshops may be required of faculty.

CRITERIA AND PROCESS FOR AWARD OF ANNUAL MERIT SALARY INCREASES

The college, when funds are available, awards annual salary increases to faculty based on meritorious service in teaching, scholarship, and service. The pool of funds available is determined by the board of trustees upon the recommendation of the president, who is advised by the Budget Work Group. The president, in consultation with the officers of the college, determines each year the minimum and maximum allowable increases for any individual, faculty or staff; the faculty compensation subcommittee of the FEC reports annually to the faculty the college's ranking in the latest AAUP surveys and the projected salary increases it estimates would be needed for each faculty rank to maintain the "1" ranking (80th percentile). This is the current agreed upon goal for faculty compensation, by agreement of the faculty, administration, and trustees.

The Vice president for academic affairs and dean of the college each year requests that each faculty member complete a professional activities report, which documents the faculty member's activities and accomplishments in teaching, scholarship and service, and an updated *curriculum vita*. The dean also invites all department chairs to recommend and justify merit increases for members of their departments. Any faculty member who wishes may speak directly to the dean on her or his justification for an increase. The dean then evaluates each individual's record in terms of RPT criteria appropriate for each rank (Section 5.0, *Faculty Handbook*). The dean also reviews the salary history and relative position of each faculty member's salary to detect any salary inequities and to recommend adjustments if any are found. The president reviews the dean's recommendations and determines the final salary increase for every faculty member.

POLICY ON PAID LEAVE FOR UNTENURED TEACHING FACULTY

For untenured members of the teaching faculty, a paid leave for one semester at full salary may be granted after the satisfactory completion of the third-year review. Untenured faculty members may apply for a paid pre-tenure leave during their third year, but awarding of the leave is subject to a successful third-year review. Application should be made to the Committee on Professional

Development by January 31, with a copy to the Vice president for academic affairs and dean of the college. The procedures that govern sabbaticals should be followed (II. The Faculty, "Policy on Sabbatical Leaves," *Faculty Handbook*.) It is required that the faculty member return to full-time service at Agnes Scott College for at least one year following a paid leave or the faculty member must reimburse the college for costs incurred in support of the paid leave.

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.)

POLICY ON FACULTY SALARIES FROM GRANT FUNDS AND CONSULTING

Faculty summer salaries paid from grant funds may not exceed two-ninths of the faculty member's base annual salary. Faculty may not receive salary supplements paid from grants during the regular academic semesters. Under certain circumstances, with approval of the Vice president for academic affairs and dean of the college, salary supplements for the intersession period may be permitted.

Full-time members of the faculty may be permitted to engage in private consulting work not to exceed the equivalent of one day per 5-day work week during the academic session, provided such work is approved by the Vice president for academic affairs and dean of the college in accordance with the Policy Concerning Off-Campus Employment.

III. ACADEMIC REGULATIONS AND POLICIES

IMPORTANT DATES FOR FACULTY 2008-2009

Fall Semester

| | | | |
|------------------|----------------|----------------|--|
| August | 19 | Tuesday | International students arrive |
| | 20 | Wednesday | New Faculty Orientation |
| | 21 | Thursday | Faculty Retreat (Lower Evans) |
| | 22-25 | Friday-Monday | New student orientation |
| | 25-26 | Monday-Tuesday | Registration of new students |
| | 27 | Wednesday | Fall semester classes begin |
| | 27 | Wednesday | Opening/Honors Convocation (procession) |
| September | 1 | Monday | Labor Day holiday (no classes) |
| | 2 | Tuesday | Last day to add a fall semester course on-line |
| | 3 | Wednesday | ACME lecture series (10:00, Buttrick G-4) |
| | 5 | Friday | Last day to add fall semester courses (instructor permission required) |
| | 5 | Friday | Faculty meeting (3:30, Lower Evans) |
| | 19 | Friday | Essential Info brown bag for new faculty, 12-1, 1-2, Lower Evans (bring your lunch down) |
| | 22 | Monday | Submit syllabi to Faculty Services |
| | 26 | Friday | Department chair/Program Director meeting, (3:15-5:00 p.m. location TBA) |
| | 30 | Tuesday | (1) Sabbatical proposals/applications for 2008-2009 due to the Dean of the College (2) Reports from Professional Development, Julia Gary and Catherine Sims awardees due to Dean of the College |
| | October | 1 | Wednesday |
| 1 | | Wednesday | Acme lecture series (10:00, Buttrick G-4) |
| 3-4 | | Friday-Sat. | Black Cat |
| 3 | | Friday | Faculty Meeting (3:30, Lower Evans) |
| 15 | | Wednesday | Course staffing requests due to DOC and Curriculum Committee |
| 16-19 | | Thurs-Sun | Fall break (no classes). |
| 20 | | Monday | Mid-term grades due, 12:00 noon |
| 27 | | Monday | Dean's Colloquium Dinner |
| 29 | | Wednesday | Last day to drop fall semester courses with a "W"; last day for juniors and seniors to elect fall semester courses on a pass-fail basis |
| 30-31 | | Thurs-Friday | Board of trustees on campus |

November

| | | | |
|-----------------|-----------|---------------|---|
| | 5 | Wednesday | ACME lecture Series (10:00 Buttrick G-4) |
| | 7 | Friday | Faculty meeting (3:30, Teasley Lecture Hall) |
| | 7-9 | Friday-Sunday | Parents/Family Weekend |
| | 8 | Saturday | Senior investiture (academic procession) |
| | 3-13 | Mon-Thurs | Course selection for spring semester |
| | 13 | Thursday | Deadline for spring cross registration requests, special study, independent study |
| | 14 | Friday | Department chair/Program Director meeting, (3:15-5:00, location TBA) |
| | 18 | Tuesday | Essential Info brown bag for new faculty, 11:30-12:30 & 12:30-1:30, Lower Evans (bring your lunch down) |
| | 26-30 | Wed.-Sunday | Thanksgiving break Residence halls close 10:00 a.m. 11/26 |
| | 30 | Sunday | Thanksgiving break ends; Residence halls open 1:00 p.m. |
| December | 3 | Wednesday | Students submit final exam envelopes to faculty |
| | 5 | Friday | Faculty Meeting (3:30 p.m., Lower Evans) |
| | 8 | Monday | Last day of classes |
| | 9-10 | Tue-Wed. | Reading Days |
| | 10 | Wednesday | 10 a.m. Deadline for exams to be delivered to Faculty Services for filing |
| | 11 | Thursday | Fall semester exams begin, 9:00 a.m. |
| | 16 | Tuesday | Fall semester exams end, 5:00 p.m. |
| | 17 | Wednesday | Residence halls close, 10:00 a.m. |
| | 17-Jan 11 | | Winter Break (students) |
| | 22-26 | Mon-Fri. | Holiday Break (staff) |
| | 29 | Monday | Grades due in the registrar's office, 12:00 noon |

III. ACADEMIC REGULATIONS

IMPORTANT DATES FOR FACULTY 2008-2009

Spring Semester

| | | | |
|-----------------|-------|---------------|--|
| January | 12 | Monday | Students arrive. Residence halls open 1:00 p.m. |
| | 13 | Tuesday | Spring semester classes begin |
| | 14 | Wednesday | MLK Convocation (procession) |
| | 16 | Friday | Last day to add spring course on-line |
| | 19 | Monday | Martin Luther King, Jr. Holiday |
| | 22 | Thursday | Last day to add spring semester courses (instructor permission required) |
| | 29-30 | Thurs. & Fri. | Board of trustees on campus |
| February | 2 | Monday | Proposals for paid leave for untenured faculty due to PDC (1) Julia Gary Collaborative Research Grant Applications due to the Dean of the College Office (2) Professional Development Award applications due to Dean of the College Office |
| | 2 | Monday | Submit spring semester syllabi to Faculty Services |
| | 4 | Wednesday | ACME lecture series (10:00, Buttrick G-4) |
| | 6 | Friday | Faculty Meeting (3:30, Lower Evans) |
| | 16 | Monday | |
| | 16 | Monday | Deadline for Study Abroad Applications |
| | 17 | Tuesday | Last day to drop spring courses without receiving a "W" |
| | 20-22 | Friday-Sunday | Sophomore Family Weekend |
| | 25 | Wednesday | Founder's Day |
| | 27 | Friday | Department Chair/Program Director Meeting 3 p.m. |
| March | 2 | Monday | Research Scholar, Sims and Bevier Grant applications due to DOC |
| | 4 | Wednesday | ACME lecture series (10:00, Buttrick G-4) |
| | 6 | Friday | 2009-10 Course schedules due to registrar |
| | 6 | Friday | Faculty Meeting (3:30, Lower Evans) |
| | 9-13 | Mon.-Fri. | Spring Break |
| | 15 | Sunday | Spring break ends; residence halls open, 1:00 p.m. |
| | 16 | Monday | Mid-term grades due, 12 noon |
| | 25 | Wednesday | Last day to drop spring courses with a "W"; last day for juniors and seniors to elect spring semester courses on a pass-fail basis |
| April | 1 | Wednesday | ACME Lecture Series (10:00, Buttrick G-4) |
| | 3 | Friday | Faculty Meeting (3:30, Lower Evans) |
| | 6-16 | Thursday | Course selection for fall 2009 |
| | 10-12 | Friday-Sunday | Easter break |
| | 17 | Friday | Awards Convocation |
| | 17-19 | Friday-Sunday | Alumnae Weekend |

| | | | |
|----------------------|-------|-------------|---|
| | 21 | Tuesday | Students submit Final Exam envelopes to instructors |
| | 22 | Wednesday | SpARC (no classes) |
| | 28 | Tuesday | Last Day of classes |
| | 29 | Wednesday | 10 a.m.. Deadline for exam envelopes to be delivered to Faculty Services, Buttrick 100 for filing |
| | 29-30 | Wed-Thurs | Reading Days |
| | 30 | Thursday | Senior exams begin, 9:00 a.m. |
| May | | | |
| | 1-2 | Thurs.-Fri. | Board of trustees on campus |
| | 5 | Tuesday | Senior exams end |
| | 6 | Wednesday | Spring exams end at 5 p.m. |
| | 6 | Wednesday | Senior grades due in the registrar's office, 4:30 p.m. |
| | 8 | Friday | Faculty Meeting (1:30, Lower Evans) |
| | 8 | Friday | Baccalaureate (procession) |
| | 9 | Saturday | Commencement (procession at 9:30 a.m.); residence halls close, 5:00 p.m. |
| | 13 | Wednesday | Grades due in the registrar's office, 12 noon |
| June | | | |
| | 5 | Friday | Professional Activities Reports due to Faculty Services |
| Summer School | | | |
| June | | | |
| | 1 | Monday | Summer School session I begins |
| | 15 | Monday | Deadline for fall cross-registration requests |
| | 29 | Monday | Last day of class for session I |
| | 30 | Tuesday | Reading day |
| July | | | |
| | 1 | Wednesday | Exams – session I |
| | 3 | Friday | Independence Day Holiday |
| | 6 | Monday | Summer School session II begins |
| August | | | |
| | 3 | Monday | Last day of class for session II |
| | 4 | Tuesday | Reading day |
| | 5 | Wednesday | Exams – session II |

III. ACADEMIC REGULATIONS

STATEMENT OF ACADEMIC RIGHTS & 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 evenhanded 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

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 teacher in teaching and of the student in learning. The free search for truth and its free expression carry with them responsibilities correlative with rights.

All components of the Agnes Scott College 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 tenured or on temporary appointment, 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 tenured or on temporary appointment, is entitled to full freedom in the classroom to discuss any matter relevant to the subject of the course being taught. It is the mastery of 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 her 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 a member of the academic profession and as an officer 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 exercise appropriate restraint, to show respect for the opinions of others, and make clear that he or she is not a spokesperson for the college.

The students of Agnes Scott College are entitled to an atmosphere conducive to learning and to fair and evenhanded treatment in all aspects of teacher-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 she is responsible for learning the content of any course for which she is 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

III. ACADEMIC REGULATIONS

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 she is 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

AscAGNES

AscAgnes is the program 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 and sign-on instructions.

CLASS INFORMATION

Schedule of Classes: Each spring departments are required to submit their class schedules for the following academic year to the Registrar. Classes must follow an approved meeting schedule, which is available from the registrar's office. Request to change a published meeting time after course selection has started for the term must be approved by the Dean of the College.

Course Selection: Students 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 all informational materials related to registration, including the registration schedule, Schedule of Classes, and Catalog Supplement. Students are required to meet with their academic advisors in advance of course selection, and then select their classes on-line via AscAgnes.

Class Rosters. Rosters are available on-line via AscAgnes as soon as students have participated in course selection. They are 'live' and reflect student changes immediately.

Classrooms. Classrooms are assigned by the registrar and may not be changed without authorization. Classes may not meet in rooms in non-academic areas of the campus, such as building lobbies or reception areas.

Film Room. A special room for showing films (G-4) is located on the ground floor of Buttrick Hall. This room may be reserved through the office of Special Events and Conferences (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 tenth calendar day of the semester. Requests to add after this date require the written approval of the instructor of the class and the assistant dean of the college.

Drop Policy. Students may drop courses on-line through the fourth business day of the semester. Requests to add after this date must be done in writing. The last day to drop a course without a grade of "W" is five weeks after the first day of classes. In this case, the course will not appear on the student's record. The last day to withdraw from a class with a grade of "W" is ten calendar days after the mid-semester break. No course may be dropped after this date except under extraordinary circumstances such as a medical emergency. Exceptions require the approval of the director or assistant director of academic advising.

If a student misses two or more consecutive class meetings during the first ten calendar days of the semester, she must justify those absences to the satisfaction of the faculty member prior to the second absence; otherwise, the faculty member may drop her 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 posted outside the registrar's office in Buttrick Hall. In very special circumstances, an instructor may authorize adding a student to a closed class.

Pass/Fail (P/F) Policy. The last day that juniors and seniors may elect courses on a pass/fail basis is ten calendar days after the mid-semester break.

Auditing. Students may audit courses with written permission of the instructor, which must be submitted to the Registrar's office by the tenth calendar day of the semester.

III. ACADEMIC REGULATIONS

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 department chair in advance if they are unable to meet classes. (See IV. "Faculty Services," for information on posting notices in the event of class cancellations. Also V. College Policies, "Severe Weather Policy.")

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 first floor Buttrick office of faculty services. Faculty services staff will print out one copy of each syllabus to be placed in the central syllabi file housed in the office of faculty services as a resource for faculty, students, and staff.

Mid-semester Reports. Faculty members must turn in mid-semester grades for all students on Academic Probation. In addition, mid-semester grades of D and F must be reported for all students.

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 book store. The manager of the campus book store contacts faculty members directly 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.

III. ACADEMIC REGULATIONS

- 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 her course syllabi and determine her ability to meet course attendance requirements.

If a student becomes seriously ill or injured or experiences an emergency that will require her to miss academic work, she should notify the office of the 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 inform the director or assistant director of academic advising.

Adopted by the Faculty, May 11, 2007

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 she 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 Procedures. Take-home tests are to be administered with care and consistency. All take-home tests are to be given to students in the sealed envelopes available in the office of faculty services, Buttrick 100 (envelopes to be picked up by the instructor). Each envelope is filled out by the instructor and indicates the name of the student, the instructor's name, the class department and number (i.e., Biology 102), the time limit, and the date and time due (normally not to exceed seven days). Special instructions (including open book or other notations) must be included.

Students must return the test directly to the instructor in class or by special arrangement with the instructor. Tests must be taken in one uninterrupted sitting unless otherwise noted in the special instructions. Tests 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. The grade on any late written work is automatically reduced by one-third of a letter for each day the paper is late, including Saturday and Sunday, unless an extension is granted by the instructor in the course in which the work was assigned.

All written work of the semester must be completed by 9:00 a.m. of the second reading day of the semester unless an extension is granted by the instructor.

Use of College FAX Machines. The college will not accept course work from students which is transmitted by a facsimile machine. Original copies of work must be submitted to the faculty member by the student. If a paper must be sent to the college, it should be sent to the faculty member by express mail or a courier service.

Papers arriving by express mail or courier service after a deadline will not be accepted. 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. 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 life and community relations/dean of students, who will then communicate with the student's instructors. Decisions regarding extensions and penalties still 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.

EXAMINATIONS

Examinations are given at Agnes Scott at the end of each semester.

Each student schedules her own examinations and takes any examination that she chooses at any of the examination periods with the exceptions noted below:

1. Examinations in classes where there are more than forty students.
2. A few examinations are specially scheduled at the request of the instructor because the nature of the course demands the use of slides, recordings, or other audio-visual aids. These examinations are distributed by the instructor at the time and in the place assigned.

Approximately a month before the beginning of each examination period, a memo is sent by the director of academic advising to every instructor requesting certain information about examination plans and giving pertinent dates for making assignments and for turning in examination envelopes.

III. ACADEMIC REGULATIONS

After instructors have received examination envelopes from each student, envelopes are filed, unsealed, in the office of faculty services no later than a date specified each semester.

The length of time allowed for an examination is two and one-half hours. Only authorized calculators are allowed in examination rooms designated for calculator use. Palm Pilots, cell phones, mini computers, two-way pagers, 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 her 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 director of academic advising 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 director or assistant director of academic advising, she 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.

GRADES

Value of Letters. Grades are assigned the following quality points:

A = 4.00 quality points per semester hour

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = .67 and

F = 0

No final grade of A+ may be given. Courses taken on a pass-fail basis are recorded as P or F. If a student receives an A or F in an academic pass/fail course, the grade will be recorded on her transcript and averaged into her GPA. Grades in P.E. courses are excluded from GPAs.

Grades of I, P, W and MED are excluded from GPA calculation. The grades of I, W, and MED may be given by the Dean of the College or the Dean of Students, in consultation with the faculty member.

Revised and adopted by the faculty December 5, 2003, revised August 2005.

Grading policies for each course must be given to students in writing at the beginning of each class.

Submitting Grades. All grades for courses must be filed in the registrar's office at a time to be announced each semester.

Unsatisfactory Performance. An Instructor's Report on Unsatisfactory Performance must be turned in to the registrar's office for students who receive grades of D or F.

Announcement of Grades. Grades are available to students at the end of the semester on-line via AscAgnes. It is desirable that all grades be given out by the registrar's office rather than by the instructor of the course.

Incomplete Grades. A student seeking an incomplete (I) must see the associate or assistant dean of the college, who may authorize an "I" in consultation with the instructor. An "I" will be given only if the student has received a passing grade for completed course work. Incomplete work must be completed for the course no later than 10 calendar days after the beginning of the subsequent semester. If work is not completed by the deadline, the I automatically becomes and F. Only the associate or assistant dean of the college or dean of students may grant incompletes.

Amended by Academic Council May 31, 1971; and by the faculty Feb. 4, 1977; Feb. 5, 1982; November 12, 1993, April 29, 2005.

POLICY FOR DISPUTED FINAL GRADES

When a student has substantial grounds to dispute a final grade and is prepared to present evidence to support a grievance, she must initiate the procedure by voicing her complaint to the instructor. If the matter is not resolved at this level, the student may then take the matter to the chair of the department for mediation. If the matter is still not resolved, she may then refer the matter to the Vice president for academic affairs and dean of the college for further mediation. If the dean is unable to resolve the dispute, the student must then refer the matter in writing to the Committee on Academic Standards and Admissions no later than thirty (30) days after the beginning of the next semester. All materials submitted as part of the appeal will be passed on to the committee. At its discretion, the committee may ask for more materials or request interviews with one or both parties. The materials presented should include statements from both student and professor(s) which shall be shared with all parties. If the appeal is denied, the faculty member's grade stands as final, with no further appeal. If the appeal is sustained, the committee will determine the appropriate grade. The minutes of the meeting will announce only the final decision. The committee's decision shall be final.

Implementation:

1. The one student member of the Academic Standards and Admissions Committee shall participate fully in the final decision provided that the student involved in the dispute waives her right to confidentiality. Should the student involved in the dispute be the student member of the

III. ACADEMIC REGULATIONS

committee, the vice president of the Student Government Association shall serve in her place in this specific case.

2. Should a member of the Academic Standards and Admissions Committee be the faculty member involved in the dispute, that faculty member shall not be involved in the committee's deliberations and shall not have a vote. The chair of the Faculty Executive Committee shall serve in his/her place.

Adopted by the faculty May 1991, revised May 13, 2005.

GRADE CHANGE PROCEDURE

If a faculty member discovers he or she made an error when calculating a student's grade, it may be changed by completing a Grade Change Form in the registrar's office. All grade changes are reviewed by the Dean of the College. If the change is approved, the registrar will make the change on the transcript and inform the student.

GUIDELINES FOR DESIGNING AND SUPERVISING INTERNSHIPS

I. STRUCTURE OF INTERNSHIP PROGRAMS FOR CREDIT

The college recognizes that learning through field experience can be a valuable adjunct to classroom learning.

Qualified Agnes Scott academic personnel must be responsible for the overall program and must provide direct supervision of the academic component. These faculty members should be equally responsible for and responsive to the academic and practical aspects of the student's experience.

The student and her instructor should meet regularly and as frequently as possible to help the student relate her 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 field experience on a regular basis, preferably daily.

An orientation to both the academic and practical aspects of the program should precede the field work, and a reflective integration of theory and practice should follow the experience.

Insofar as possible, both the student and her 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 the selection and placement of students and over the structure of the program.

International students must obtain approval from the Director of international education to ensure compliance with Immigration and Naturalization Service (INS) regulations.

II. CRITERIA FOR DETERMINING THE AMOUNT OF CREDIT

Upon the recommendation of the department, the Director of experiential learning may authorize credit for internship experiences. This authorization must be obtained before the student registers for the internship. (See III. Academic Regulations, "Procedures for Awarding Credit for Internships.")

- A. Some internships may be so well structured that the department may feel very confident at the time of application about the number of credit hours to award. Other internships may be less structured, or the department may not have had enough experience with internships to know ahead of time exactly how much credit to recommend. In this case, the department may suggest to the Director of experiential learning a range of credit hours. After recommendation by the department, the Director of experiential learning will authorize the final amount of credit at the end of the field experience.
- B. Although no fixed rules exist for determining the amount of credit for all internships, some guidelines, both quantitative and qualitative, can be helpful to the department and to the Director of experiential learning.

1. Qualitative. Although much harder to assess, qualitative factors can help determine credit: the level of skills, the opportunities for participation and observation, and the academic component.

- a. Level of skills

- 1) pure research skills (learned in theoretical research using disciplinary methods)
- 2) applied research skills (learned in research relating to academic subjects, but at a specific, practical level)
- 3) technical skills (the more technical, practical skills helpful in academic disciplines)
- 4) routine skills ("world of work" skills of office functioning, interpersonal relations, organizational routines)

Generally the higher level of skills utilized in the internship, the more credit the experience should carry, although even the lower level skills can be very useful if they are supplemented by the other qualitative factors of the internship.

- b. Opportunities for participation and observation (in order of credit merit) include the following:

- 1) opportunities for the student to use academic research or data-gathering methods

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- 2) direct observation of institutions, activities, and people of significance to the discipline, especially observations not easily conveyed through standard course materials
 - 3) opportunities to learn from participants or direct observers
- c. Academic component

This component includes such elements as readings, journals, tutorials, papers, and tests. To a certain extent, the academic component can be altered to compensate for variation in the other qualitative aspects of the internship.

In conclusion, a guideline for assigning the amount of credit for an internship is, first, to assess the qualitative aspects of the internship. The use of a high level of skills and many opportunities for participation and observation will permit credit awarded with a moderate academic component. If the skills used are less impressive, and if the opportunities for participation and observation are limited, the Agnes Scott faculty sponsor might require a more extensive academic component in order to justify the credit award; or the faculty sponsor might reduce the number of hours earned in the internship.

Next, estimate the number of hours spent per week at the intern site. A full-time internship probably deserves 10 semester-hours of credit; a half-time internship, 5 semester-hours. Students attempting 4 hours of credit should spend a minimum of 10-12 hours per week at the intern site.

2. Quantitative. The amount of time demanded by both the practicum and by the academic component of the internship is important in assessing the amount of credit to be awarded. Based on the generalization that the typical Agnes Scott course requires 2-3 hours of work outside of class for every hour of class work, one can assess credit for an internship by adding the total number of work hours, the hours spent reading, writing, and doing research, and the hours in conference with the internship director. Generally, a full-time internship deserves full-time academic credit. Credit for part-time internships may be prorated.

Adopted by the faculty on May 6, 1983.
Revised August 1986, August 1991, August 2003.

PROCEDURES FOR AWARDING CREDIT FOR INTERNSHIPS

The following procedures should be followed for awarding credit for internships. Note that application for credit must be made before a student actually begins work on an internship.

Limitation on Credit. No more than 10 semester-hours of credit for internships may be applied toward minimal requirements for the degree, and no credit from internships may satisfy minimal requirements for the student's major.

Awarding Credit for Internships. As soon as possible after completion of the internship, the department should file a recommendation for credit with the Director of experiential learning if a range of credit was listed on the application. The recommendation should include an assessment of the field experience and its academic component. If a range of credit was approved in advance, the specific number of hours recommended should be explained and should lie within the range approved except in unusual circumstances.

Grades for internships are either "pass" or "fail" and constitute an exception to the faculty regulation that no work in a major department may be taken on a pass-fail basis. A student who has 8 hours of pass-fail work outside her major may also have a maximum of 10 hours of pass-fail work in an internship. (A student may have more than 10 hours of internship credit only if those hours are in excess of the 130 required for the degree.)

Dropping an Internship. During the regular academic session, the deadlines that apply to dropping courses apply to dropping internships as well. During the summer, a student may drop an internship without academic penalty within one month of its inception.

Tuition and Fees. Tuition for credit internships during the academic session is included in the regular fees. A student may complete the practical component of an internship (450) while the college is not in session and complete the academic component of the internship during the next semester, receiving credit for the internship during the semester following the practical experience. The internship must be approved before work is begun. If credit is earned when the college is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member will apply.

Adopted by the faculty May 6, 1983.

Revised August 1986, August 1991, August 1995, August 2003.

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 department has approved suggested curriculum changes, the department chair must fill out the appropriate form, available from the Registrar's Office or Faculty Services Intranet pages: *Changes in Course Request, Major/Minor Form, New Course Request Form*. These forms should be submitted to the registrar, who will route them through the next steps.
3. Non-substantive course changes may be approved by the vice president for academic affairs and dean of the college. All other changes must first be approved by the Curriculum Committee and then by the full faculty.

Adopted by the faculty April 14, 1978.

Revised August 1991.

POLICY ON THE CANCELLATION OF COURSES

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

1. There is an unexpected change in faculty personnel which would necessitate departmental course changes, or
2. There is enrollment of less than five for a course by the end of the course selection period for the semester prior to the course being offered. The decision to cancel a course due to lack of enrollment will be made by the appropriate department in consultation with the Vice president for academic affairs and dean of the college and the registrar as soon as feasible after the end of the course selection period.

An official list of canceled courses will be issued by the registrar's office immediately following a cancellation decision.

Adopted by the faculty June 6, 1981.
Revised July 1991.

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records.

Under the terms of FERPA, the College has established the following items as **Directory Information**, which may be released to those requesting it, unless the student specifically requests otherwise by submitting written notification to the Office of the Registrar:

- name
- local address
- home address
- local telephone number
- home telephone number
- cell phone number
- campus e-mail address
- identification photograph
- date and place of birth
- major field of study
- enrollment status
- dates of attendance
- degrees and awards received (including honor rolls)
- participation in officially recognized activities and sports
- most recent previous educational agency or institution attended

No other information may be released without written consent of the student. Public posting of grades, even by student id number, is a violation of FERPA. Written permission of the student is required to include any non-directory academic information, such as grades or GPA, in a letter of recommendation.

For additional information, see the catalog or contact the Office of the Registrar.

Approved by the President's Council Fall 1998
Revised December 2004, July 2006

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 is committed to providing equal educational opportunities to all students and complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. Agnes Scott accepts students with documented disabilities who can successfully pursue a demanding and rigorous college program.

To receive accommodations appropriate to a specific disability, the student must obtain appropriate documentation from a qualified provider and meet with the assistant director of the Office of Academic Advising or the assistant dean of the college 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 activity. The appropriate and reasonable accommodations are determined on a case-by-case base after a review of this documentation by the assistant director of the Office of Academic Advising, the assistant dean of the college and college's intake specialist. 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. The Office of Academic Advising will e-mail an accommodation checklist to faculty at the beginning of each semester to identify students enrolled in their courses who will require disability accommodations.

The Office of Academic Advising directs each student registered with the office to schedule a meeting with her or his professor the first week of class to discuss her or his accommodations. Faculty should accommodate this meeting within the first two weeks of class to prevent a delay in

III. ACADEMIC REGULATIONS

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.

The Office of Academic Advising 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 she or he is 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 assistant director of the Office of Academic Advising, a release has been signed, and appropriate personnel have reviewed the documentation.

Residence hall accommodations may include appropriate placement in a residence hall or the installation of an alarm for a hearing problem. Assistance can be given for planning traffic routes on campus or any other special circumstances.

Information on Section 504, including interpretive material, is available in the Office of Academic Advising. The assistant director of Academic Advising will contact you if there are students with a disability in your classes who need special consideration.

ATLANTA REGIONAL CONSORTIUM FOR HIGHER EDUCATION (ARCHE)

Agnes Scott College is a member of the Atlanta Regional Consortium for Higher Education. Member institutions of ARCHE include:

| | |
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| Agnes Scott College | Mercer University in Atlanta |
| Brenau University | Morehouse College |
| Clark Atlanta University | Morehouse School of Medicine |
| Clayton College and State University | Oglethorpe University |
| Columbia Theological Seminary | Savannah College of Art and Design - Atlanta |
| Emory University | Southern Polytechnic State University |
| Georgia Institute of Technology | Spelman College |

Georgia State University
Interdenominational Theological Center
Kennesaw State University

State University of West Georgia
University of Georgia

One of the main activities of ARCHE is providing truck service among the member institutions' libraries five times a week to facilitate sharing of resources. Although primarily used for interlibrary loan, this truck service may also be used by faculty and staff. Any material destined to another ARCHE institution may be dropped off at McCain Library for delivery.

Another activity of ARCHE is the cross registration program open to students of member institutions. The purpose of cross registration is to provide opportunities for enriched educational programs by permitting students in good standing to take courses at any member institution. Additional information and applications are available in the Office of the Registrar.

Revised March 198, July 1998, July 2000, July 2006

STUDY ABROAD

Study Abroad at Agnes Scott College can be divided into two broad categories; independent study abroad programs to meet individual student's academic program goals and short-term, ASC faculty-led programs. The two primary faculty-led study abroad programs are the Global Awareness program and Global Connections program.

Independent Study Abroad

Students have the opportunity to participate individually in a wide variety of study abroad programs and exchanges. These independent study abroad programs may be for a semester, yearlong, or summer. The types of independent opportunities available include: traditional study abroad at host institutions, where students are immersed in courses and living with host nationals; field-based, academic programs abroad; international service learning programs; international internships; and hybrid programs that include elements of the traditional immersion programs with some courses taught specifically for foreign students at the host institution.

Students participating in these independent study abroad programs must complete the study abroad approval process, which culminates in the submission of a completed "Application for Study Abroad Approval." This process requires that each program is reviewed by the OIE and that each proposed course within a program is reviewed by ASC faculty.

Faculty-Led Programs

I. Global Awareness Program

In the Global Awareness Program, students are selected and enrolled in two four-credit hour courses, GA 200 and GA 201, with the goal of developing a better understanding of their own cultural values in a global context. The Global Awareness Concepts course, GA 200, is held on-campus and includes the study of the history, culture, arts, geography, current issues, economics and politics of the target country. All students choose a research project and develop survival language skills. The GA 200 is followed by a two or three week study seminar in the country, in

which students conduct research on their selected topics, keep journals and experience homestays whenever possible. Upon return to campus, the course continues as GA 201, a nine-week seminar in which students make cultural comparisons; reflect on the international experience, complete research projects and share the experience with the campus and local community.

II. Global Connections Program

Global Connections (GC) connects what students learn in the classroom to an international experience. A GC component is a significant (2-3 week) travel/intercultural experience designed to enhance an existing ASC course. Travel periods are usually during January intercession or in late May. The two-credit hour GC component carries the department course number plus the designation 'G' (e.g., ENG 217G). An academically based reflective component (mini research paper, journals, creative project, etc.) is required.

INTERNATIONAL STUDENTS

Immigration Matters

When advising international students it is important to be cognizant that this group of students is subject to a variety of US federal immigration and tax regulations as well as some home country restrictions that have implications for you as their academic advisers and professors. As of January 30, 2003, institutions enrolling foreign students are required by law to report the presence of foreign students in the US and a cadre of information about these students to the US Department of State. The consequences for seemingly routine advising may pose serious, unintended consequences for international students.

If an international student drops below full-time status, they are considered to be "out-of-status" with the Immigration and Naturalization Service (INS) and therefore subject to "voluntary departure" or even deportation. Schools are required to report enrollment every semester to the State Department. If you think, an international student needs to withdraw or they ask to withdraw below full-time, please contact the OIE or have the student contact the OIE to discuss other possible options.

If an international student is experiencing academic difficulties, please report these difficulties or frequent absences to the Registrar's office and the Office of International Education during the mid-term reporting period because international students falling into academic difficulties that might eventually result in academic suspension must be advised well in advance of an academic or disciplinary suspension. As soon as the student is suspended or dismissed, they are considered an "overstay" by the Bureau of Homeland Security and are subject to "voluntary departure" or deportation without the option of transferring to another US institution. If they apply and are accepted to another US institution before their ASC suspension, then they may transfer to the other school in the US.

The kinds of international student activities that are required to be reported to the State Department are a change of major, a change of address, an approved internship, emergency or planned travel abroad, enrollment each semester, academic standing, probations, suspensions, academic extensions, and employment authorizations.

Six years ago, Congress enacted the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRAIRA), increasing penalties for many immigration violations. Many of the provisions of IIRAIRA that have an impact on international students and scholars are in effect. Through cables and memoranda from the Immigration and Naturalization Service (INS) and the Department of State (DOS), Designated School Officials (DSO) has been gaining knowledge of new guidelines. Since September 11, 2001, Congress has been very active in proposing and passing new regulations as part of Homeland Security initiatives that include many new immigration regulations, such as, the Enhanced Border Security and Visa Entry Reform Act of 2002.

At Agnes Scott College, the Director of international education is the primary DSO responsible for advising the college and international students of immigration regulations as relates to international student advising and for institutional compliance.

Revised July 2002, August 2003.

COLLABORATIVE RESEARCH FUNDS

A limited amount of funding is available through the office of the vice president for academic affairs and dean of the college to students who are involved in collaborate research presentations. Students should apply to the Student Development Fund for any other available funding prior to applying to office of the vice president for academic affairs and dean of the college. Contact the associate dean of the college for information.

STUDENT DEVELOPMENT FUND

The Student Development Fund (SDF) was developed in 1986 by the Agnes Scott Student Government Representative Council to allow students to take advantage of unique opportunities that will enhance their academic experience. Funding is available for attending conferences presenting papers/research, etc. The Student Development Fund is not intended to underwrite activities of academic departments such as field trips. All funding for SDF comes from the Student Government Association and the Alumnae Association. This amount may vary on a yearly basis depending on the total funding available to the SDF. It is important to remember that applying to the SDF does not guarantee approval of funds.

The goals of SDF are:

1. To encourage the student to fully develop her area(s) of academic interest and to present the results of research in that area.
2. To enhance the intellectual environment and academic reputation of Agnes Scott College.

The Student Development Fund is a cooperative effort among students, Student Government Association, academic departments, and the college. In order to provide impartiality and flexibility, the guidelines are provided only as a framework within which the applications will be reviewed. Decisions for the awarding of funds include merit, financial need, and relevancy of the request and are made by the Student Development Fund Committee which is composed of four students, one representative each from the office of the vice president for academic affairs and dean of the college and the office of Alumnae Affairs, and one faculty member. **SDF proposals will be due and reviewed at the beginning of each semester.** Additional information is available from the SGA assistant treasurer, the associate dean of the college, or

the faculty member (TBA for 2004-05).

Revised July 1998, March 2000, July 2001

FACULTY ENTERTAINMENT OF STUDENTS

Members of the faculty are encouraged to invite students to their homes. Funds are available to help defray the costs of this entertainment. These funds are to be used only for groups such as majors, advisees, classes, or boards and organizations of which the faculty member may be an adviser. The funds are not to assist with the entertainment of visiting scholars, faculty candidates, or other guests.

Procedures

1. Faculty members may request reimbursement for expenses related to an event in their homes once each semester. A maximum amount of \$100 will be available for reimbursement for each event. **Reimbursements will be made in the order in which they are received until the budget is depleted.**
2. Send completed Check Request Forms with all receipts attached to the office of the Vice president for academic affairs and dean of the college for approval. The check request forms are available in any faculty services office, the accounting office, or from the intranet.
3. Approved requests will be forwarded to the accounting office where faculty members may obtain their reimbursements.

IV. BENEFITS, SERVICES, AND FACILITIES

FACULTY BENEFITS

Retirement Programs

Agnes Scott College has established a 403(b) Defined Contribution Retirement Plan to assist employees in saving for retirement.

Full-time and 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. Participation begins (for those working 1,000 hours or more) after the employee has completed one year of service to the college. The plan is provided through Teachers Insurance Annuity Association-College Retirement Equities Fund (TIAA-CREF).

Participants may choose to participate in one of two ways:

- Contribute 5% on their salary with the college contributing an additional 10%, or
- Contribute 3.5% with the college contributing 7%

Employees may contribute on a tax-sheltered (salary reduction) basis or on a regular after-tax deduction basis. After two years of service, the employee will be fully vested in the college's contributions and their earnings. If the employee dies or becomes totally disabled before retirement, and has not yet attained two years of service, they are automatically vested. Employees are immediately vested in their own contributions to the plan.

A variety of investment options are available for participants. Allocations can be changed at any time by calling TIAA-CREF at 800 842-2776 or at www.tiaa-cref.org where you can sign up for online access to your account.

Employees may choose to make additional contributions into the Defined Contribution Retirement Plan that are not matched by the college, or contribute to a Supplemental or (additional) Retirement Annuity (SRA) fund. Additional contributions are subject to current IRS (Internal Revenue Service) regulations. Reduction and contribution maximums are subject to IRS Code Section 415 restrictions and amounts designated by the employee should be determined after consulting TIAA-CREF and/or the employee's personal financial adviser. **Employees contributing annual additions must fill out a form each year and must have documentation of consultation with TIAA-CREF or their personal financial adviser. Without this information, the office of human resources will not be able to process the request.**

Salary reduction agreements can be changed only once each calendar year. Complete details of the 403(b) Defined Contribution Retirement Plan are described in the Summary Plan Description provided to eligible employees. Contact the office of human resources for plan summary information, details, and enrollment forms.

Agnes Scott College reserves the right to modify, change, or discontinue this retirement program at any time.

Revised with TIAA-CREF and effective 7/1/03.

IV. BENEFITS, SERVICES AND FACILITIES

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 Human Resources 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 Human Resources 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 Human Resources 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 Human Resources 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 Human Resources 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

IV. BENEFITS, SERVICES AND FACILITIES

employees. Contact the Office of Human Resources 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 Human Resources 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 Human Resources. The Office of Human Resources 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 Health Center during the school year. The supervisor will contact public safety at or human resources 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 on the Office of Human Resources bulletin board in Buttrick Hall. Authorized treatment slips are available from the Office of Human Resources; if treatment slips are needed before or after normal working hours, contact public safety. The supervisor must contact public safety or human resources 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 Human Resources 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 Human Resources.

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 Human Resources for more information about LTD benefits.

Direct Deposit of Payroll

All employees are eligible to participate in the automatic payroll deposit service, which provides for the direct deposit of pay to a participating bank. Employees interested in direct deposit should complete an Electronic Direct Deposit Request Form, available in the Office of Human Resources. This form allows the employee to electronically deposit into two different accounts. Please provide a voided check or deposit slip for each account to be included in this service.

Note: All Employees hired after July 1, 2003, are required to participate in the direct deposit service.

IV. BENEFITS, SERVICES AND FACILITIES

Revised July 1991, July 1993, July 1994, July 1995, July 1997, July 1998, July 2000, August 2005.

PAYROLL SAVINGS

A full range of bank services is available through Georgia Federal Credit Union. Access www.gfcu4u.org for information.

CHILD CARE REFERRAL SERVICE

Agnes Scott College provides limited child-care assistance to all eligible employees as a benefit of employment. Eligible employee classifications are:

- * Regular full-time employees
- * Regular half-time employees

Given below is a brief description of child-care assistance that may be provided when feasible. For more detailed information, contact the Office of Human Resources. Counseling and referral services are provided by a third-party provider, contracted by the College.

* **CHILD-CARE COUNSELING SERVICES:** Child-care professionals offer counseling services to working parents to help them identify and anticipate conflicts between child care and professional responsibilities.

* **CHILD-CARE PROVIDER REFERRAL SERVICES:** The employer maintains a current listing of local child-care providers, their fees, hours and eligibility requirements.

* **SICK LEAVE BENEFITS:** Employees may use accrued sick-leave benefits in the event of the illness of a child.

Agnes Scott College reserves the right to modify, change or discontinue this benefit at any time.

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 human resources.

July 2000.

EAP – Employee Assistance Plan

The EAP 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. The Wellness Corporation will refer you 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 e-mail 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 **800 828-6025 or 508 842-2780** 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.

July 2008

FAMILY AND MEDICAL LEAVE POLICY 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

IV. BENEFITS, SERVICES AND FACILITIES

the law and the policy. For questions concerning your particular situation, please see the Office of Human Resources.

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 he or she 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 this FMLA policy should consult with the Office of Human Resources.

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 Human Resources. 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.

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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

Approval

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 Human Resources 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 Human Resources. 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 Human Resources 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 Human Resources 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 Human Resources 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

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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 Human Resources.

July 1994, July 2000, August 2002, August 2005

Military Family Leave

On January 28, 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 servicemember 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 servicemember. 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.

July 2008
Parental Leave

Agnes Scott College believes parents who want to be able to care for newborn or newly adopted/placed children should be able to do so for a period of time not to exceed 12 weeks in accordance with the Family and Medical Leave Act. The following guidelines apply to paid parental leave.

Eligibility

All faculty and staff who have completed 12 months of service and have worked at least one semester or 1,250 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 and staff 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.

Paid Parental Leave

The College will grant paid paternal leave, normally not to exceed eight weeks. Written notification must be given to the respective vice president/dean six months in advance or as soon as practical. If leave is for adoption or foster care placement, the leave must be completed within 12 months of the date of placement.

Unpaid parental Leave

In addition to eight (8) weeks paid parental leave, the faculty or staff member may request extra leave time, not to exceed a total of 12 weeks. This additional time will be paid up to the amount of paid leave time (vacation, sick or personal time) the employee has accrued (if applicable), not to exceed four (4) weeks. Otherwise, this additional time will be unpaid. Please note that faculty members do not earn vacation or sick time.

Status & Benefits During Leave

Subject to the terms, conditions and limitations of 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. Premium remittances are to be made on a monthly basis and mailed directly to the Office of Human Resources. 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.

Notification to the College

Faculty and staff members desiring to apply for FMLA leave under this policy must submit written application to their respective vice president or dean at least six months in advance of the anticipated leave. 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 the Dean of the College and the Office of Human Resources 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

IV. BENEFITS, SERVICES AND FACILITIES

staff member requesting a leave and a copy is placed on file in the Offices of Human Resources and Payroll.

Note: 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, 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.

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. 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 dean of the college. No application is required.

Staff and Faculty/Staff Spouses

Full-time members of the Agnes Scott College staff, who normally work 35 or more hours per week, are eligible to apply to take up to a maximum of two (2) 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 successfully perform the full duties of their position with the college.

Admission of staff employees and faculty/staff spouses into classes is dependent upon space available, and for staff the permission of the appropriate supervisors. Employees applying to take a class should submit two copies of the Agnes Scott College Tuition Remission Request form; one to the dean of admission (with the employee application for admission) and the other to the director of financial aid. Staff members and spouses complete the employee application for admission 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. Once the dean of admission reaches an admission decision, the director of academic advising will evaluate the transcript(s) for possible transfer credit.

Dependent Children of Faculty and Staff

Dependent* children of full-time members of the Agnes Scott College faculty and staff may apply to take 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.

Association of Presbyterian Colleges and Universities Tuition Exchange Program

Dependent children and spouses of full-time faculty and staff are eligible applicants to this program in participating APUC member institutions. For a current list of participating institutions and any restrictions required by each institution, contact the Agnes Scott College director of financial aid for a brochure.

Tuition Exchange Program

The Tuition Exchange Program is a national exchange program with approximately 450 participating colleges and universities. It is important to note that all interested persons should contact the Tuition Exchange liaison officer (the director of financial aid) no later than September 15 of the year prior to anticipated enrollment. This very early deadline is important to ensure maximum access to participating institutions. A brochure listing of schools is available on request or view on-line at www.tuitionexchange.org.

*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.

Revised August 1989, June 1992, July 2000, July 2003.

IV. BENEFITS, SERVICES AND FACILITIES

FACULTY PROFESSIONAL DEVELOPMENT

Faculty⁵ 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 and the Committee on Professional Development work 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.

OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

A list of opportunities for professional development follows. These are guidelines. The committee welcomes faculty members to propose other possibilities for their individual professional development. (Professional development awards are not for the purpose of attaining a higher degree.)

Meeting Grants. These grants apply to expenses incurred by attendance at professional meetings, conferences, symposia, and workshops. They are awarded throughout the academic year and during the summer. Meeting 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. (See "Meeting Grants Policies and Procedures" below.) Applications should be submitted to the Vice president for academic affairs and dean of the college well in advance of the meeting.

Professional Development Awards. Each spring semester the Committee on Professional Development reviews applications for professional development awards for work normally carried out during the summer months. (**Deadline: January 31**)

Sabbaticals. In addition to Professional Development Grants, the college also awards sabbaticals, which are perhaps the most significant opportunities for professional growth. Sabbaticals are awarded by the board of trustees upon the recommendation of the president of the college. (**Deadline: September 30**)

Leaves for Untenured Faculty. Untenured members of the teaching faculty are eligible for a one-semester leave upon satisfactory completion of the third-year review. (**Deadline, January 31**)

Revised July 1991, Amended June 1992, Revised July 1993, amended August 2002.

Publication-Related Expenses. Funds up to \$50 are available for publication-related expenses, including photocopying, preparation of manuscripts and illustrations, and mailing. A faculty member must submit in advance to the Vice president for academic affairs and dean of the college an authorization form and itemized budget for publication-related expenses. Forms are available from the office of faculty services. After the request is approved, the faculty member will be reimbursed for publication-related expenses upon the submission of receipts to the office of the

⁵ For the purpose of this statement, "faculty" refers to full-time faculty appointments that are defined as "teaching faculty." Full-time non-tenure track faculty are eligible for faculty development support, as described in this statement, in their second and following years of continuous employment at Agnes Scott. Part-time faculty are not eligible for faculty development support.

Vice president for academic affairs and dean of the college. However, publication-related costs incurred at office services may be charged directly to the faculty development account.

MEETING GRANTS POLICIES AND PROCEDURES

Meeting grants apply to expenses incurred by attendance at professional meetings, conferences, symposia, and workshops. 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. Meeting 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 office of the vice president for academic affairs and dean of the college well in advance of the meeting. Application forms are available in the office of faculty services, 100 Buttrick Hall or at <http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>. 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

To extend travel benefits to as many faculty as possible within the available budget, expenses underspent in one category may not be used to cover expenses overspent in another category, i.e., underspent transportation may not cover overspent per diem.

- A. Transportation - Within the limits described below in Sections B and C, the college will pay the cost of economy or tourist airfare, mileage in the individual's own car at the prevailing college rate (currently \$.30 per mile), train transportation, and other ground transportation by limousine, bus, or shared cab.
- B. First Meetings - Reimbursement will be made for transportation not to exceed \$500, registration, and up to \$125 per diem (hotel and meals) for a maximum of five days.

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 per diem (hotel and meals) expenditures.

- C. Second meetings - Funds will be available for a second meeting grant during an academic year **if and only if significant professional duties are performed at both of the meetings**. Significant professional duties include delivering a paper, presenting a poster or performance, chairing or introducing a session, providing invited comments, and serving as an officer or committee member of a professional organization. For a second meeting, reimbursement will be made for transportation not to exceed \$200, registration, and up to \$125 per diem (hotel and meals) for a maximum of three days.

II. Procedures

IV. BENEFITS, SERVICES AND FACILITIES

When faculty members plan to attend professional meetings, they should file the travel authorization form with the vice president for academic affairs and dean of the college. Forms may be obtained in any faculty services office and must be signed by both the dean and the chair of the department. 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 copy will be returned to the faculty member. If travel is by plane, the approved authorization form will be sent directly to the accounting office. If, for some reason, the travel is not approved, the faculty member will be notified immediately by means of the returned authorization form.

Faculty members should make their own travel reservations. Tickets for approved air travel may be purchased elsewhere and receipts submitted for reimbursement after the travel is completed. However, it is recommended that plane travel at college expense be arranged through either of the college's recommended travel agencies: First World Travel (678) 475-1381, or Teplis Travel Service (404) 252-6696. First World Travel will issue **e-tickets** only (except for international travel). Any actual airline tickets issued by Teplis Travel will be printed in the accounting office. The faculty member will be notified when tickets or e-ticket itineraries are ready, or faculty members may call accounts payable at extension 6290 regarding ticket availability. Tickets cannot be released unless the trip has been authorized by the vice president for academic affairs and dean of the college and the accounting office has received the authorization form. Any **unused** airline tickets purchased through Teplis Travel Service should be returned to the accounting office to be processed for refund.

A travel reimbursement form, available in all faculty services offices, should be filed after the meeting. The form should be properly completed so that appropriate reimbursement can be made. **Original receipts for all expenses must be attached to the form, including prepaid airline tickets.** When the faculty member has read a scholarly paper, a copy of the paper **and** of the meeting program must be submitted with the request for reimbursement. The dean will forward the approved travel reimbursement form to the accounting office and a check will be issued directly to the faculty member.

Travel grants of opportunities related to research and other scholarly activities that are not professional meetings may be applied for as the opportunities present themselves, through the Committee on Professional Development. 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.

PROFESSIONAL DEVELOPMENT AWARDS POLICIES AND PROCEDURES

These awards for work normally carried out during the summer months cover expenses related to teaching, scholarship, and service such as attendance at workshops, travel (travel to collections, for example, or to conduct interviews), purchase of books, videos, software materials, supplies, and equipment (i.e., supplies not considered part of annual departmental requests) for particular projects including courses being developed or substantially revised. The committee supports applications that build on previous work as well as those that develop new interests or areas of the curriculum.

The amounts awarded usually range from several hundred to three thousand dollars, and the funding generally covers expenses and not time. Upon recommendation of the department chair, the committee will consider an award of release time.

A file of successful award proposals is available for review in the main office of faculty services, and each spring semester the committee makes public the list of successful applicants, project titles with a brief description, and amounts awarded.

Application forms are available in faculty services. Two copies should be submitted by **February 15**; one to the chair of the committee and one to the Vice president for academic affairs and dean of the college. An additional copy should be submitted to the applicant's department chair as notification of the faculty member's professional development plans. In special circumstances, faculty may apply to the committee at other times for funding.

Criteria

In recommending awards for professional development, the committee must consider availability of funds in addition to the merit of the proposed project. Generally, funds available for a faculty member during any given academic year (including the summer) will depend upon:

1. The judged merits of the proposed project;
2. The amount of funds available in relation to requests and to awards made to the applicant in that year;
3. The extent of funding for the faculty member in previous years and the accomplishments from this prior funding.

Reporting Requirements

A report that summarizes the work made possible by the professional development award and the accomplishment of the goals stated in the application is due by **September 30** following the summer for which the award was made. For projects that are expected to extend through the academic year, a progress report should be submitted at the beginning of the fall semester and a final report at the completion of the project, but no later than **September 30** of the following year. Reports should be sent to the chair of the Professional Development Committee with a copy to the Vice president for academic affairs and dean of the college. The report will be considered in subsequent decisions in recommending awards for professional development.

Recipients of grants that cover expenses need to file receipts for all expenditures to date with the Office of the Vice president for academic affairs and dean of the college by **September 30**. If this is

not done, the college must report the grant as income to the Internal Revenue Service. All unexpended funds are to be returned to the college when receipts and final report are submitted.

Professional Development Deadlines

Members of the Professional Development Committee 2008-2009:

Srebrenka Robic, chair

Eileen Cooley

Jim Wiseman

Rosemary Lévy Zumwalt

September 30 – Sabbatical applications due in the dean of the college office.

- Statement of the period of the sabbatical.
- Full description of the specific program.
- Statement of preparation for the sabbatical project and prior work in the project area or an explanation of a new direction in the applicant's professional development.
- Statement of how prior leaves or sabbaticals have benefited the individual and the College.
- Statement describing any special space or technological requests.
- Updated *curriculum vitae*.

September 30 – Reports from Professional Development, Julia Gary and Catherine Sims Awardees due in the dean of the college office.

January 31 (Feb. 2) – Professional Development Award applications due in the dean of the college office.

Professional Development Awards cover expenses related to teaching, scholarship, and service, usually during the summer months. The faculty member submits two copies; one to the chair of the Professional Development Committee and one to the Dean of the College.

Application form available on the intranet at:

<http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>

- Description of proposed project.
- Indication of the significance and contribution to your professional development/teaching/curriculum.
- List of publications/description of previous work in the proposed area.
- Indication of how your interest in this area has developed (if new).
- PDC awards received in the past five years.
- List other sources of support for this project including amounts or a statement of other requests for support.
- Budget information.

January 31 (Feb. 2) – Julia Gary Collaborative Research Grant applications due in the dean of the college office.

The Julia Gary Grant is intended to support summer research projects for students and faculty in the sciences. Summer research is understood to mean student stipends, faculty stipends, funds for all purposes related to the research project and the researchers during the summer. Sciences are defined as chemistry, biology, physics, astronomy and mathematics. The faculty member submits two copies; one to the chair of the Professional Development Committee and one to the Dean of the College.

Application form available on the intranet at:

<http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>

- Description of proposed project.
- Current *Curriculum vitae*, including a summary of previous internal and external grants.
- Describe the participation of the proposed student research assistant.
- Describe the student's qualifications.
- Budget which can include student stipends, faculty stipends and funds for all purposes related to the research project and the researchers during the summer.
- Xerox of the I-9 form for the student research assistant submitted to Human Resources or a receipt from HR stating it has been turned in.

March 1 –Research Scholar Grant applications due in the dean of the college office.

The Research Scholar program seeks to provide a collaborative research experience between students and faculty. Students are directly involved in research (their work is not bibliographic or clerical) which is geared to produce publishable results. The faculty member submits two copies; one to the chair of the Professional Development Committee and one to the Dean of the College.

Guidelines and applications for the program are located at:

<http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>

- Description of proposed project.
- Current *Curriculum vitae* including a summary of previous internal and external grants.
- Describe the participation of the proposed student research assistant.
- Describe the student's qualifications.
- Budget which includes materials (not to exceed \$500) and the number of hours the student will work. The current rate for student workers is \$7.00 an hour.
- Xerox of the I-9 form for the student research assistant submitted to Human Resources or a receipt from HR stating it has been turned in.

March 1 – Catherine Sims Faculty Enrichment Fund Grant applications due in the dean of the college office.

Income from this fund is given to faculty who apply for funds to be used in a way that enriches teaching. The fund is used to make possible the purchase of materials essential to maintaining competence in a discipline; participation in summer seminars and institutes; visits to museums, workshops, laboratories, libraries, theaters; completion of the doctoral thesis or preparation of the thesis for publication; or to enable mature scholars to go back from time to time for specialized study. It is strongly preferred that this resource **not** be used for attendance at standard professional meetings, trips, and activities. The faculty member submits two copies; one to the chair of the Professional Development Committee and one to the Dean of the College.

Application form available on the intranet at:

<http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>

- Description of proposed project
- Indication of the significance and contribution to your professional development/teaching/curriculum
- List of publications/description of previous work in the proposed area
- Indication of how your interest in this area has developed (if new)
- PDC awards received in the past five years.
- List other sources of support for this project including amounts or a statement of other requests for support.
- Budget information

IV. BENEFITS, SERVICES AND FACILITIES

Meeting Grant Information

Meeting grants apply to expenses incurred by attendance at professional meetings, conferences, symposia, and workshops. 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.**

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.**

Transportation - Within the limits described below in Sections B and C, the college will pay the cost of economy or tourist airfare, mileage in the individual's own car at the prevailing college rate (currently \$.30 per mile), train transportation, and other ground transportation by limousine, bus, or shared cab.

First Meeting- Reimbursement will be made for transportation not to exceed \$500, registration, and up to \$125 per diem (hotel and meals) for a maximum of five days.

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 per diem (hotel and meals) expenditures.

Second meetings - Funds will be available for a second meeting grant during an academic year **if significant professional duties are performed at both of the meetings.** Significant professional duties include:

- Delivering a paper
- Presenting a poster or performance
- Chairing or introducing a session
- Providing invited comments
- Serving as an officer or committee member of a professional organization

Second meeting reimbursement will be made for transportation not to exceed \$200, registration, and up to \$125 per diem (hotel and meals) for a maximum of three days.

Application Procedure:

Applications, signed by your department chair, should be submitted to the DOC Office **well in advance** of the meeting and as soon as is possible in the academic year. This will insure a fair division of meeting grant funds. Application forms are available at:

<http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>

Do not make unreimbursable travel plans until you receive notice that your trip has been approved by the dean. If you wish to use the college's travel companies, they are:

- First World Travel (678) 475-1381
- Teplis Travel Service (404) 252-6696

Reimbursement procedure:

Reimbursement **cannot** be guaranteed unless a trip is authorized in advance by the vice president for academic affairs and dean of the college. Travel reimbursement forms are available at: <http://intranet.agnesscott.edu/Academics/FacultyServices/FSForms/index.html>

The form should be properly completed so that appropriate reimbursement can be made. **Original receipts for all expenses must be attached to the form, including prepaid airline tickets.**

When you have read a scholarly paper, a copy of the paper **and** of the meeting program must be submitted with the request for reimbursement.

Travel grants of opportunities related to research and other scholarly activities that are not professional meetings may be applied for as the opportunities present themselves, through the Committee on Professional Development. 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.

Catherine S. Sims Faculty Enrichment Fund

Income from this fund is given to faculty who apply for funds to be used in a way that enriches teaching. The fund is used to make possible the purchase of materials essential to maintaining competence in a discipline; participation in summer seminars and institutes; visits to museums, workshops, laboratories, libraries, theaters; completion of the doctoral thesis or preparation of the thesis for publication; or to enable mature scholars to go back from time to time for specialized study. It is strongly preferred that this resource **not** be used for attendance at standard professional meetings, trips, and activities.

Faculty from all departments are eligible to apply for grants. Interested faculty should use the regular PDC form, "Application for Professional Development Awards," available in the office of faculty services and should specify on the form that the application is for Sims funds. The faculty member submits two copies; one to the chair of the Professional Development Committee and one to the Dean of the College. The Professional Development Committee reviews applications and recommends awards annually to the Vice president for academic affairs and dean of the college as income permits. Awards from this fund are identified as having come from this source.

September 26, 1994

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 must contact the assistant dean of the college to discuss the proposed project and to identify possible sources of external funding.

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 department chair **before beginning preparation of the proposal** to determine that

IV. BENEFITS, SERVICES AND FACILITIES

the project is a high departmental priority and appropriate for institutional support. A request detailing the cost sharing amount and endorsed in writing as appropriate for the department and the college by the department chair must be submitted by the faculty member to the Vice president for academic affairs and dean of the college for approval before proceeding in preparing the grant.

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. A draft of the document is to be submitted to the assistant dean of the college for administrative editing and review in time for revisions to take place in a timely fashion. Once the proposal has been reviewed and approved by the Vice president for academic affairs and dean of the college, it will be ready for submission to the granting agency or, if necessary, to be reviewed by the other officers and president.

The time required to prepare a grant proposal, have the proposal reviewed and secure all necessary approvals can take several weeks. 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 assistant dean of the college.

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 Federal 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 \$2.00 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.

Miscellaneous Services

1. Memorial/Flower Fund. A fund exists for sending flowers or making a memorial donation in the case of death in the immediate family (spouse, parent or child) of members of the faculty and staff. On request of the vice president for student life and community relations/dean of students, each member of the faculty and staff is asked to contribute to this fund.

2. Food Services.

Evans Dining Hall —All-you-can-eat cafeteria style dining.

Monday – Friday

| | | | |
|-----------|------------|---|-----------|
| Breakfast | 7:30 a.m. | — | 9:00 a.m. |
| Lunch | 11:30 a.m. | — | 2:00 p.m. |
| Dinner | 5:00 p.m. | — | 7:00 p.m. |

Saturday – Sunday

| | | | |
|-----------------------|------------|---|------------|
| Continental Breakfast | 8:30 a.m. | — | 11:00 a.m. |
| Brunch | 11:00 a.m. | — | 1:30 p.m. |
| Dinner | 5:00 p.m. | — | 6:00 p.m. |

3. The Alston Campus Center

Mollie's Grille

Hot and cold gourmet sandwiches and salads, beverages, frozen yogurt and desserts.

| | | | |
|-------------------|-----------|---|-----------|
| Monday - Friday | 9:00 a.m. | — | midnight |
| Saturday - Sunday | 2:00 p.m. | — | 9:00 p.m. |

Black Cat Café

Cappuccinos, Lattés and Espresso drinks, with muffins and pastries.

| | | | |
|------------------|-----------|---|-----------|
| Monday - Tuesday | 9:00 a.m. | — | 7:00 p.m. |
| Wednesday | 9:00 a.m. | — | midnight |
| Thursday-Friday | 9:00 a.m. | — | 7:00 p.m. |
| Saturday-Sunday | CLOSED | | |

Revised August 1989, July 1991, August 1992, July 1993, July 1996, July 1997, July 1998, July 2000, July 2001, August 2005, October 2007.

To reserve any space for private dining, contact the coordinator of campus events and conferences at ext.6902 or check room availability online at <http://emsevents.agnesscott.edu> then complete and submit an Events Request Form as an e-mail attachment to Ems Events (NOTE: TEN DAY ADVANCE NOTICE IS NECESSARY FOR RESERVING SPACE ON CAMPUS!). Alternatively, you may have any faculty services' staff member perform this service for you.

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 \$2.50 (two dollars and fifty cents).

To receive the meal, present your current valid College ID. ID cards are issued in ITS 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

IV. BENEFITS, SERVICES AND FACILITIES

- 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 \$2.50. If you do not present your validated ID with bar code you will be charged the regular price: \$6.25 for breakfast, \$8.25 for lunch or \$8.75 for dinner. Cash will be accepted for meals at the door of the Dining Hall. 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 cash or personal check (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.

November 1997, July 2001, July 2003, August 2004.

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. Replacement or part-time faculty assigned to an office during the usual occupant’s absence are given a new extension.

One telephone extension is assigned to each “part-time office.” However, each part-time faculty member in that office is assigned an individual voice mailbox. If the line is busy or there is no answer, the voice mail system directs the caller to the appropriate part-time faculty member’s voice mailbox.

August 1989.

Revised July 1994, July 1995.

INFORMATION TECHNOLOGY SERVICES

The Office of Information Technology provides and manages all technology resources for the college. The department is composed of five support units: Administrative Computing Services, Educational Technology Services, Network Services, Telecommunications and User Services. The IT 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. Any technology

hardware or software purchased must be coordinated through the Office of Information Technology to ensure items purchase meet campus standards and can be supported by current staff. A full-time Instructional Technologist is dedicated to assisting faculty in the development and use of technology to enhance the teaching and learning process (McCain Library G-46). Organized training sessions on supported software and services are held periodically throughout the year. **A central Help Desk number, ext. 5ITS (5487)** has been established for all trouble calls dealing with computer systems.

With the assistance of the Academic Computing Advisory Group, the staff of IT encourages initiatives for new and effective uses of computer technology in teaching, learning and research. Educational pricing for the personal purchase by faculty of computers equipment and software packages can be obtained through IT.

IT-related campus updates and statements of policy are posted in the various facilities, are circulated to students and faculty, and are available on the IT intranet site (<http://its.agnesscott.edu>). It is the policy of the IT 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 fulltime faculty member's office for use in their offices, along with a personal ink jet printer and access to a network laser printer. Paper and toner supplies for academic-related network printing are currently provided by IT. While faculty are not charged for network printing, we do ask that you help keep supply costs down by practicing conservative printing. Students are required to pay 5 cents per page for network laser printing. All faculty are assigned network login (<first initial><last name>) and e-mail addresses using the basic format: <first initial><last name>@agnesscott.edu. This account provides access to campus computer network resources and the Internet.

Technology services are listed alphabetically by building:

| Computer Labs | Building | Room # | Ext/Phone |
|--|-----------------------|-----------|--------------|
| Residence Hall Lab | Agnes Scott Hall | 421 | 6532 |
| Butler Business Center (Woodruff Scholars) | Alston Campus Center | 114 | |
| Cyber Café | Alston Campus Center | 101 | |
| eCommons | Alston Campus Center | 200 | |
| Residence Hall Lab | Avery Glen | 101 | 404-378-5854 |
| Teaching and Learning Center | Buttrick Hall | 101-A | 5312 |
| Education Curriculum | Buttrick Hall | 335 | |
| Hayes Room (MAT Lab) | Buttrick Hall | 306 | |
| Math Lab & Classroom | Buttrick Hall | G-12 | |
| MAC Laboratory | Dana Fine Arts | 210 | 6412 |
| Design Lab | Dana Fine Arts | 2nd Floor | |
| Residence Hall Lab | Hopkins Hall | 108 | none |
| Residence Hall Lab | Inman Hall | 4th Floor | 6488 |
| Multimedia Classroom | McCain Library | G-48 | 5631 |
| Technology Production Studio | McCain Library | G-43 | 6072 |
| Writing Center | McCain Library | G-13 | 6242 |
| Speaking Center | McCain Library | G37 | |
| Language Laboratory | McCain Library | G-11 | 5164 |

IV. BENEFITS, SERVICES AND FACILITIES

| | | | |
|--|--------------------|--------------------|------|
| Disabilities Study Room | McCain Library | 132 | |
| Bibliographic Instruction | McCain Library | 211 | |
| Computer Cluster | McCain Library | 1st Floor | |
| Media Computer Carrels | McCain Library | Ground Floor | |
| Public Computing | McCain Library | Main Floor | |
| Music Laboratory | Presser Hall | G-18 | 5467 |
| Residence Hall Lab | Rebekah Scott Hall | 3rd Floor Lobby | none |
| Animal Neurobiology | Science Building | 209E | |
| Chemistry Laboratory (Physical Analytical) | Science Building | 307-E | 6036 |
| Chemistry Instrumentation | Science Building | 312-E | 6389 |
| Electronics Lab | Science Building | 108-W | |
| Linux Computer Laboratory/Classroom | Science Building | 111-W | |
| Psychology Data Analysis | Science Building | 131-E | 5432 |
| Psychology Data Analysis | Science Building | 134-E | 5065 |
| Physics Research | Science Building | 110-W | |
| Quantum Physics | Science Building | 109-W | |
| Student Learning Center | Science Building | 203 | 5439 |
| Computer Laboratory | Science Building | 303-E | 3392 |
| Student Learning Center | Science Building | 303 | 5378 |
| Physics | Science Building | 104-W | 6373 |
| Physiology – Animal | Science Building | 209-E | 5539 |
| Psychology Observation | Science Building | 116-E & 122 E | |
| Biology – Cell & Development | Science Building | 206-W | 5196 |
| Chemistry Computer Lab | Science Building | 304W | |
| Microbiology & Cellular Bio | Science Building | 208-W | |
| Biology – Genetics & Molecular | Science Building | 210-W | 5461 |
| Biology – Animal | Science Building | 211-E | |
| Plant & Environment | Science Building | G04W | |
| Residence Hall Lab | Walters Hall | G-01 | |
| Residence Hall Lab | Winship Hall | G-28 | 5705 |

August 1988.

Revised August 1992, July 1993, July 1994, July 1995, July 1996, July 1997, July 2000, July 2001, August 2004, August 2005.

Educational Technology Center

The Educational Technology Center (ETC), a division of the Department of Information Technology, oversees Instructional Technology and Media Services. The ETC is located on the ground floor of McCain Library and is open Monday-Friday, 8:30 a.m. to 4:30 p.m. For more information contact Emily Gwynn at ext. 6313 (egwynn@agnesscott.edu) or visit our website:

1. on campus: <http://etc>
2. off campus: <http://etc.agnesscott.edu>

ETC Services

The ETC builds faculty awareness of how technology can enhance teaching and learning. The ETC:

1. provides support for and training about the effective use of technology
2. cultivates creative technological environments to enhance teaching and learning
3. assists users of Blackboard , Agnes Scott College's online course management system. For more information, contact ext. 6059 or email cburgamy@agnesscott.edu
4. provides technical support in the classroom and facilitates faculty members in their selection and use of media equipment.

ETC Facilities

Technology Production Studio (McCain Library, G-43)

- The TPS is home to specialty software and hardware that enhances faculty members' and students' ability to complete sophisticated multimedia and web projects. Within the TPS the user may scan slides and pictures, burn CDs, edit video and sound, and use the latest image manipulation and web-design software.

Multimedia Classroom (McCain Library, G-48)

- This "smart" classroom boasts excellent multimedia capabilities, including a sophisticated presentation system for the instructor and a laptop computer at every student seat (30 laptops).

Classroom Support

See our website (<http://etc.agnesscott.edu>) to view other "smart" classrooms on campus. (Classrooms are scheduled through the registrar's office). For training or technical support in the classroom, contact Media Services (ext. **5468**; tstanko@agnesscott.edu).

*** Please note that all equipment (i.e., video cameras, digital still camera, tripods, tape recorders, slide projectors, overheads, LCD projectors, and portable CD players, etc.) can be checked out at the service desk in McCain Library. A valid ASC I.D. card must be presented. Loan periods vary depending on the type and popularity of the equipment needed, so check with the service desk personnel for availability.

October 1988.

Revised June 1992, July 1994, July 1995, July 1997, July 2000, July 2001, August 2004, August 2006, August 2007. August 2008

MCCAIN LIBRARY

IV. BENEFITS, SERVICES AND FACILITIES

McCain Library wishes to provide students and faculty with the best of two worlds: the individualized services and curricular support 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 here to consult with you or your students whenever you have an information need or research question, and we strongly encourage you to arrange library research instruction sessions as a part of your course assignments. A cornerstone of our mission is to teach students how to find, evaluate, and use information -- rather than merely serving as an information storehouse; we ask for your strategic assistance in encouraging information literacy through integrated library instruction at the point of need.

A brief overview of McCain Library operations follows. For further details, please explore the library's website: <http://library.agnesscott.edu>. Any general questions or comments may be directed to [Elizabeth Bagley](#), Director of Library Services, x 5277. Contact information for all our staff is [online](#).

ASK A LIBRARIAN

All ASC librarians provide reference service and at least one librarian is on call nearly all 96.5 hours the library is open each week. There are no "silly" questions; we are here to provide answers, so please urge your students to ask for guidance before they squander time or become frustrated by "information overload." For sound advice on identifying the best tools and materials for research or course assignments, there are several ways to reach us:

- using the quick IM (instant messaging) chat box right on our home page, <http://library.agnesscott.edu>
- in person at the Scottie Research & Rescue Desk (main floor, just beyond the Circulation Desk)
- in individual consultations by appointment (for lengthier discussions and complex topics)
- on the phone at x 6096
- via email to library@agnesscott.edu

Faculty are encouraged to seek out our services, particularly for selecting appropriate electronic resources to include in Blackboard, making acquisition requests, or for tips on improving students' information fluency via your research assignments. We'd be happy to come to your office or meet over coffee.

CIRCULATION POLICIES

Your ASC ID card serves as your library card, so please bring it when checking out items. Most circulating materials are checked out to full-time faculty for the academic year and to part-time, visiting, or one-term faculty for a semester. There is no limit on the number of items circulated. All material is subject to recall after three weeks if needed by another member of the college community. Items needed for reserve are subject to immediate recall. Because of higher demand, some materials such as reserves, DVDs or browsing collection books, circulate for a shorter time period.

Student proxies may check out items on behalf of a faculty member by arrangement with the main Circulation Desk; however, faculty members remain responsible for the 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 (and students) can also check out media equipment at the main Circulation Desk, including video cameras, digital camcorders, digital still cameras, tripods, tape recorders, slide projectors, overheads, data and video projectors, CD and tape players. Due dates vary for these items. In order for your students to check out media equipment, they must present a valid ASC I.D. card and a signed [Permission Request Form](#) (online or available at the main Circulation Desk). This document requires a faculty signature authorizing the use of media equipment for classroom-related projects or functions.

To view your library account anytime or to renew materials if they have not been recalled, log in to your patron record via the SOPHIA library catalog, <http://sophia.agnesscott.edu/patroninfo.html>.

CITATION MANAGEMENT

ASC has licensed *RefWorks*, a web-based tool that allows researchers to import references from online databases or to manually save them. *RefWorks* also can import data from many different bibliographic management programs, such as *EndNote*, so it is possible to update existing bibliographies. Once you set up your personal account using an on-campus computer, you may manage citations from any Internet-connected computer. Off-campus, you will be prompted for the code RWAgnesSC. Use references in Microsoft Word with the Write-N-Cite plug-in (there is a Mac version available) and automatically format bibliographies in multiple citation styles (APA, MLA, Chicago, etc.). The tutorial and Quick Start Guide are easy to use and on their site. A link to *RefWorks* is available on the [library's website](#).

COLLECTION DEVELOPMENT

The McCain Library collection includes approximately 280,827 print volumes and electronic books; 261 print periodical subscriptions (after the last serials review), as well as 2,025 electronic periodical subscriptions; and 21,119 media materials (DVDs, CDs, videotapes, etc.).

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 them as partners in building a relevant collection. Feel free to email requests for purchase to [Resa Harney](#), our librarian in charge of acquisitions, or phone her at x6141.

The library makes subject/program allocations within its acquisitions budget. Faculty requests will be considered throughout the year within the framework of those allocations, as funds allow. Having additional faculty requests or "wish lists" in hand also is also useful when there are special funding opportunities (alumnae/donor gifts, other 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.

Books and media items may be requested:

- by emailing requests for purchase to Resa Harney, our librarian in charge of acquisitions, at rharney@agnesscott.edu
- by sending Resa Harney your marked up publisher's blurbs/catalogs in campus mail (print your name, dept., and the priority of the item(s), please)
- by submitting an electronic alert within the Blackwell Collection Manager system (see below)

IV. BENEFITS, SERVICES AND FACILITIES

- by completing order cards (available at the main Circulation Desk)

Journal and database subscriptions are ongoing commitments, so they are treated more cautiously. Still, please also let Resa Harney or [Liz Bagley](#), Director of Library Services, know when you have requests for additions in those areas.

New tenure-track faculty have special library funds earmarked for their acquisition requests within their first two years here. There also is an allocation used by librarians to ensure a balanced collection, to purchase reference and general resources, and to replace damaged or missing items.

The library maintains a Blackwell alerting plan in Collection Manager online. We welcome additional faculty participants. Contact [Liz Bagley](#) if interested.

Library funds are not used for the purchase of materials to be kept within a department for classroom teaching. The library accepts requests for the purchase of video/DVD materials to circulate from McCain Library's collections, while Media Services/ETS (x5468) handles video/media rental requests. The full [Collection Development Policy](#) is available on the library website. For questions about ordering books or other materials, contact [Resa Harney](#), x 6141.

COURSE RESERVES and BOOKING DVDs

To ensure that assigned class readings/viewings will be accessible to all the students who need them, books and other items may be placed on reserve for a specific course at the request of the faculty member. We also have created a Copyright area within Blackboard to assist you with copyright questions.

To ensure timely service for your students, please submit reserve requests at least three days in advance of the date when they will be needed. Personal copies of books or audiovisual materials may also be placed on reserve. Photocopied articles to be placed on reserve must meet copyright guidelines. Further information is available from [Amy Minkov](#), Access Services Librarian, or [Svetlana Sinanovic](#), Evening Circulation Assistant. Faculty may designate the reserve loan period to be two hours, two hours library-use only, four hours, one day, or three days. Reserves are searchable by course number or by instructor's name through the [SOPHIA](#) online library catalog.

General circulating and reserve items, particularly videos and DVDs, that are needed for a specific class showing can be booked in advance. General questions about reserves may be directed to the main Circulation Desk at x 6094.

ELECTRONIC RESERVES IN BLACKBOARD

If you wish to link from your secure course area in Blackboard to full-text journal articles within the databases we provide, it is best to provide only the citation and a stable URL/persistent link (typically at the bottom of a citation abstract in a database) as shown in the examples and notes for students below:

1. "Interview: On Art and Consciousness." Susan Sontag; Editors of PAJ. *Performing Arts Journal*, vol. 2, no. 2 (Autumn 1977), pp. 25-32.
<http://links.jstor.org/example>

2. "The Undergraduate Origins of PhD Economists." Siegfried, John J. et.al. *The Journal of*

Economics Education. Fall 2007, vol. 38, issue 4, p461-482.
<http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=27957561&site=ehost-live>

Note: Students linking to these articles from off-campus will be prompted for their ASC ID # and name, or the current GALILEO password (available in the "Library" section of Blackboard). Materials on this course website are only for the use of the students enrolled in this course for purposes associated with this particular class and may not be retained or further disseminated.

ELECTRONIC RESOURCES

McCain Library provides a variety of means for identifying resources both in and beyond our collection. SOPHIA, the library's online catalog, is the primary access point for McCain's collections. For the identification of books and other library materials beyond Agnes Scott's collection, start with the Open WorldCat search box at the bottom right of SOPHIA's home page. The Journal/Article Locator (FindIt@ASC) is a handy tool that identifies periodicals we own in any format, as well as linking to available online text within the many databases to which we provide access. Note some articles may be available in multiple databases via the FindIt tool. Look closely at date coverage within search results.

Electronic databases acquired* through a combination of institutional and consortial subscriptions play a growing role in the information environment of Agnes Scott. A complete alphabetical list is available on the library website, along with subject guides. The library provides more than 2,025 electronic journals by subscription, and full-text article access to more than 24,017 additional periodicals through database packages. Agnes Scott participates in GALILEO (Georgia Library Learning Online), the statewide virtual library project offering more than 100 databases. The library also subscribes independently to 44 resources, including *JSTOR*, *Project MUSE*, and discipline-specific databases such as *American Chemical Society Publications*, *ARTstor*, and *Historical Abstracts*. Our collection also includes many digital books and online reference materials (see *netLibrary* and *Credo Reference* on the database list). Librarians are available to assist faculty members in identifying and utilizing web resources most appropriate to course content.

*Off-campus access note: Resources licensed independently by McCain Library prompt users for an Agnes Scott ID and name if accessed outside the campus network (e.g., Susan Jones, 0797102). Databases accessed via our GALILEO consortial license will ask for the current GALILEO password which changes four times each year. That password is posted on Blackboard under Library, is posted on the ASC Intranet, and may be obtained in person at library service desks, by phoning x 6094 or via IM.

HOURS DURING FALL AND SPRING SEMESTERS

| | |
|-------------------|---------------------|
| Monday - Thursday | 8:00 am - 12:30 am* |
| Friday | 8:00 am - 6:00 pm |
| Saturday | 9:00 am - 6:00 pm |
| Sunday | 1:00 pm - 12:30 am* |

*Reference service until 10:00 pm; circulation and reserves service until 10:30 pm. The building is open for study from 10:30pm until 12:30 am. After closing, students have 24/7 access to the Writing & Speaking Center areas on McCain's ground floor with their ASC ID cards. (Scan at the Alston side door.)

IV. BENEFITS, SERVICES AND FACILITIES

Hours vary for breaks, holidays and summer; they are posted online and at entrances.

INTERLIBRARY LOAN (ILL)

The library is committed to providing optimal access to materials needed for research, study and college operations. 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. For books, one to three week turnaround time is typical, although rush requests can be expedited. Journal articles generally arrive sooner. Complete bibliographic information is helpful, but the requester need not identify holding library locations. [Debbie Adams](#), Access Services Coordinator, x 5342, is the main contact. You will receive an email when the item is here; articles are generally sent to you online through our Ariel system. The requesting individual or department pays a flat fee for photocopies (one dollar per article when it has to be printed); the library absorbs the costs of returnable book and microfilm loans.

INTERLIBRARY USE PRIVILEGES (ILU)

Agnes Scott College faculty (staff and students) in good standing may request borrowing privileges at the nineteen member libraries of the Atlanta Regional Council for Higher Education ([ARCHE](#)). Before leaving campus, ask for an Interlibrary Use Card (ILU) at the Scottie Research and Rescue Desk (McCain main floor) for each specific library needed. The lending library establishes its own policies on loan periods, number of items borrowed, etc. If not overdue, books borrowed from an ARCHE library may be returned to McCain's main Circulation Desk. We will return them for you via the ARCHE van which picks up and drops off materials here each weekday morning.

LIBRARY INSTRUCTION

Part of the library's mission is to help students develop critical thinking and information literacy skills that will support them in graduate work, careers, and life-long learning. The diversity of student research skills and topics creates a wide range of needs, from basic background information to extensive use of primary sources. While it's simple to find information, it takes practice to locate and evaluate good information. To assist students, instructional services offered by the library include:

- single class sessions in the library's instruction room with hands-on practice
- semester-long, multiple interactions with a class on a particular project (e.g., a wiki)
- small group instruction elsewhere on campus (we'll come to your classroom)
- individual consultations with students or faculty (set up an appointment)
- suggested resource lists, print or electronic, customized for each course or an assignment

To explore training options, contact [Leslie Porter](#), User Education Librarian [starting August 29, 2008], x 6343. Particularly during fall semester, please allow at least one-two week's advance notice for scheduling and preparation of a tailored online guide.

SCHOLARLY COMMUNICATION ISSUES / OPEN ACCESS JOURNALS

To inform faculty understanding of [scholarly communication issues](#), we have created a web page, as well as links to open access journals/initiatives.

STUDY SPACES AND THE FLOOR PLAN

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 reflection. Please set your cell phone to silent or vibrate mode before entering McCain, and take calls out on the interior terrace or front steps.

- 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 three media viewing rooms. Bound periodicals, microfilm, media collections, Art and Music books, plus a photocopy facility and restrooms are also provided on this floor. Staff offices for acquisitions, cataloging and interlibrary loan are also here.

- 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 six group study rooms, individual study carrels (please encourage students to contact the main Circulation Desk to reserve one), and restrooms.

- First Floor (entered from the Woodruff Quad):

Two service desks make this floor a busy hub of activity, offering key library services such as circulation, a student computer commons, course reserves, and the Scottie Research and Rescue Desk. The Elizabeth Henderson Cameron Reading Terrace, the sun-porch-like Readers' Gallery, reference materials, and three of four full-time librarians' offices are here. The Main Reading Room houses current periodicals, newspapers, Browsing and New Books locations. Bound copies of yearbooks and students' independent studies also are shelved here.

- Second Floor

This floor contains the archives, special collections and the library instruction room (McCain 211).

- Third Floor

The Third Floor houses the Folio and Ultrafolio (oversized books), as well as group study rooms, a quiet study area, and an art installation (there is more art to enjoy on other floors of the library – pick up an Art Map on the First Floor). Please whisper and avoid using laptops or 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!

August 1989.

Revised June 1992, July 1993, July 1994, July 1995, July 1996, July 1997, July 2000, June 2001, July 2003, July 2006, July 2007, August 2008..

FACULTY SERVICES

IV. BENEFITS, SERVICES AND FACILITIES

The Office of Faculty Service provides various administrative services to members of the Agnes Scott faculty, as well as to emeritus faculty on an as-time-permits basis. Services include general administrative support, coordination and support of special projects such as meeting or event planning and scheduling, departmental programs or projects and professional association activities, and research support. Student assistants are also available for various errands such as pick-up and delivery of items. **In the event faculty members must cancel classes, Faculty Services will post notices on classroom doors upon notification.**

There are five Faculty Services' offices on campus located as follows:

- Room 100 Buttrick Hall (main office)—Houses the manager of faculty services; manages the faculty recruitment process, the external review process and the student evaluation of teaching process; serves as the faculty meeting secretary and maintains the minutes of faculty meetings; assists with support of all faculty. This location also houses materials provided for faculty, staff, and students use including minutes of faculty meetings and various faculty and college-wide standing committees, *ad hoc* committees, task forces and advisory groups; copies of course syllabi, and a section of reserve materials of interest to various campus constituencies.
- Room 101A Buttrick Hall—Houses a 12-month administrative assistant who provides support to the Center for Teaching and Learning, the Office of Experiential Learning, the education department and general faculty support.
- Room 319 Buttrick Hall—Houses a 10-month administrative assistant who provides support primarily to second and third floor faculty in Buttrick Hall.
- Room 101E Bullock Science Center—Houses a 10-month administrative assistant who provides support to faculty in the Bullock Science Center and the Bradley Observatory.
- Room 102 Dana Fine Arts Building—Houses the assistant manager who provides oversight of the satellite offices of faculty services; serves as fine arts coordinator for faculty in the departments of art, music, and theatre/dance.

Forms such as faculty travel authorization, request for advance or reimbursement, faculty development - travel reimbursement, and faculty professional activities reports are housed in all four faculty services' offices as well as on the faculty services intranet site (<http://intranet.agnesscott.edu>).

Revised June 1992, July 1994, July 1995, July 1996, July 1997, July 1998, July 2000, July 2001, July 2002, August 2003, August 2004, August 2005, August 2006, July 2007, August 2008.

LEASING POLICY FOR COLLEGE PROPERTIES

Agnes Scott College believes it is mutually beneficial to both the college and the Decatur residential community for members of the college faculty and staff to live near the center of campus life. Agnes Scott College has designated various types of college- owned housing for lease, with priority given to members of the college community. The college is committed to supporting a stable and cohesive community and to providing comfortable and well-maintained rental properties. As college properties become available, the office of human resources will post timely notices, to the main

campus bulletin boards for a period of thirty (30) days, in an effort to notify the campus community.

Eligibility

In accordance with this philosophy, the college has designated that the following constituent groups will receive priority consideration in the assignment of properties:

Order of Priority:

- I. Officers of the college
- II. Full-time faculty for the purposes of both recruitment and retention
- III. Staff positions critical to the ongoing day-to-day operations of the college
- IV. All other active full-time faculty and staff members
- V. Agnes Scott students and alumnae
- VI. Individuals from the community

Property Leasing Committee

To ensure fairness and consistency in the leasing process, the college has established a Property Leasing Committee. This committee will review all lease applications and assign properties in a fair and equitable manner. The committee will consist of three members appointed by the president: the vice president for business and finance, the vice president for academic affairs/dean and the director of human resources, who will serve as committee chair.

Lease Term:

Housing will be assigned on a year-to-year basis with both the college and lessee required to give a minimum of 60 days notice to terminate the lease.

Approved March 2001.

PARKING

If a vehicle is parked on campus, it must be registered with the public safety office at a cost of \$100.00 per year or \$60.00 per semester. A faculty/staff hanging decal must be displayed in the vehicle at all times. 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 and/or the vehicle being towed at the registrant's expense. Unauthorized parking or parking without current registration will result in a parking fine of \$10 for the first violation, \$25 for the second violation,

IV. BENEFITS, SERVICES AND FACILITIES

and \$50 for the third violation. For each subsequent violation after the third, the vehicle will be wheel-locked or towed.

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. The director of public safety will notify the registrant of the decision to sustain the fine or grant the appeal. Upon notice of a denied appeal decision, the registrant has 15 days in which to pay the original fine, or face the same restrictions and penalties as they apply to non-payment over 30 days.

Further details on parking can be obtained from the office of public safety and its publication on parking rules and regulations.

June 1992. Revised July 1993, August 2003.

V. COLLEGE POLICIES

ALCOHOL POLICY

Alcoholic beverages are restricted on the Agnes Scott campus in compliance with Georgia and Decatur laws. These laws are as follows:

Georgia

The legal age for purchasing and possessing alcoholic beverages is 21. It is against the law to either sell or furnish alcoholic beverages to anyone under the legal age.

It is illegal to appear in an intoxicated condition or to evidence boisterous or vulgar behavior on any public street or in any public place, in any private residence other than one's own, or in any mode of transportation. Bottles of alcohol with broken seals cannot be kept in cars.

It is illegal to misrepresent age in any manner for the purpose of obtaining alcohol.

Decatur

It is unlawful to drink alcoholic beverages in automobiles—parked or moving—on the streets, highways, or alleys of the city. It is unlawful to carry any type of open liquor container in public.

Agnes Scott policy

Employees desiring to serve alcoholic beverages at college sponsored functions should adhere to the following guidelines:

- The employee hosting the event or designated college manager will remain at the event for the entire duration.
- Only beer or wine may be served at college hosted events.
- Whenever possible, trained servers will be employed to serve.
- The employee hosting the event will ensure the serving of alcohol will cease at a reasonable time, but not later than midnight.
- The employee hosting the event or the designated manager will monitor the event and ensure that anyone who needs it is provided with safe transportation home.
- Employees are required to comply with the laws of the state of Georgia and the City of Decatur when serving alcohol at college sponsored functions.

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 STATEMENT ON AIDS

Acquired Immunodeficiency Syndrome (AIDS) is a specific group of diseases or conditions that are indicative of severe immunosuppression related to infection with the human immunodeficiency virus (HIV). Agnes Scott College acknowledges the seriousness of this public health problem. In an effort to be prepared should AIDS or other HIV-related conditions be present among students or college employees, the following institutional guidelines have been developed.

GUIDELINES

1. Agnes Scott College will conduct ongoing campus-wide HIV/AIDS educational programs.
 - a. An AIDS Task Force will include representatives from the health center, faculty, staff and student body, who will provide ongoing evaluation of the college's HIV/AIDS policies in light of evolving medical information and campus needs. The Task Force will also aid in the implementation and evaluation of ongoing HIV/AIDS education programs.
 - b. Opportunities to be educated about HIV/AIDS are available in the student health center through printed materials, audiovisual tapes, and through confidential consultation with the health center's professional staff.
2. Individuals infected with HIV or manifesting any HIV manifestation will be treated in accordance with the Americans with Disabilities Act, and will not be excluded from enrollment or employment or restricted in their access to any campus facilities or services unless medically-based judgment in each individual case establishes that **exclusion or restriction is necessary** to the welfare of the infected individual or other members of the campus community.

Individuals who know or have reason to believe that they are infected with HIV or have HIV-related concerns should share that information with the director of the health center in order that medical, counseling, and educational needs may be identified. In addition, such individuals are expected to seek expert advice about their health care and are obliged ethically and legally to conduct themselves responsibly in accordance with such knowledge for the protection of other members of the college community.

- a. The director of the health center in collaboration with the medical director shall function as case manager and, for each case of HIV infection identified, shall make a case-by-case assessment as to whether there is a medically-based reason for **exclusion or restriction** of an individual from enrollment or employment in order to protect the welfare of that individual or other members of the campus community.
- b. The confidentiality of medical information shall be respected. All HIV-related information will be kept in a specified portion of the medical record accessible **only** to the professional staff of the health center. In following the recommended guidelines set forth by the American College Health Association regarding the sharing of confidential medical

information, (See A.C.H.A. General Statement on Institutional Response to AIDS, 1988), other campus officials shall be informed only on a "need-to-know" basis.

- c. Currently available medical information does not support the existence of a risk to employment or enrollment by the presence of individuals infected with HIV. However, there may be in some circumstances reasonable concern for the health of those with symptomatic HIV infection who might be exposed to certain contagious diseases in a close living situation. As private rooms can be provided, it may be recommended that students with symptomatic HIV infection be assigned these accommodations in the interest of protecting the health of these students.

3. All media inquiries regarding the college guidelines on HIV/AIDS will be referred to the vice president of development and public relations.

4. The college will post and observe the safety guidelines established by the U.S. Public Health Services for the handling of blood and other body fluids and related equipment.

5. These guidelines and all campus HIV/AIDS educational programs, will be evaluated annually. The director of the health center will continue to advise college officials regarding ongoing recommendations put forth by the American College Health Association Task Force on AIDS.

Approved by the Executive Committee of the board of trustees September 15, 1988.

Revised August 1991.

Campus Revisions August 1991; June 1993.

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 Human Resources 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 Human Resources 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 Human Resources 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.

DRUG-FREE WORKPLACE POLICY

It is Agnes Scott 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.

In compliance with the DRUG-FREE WORKPLACE ACT OF 1988, Agnes Scott College prohibits the unlawful manufacture, distribution, dispensing, possession or use of controlled substances in the workplace. Such activity is illegal and if found on campus, may result in disciplinary action, up to and including immediate discharge and possible criminal prosecution. Such action is not grievable. In addition, any employee who is convicted of a criminal drug statute violation that occurred in the workplace must notify the Office of Human Resources no later than five days after the conviction. Employees so convicted will face disciplinary action up to and including immediate discharge or may be required to participate in a drug-abuse assistance or rehabilitation program approved by a federal, state or local law enforcement agency. (Employees are not required to report convictions for drug statute violations occurring outside the workplace.)

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment (not grievable) 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, Agnes Scott 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 dependency or abuse are encouraged to discuss these matters with their supervisor or the Office of Human Resources to receive assistance or referrals to appropriate resources in the community. Brochures and general information for assistance with addiction problems are available also at the Student Health Center and Office of Personal Counseling.

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 certified rehabilitation or treatment program. Documentation of the need and type of program is required prior to granting approval of a leave for this purpose. 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 the College any undue hardship.

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 Office of Human Resources without fear of reprisal.

June 1989, August 2005.

GUIDELINES FOR THE APPROPRIATE USE OF THE AGNES SCOTT COLLEGE LOGO AND SEAL

Agnes Scott College has developed guidelines for the appropriate use of the college's logo and seal. These guidelines cover the use of the logo on publications, signage and specialty items such as T-shirts, coffee mugs, etc. The office of communications maintains the 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 and seal. For a copy of the Graphic Standards guidelines, please visit the Communications section of the college's Intranet site at <http://intranet.agnesscott.edu> or contact the office of communications to request a copy.

The college's name logo and seal are protected service 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 or seal, please contact the office of communications at x5300.

Approved by the Executive Council, November 20, 2001.

GUIDELINES FOR THE CARE AND USE OF ANIMALS IN RESEARCH

The guidelines for the care and use of animals in research must be followed for all research projects conducted under the auspices of Agnes Scott College that to any degree involve using animals in research. The Animal Care and Use Committee must approve all research projects that involve animals. A copy of institutional policy, the guidelines and the application form are available in the office of faculty services.

Reviewed and approved by the Professional Development Committee September 1994.

GUIDELINES FOR THE PROTECTION OF HUMAN RESEARCH PARTICIPANTS

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. 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.

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 dean of the college 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, he or she has 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, he or she 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 <http://ori.dhhs.gov/policies/documents/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

GUN AND KNIFE POLICY

No firearms are allowed on the campus with the exception of those worn by department of public safety officers. Knives with a blade length of three or more inches are also prohibited.

POLICY FOR 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 Intranet, 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."

In the text that follows, individual Policy statements are followed by specific examples of activities that constitute unauthorized use of Agnes Scott electronic resources.

Agnes Scott electronic resources may not be used to damage, impair or in any way cause purposeful damage to Agnes Scott networks or computers or external networks or computers.

- Unauthorized access, reproduction or use of the resources of others is prohibited. Use of Agnes Scott electronic resources to interfere with or cause impairment to the activities of other individuals is prohibited.
- Use of Agnes Scott electronic resources to harass or make threats to specific individuals, or a class of individuals is prohibited.
- Use of Agnes Scott electronic resources in pursuit of unauthorized commercial activities is prohibited.
- Use of Agnes Scott electronic resources to violate city, state, federal or international laws, rules, regulations, rulings or orders, or to otherwise violate any College rules or policies is prohibited.

The above list is not meant to be exhaustive. Questions regarding this Policy or the application of this Policy to a specific situation should be referred to the director of 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.

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 Dean of the College; 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)
- Web site Terms and Conditions of Use (<http://www.agnesscott.edu/legal.html>)

Contact Information

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

Computer or Telecommunications issues: Director of IT Ext. 6483

Honor Code and Honor Court: Dean of Students Ext. 6391

Dispute Resolution Procedure: (Faculty & Staff) Director of HR Ext. 6384

Harassment: (Faculty & Staff) Director of HR Ext. 6384

Harassment: (Students) Dean of Students Ext. 6391 or Public Safety Ext. 6355

Health or Safety: Public Safety Ext. 6355 or Campus Health Center Ext. 6346

Academic issues: Dean of the College Ext. 6283

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

ELECTRONIC MAIL GUIDELINES

E-mail Accounts

All members of the Agnes Scott College community, faculty, staff and students have been given access to their own e-mail account in order to facilitate the timely exchange of information. These

accounts are provided as a service to members of the College community. As such, users are expected to follow College guidelines on the appropriate use of e-mail and related technologies.

These guidelines apply to:

All e-mail services provided, owned or funded in part or in whole by Agnes Scott College.
All users and holders of College e-mail accounts or systems, regardless of the intended use; and
All College e-mail Official Records and/or Public Records in the possession of or generated by College employees and other users of e-mail services provided by the College, regardless of whether the records were generated on College or non-College computers.

Account Administration

Account Creation

New student accounts are created throughout the summer and one week before the start of the Spring semester. The Office of Admission provides new student account information, while the Office of the Dean of the College provides new faculty information.

New faculty accounts are created throughout the summer when appropriate information is received from the Dean of the College office and Human Resources

Staff accounts are created within 24 hours of ITS receipt of the Personal Action Form – Computer Access Information from Human Resources.

Account names are based on first initial, last name as it appears in the student or employee record. When duplicate account names occur, the middle initial will be inserted.

All account are created using first and last name information from student or personnel records
Vanity names are not permitted.

Account Retention/Deletion

Students

All graduating students have the option of activating an “alumnae e-mail for life” account with the college. Information regarding how to activate the alumnae e-mail account is available on the Alumnae intranet site. Graduates retain their agnesscott.edu accounts through the last day of October following their graduation month to provide sufficient time to migrate e-mail their alumnae account or to a personal e-mail service.

Graduating students, who return for Fifth Year the semester following their graduation, retain their regular ASC accounts through their Fifth Year attendance. If there is a semester break between graduation and Fifth Year attendance, the account is subject to deletion until enrollment notification from the Registrar is received.

Accounts for students withdrawing from the College for any reason other than an approved Leave of Absence remain active for six weeks and then are deleted.

Faculty accounts are retained for three months after leaving the College.

Staff accounts are disabled at 4:30 p.m. on the last day of employment and deleted the following morning.

Account Management

Student mailboxes are not backed up. Students are responsible for saving messages they want to keep.

Faculty and staff mailboxes are recoverable under the following situations

- All faculty and staff mailboxes can be restored in the event of a total email system failure. Disaster recovery backups are performed nightly. This type of backup does not provide for individual account, folder or message level restoration.
- Individual mailbox backups are performed on Wednesdays and Saturdays. If individual accounts are damaged, this backup provides for the recovery of individual accounts, contacts, folders and/or messages as of the date of the backup. Messages in the “deleted items” folder are not backed up and cannot be restored.

E-mail quotas are in effect for all faculty, staff and student accounts. Please refer to <http://its.agnesscott.edu/OnlineDocs/Email/QuotaPolicy.pdf> for more information.

Server level spam software is installed on all mail servers. Any e-mail identified as spam is stored in the Spamemail folder under each user’s Inbox. Please note that spam detection can generate false positives, therefore each person should check their spam folder e-mail which may have been flagged as spam and placed in this folder.

Appropriate Use of E-mail

E-mail communication is now considered a formal written record that carries the same legal weight as a formal memorandum. Users of e-mail communications should remember that the communication becomes the possession of the receiver and can easily be duplicated and redistributed by the receiver. Although passwords stored on the email servers are securely encrypted and cannot be deciphered, users should note that they are responsible for the security of their own passwords. Users should be careful about sharing their login/password information. Doing so will provide others with access to their email and network accounts.

Examples of misuse of email communications include, but are not limited to:

- Messages that violate any local, state and/or federal law or that promotes any illegal activity
- Messages that may be perceived as harassing or threatening
- Messages of a political nature (i.e. personal opinion, public debate, and/or campaigning)
- Messages that solicit support or funding not related to College business
- Messages that promote continuation of a chain message or pyramid scheme
- Messages that could be reasonably expected to cause, directly or indirectly, unnecessary strain on computing facilities or serve to interfere with others’ use of e-mail or the e-mail system (i.e. “spam”, chain messages or “letter-bombs”)
- Messages that appear to represent, provide opinions, or otherwise make statements on behalf of the College or any unit of the College unless expressly authorized to do so.

For additional information on violations, please see the College’s policy on Acceptable Use of Electronic Communications.

Violations will be handled through the normal College disciplinary procedures. Harassing messages and other illegal activity conducted via e-mail may also be reported to the appropriate local, state and/or federal authorities.

In spite of College policy, malicious persons who know the owner’s computing ID and password can abuse e-mail. Users are responsible for protecting their own passwords and login information.

Confidentiality

Users should be aware that e-mail is **NOT** recommended for use in confidential communications; especially those related to faculty, staff or student disciplinary or human resource-related matters. Since the security of e-mail cannot be guaranteed, any information of a confidential matter that needs to be conveyed should be done through one-on-one or written communication in conjunction with appropriate College personnel (i.e. Human Resources, direct supervisor, appropriate dean, etc.).

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 e-mail or other electronic records.

The Office of the Registrar may elect to publish student e-mail addresses, phone numbers, etc. as directory information, consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA). Individual students may, consistent with College policy regarding the protection of student information (see Agnes Scott College Policy on Confidentiality of Student Records) request that the College not treat their address as directory information. Requests should be directed to the Office of the Registrar.

Personal Use

College e-mail services may be used for incidental, personal purposes provided that such use does not:

Directly or indirectly interfere with the College operation of computing facilities or e-mail services
Interfere with the e-mail user's employment or other obligations to the College.
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.

E-mail messages arising from such personal use shall, however, be subject to access consistent with this and other College policies and applicable laws. Accordingly, such use does not carry with it any reasonable expectation of privacy.

Guidelines for Broadcast Messages to External Publics

Agnes Scott College personnel, from time to time, may send broadcast e-mail messages to certain target audiences in an effort to inform them about College activities and events, solicit support and donations, solicit involvement in College-related activities, foster interest in the College and encourage application for admission, etc.

Since these messages are distributed to a large population, they should follow the College's normal review and approval process before being distributed. Questions about the review process should be directed to the Office of Communications.

Guidelines for Use of Internal Distribution Lists (#Students, #Faculty, #Staff, etc.)

The following types of announcements or messages are considered appropriate for internal distribution lists:

- Network access issues affecting all of campus
- Any safety or emergency-related situation (i.e. campus closings, evacuations, etc.)

- Special change in location or time for campus meals
- One announcement/invitation for an all campus special events (ex. Cultural Events or Student Activities program)
- Presidential or Officer-level informational announcements
- Facilities-related services or outages affecting individual buildings or all of campus

The following types of announcements or messages are considered inappropriate for internal distribution lists:

- Club or event announcements that are not intended for all students
- Repeated invitations to any events
- Personal, political messages
- Unsigned messages or messages with forged identities
- Surveys. Announcements about surveys are acceptable, but do not conduct a survey via the announcement service.
- Jokes, stories, recipes, poems, etc.
- Chain letters of any type, including unconfirmed computer virus reports. See the ITS Intranet site for information on computer viruses.
- Want ads, including carpooling, roommates, etc.
- “For Sale”, giveaways, and other related advertising
- Requests for help in locating missing, stolen or lost items.
Contact Public Safety about stolen items.
Contact the Information Desk for Lost and Found.
- Solicitations for donations for any non-College supported charity or group
- Advertisements of personal services, e.g. typing, baby-sitting, photography
- Responses or replies to announcements made by someone else. Make these privately to the sender rather than the entire distribution list. Official corrections to announcements may be appropriate, however.
- Any message that violates the College’s guidelines for e-mail use (see above)

Access to Internal Distribution Lists

As a convenience to the campus community, the College provides access to a number of group distribution lists, including #Faculty, #Staff and #Students. However, access to #Students is limited to selected individuals within each division and to members of the faculty. Questions regarding use of this list should be directed to division vice presidents or the associate dean of students.

Guidelines for Use of Public Folders

The College has developed a Public Message Folder system in Outlook to assist in eliminating clutter from e-mail boxes and to assist with distribution of announcements and other related information that is not deemed appropriate for delivery via internal message lists.

We ask that all ASC Network users post campus-wide messages to the most appropriate Public Folder instead of sending campus-wide e-mail messages to Fulltime Faculty, Fulltime Staff, Part-time Faculty and Students distribution lists. Each network user should in turn regularly check the public folders area for information of interest. Again, within a given folder, your subject line should be appropriate and informative.

The following Public Message Folders subject groups have been created with input from various campus groups for campus-wide use:

- Announcements
- Career Planning

- For Sale-Give Away
- For Students Only
- Lost-n-Found

All messages posted to the Public Folders expire two weeks after posting and are automatically deleted by the system. Each person who posts a message can delete the posting prior to the two week expiration, and can modify the posting at any time. The For Students Only folder is only accessible to students

Submit new folder suggestions to the associate dean of students.

Indemnification of the College

Users agree by virtue of access to the College's computing and e-mail systems to indemnify, defend and hold harmless the College for any suits, claims, losses, expenses or damages, including but not limited to litigation costs and attorney's fees, arising from or related to the user's access to or use of College e-mail and computing systems, services and facilities.

Outlook Calendar

In order to streamline the process of scheduling meetings, all faculty members are asked to make use of the electronic Microsoft Outlook Calendar contained within Microsoft Outlook. Keeping course schedules and meetings current on the outlook 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.

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 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

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.

Do not forget that the public folders can be used for posting information about upcoming events! Simply:

1. Open the folder in which you want to post
2. Click the "Compose New Post" icon
3. Type your message including a specific subject
4. Click the "Compose New Post" icon again
5. Contact ITS at x5487 for further instructions

February 28, 2001.

SEVERE WEATHER POLICY

In the event of severe weather, no later than 6:00 a.m. the president of the college will decide whether classes will be delayed or canceled. Information on the closing or delayed opening of the college will be available from the following sources:

1. Radio station WGST 640 AM or WSB-TV Channel 2
2. Recorded message on 404/471-5100. This line will be updated as changes occur.

Please do not call the Office of Public Safety.

If the college is not closed, use the following guidelines to secure additional information or to report absences:

Faculty

If travel to the campus is impossible or unsafe, and you are therefore unable to meet your scheduled classes, please notify the office of faculty services at 404-471-6030.

Commuting Students

For information about the cancellation of specific classes, commuting students should call the office of faculty services at 404-471-6030 or refer to Blackboard for a message from the instructor.

Residential Students

A notice will be posted on the bulletin board in the lobby of Buttrick Hall with updated reports of classes that are canceled. Residential students should check this bulletin board and should **not** call the switchboard operator or the office of the Vice president for academic affairs and dean of the college.

Staff

Staff should contact their immediate supervisors if unable to travel to work.

Tornado Alert Plan

The office of public safety monitors the National Weather Service on their police communication system. Severe weather emergency procedures are as follows:

1. As soon as the Atlanta metro-area is identified as a "watch" area, the office of public safety will contact building captains and resident directors via e-mail and voice mail.
2. If DeKalb County is placed on a "warning" status, public safety will deliver a public address message to the campus followed by activation of the Early Warning Tornado System. Everyone on campus should then move to the lowest level of the building in which they are located, staying away from windows and doors.
3. As soon as the "warning" status has been lifted for the area, public safety will deliver an "all clear" public address message.

Revised December 18, 1996.

TEMPORARY SMOKING POLICY

Agnes Scott is a "smoke free" campus. Smoking is strictly prohibited in all existing facilities (e.g. classrooms, computer labs, offices, residence halls and theme houses). Smoking is permitted outside at designated locations that have been equipped with appropriate receptacles. Smoking is not permitted within 20 feet of any residence hall.

Smoking is permitted in the Avery Glen apartment units when agreed upon by all occupants of the assigned unit. The Roommate Contract must indicate that this decision is unanimous among those assigned.

When the desire to smoke conflicts with those requesting a smoke-free environment, the need for smoke-free air will take priority.

Violations of the college's smoking policy will be handled as a disciplinary matter and will be reviewed by the appropriate college administrator.

Any time the college designates additional smoking areas, we will communicate any revisions to this statement to the Agnes Scott community. We are confident that all members of the community will help in meeting these expectations. We also hope those who smoke will inform themselves about the associated health hazards and long term dangers of smoking by visiting the campus Health Center or the American Lung Association Web page, www.lungusa.org

In accordance with recommendations from the American College Health Association and in response to concerns expressed by members of the Agnes Scott College community, we are communicating expectations regarding smoking **outside of buildings** at Agnes Scott College. The

American College Health Association recommends that smoking be eliminated within 20 feet of any building entrance. Consequently, we ask that members of the college community adhere to the following:

- No smoking is permitted at the entrances to buildings. This would include the steps of Evans Hall, the front and rear steps of Buttrick Hall, the front steps of Rebekah and Main as well as all entrances to all buildings on campus. The college has designated two areas where smoking is permitted near Evans and Buttrick. The one near Evans is on the Walters side of the building, adjacent to Buttrick Drive. The one near Buttrick is in front of the building along Buttrick Drive toward McDonough Street. Both areas can be identified by signs (“Smoking Area”) and a standing ashtray.
- All cigarette trash should be put in ashtrays and not dropped on the grounds. Littering causes additional work for facilities employees and detracts from the beauty of the campus.
- In case of rain, smokers may use the Gazebo.

November 8, 2000, August 2002.

SPOKESPERSON POLICY STATEMENT

According to college policy, all media inquiries must be directed immediately to the office of communications (ext. 5451). The 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, will 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 human resources (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

SEXUAL HARASSMENT POLICY AND PROCESS

I. Policy

A. Policy: Agnes Scott College is committed to maintaining an environment in which all members of the community, staff, students, faculty, and visitors, are treated with respect and dignity. It is the policy of the college not to discriminate on the basis of sex in any of its programs, activities, or employment practices. Agnes Scott College prohibits sexual harassment in any form by any member of the Agnes Scott College community and by visitors to the campus, including guests, patrons, independent contractors, or clients of the college, and by those participating in off-campus college programs, such as study abroad programs, internships, student teaching, and experiential learning.

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. Conduct that might not be held to violate these statutes may nonetheless be considered sexual harassment under college policies and the college condemns and prohibits conduct that is sexually harassing even if such conduct would not be adjudged illegal.

B. Definition: Unwelcome verbal or physical conduct (whether of a sexual nature or not) that is directed at individuals on the basis of their gender, or that demeans persons because of their gender, constitutes sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic treatment or status in a course or other college activity. This includes when:

1. Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting that individual's employment, academic status, or participation in any college activity; or
2. Such conduct significantly interferes with an individual's work performance or academic performance or with an individual's ability to participate in or benefit from any college activity.

C. Academic freedom respected: The college is committed to academic freedom as stated in Section II of the Faculty Handbook, Statement on Academic Freedom and Responsibility, and complaints will be evaluated consistently with this policy. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of germane academic material. Material germane to a course may sometimes offend or disturb; however, intimidation and harassment are inconsistent with the maintenance of academic freedom on campus and violate the ethical and professional responsibilities of faculty members to avoid any exploitation of students for private advantage.

II. Procedures

A. Direct resolution: Anyone experiencing or observing sexual harassment is encouraged to explain clearly to the alleged offender that the behavior is objectionable and request that it cease. If such an objection does not seem safe or efficacious, or if after the objection is raised the conduct does not cease, the person experiencing or observing the offending conduct should promptly report the complaint to an officer of the college or to the Director of Human Resources.

B. Initiation of a report or complaint

1. **Timeliness**: Reports and complaints of sexual harassment should be initiated as soon as possible after the incident(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. **(See below for specific timelines if a complaint is filed.)**

2. **Non-retaliation**: Anyone who submits a report (“reporter”) 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 reporters and complainants, of persons against whom the complaint is made (“respondents”), and of witnesses in a manner consistent with the College’s duty to investigate, to take appropriate remedial actions, and to comply with any discovery or disclosure obligations required by law.

4. **Due process**: The college will make every reasonable effort to protect the rights of both complainants and respondents.

5. **Initial report**: All students and employees should report any sexual harassment that they experience or about which they have credible evidence to a college officer or to the Director of Human Resources. No one should assume that an official of the college already is aware of any given instance of alleged sexual harassment. Any member of the college community who knows of or receives a complaint of harassment should report the information or complaint to a college officer (“officer”) or the Director of Human Resources (“Director”).

6. **Informational meeting**: Anyone experiencing sexual harassment or having credible evidence of the occurrence of sexual harassment should meet with a college officer or the Director of Human Resources. At this meeting, the reporter should explain the basis for the report. The officer or Director should explain the college’s policies and procedures against sexual harassment. The officer or Director should clarify for the reporter the types of information that will automatically initiate further procedures.

7. Informal resolution: After discussing the report of sexual harassment with the reporter, if the officer or Director believes that the situation might be best resolved informally, or that the conduct does not rise to the requisite level of severity or pervasiveness or for any reason does not violate the college's policy against sexual harassment, or that the complaint rests on misperceptions or miscommunication, the officer or Director may attempt an informal resolution of the complaint. This attempt at informal resolution may include further fact-finding, consultation with involved parties, including the respondent, mediation attempts, or other reasonable means to resolve the situation or remedy the conduct informally. If informal resolution is attempted, however, the identity of the reporter will be kept confidential, unless the reporter gives permission to divulge her or his 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 within one month of the informational meeting, unless extended by consent of the reporter and the respondent. 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 Human Resources. Information about an individual in this file may be accessed for the purpose of investigating future reports of sexual harassment, 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 Human Resources and may be used as a basis for future personnel decisions only with the consent of the respondent to the informal resolution. Information about respondents who are students shall be kept in a confidential file in the Office of Human Resources for the purpose of investigating future reports of sexual harassment and may only be accessed by the investigating officer and director of human resources.

8. Written complaint: At any point during the process of informal resolution any person believing him or herself to have experienced sexual harassment may initiate a formal process of investigation and resolution by filing a written statement explaining the basis of the complaint. Any college officer or the Director of Human Resources may initiate formal procedures to investigate and resolve conduct suspected of constituting sexual harassment on the basis of substantial credible evidence. Past reports of sexual harassment alone do not constitute substantial credible evidence; the officer or DHR must have evidence about current conduct to file a complaint. If the officer or Director initiates the process of investigation and resolution, the officer or Director must also put in writing the complaint and explanation of the substantial credible evidence that warrants the initiation of the investigation and resolution process.

C. Investigation of the complaint

1. Investigation board: On the basis of a written complaint, an investigation board shall conduct a prompt and thorough investigation of the conduct that forms the basis of the complaint. The board shall be comprised of the officer who supervises the person named as the harasser in the complaint ("respondent"), the Director of Human Resources, the chair of the Faculty Executive Committee, the President of Honor Court, and one additional member chosen from the respondent's constituency (if a faculty respondent, a second faculty member to be named by the Faculty Executive Committee; if a student respondent, a second student to be named by Honor Court; if a staff respondent, a second staff member to be named by the staff members' organization). The officer shall serve as chair of the investigation board.

2. 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 her or him 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.

3. Informing the parties: The Director shall inform the respondent of the existence of the complaint, provide a copy of the written complaint, and provide a copy and information about the college's policies and procedures against sexual harassment. The Director shall also inform the respondent of the identity of the complainant. The Director will also furnish, in writing, to both complainant and respondent, a statement explaining the rights and responsibilities of all parties, including rights to confidentiality in so far as possible consistent with the need to investigate and resolve the complaint, the guarantee of non-retaliation, and the process for imposing sanctions and appealing resolutions.

4. Investigation: The board shall conduct a thorough, fair, and expeditious investigation based on written evidence and interviewing of all witnesses who, in the opinion of the board, can shed light on the merits of the complaint and the conduct of the respondent. The complainant and respondent shall have the right to present any witnesses and information that in their opinion can provide valid and relevant evidence. The parties may also suggest questions to any witnesses, but questioning shall be done by the chair of the investigation board, whose judgment about the appropriateness and wording of questions, after consultation with other board members on any questions she/he deems necessary, shall be final. All parties have the right to be assisted by up to three advocates of their choosing, although practicing attorneys shall not be present at hearings of the investigation board.

5. Remedial measures during the course of investigation: At any point after the filing of a written complaint, the president of the college may place the respondent on administrative leave with pay or suspend the respondent without pay. Summary suspension shall be imposed only when, in the judgment of the President, the respondent'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 accused individual 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 respondent is suspended, the formal process should be completed within the shortest reasonable time possible, not to exceed ten working days. During the suspension, the respondent may not enter campus without obtaining prior permission from an officer of the college.

D. Resolution

1. Finding of fact: Within two months of the filing of the complaint, unless the respondent has been suspended (see preceding paragraph) or the time period is extended by the consent of the complainant and the respondent, the investigation board shall make appropriate and well-grounded findings regarding the factual basis of the complaint. The board may also make recommendations to the appropriate college officer regarding a just and reasonable remedy, including the possible imposition of penalties.

2. Resolutions: The appropriate college officer, based on the findings and recommendations of the investigation board, will take appropriate remedial actions and will follow up as necessary to ensure that the remedial actions are effective. The officer's decision about the proper course of action to resolve the complaint shall be communicated to the complainant and respondent within one month of the submission of the investigation board's findings and recommendations. A copy

will be filed in the appropriate college records (in the case of employees, their personnel files; in the case of students, in their student records files).

3. Imposition of penalties: The appropriate college officer may impose penalties ranging from an oral or written warning up to and including suspension or dismissal from the college, unless the respondent is a full-time faculty member.

4. Suspension or dismissal of faculty: the Dean of 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 (Faculty Handbook).

E. Appeals: Either party may appeal the decision, in writing, within 5 days of receipt of the written decision by the investigative board, through standing procedures which include the faculty grievance process, student Judicial Board and union staff grievance process. Administrative staff may appeal directly to the president or her designee. Any decision rendered through the appeal process shall be final.

F. Documentation: The Director of Human Resources 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 Human Resources, and shall be available to managers and RPT committees for use as appropriate in making personnel decisions. Information about respondents who are students shall be kept in a confidential file in the Office of Human Resources for the purpose of investigating future reports of sexual harassment and may only be accessed by the investigating officer and director of human resources.

July 1999, July 2000, July 2006. Approved by the board of trustees October 2006.

CONSENSUAL SEXUAL RELATIONSHIPS

1. Among employees:

Sexual, intimate and/or romantic relationships (even consensual ones) between college employees and those they supervise are potentially exploitive 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.

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 relationship, immediate steps must be taken to terminate the supervisory arrangement, and alternative means of supervision must be implemented.

If employees in a supervisory 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 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 between faculty members and graduate students in the same program or students whom they supervise, evaluate, or teach.

4. Among 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 students whom they employ, supervise, evaluate, counsel, advise, or potentially discipline.

5. Prior relationships:

The foregoing policies do not apply to persons whose consensual sexual relationships antedate 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.

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.

Approved by Executive Council, July 2006

WORLD WIDE WEB GUIDELINES

Introduction

Agnes Scott College maintains several servers under the general domain of agnesscott.edu which host Web pages designed to support the college's academic program and administrative functions. These guidelines provide information on publishing Web pages at Agnes Scott College.

Agnes Scott College makes every effort to ensure these Web sites assist with and foster:

- Effective and accurate communication of information about the college to internal and external publics.
- 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 Web liaisons and other members of the Agnes Scott College community with information on topics such as appropriate use of the Agnes Scott College templates, the ASC logo, administrative versus instructional pages, etc. Use of the ASC Web site is governed by the Terms and Conditions of Use included on the Web site (<http://www.agnesscott.edu/legal.html>) as well as the Policy on Acceptable Use of Electronic Resources. For questions about these supplemental documents, please see the policies themselves, or contact the director of interactive communications.

World Wide Web 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
- Faculty as individual scholars and teachers
- Representatives authorized to act for their administrative units
- Representatives authorized to act for student government organizations
- Representatives authorized to act for other approved student organizations
- Students working under sponsorship of faculty or administrative units

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. Individuals who wish to publish personal World Wide Web pages are encouraged to contact them.

Web Liaisons

Each administrative office shall appoint one full-time staff member who will serve as that office's Web liaison. The primary responsibility of Web liaisons is to maintain and update existing page content as necessary. Web liaisons are encouraged to contact the director of interactive

communications for assistance with new technologies, content development, new section design or any issue involving changes to navigational elements.

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 publics (potential students, alumnae, donors, etc.), however, members of the college community may also find some of the information useful. The Web site has been developed to promote the college, its academic majors and programs, events, etc. These pages are maintained by the Web liaisons for each administrative office.
- **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. The templates are provided to Web liaisons for their use in publishing and updating their office’s Web content. Templates include navigational elements and graphics, the college logo, address and telephone contact information.
- **Editorial Review Process** – Before pages are posted to the Web server, all administrative page content should be routed through the copy approval process. You will need to include an Approval Routing Sheet with your copy submission. For more information on routing copy, please contact the Office of Communications.
- **Disclaimers and Linking to External Web sites** – You may create a link to any *internal* page on the Agnes Scott College Web server. You can also create links to *external* pages that provide useful information to Agnes Scott College students, faculty, administrative staff and other site visitors. 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.

Agnes Scott College provides disclaimer information in its “Web Site Terms and Conditions of Use.” Each Web page includes a link to this legal in the footer information at the bottom of each page. You MAY NOT remove this link under any circumstances. For additional information about the Web site terms and conditions of use, please visit <http://www.agnesscott.edu/legal.html>.

- **Instructional Pages** – Those created by members of the Agnes Scott College faculty or their designees that support classroom instruction, academic research, etc.
- **Use of templates** – Instructional Pages are not required to follow any prescribed format. Faculty are free to create pages in any format that supports their instructional needs. Use of the Administrative Page templates is not recommended for instructional pages.
- **Assistance with Developing Instructional Pages** – For assistance in creating and planning pages for instructional use, please contact the college’s instructional technologist via e-mail or by calling Ext. 6059.
- **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 liaison 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 interactive communications.

Additional Guidelines

The following additional guidelines are included for your information. If you have questions about this information, please contact the director of interactive communications at Ext. 6186.

- 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").
- The Administrative Page templates contain the approved Agnes Scott College logo for use on the Web. These templates should not be altered in any way, nor should the college logo be downloaded and altered in any way for use on any Web page, academic or instructional. Creators of instructional pages who wish to use the college logo will need to request a copy in electronic format from the Office of Publications. Please be aware that use of the college logo on instructional pages may require the page creator to seek copy approval through the editorial review process (see administrative pages section above). 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 – Use of the college name is governed by the Agnes Scott College Visual Identity Manual. Questions about appropriate use should be directed to the Office of Communications. For first reference, use the full name of the college (Agnes Scott College). Second references may use either Agnes Scott, the college or ASC.
- Use of graphics and photos – Appropriate privacy and copyright procedures should be followed for all graphics and photos used on the Agnes Scott College Web site.
- 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 on the World Wide Web. 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 Web site. 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 College Web site and grants the necessary permission allowing you to use their image. A copy of the photo release form is available from the Office of Public Relations. For specific questions about appropriate use of images and photos, please contact the director of interactive communications.
- 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.
- 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 interactive communications.

Additional Questions or Support

For additional questions or for assistance with design, content development, graphics or photos, please contact the director of interactive communications.

Approved by President’s Council, June 8, 1999.

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